THE EFFECTS OF TASK INDUCED INVOLVEMENT LOAD HYPOTHESIS ON TURKISH EFL LEARNERS' INCIDENTAL VOCABULARY LEARNING

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JÜRİ VE ENSTİTÜ ONAYI

Mehtap YORGANCI'nın "The Effects of Task Induced Involvement Load Hypothesis on Turkisch EFL Learners' Incidental Vocabulary Learning" başlıklı tezi 28.06.2019 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Yüksek Lisans tezi olarak kabul edilmiştir.

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ABSTRACT

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Mehtap YORGANCI

Program in Foreign Language Education - MA in English Language Teaching Program

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Supervisor: Assist. Prof. Dr. Gonca SUBAŞI

Having a large vocabulary is crucially important for all main skills of foreign language learning. In recent years, vocabulary studies have mainly focused on two forms of vocabulary acquisition: incidental and intentional vocabulary acquisition. For incidental vocabulary acquisition, Task-induced Involvement Load Hypothesis was put forward by Hulstijn and Laufer (2001) to investigate the vocabulary tasks by comparing their levels of involvement load to each other. In an attempt to test this hypothesis, the current study utilized six different vocabulary tasks with varying levels of involvement load. However, another dimension was added to the current study in order to investigate the task type effect by comparing each task with another task from the other task type group. The last part of the study was designed specially to test the task type effect which was neglected by the hypothesis as the hypothesis suggested that only involvement load levels affect the results. The findings of the current study concluded that different involvement load levels yielded varying results most of which provided support for the hypothesis. However, task types did not provide evidence in favour of the hypothesis by not leading to similar results for the tasks who shared the same involvement load index. The study concluded with some pedagogical implications and suggestions for further studies.

Keywords: Incidental vocabulary acquisition, TILH, Task-induced Involvement Load Hypothesis, Turkish EFL prep students, Vocabulary task type effect.

ÖZET

GÖREV KAYNAKLI KATILIM YÜKÜ HİPOTEZİNİN TÜRK YABANCI DİL ÖĞRENCİLERİNİN TESADÜFİ KELİME ÖĞRENİMİ ÜZERİNE ETKİLERİ

Mehtap YORGANCI

Yabancı Diller Eğitimi Anabilim Dalı-İngilizce Öğretmenliği Programı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Temmuz 2019

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Yabancı dil öğreniminde, çok miktarda kelime bilgisine sahip olmak tüm ana dil becerileri için çok önemlidir. Son yıllarda, kelime çalışmaları genellikle iki tür kelime edinimi üzerine yoğunlaşmıştır: kasıtlı ve tesadüfi kelime öğrenimi. Tesadüfi kelime öğrenimi için, her kelime görevinin katılım yüklerini birbirleriyle kıyaslayarak bu kelime görevlerini incelemek için Hulstijn ve Laufer 2001'de Görev Kaynaklı Katılım Yükü Hipotezini ortaya koymuştur. Bu hipotezi test etmek için, bu çalışma farklı katılım yüklerine ait 6 tane kelime görevi kullanmıştır. Ancak, her kelime görevinin diğer kelime görevi türünden bir kelime göreviyle karşılaştırılarak görev türü etkisini araştırarak, bu çalışmaya yeni bir boyut eklenmiştir. Çalışmanın son kısmı, bu görev türü etkisinin ölçmek için özellikle dizayn edilmiştir. Bu görev türü etkisi hipotez tarafından göz ardı edilmiştir. Çünkü hipoteze göre sonuçları sadece katılım yükü belirler. Çalışmanın sonuçları, farklı katılım yüklerinin farklı sonuçları doğurduğu yönünde hipoteze büyük oranda destek sağlamaktadır. Ancak, görev türü, aynı katılım yüküne sahip görevlerin aynı sonuçlar doğurmamasından ötürü hipotezin lehine sonuçlar sağlamamıştır. Çalışma, eğitimsel sezdirimler ve sonraki çalışmalar için önerilerle sonlandırılmıştır.

Anahtar Sözcükler: Tesadüfi kelime öğrenimi, TILH, Görev Kaynaklı Katılım Yükü Hipotezi, Türk hazırlık öğrencileri, kelime görev türü etkisi.

24/07/2019

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı" ile tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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To my beloved mother,

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TABLE OF CONTENTS

Page

Page

Page

CHAPTER 5

LIST OF TABLES

Page

LIST OF FIGURES

Page

LIST OF ABBREVIATIONS

P1: Productive Group 1 (Short Response)

P2: Productive Group 2 (Fill in the Blanks)

P3: Productive Group 3 (Sentence Writing)

R1: Receptive Group 1 (True/False)

R2: Receptive Group 2 (Matching)

R3: Receptive Group 3 (Multiple Choice)

TILH: Task-induced Involvement Load Hypothesis

TILL: Task-induced Involvement Load Level

TW: Target Word

VG: Vocabulary Gain

VKS: Vocabulary Knowledge Scale

VR: Vocabulary Retention

CHAPTER 1: INTRODUCTION

1.1. Background to the Study

Nation (2001) defined knowing words as knowing its form (spoken form, written form, and word parts), meaning (form and meaning, concept and referents, and associations), and use (grammatical functions, collocation, and constraints on use). In this regard, to be able to express one's ideas, have a healthy communication with others, and respond to the messages coming from that environment one should develop vocabulary knowledge well both in L1 and L2.

Vocabulary is a prominent element in language learning in order to be able to function in educational settings to express the ideas, practice the language, and communicate with others. However, throughout the history of language teaching, research studies mainly focused on four main skills, namely reading, writing, speaking, and listening. As Alizadeh (2016) pointed out after a long period of neglect vocabulary acquired its recognizability. Vocabulary is a need for all language learners and one of the biggest challenges they face in academic settings. Vocabulary learning is as challenging as it is crucially important. Wilkins (1972) drew attention to the significance of vocabulary by stating that a student may convey little without grammar but nothing without vocabulary. Vocabulary is needed not only in academic studies but also in daily life. Lack of vocabulary results in lack of communication (Zimmerman, 1997). In the world, any type of communication, oral or verbal, requires vocabulary to some extent. The size of the vocabulary, vocabulary teaching and learning strategies and techniques might develop, change, and be areas of interest for many researchers.

For a successful performance in all four skills (reading, writing, listening, and speaking), having a great deal of vocabulary is necessary (Folse, 2006). Without enough vocabulary, students may have some problems in communication, processing and analysing the messages, or giving their own opinions. According to Nation (2001) learners are required to have a great deal of lexical items in order to communicate and express their opinions through any receptive and productive skills.

Ediger (1998) claimed that to develop a rich listening, writing, reading, and speaking skill, vocabulary is salient in all curriculum areas. Each student needs to achieve a quality vocabulary in the reading curriculum, too. One of the reasons that students have difficulty in reading is that they do not have a functional vocabulary for

reading. Thus, in EFL teaching and academic studies, the major goal should be enriching and developing learners' vocabulary and finding the most efficient ways for it. Jeon and Yamashita (2014) asserted that L2 reading comprehension, L2 phonological knowledge, L2 orthographical knowledge, and L2 grammatical knowledge are among the factors that affect students' success in reading. Among these factors, vocabulary knowledge is one of the most prominent factors as it directly contributes to reading comprehension. Studies conducted to search the relationship between reading and vocabulary mainly focus on vocabulary size students should have and the reading comprehension scores of the learners (Mokhtari and Niederhauser, 2013; Strasser and Rio, 2014; Tighe and Schatschneider, 2014; Sidek and Rahim, 2015; Hacking, Rubio, and Tschirner, 2019). However, in some cases, students sometimes feel anxious before reading a text because of unknown vocabulary items. Sellers (2000) concluded that students' anxiety level increases when they think about the difficulty of vocabulary in the text before they read. The aforementioned studies showed that reading and vocabulary knowledge are interrelated and affect each other. In another study, Kara (2010) found out that the students who completed different vocabulary activities outperformed other groups who only read a text and completed reading comprehension question. As a result, when students interact with vocabulary activities, they get more benefits from the reading text. Therefore, the necessary attention should be paid to vocabulary knowledge for a successful reading skill development.

As another receptive skill listening, it is also highlighted that there is a strong relationship with listening and vocabulary knowledge. Vocabulary knowledge is affected significantly by the level of vocabulary knowledge that L2 learners possess. Listening comprehension is also affected by other factors such as phonological knowledge, word reading, morphosyntactic skills (Babayiğit, 2014; Kim, 2015; Ling; 2015; Wang, 2015). The results of the aforementioned studies showed that when students have a larger capacity of vocabulary knowledge, it is easier for them to decode the oral input which they get from listening tasks. Another factor that affects students' success in listening is found to be their lack of vocabulary (Hamouda, 2013; Solak and Altay, 2014). Çakmak and Erçetin (2018) concluded that using any type of glosses while listening helped learners in their vocabulary tasks after implementation. In addition, the students' recognition and production of vocabulary was facilitated with glosses which were used in listening to a story through mobile phones. As a result,

having a large stock of vocabulary and using different vocabulary techniques while listening have positive effects on each other.

Learners' written and oral products are also affected by their level of vocabulary knowledge. While the students who have larger vocabulary stock are found to be more successful, the students with lack of vocabulary have difficulty in producing oral and written products. As a result, the deficiencies in lexical knowledge create problems of gathering their ideas and choosing the correct words for the tasks of productive skills (Begriche, 2013; Putra, 2014; Sofian and Salam, 2015; Yang, 2015).

Some other studies investigated the effects of the level of vocabulary stock on students' speaking skill. Like writing skill, speaking, the other productive skill, faces the problem of having lack of vocabulary knowledge (Khotimah, 2014; Pérez Manzanilla and Diaz Cabera, 2014; Al-Nouh Abdul Kareem and Taqi, 2015; Tahir, 2015). Anova, Antoni and Kasyulita (2015) found that students' hesitations and having difficulty in choosing the correct word to express themselves also affect their speaking performance which might create speaking anxiety. Abrar, Mukminin, Habibi, Asyrafi, Makmur, and Marzulina (2018) came up with the conclusion that lack of vocabulary as a language barrier is one of the significant reasons that create speaking anxiety in an EFL setting.

To conclude, in all skills having a large vocabulary stock plays a crucially important role for both comprehension and production. Vocabulary knowledge signifies the level of students in that skill, and lack of vocabulary knowledge leads to many problems in learning such as problems in expressing themselves, conveying messages, receiving messages, producing output in productive skills, and communicating with other speakers of the target language.

To determine vocabulary size needed for EFL learners and to find ways to overcome the problem of having lack of vocabulary have become the focus of vocabulary studies in the literature. As an example, Laufer and Nation (1995) put forward that a learner needs to know 95% of the words in order to comprehend a reading text successfully. The learners who know less than this amount may face a lot of difficulties not only in reading comprehension tasks but also in vocabulary tasks following the passage. Thereafter, Adolphs and Schmitt (2003) claimed that for

successful daily conversations, 96% of the words should be known, and Kaneko (2015) concluded that for academic spoken contexts, 96% of the words are needed to be learnt to be successful. In writing, Hu and Nation (2000) suggested that 98% of the words are supposed to be learnt by the learners to be able present required written products. On the other hand, these percentages show that students need to learn thousands of words to be successful EFL learners. As an example of these numbers, Schmitt (2000) conducted a study and asserted that to be able to comprehend academic texts, students should know approximately 10000 words, and for authentic texts, knowing almost 3000 words is enough. For a successful conversation, possessing around 5000-7000 words is necessary (Schmitt, 2008). However, in academic spoken English, success may come with knowing around 5000 to 13000 words (Webb, 2013). The need to know so many words as stated in aforementioned studies puts forward a challenge for EFL learners, and the importance of vocabulary knowledge is admitted by many studies, which underline its direct relation to all main skills.

Although the significance of vocabulary knowledge is undeniable nowadays, the ways of teaching vocabulary have been still argued and investigated in many research studies (Harley, 1996; Huckin and Coady, 1999; Hulstijn and Laufer, 2001; Hunt and Beglar, 2005; Karalık, 2016). The aforementioned studies concluded that the students with higher vocabulary level succeed more in oral and written language products compared to the students with lower level of vocabulary. As a result, Mármol and Sánchez-Lafuente (2013) put forward that the time spent on vocabulary teaching and learning needs to be optimized within the framework of formal instruction which takes place in language classrooms. All vocabulary teaching techniques and ways have a main role in vocabulary instruction as they are an open door to vocabulary acquisition.

Incidental learning, intentional learning, implicit learning, and explicit learning are some of the most known and used vocabulary learning forms. Intentional and incidental learning has a clear distinction which is the intention. Whether to inform the students about what is going to be taught or not is very prominent. Intentional vocabulary learning aims to teach the vocabulary items straightforwardly. On the other hand, as its name suggests, incidental vocabulary learning is supposed to occur incidentally without letting the learners know about the upcoming tests. Incidental vocabulary learning happens through receptive skills, reading and listening. As Hulstijn

(2008) advocated most of the vocabulary either in L1 or L2 is acquired through listening and reading tasks in which vocabulary is not explicitly taught.

Hulstijn (1992) concluded that although intentional learning in vocabulary teaching is seen more effective than the other, the number of the words in intentional vocabulary learning is limited. Cunningham (2005) advocated that it is not possible to teach large stocks of vocabulary because of the limited time of instruction in the classroom. The limited classroom time forced the researchers to find a new way in vocabulary teaching. Hence, incidental learning was started to be used in formal instruction.

After using incidental learning in vocabulary teaching, some theories and hypotheses were put forward. One of the most important of them was Depth of Processing Theory proposed by Craik and Lockhart in 1972. This theory is related to finding the depth of the information processing not calculating the length of the time allocated for the tasks. However, this theory has received many criticisms due to the lack of a clear definition of the level of processing and the uncertainty which was caused by the way of determining the depth of the levels. As a result of these deficiencies, Task-induced Involvement Load Hypothesis (TILH) was proposed by Laufer and Hulstijn (2001) to provide a more observable and measurable definition. TILH is used to find the involvement load of vocabulary tasks. As TILH suggests that the higher load of involvement lead to higher vocabulary gain and retention, these involvement loads might be taken into consideration while designing vocabulary tasks.

To sum up, intentional learning and incidental vocabulary learning are two forms of vocabulary learning. Language teachers do not have to choose one of them as the best because each has different advantages and disadvantages. However, limited classroom time requires using different ways and sometimes skills together. Therefore, teaching vocabulary incidentally using TILH framework might offer some benefits to the language teachers including saving time by combining different ways such as teaching vocabulary while reading. With these things in mind, the current study investigated the effects of TILH on EFL learners' incidental vocabulary learning.

1.2. Statement of the Problem

Having a large vocabulary stock is a prominent issue for all EFL learners to improve their English through all main skills. However, EFL contexts lack the chance of providing students with much exposure to the target language. In that case, teachers are expected to give students opportunities in which the learners get much vocabulary to improve their skills. For this aim, many studies have been conducted to investigate the useful strategies and techniques for vocabulary acquisition (Gu and Johnson, 1996; Huckin and Coady, 1999; Laufer and Hulstijn, 2001; Sagarra and Alba, 2006; Webb, 2008; Ponniah, 2011; Little and Kobayashi, 2015).

Classroom setting provides learners with the chances of getting their first few thousand words through intentional vocabulary learning (Huckin and Coady, 1999). However, later students learn new ways to get the meaning of the words such as guessing from the context, and thus incidental vocabulary learning occurs. Studies suggested that both intentional and incidental vocabulary learning maintain holding their important places in EFL (Huckin and Coady ,1999; Hunt and Beglar, 2005; De la Fuente, 2006; Schmitt, 2008; Sonbul and Schmitt, 2009; Ponniah, 2011; Eckerth and Tavakoli, 2012; Zandieh, 2012), and go hand in hand through one's foreign language learning experience. As a result, Huckin and Coady (1999) concluded that students' vocabulary learning might start intentionally, and then be combined with incidental learning as Webb (2008) asserted incidental learning is utilized for both L1 and L2 learners to help them construct their lexical knowledge. Ponniah (2011) indicated that incidental vocabulary learning may be superior to intentional vocabulary learning in his study which compared two groups of students. The first group acquired the lexical items incidentally, and the other group acquired intentionally. The first group outperformed the second group.

The ways of using incidental vocabulary learning is still argued. Paribakht and Wesche (1997) acknowledged that students should not be left themselves to learn vocabulary items themselves. They cannot choose the specific vocabulary knowledge through reading without an authority's guidance. On the other hand, Krashen (1989) discusses in his input hypothesis that incidental vocabulary acquisition occurs naturally when students get comprehensible input. Although Krashen (1989) insisted on that students acquire only when they direct their attention to the meaning rather than form,

Ellis (1994) supported that for acquisition, focus should be both on meaning and form to some degree. Huckin and Coady (1999) underlined that incidental learning is not completely 'incidental' because the students need to pay some attention to the words. However, the level of this attention is dependent on some factors such as context, type of attention, and task demands. At that point, Paribakht and Wesche (1997) continued that in a meaningful context use, instructional intervention would be beneficial for L2 vocabulary acquisition.

Instructional intervention may have different forms, but the most preferred and important one is tasks. Tasks are defined as activities which are designed to understand or process the language (Richards, Platt, Weber, and Imman, 1986). Later, Paribakht and Wesche (1999) drew attention to the significance of meaning-based vocabulary tasks which are designed by the teacher for learners to take their attention to form and meaning of some words. These words are selected by the teacher as the target words (TWs) intentionally for students' incidental vocabulary tasks.

Incidental vocabulary studies are designed through mainly listening and reading skills. However, some studies also searched whether there is any difference of using different skills for the intention of incidental vocabulary learning or not. For this aim, Vidal (2011) conducted a study to compare the effects of listening and reading on incidental acquisition and retention of vocabulary. The study concluded that the students in the reading group outperformed the students in the listening group. The fact that reading might be more effective in incidental learning compared to listening gave the idea of using reading in this current study.

Many studies have been conducted to test whether there are any effects of reading texts and following vocabulary tasks on incidental vocabulary learning (Hulstijn, Hollander, and Greidanus, 1996; Wesche and Paribakht, 2000; Hulstijn and Laufer, 2001; Rott, Williams, and Cameron, 2002; Folse, 2006; Sonbul and Schmitt, 2009; Rassaei, 2015; Karalık, 2016). All the studies above agreed on that using additional tasks to reading yielded more beneficial results than the only reading tasks. As a result, Paribakht and Wesche (1997) underlined that vocabulary tasks along with reading tasks should be used together for incidental vocabulary acquisition.

The fact that additional vocabulary tasks to reading passages provide acquisition of more vocabulary generated a common problem: how to design and choose the best tasks for higher vocabulary gain (VG) and vocabulary retention (VR). Thus, EFL teachers and researchers should take potential contribution and requirements of the tasks into consideration while analysing and designing them for classroom use. For this aim, Laufer and Hulstijn (2001) proposed TILH in an attempt to find a way of designing tasks to fulfil vocabulary aims through reading.

Schmitt (2008) claimed that when students engage with new vocabulary items which are provided using tasks, VG and VR are expected to increase. With the aim of proposing a more operationalizable definition of the Depth of Processing (Craik and Lockhart, 1972), Laufer and Hulstijn (2001) put forward the motivational-cognitive construct of involvement, which has three components: need, search, and evaluation. All components have three degrees: absent, moderate, and strong (absent is marked as 0 or -; moderate is marked as 1 or +; and strong is marked as 2 or ++). The moderate and strong degrees for need component change according to type of motivation of the students: extrinsic motivation or intrinsic motivation. If the task is teacher imposed, the motivation is extrinsic, and the need component's degree is moderate (e.g. a teacher asks students to identify a word in a sentence). When students feel the need of completing the task, the student is intrinsically motivated, and the need component's degree is strong (e.g. the student needs to look up a word in a dictionary while writing a composition). As cognitive dimensions, search and evaluation are contingent upon the form-meaning relationship (Hulstijn and Laufer, 2001). Search is defined as an attempt to find out the meaning of unknown words by using a dictionary or asking an authority (e.g. a teacher). When students are provided with the meanings of the word in a glossary, the search component is marked as absent. However, when the students are asked to find or feel the need of finding the meaning of unknown words, the search component is marked as present. Evaluation component is more related to an assessment for the appropriate meaning among other meanings of that word and the context of the words. When a word which has multiple meanings is looked up in a dictionary, the students need the choose the most appropriate meaning for that specific context by comparing that meaning to all the meanings in the dictionary. When students are asked to use a word in a given sentence (e.g. filling in the blanks with the words in a box), the evaluation component is moderate. On the other side, when students are

expected to produce an original product (e.g. writing a sentence/composition using the TWs), the evaluation is strong.

Teachers and researchers might get benefit from the framework of TILH in designing incidental vocabulary tasks which have different levels of requirements and dimensions. Thus, aforementioned studies came up with the conclusion that TILH should be taken into account while preparing incidental vocabulary tasks in a specific context.

For the participants of the current study, an integrated coursebook, *Speakout* by Pearson (2014, 2nd edition) was used in A2 level and in this book, students would complete both reading tasks and vocabulary tasks together along with tasks of other skills. However, a lack of vocabulary teaching was felt by both the researcher and the students who orally stated a need for more vocabulary activities. As the classroom time was limited and there was a need for vocabulary teaching more than the current situation, incidental vocabulary teaching was preferred. In addition, because the TILH studies in the literature and the hypothesis itself put forward some valuable benefits, the current study was designed within the framework of TILH in an attempt to shed light on the effects of TILH on the EFL prep students' incidental vocabulary learning.

1.3. Purpose of the Study and the Research Questions

Students may select words while reading, listening, speaking and even writing. Language teachers, coursebook writers, and educators should discuss how to help students increase their vocabulary size and strengthen the retention of vocabulary when they come across unknown vocabulary (Fatalaki, 2014). Learners may be assisted in two ways – by letting them know that they are going to learn new words as in intentional vocabulary learning or by helping them unknowingly while they are improving another skill such as reading and listening as in incidental vocabulary learning.

Any particular task type – input output or receptive productive – does not make any difference and is not more effective than the other according to TILH as the only factor that affects efficacy of tasks in TILH is how much involvement they require. As a result of this, it is a requirement to conduct more studies focusing on tasks with similar levels of involvement but from different task types. Sarbazi (2014) also suggested to

design new TILH studies in order to shed light on the effect of task type on vocabulary retention. To meet these purposes and follow Laufer and Hulstijn's (2001) suggestion to conduct a study in which tasks from different types but having identical involvement loads are examined, this study was designed with three receptive and three productive tasks with different involvement loads. Receptive and productive tasks had involvement loads of 1, 2, and 3 respectively in their task type. On the contrary, each task has a conjugate task with the same load in the other task type. To shed light on this lack in the literature, this study posed the following research questions:

1) On the basis of English receptive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks retain over time?

2) On the basis of English productive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks retain over time?

3) On the basis of English receptive and productive vocabulary tasks with the same levels of involvement index, will EFL prep learners obtain the same gain and retention of the lexical items on both types of tasks?

1.4. Significance of the Study

De la Fuente (2006) put forward that intentional word learning is better than incidental word learning in effectiveness. Therefore, in their studies, Sonbul and Schmitt (2009) agreed with that by claiming the explicit teaching of lexical items' superiority over incidental vocabulary teaching which occurs as a by-product of listening and reading. Although, it has been noted that explicit vocabulary teaching is more useful than incidental vocabulary teaching, Hunt and Beglar (2005) and Schmitt (2008) drew attention to restricted and inadequate classroom time for intentional word learning.

On the other hand, Zandieh (2012) stated that incidental and intentional vocabulary learning should be used together for a better vocabulary knowledge construction. This study showed that incidental vocabulary learning through reading without explicit instructions and intentional vocabulary learning through reading along with precise instructions on the objectives of the activity had different outcomes. In the

first condition, students tried hard to do the activity without getting explicit instructions for the lexical items. However, this group continued their success in VG even four weeks later. As the second group was aware of the objectives of vocabulary learning, they acquired more gain immediately, which did not sustain after four weeks delay in the delayed post-test. The study concluded that intentional vocabulary learning may have greater gains immediately. However, in the long-term students did not recall as a result of making less mental effort to memorize the words. Hence, for a successful vocabulary learning in the long view, incidental vocabulary techniques might be preferred.

In the literature, many studies were conducted to find the superiority of incidental or intentional vocabulary learning over the other. For instance, Ponniah (2011) indicated that incidental vocabulary learning may be superior to intentional vocabulary learning on the ground of his study in which two groups were compared to each other during a reading activity. One group learnt the lexical items intentionally while the other group was not aware of vocabulary learning during reading. Incidental group's results were higher than the other group.

The research studies in the literature related to incidental vocabulary learning and TILH mainly included the studies which utilised a variety of vocabulary tasks which had different involvement load levels. The main aim of these studies was to test only TILH without adding any new dimension to this area. However, TILH is limited to only one factor to determine the effectiveness of vocabulary tasks on vocabulary acquisition and more studies need to be conducted to unearth any possible factors. In addition, in some studies this factor (level of involvement load) did not provide the expected results derived from TILH. Therefore, these results led the researcher to investigate whether there might be other factors affecting TILH and incidental vocabulary learning. As a result, a new dimension to TILH, task type effect was added for the current study. In the literature, there are some TILH studies (Yaqubi, Rayati, and Allemzade Gorgi, 2012; Sarani, Mousapour Negari and Ghaviniat, 2013; Pourakbari and Biria, 2015) which took task type effect into regard. However, these studies were all conducted in other countries.

In Turkish context, studies on TILH are very limited. Karalık (2016) conducted his study to test TILH with undergraduate ELT students. The study investigated

vocabulary tasks with different involvement loads through reading. The results showed that the tasks with higher involvement loads led to better VG and VR. Yet none of the studies compared the effects of task type in TILH through reading to test its effect on incidental vocabulary learning of EFL Turkish students. In addition, Laufer and Hulstijn (2001) admitted that comparing input and output tasks using TILH would be a good suggestion for further studies which might test these tasks with identical loads. Therefore, the present study aimed to shed light on the probable task type effect in TILH and TILH effect on students' incidental vocabulary learning through reading. Like many TILH studies, the involvement load levels of different vocabulary tasks were compared in the current study, as well. However, the difference of the current study is to compare the tasks first in their own task type group (e.g. comparing all receptive tasks with other tasks in their group) and then to compare them with their conjugate tasks from the other task type group (e.g. comparing a receptive task to a productive task which shared the same involvement load index). TILH studies in Turkish context is limited to only comparing the levels of involvement of the vocabulary tasks and Karalık (2016) conducted the research with advanced level English language teaching programme students.

In short, with the current study it is hoped to shed light on the literature as (1) TILH studies generally comprised of a comparison of Task-induced Involvement Load Levels (TILLs) of different vocabulary tasks; (2) most of the TILH studies only focused on TILLs as the only affecting factor for the effects of TILH on incidental vocabulary learning; (3) and studies in Turkish context were limited and lower level Turkish students were not included in TILH studies.

1.5. Definition of the Key Terms

To read the rest of chapters more easily some key terms are explained below.

Incidental Vocabulary Teaching: Teaching vocabulary items without letting learners know about the upcoming vocabulary tests or learn the real intention of teaching vocabulary. Incidental vocabulary learning is realized through receptive skills, listening and reading.

Intentional Vocabulary Teaching: A vocabulary teaching form in which students are aware of the purpose of the vocabulary tasks and informed about the upcoming vocabulary tests.

Productive Vocabulary Tasks: The vocabulary tasks at the end of which students are supposed to create a language product such as writing a sentence, writing a composition, providing short responses etc.

Receptive Vocabulary Tasks: The vocabulary tasks in which students are supposed to recognize the vocabulary items and complete the tasks such as matching the words with their definitions, choosing the definition of the words in multiple choice questions, choosing the true or false sentences etc.

TILH: Task-induced Involvement Load Hypothesis was put forward by Laufer and Hulstijn in 2001. This hypothesis suggests that the vocabulary tasks have different involvement load levels and thus result in different vocabulary acquisition.

TILL: Task-induced Involvement Load Level. The involvement load level of each vocabulary task is calculated using three components of TILH, need, search and evaluation. While the need component is related to motivation of the students, search and evaluation components are cognitive dimensions of TILH.

CHAPTER 2: REVIEW OF LITERATURE

2.1. Introduction

The current study aimed to find the effects of different tasks on learners' incidental vocabulary learning by examining the tasks within the framework of TILH which was created by Laufer and Hulstijn in 2001. This chapter will be divided into some parts beginning with vocabulary teaching and differences between incidental and intentional vocabulary learning. The framework of TILH will be examined in detail. Moreover, studies testing this hypothesis will be discussed. The relationship between TILH and receptive-productive tasks will be investigated by referring to similar studies after reviewing the vocabulary task types (receptive and productive). Finally, the implications of the related literature on the current study will be provided.

2.2. Vocabulary Teaching

Vocabulary is generally described as knowledge of word and word meanings. Many language students and teachers know that learning a second/foreign language requires knowing a great deal of words. As Wilkins (1972) stated without grammar very little can be conveyed; without vocabulary nothing can be conveyed. Therefore, the necessary importance should be attached to vocabulary teaching studies.

"Knowing words" has many definitions, but basically it is supposed to require two things: recognition of form and recognition of meaning of the words in a language (Nation, 2001). On the other hand, Schmitt (2000) claimed that to master a word does not necessarily require only knowing the meaning of the word but knowing all seven aspects of a words which are called meaning, register, association, collocation, grammatical behaviour, written form (spelling), spoken form (pronunciation) and frequency. These definitions along with many definitions in the literature may seem straightforward, but vocabulary is more complex. Learners may across with the vocabulary in oral form as in listening and speaking and in written form as in reading and writing.

Zimmerman (1997) noted that for successful and meaningful communication, word knowledge is very crucial. As vocabulary is in the centre of language teaching, many vocabulary studies have been conducted in the last decades. Language teaching and learning history dates back to the beginning of 20^{th} century and in the past few

decades studying it as a special area of research by looking into different aspects of direct and indirect instruction and acquisition of vocabulary has been popular (Laufer, 2009). Several scholars conducted their studies in an attempt to throw light on different aspects of vocabulary teaching (Huckin, Haynes, and Coady, 1993; Harley, 1996; Hatch and Brown, 1995; Schmitt and McCarthy, 1997; Atkins, 1998; Wesche and Paribakht, 2000; Schmitt, 2000; Hulstijn and Laufer, 2001; Nation, 2001; Yaqubi et. al., 2012; Pourakbari and Biria, 2015 and Zou, 2017). The learners are expected to learn these words in a short time. Hence, vocabulary studies in the literature focus on to find out how to teach vocabulary in different ways. Although learning vocabulary in an EFL setting seems totally different from learning vocabulary in L1 settings, teaching vocabulary to EFL learners gets help from the strategies in L1 learning. There are two types of vocabulary learning in both of them: intentional and incidental vocabulary learning.

2.2.1. Theoretical framework for incidental and intentional vocabulary teaching

Intentional and incidental vocabulary learning are the two forms of vocabulary learning. As their name suggests, intentional vocabulary learning requires the attempt to learn vocabulary items straightforwardly. On the other hand, the students do not notice that they are going to get to know new vocabulary in incidental vocabulary learning as it aims to teach them vocabulary through another skill such as reading and listening. The terms incidental and intentional learning were first used by American behaviourist psychologists in the middle of the 20th century (Postman and Keppel, 1969). The research studies focused on human learning by providing the subjects two different conditions. In one of the conditions, the subjects were informed about the upcoming test afterwards and in the other one, making students uninformed about the upcoming test made the difference. The students in the first condition (intentional) were told that they were going to be tested on the vocabulary items that they were going to be exposed to. In the incidental group, the students were unaware of the vocabulary tests that they were going to be asked to take. Therefore, the first studies associated intentional and incidental learning with the absence or presence of a notification about whether the learners receive a test after exposure or not.

Hulstijn (2008) acknowledged that most vocabulary in both L1 and L2 is acquired as a by-product of reading and listening activities and it is not explicitly vocabulary

learning. Hulstijn (2012) believed that the terms incidental and intentional learning are found to be related to implicit and explicit learning. Although their meanings recall each other, in different domains of inquiry they attribute to different constructs. Current theories of second language acquisition make use of the terms explicit and implicit learning to refer to, successively, conscious and unconscious learning of facts in the input that learners are exposed to. Hulstijn (2005) advocated that implicit knowledge spreads out over different parts of neocortex when explicit knowledge stays in a particular part of the brain, the medial temporal lobe. In this cognitive domain, implicit and explicit learning are sometimes considered to take place incidentally and intentionally. However, as the behaviourist learning theories of the previous century have lost their crucial role, these two labels, implicit and explicit, do not hold their prominent role anymore. On the other hand, the terms incidental and intentional learning still hold an important place in vocabulary learning and teaching literature (Hulstijn, 2012).

Ellis (1999) distinguished that the distinction between incidental and intentional learning is based on the difference between focal and peripheral attention, which is directly related to conscious and subconscious learning respectively. While focal attention is deliberately placed on the linguistic code (i.e., form or form-meaning connections), peripheral attention is directed mostly to meaning (i.e., message content). Accordingly, Schmidt (1994) confirmed that any kind of learning (incidental or intentional) needs attention to some degree. Based on the studies in the literature, Alizadeh (2016) concluded that if consciousness is equated to intentionality, then incidental and intentional learning will be brought about in the presence or absence of consciousness.

According to Hulstijn (2012), intentional learning refers to a deliberate attempt to commit information to memory using some retention strategies to prepare for the upcoming test. In contrast to intentional vocabulary learning, in incidental vocabulary learning students are provided with the vocabulary in context through receptive skills. These lexical items are supposed to engrain in learners' minds.

On the other hand, incidental vocabulary learning is defined as the acquisition of a word or an expression without intentionally focusing on it to engrain in the mind through some skills such as reading and listening (Hulstijn, 2012; Krashen, 1989). In

incidental vocabulary learning, learners get the vocabulary items while they direct their attention to other skills such as the receptive skills.

Intentional learning is supposed to be effective in vocabulary learning. However, many studies concluded that the number of vocabulary items which are learnt intentionally is limited and the words which are stocked in students' minds are found not to be related to intentional learning strategies (Hulstijn, 1992; Krashen, 1989). The fact that intentional learning is insufficient in helping learners get the necessary lexical items in a limited time introduced researches to how to make use of incidental learning in foreign language vocabulary learning. As the incidental learning has an unpredictable nature (Paribakht and Wesche, 1997), students need some guidance not to ignore the TWs during reading and listening tasks. The guidance may come in forms of glossing, increasing the frequency of encounter, or guiding students to use dictionary for meaning of the words. These kinds of guidance help drawing students' attention to the meaning of the words while focusing on the selected TWs.

Gass (1999) puts forward that the amount of exposure, strategies for word guessing, and the quality of the context are the most prominent factors affecting a student's success in vocabulary learning. Along with these factors, the level of processing is another important factor affecting incidental vocabulary acquisition. The way of processing information plays a crucial role in the retention of the recently received information. By this way, Paribakht and Wesche (1997) suggested some reading-based vocabulary tasks in their studies to get students' attention and to make the TWs processed at different levels by the learners.

In conclusion, all these studies and their results enabled Laufer and Hulstijn (2001) put forward the TILH which measures the cognitive load of vocabulary tasks by using three components: need, search, and evaluation.

2.3. Task Induced Involvement Load Hypothesis

TILH was proposed as an attempt to fill in what the Depth of Processing Theory lacked. The depth-of-processing theory, proposed by Craik and Lockhart in 1972, claims that it is the depth or shallowness with which the information is initially processed not the length of time that determines the chance of storing the information in short-term memory. For example, while processing the meaning of the vocabulary

occurs at a deep level, processing the phonological form occurs at a shallow level. At the beginning, the theory is successful by providing evidence that semantic processing of the vocabulary items leads to higher VR than phonological and orthographical processing. This theory is criticized because of mainly two problems: (1) what is a 'level' of processing is hard to define, and (2) to determine how one level is deeper than the other is indefinite (Baddeley, 1978; Craik and Tulving, 1975; Hustijn and Laufer, 2001). This theory survived in an adapted form until the present day (Lockhart and Craik, 1990). Laufer and Hulstijn put forward their Involvement Load Hypothesis (2001) by using Depth-of-Processing to create a more observable and measurable definition.

2.3.1. Internal structure of Task-Induced Involvement Load Hypothesis

TILH is an L2 vocabulary learning hypothesis proposed by Hulstijn and Laufer in 2001. The notion of involvement is introduced with this hypothesis. It consists of three components: (a) need: the motivational component, (b) search: a cognitive component, and (c) evaluation: a cognitive component. The "need" is used to determine a new word's meaning. The "search" is associated with looking up the meaning of the new words in a dictionary or gloss. On the other side, the "evaluation" is related to deciding on whether using that meaning taken from the dictionary addresses the context or not. Retention of the words is claimed to be contingent upon the TILL of these words.

In this motivational-cognitive hypothesis, the need component constitutes the motivational dimension. For this component, three degrees are proposed: none, moderate and strong. If the need to learn is not felt, the need component is said to be absent. An external agent's imposing creates a moderate need. As an example, when a student is asked to use a word in a sentence by the teacher, the degree of need is moderate. Intrinsic motivation forms strong need in vocabulary learning. An example is the need of checking the meaning of a word in an L1 or L2 dictionary while doing any vocabulary exercise.

Search and evaluation components comprise the cognitive dimension of TILH. However, Laufer and Hulstijn (2001) acknowledged that using "cognitive" term here refers to information processing only. They exclude affective aspects of cognition. Search is described as an attempt to find the meaning of a word which students do not

know or trying to find the L2 translation of an L1 word. Search can be completed with the help of an authority (e.g. a teacher) or a dictionary. Search component also requires a comparison of the needed word with other words, a specific meaning of the word with the other meanings of that word and assessing the word whether it applies to the context or not. For instance, a homonym word is compared to its other meanings in order to fit it into the given context by using search component. As another example, a student who translates a text from L1 to L2 needs to use search component to choose the best L2 form of the word among its other word forms in the dictionary. The student is required to evaluate the definitions to be able to choose the best alternative, which fits into the context. Students might be provided with the TWs and their definitions in any type of gloss or a special mini dictionary designed for that specific task. When students are given the meanings of the words, the search component is considered as index zero (none). In some tasks, students are only given the forms and asked to find their meanings if there is any necessity for that. Students may make use of monolingual or bilingual dictionaries to check the meanings of the unknown words and the search component's degree becomes moderate. Strong search component is when students are required to find both forms and meanings.

On the other hand, for the evaluation component, a kind of selective decision should be made connected with semantic and formal appropriateness. A moderate level evaluation is attributed to that students recognize differences between words or differences between several senses of a word in a given context. When students make a decision on which additional words they need to use to combine in an original sentence, it is referred as strong evaluation. Table 2.1. shows all components and their degrees.

Table 2. 1. *Degree of components in involvement load hypothesis*

Components	**Degrees of Involvement Load**	**Explanations**
Need	Index 0 (None)	The need to learn is not felt.
	Index 1 (Moderate)	The need to learn is required by another person.
	Index 2 (Strong)	The learner himself needs to learn.
Search	Index 0 (None)	The learner does not need to

		learn the form or the meaning of the words.
	Index 1 (Moderate)	The form of the words is provided. The learner only needs to find the meaning.
	Index 2 (Strong)	The learner needs to find both form and meaning of the words.
Evaluation	Index 0 (None)	The learner does not need to compare the word with other words.
	Index 1 (Moderate)	The learner compares the word with other words in the given context.
	Index 2 (Strong)	The learner creates the context himself in which he compares the word with other words.

Hulstijn and Laufer (2001) first revisited many vocabulary studies in the literature to see what is needed in the vocabulary studies and they observed that the vocabulary tasks lacked certain criteria to check their effectiveness. This is one of the disadvantages of Craik and Lockhart's Depth of Processing (1972). An example of this was comparing two tasks in Cho and Krashen's study (1994). Cho and Krashen (1994) used two tasks but they did not categorize them as more effective and less effective by depending on certain criteria. After putting forward TILH, Hulstijn and Laufer (2001) re-examined the studies and concluded that Cho and Krashen (1994) preferred a reading text with some TWs. However, in the first task, the TWs were not looked up in a dictionary. This task was less effective as there was not the need component. On the other hand, the next task in the same study required looking up in a dictionary for the TWs. This task was found to be more effective according to Hulstijn and Laufer (2001) because it was self-imposed and had strong need. Therefore, they concluded that TILH was useful in categorizing tasks as more effective and less effective. In conclusion, as Hulstijn and Laufer (2001), Yaqubi et. al. (2012), Pourakbari and Biria (2015), and Karalık (2016) suggested, scholars may design their studies using TILH and take advantage of it in their incidental vocabulary studies.

2.3.2. Research on TILH

TILH is constructed on some assumptions: (1) presence or absence of the components of need, search, and evaluation determine the level of the retention of the incidentally acquired words; (2) words with higher TILL are retained better than the words with lower TILL. It is better to take some important points into account before conducting a TILH study to test its effect on VG and VR. To start with, Laufer and Hulstijn (2001) proposed this hypothesis to test retention of the incidentally gained words. Therefore, a clear distinction between incidental and intentional vocabulary learning should be made. Hulstijn (2012) defined intentional vocabulary learning as a deliberate attempt of learning lexical items using some retention strategies and getting prepared for the upcoming recall and retention tests. On the other hand, incidental vocabulary learning was defined as providing students with the lexical items in contexts through receptive skills and not letting them know about the upcoming vocabulary tests. In this way, lexical items were supposed to engrain in learners' minds without paying deliberate attention. Students were expected to pick up these TWs by completing different tasks without being aware of the fact they were going to be tested afterwards. However, the students under intentional vocabulary learning condition tried to commit newly acquired words to long term memory by knowing that some vocabulary tests were going to test their retention and gain later (Schmidt, 1994). When students pay attention to the lexical items deliberately and use different vocabulary learning strategies and techniques, vocabulary tasks are not the only factor that affects learners' vocabulary learning. Consequently, TILH studies addressed incidental vocabulary acquisition. Secondly, as Paribakht and Wesche (1997) put forward the unpredictable nature of incidental vocabulary acquisition might have some results. Every unknown word in a reading text might not be processed with the same involvement load by the learners. Students may focus on some words while skipping others. Hence, the neglected words may not be acquired. As Paribakht and Wesche (1997) pointed out guiding learners' attention to specific vocabulary is required. As a result, Laufer and Hulstijn (2001) suggested that teachers need to design tasks accordingly in order not to let learners skip TWs.

Hulstijn and Laufer put forward TILH based on involvement load index which has three levels: absent, moderate, and strong. In most of the studies in the literature, absent

is marked as 0 or (-), moderate is marked as 1 or (+), and strong is marked as 2 or (++). For example, we compare two tasks with different levels. The first task is writing an original sentence using the TW. The task is imposed by the teacher and has moderate need; the TWs are given in a marginal gloss and the search component is absent; students are supposed to evaluate for the best context in which the TW fits, therefore, the evaluation is strong (need: 1 search: 0 and evaluation: 2 total TILL is 3). In another task, students are asked to answer true/false questions according to a reading text. The degree of need is moderate because the teacher asks, the search is absent because students are provided with the definitions in marginal glosses, and the evaluation is absent as students are not required to evaluate any context for the TWs. In terms of TILL, the task's index is 1 (need:1 search: 0 and evaluation: 0). When two tasks are examined within TILH framework, the first task is expected to lead to higher VG and VR than the second task.

The concept of involvement might be investigated empirically through studies in which incidental vocabulary tasks with various degrees of need, search, and evaluation components are given place. For instance, tasks with different involvement loads may be used with students from different age groups and language levels. In addition, incidental-learning tasks may be compared to each other to see if they lead to VG and VR. Thus, the results may be analysed within the framework of TILH.

As the first research study on TILH, Hulstijn and Laufer (2001) tested their hypothesis with a study in which they compared three tasks. The study is conducted with 186 students in two countries, Netherlands and Israel. The aim of the study was to test their own hypothesis, which has the assumption of that the tasks with higher involvement loads lead to higher VG and VR. In this study, the tasks had different involvement load indexes and had different levels for each component (need, search, and evaluation). The effect of involvement load on the retention of ten English words was investigated. The first task was reading comprehension which had only need component. As this need was imposed by the teacher, total involvement index was only one. Next task was comprehension plus filling in the text with TWs. For this task, need was teacher imposed and students needed to evaluate the words among each other to be able to choose the correct word for each gap. Students were provided with the glosses. Thus, search component was absent. Total involvement index for task two was two. The

last task was composition-writing with TWs. Like task two, need was teacher imposed and search was absent. However, evaluation index was two as students needed to evaluate each word among each other to use in context, in a meaningful sentence. Total involvement index was three. The results of this study showed that the tasks with higher involvement load led to better incidental vocabulary learning. Therefore, the results of this study were compatible with what the hypothesis put forward.

Beal (2007) conducted a study using tasks with varying TILLs to test TILH. A short story reading text was used with some unfamiliar words selected for the students and used under four conditions: low, glossary provided; moderate, multiple choice glossary; high, dictionary-based sentence writing; and control, reading only. 118 students from seven intact classes at a college were the participants of the study. A statistically significant difference between the means from both the multiple-choice glossary task and dictionary-based sentence writing and the control group was found on the immediate retention test. On the delayed retention test, a statistically significant difference was only found between the mean scores from the multiple-choice glossary task and the control group results. The study included a qualitative aspect by providing 10 participants with concurrent think aloud protocols while completing vocabulary tasks. Along with presenting valuable insights into both search and evaluation strategies, the think aloud protocols also contributed to the weight of the need component according to the results.

Keating (2008) also tested whether VG and VR were contingent upon tasks' involvement load index as claimed by Laufer and Hulstijn (2001) or not. Seventy-nine beginner level students participated in the study to complete three tasks which have varying levels of involvement load (mental effort). These are: only reading comprehension (no mental effort), providing TWs along with reading comprehension (moderate effort), and formulating original sentences (strong effort). The knowledge of TWs was assessed immediately after the treatment and two weeks later. In parallel with what TILH suggests, the task with the highest involvement load led to higher retention than the others, and the moderate level task led to higher retention than the lowest level task.

Another study was conducted to examine the predictions of the TILH by Kim (2008). This study included two experiments and the first one was in parallel with

Hulstijn and Laufer (2001) in design. The only difference of it was having two groups of students who have different proficiency levels (34 matriculated undergraduate students vs. 30 students in an Intensive English Program). Three tasks with different TILLs were used for the first experiment (reading comprehension with marginal glosses: TILL: 1+0+0=1; reading comprehension with marginal glosses plus fill in: TILL: 1+0+1=2; and writing a composition and incorporating the TWs: TILL: 1+0+2=3) The proficiency level did not have an effect on the results which were in line with the results of Hulstijn and Laufer (2001). The third task was superior to the second task and the second task was superior to the first task regarding VG and VR at both levels. In the immediate and delayed post-tests, composition writing group outperformed reading plus fill in group. In the delayed post-test reading plus fill in group outperformed only reading group. However, in the immediate post-test there was not a significant difference between reading plus fill-in and only reading groups. For the second experiment in the same study, the same students were assigned to either composition writing or sentence writing groups randomly. These two tasks carried the same involvement load index as moderate need, no search, and strong evaluation (TILL: 1+0+2=3). The results showed that two tasks with the same TILLs may lead to a similar amount of incidental vocabulary learning.

Kim (2008) also conducted a study to compare two tasks with the same TILL. However, that study only compared them to see whether the tasks led to similar amount of VG or not. On the other side, Zou (2017) conducted a study to compare tasks with the same TILLs to claim that evaluation component should be given another load degree. Although these two tasks seemed that they had the same level, evaluation component should be reconsidered and be given another degree: very strong evaluation.

2.3.2.1. Research on TILH in Turkish context

In the Turkish context, empirical studies on TILH are limited. Sarbazi (2014) conducted a study in Iran with 30 Turkish EFL learners. He designed three tasks each of which had different TILLs. As the other purpose of the study is to compare the results across gender, the students were assigned to the tasks with the same number of students from each gender. As a result, for each task five male and five female students were selected. Before starting the implementation, a pre-test was not needed as the researcher utilized non-English words as TWs. First task was reading comprehension plus true

false questions. For these questions, students did not need to know the meanings of the TWs. They are supposed to determine whether the sentences were true or false based on the reading passage. Second task was reading comprehension plus true false questions. However, this time the meanings of the TWs had to be known to be able to give answers. Thirds task was adding composition writing with glossed words to the second task. After implementation an unannounced immediate post-test was administered. A delayed post-test was not administered in the study. The involvement load index of the third task was higher than task two and TILL of task two was higher than task one. Two-way ANOVA was used for statistical analysis and the results were consistent with what the hypothesis suggested. Any interaction between TILH and gender was not found in the study.

In another study, Karalık (2016) compared 139 Turkish ELT students from eight intact groups with four tasks in a Turkish state university. Two different reading passages were selected for the study and the same implementation procedure was repeated with the second reading text the following week. A pre-test in which the students were required to provide Turkish equivalents or English definitions of the TWs was administered prior to the actual implementation. The tasks were fill-in by searching (TILL- Task-induced Involvement Load Level was three), fill-in with glossary (TILL was two), retelling by searching (TILL was four), and retelling with glossary (TILL was three). The searching groups were to find the definitions of the TWs in a dictionary while glossary groups were provided with marginal glosses next to the texts. Like pre-test, an immediate and delayed post-test were administered unannouncedly. These three vocabulary tests were the same except for a change in the order of appearance of the TWs. Incorrect answers were given zero, partially correct answers half a point, and correct answers one point. The researcher tried to find if the tasks with higher TILLs yielded higher VG and VR. Another aim of the study was to test if the tasks with the same TILL but having different contributions of the components led to the same results. The results suggested that the tasks with higher involvement loads yielded better results in post-tests. On the delayed post-test, the only significant differences were found between retelling by searching and fill-in groups. The results provided partial support for TILH.

Zou (2017) conducted a study to check the effects of TILH on students' incidental vocabulary learning. For this purpose, 147 participants were assigned to three groups randomly. The participants were non-English major freshmen at a Chinese university. The first group was asked to do cloze exercises. The second group's task was sentence writing. The last group wrote a composition. Thirty students from each group were selected for the immediate and delayed post-tests. The delayed post-test was taken one week later. For data triangulation, 33 students were trained for think-aloud protocol and 22 students were interviewed. The students for think aloud protocol and interviews were selected randomly from three groups. The involvement load of the first task was lower than other two tasks which had the same involvement load. The results showed that the lower involvement load yielded less vocabulary learning. However, to the contrary to TILH there was a statistically significant difference between sentence writing and composition writing group. TILH put forward that two tasks with the same involvement load are expected to result in similar VG and VR. In Zou's study (2017), although sentence writing and composition writing group shared the same involvement index, they led to different vocabulary learning. Specifically, the evaluation component was strong in these two tasks and that made it different from the first task. Based on these results, Zou (2017) claimed that the tasks like composition writing which needed a deeper processing and more involvement should be given another degree for the evaluation component. For example, composition writing might have "very strong" evaluation instead of "strong" evaluation as proposed by TILH. A summary of the TILH studies was shown in Table 2.2. below.

Table 2. 2. *Empirical studies on task-induced involvement load hypothesis*

Researchers:	Aim of the Study:	Tasks and TILLs:	Results:
Hulstijn and Laufer (2001)	To test their own hypothesis which has the assumption of that the tasks with higher involvement loads lead to higher VG and VR	Three tasks: (a) reading comprehension (N:1 S:0 E:0 TILL:1); (b) comprehension plus filling in the text (N:1 S:0 E:1 TILL:2) (c) composition-writing	The tasks with higher involvement load led to better incidental vocabulary learning

		(N:1 S:0 E:2 TILL:3)	
Beal (2007)	To test TILH to see its effects on incidental vocabulary learning	A short story reading text with vocabulary tasks under four conditions: low, glossary provided; moderate, multiple choice glossary; high, dictionary-based sentence writing; and control, reading only. Think aloud protocols for ten of the participants	The results were consistent with TILH on the immediate post-test. On the delayed post-test, the only significant difference was found between moderate and control groups.
Keating (2008)	To test whether VG and VR were contingent upon tasks' involvement load index or not	(1) Only reading comprehension (no mental effort/involvement load), (2) providing TWs along with reading comprehension (moderate effort), (3) and formulating original sentences (strong effort).	The task with the highest involvement load led to higher VR than the others and the moderate level task led to higher VR than the lowest level task.
Kim (2008)	To examine the predictions of the TILH	Experiment 1: reading comprehension with marginal glosses: TILL: 1+0+0=1; reading comprehension with marginal glosses plus fill in: TILL:	The results supported TILH. Experiment 1: The higher involvement load led to better VG and VR.

		1+0+1=2; and writing a composition and incorporating the TWs: TILL: 1+0+2=3 Experiment 2: Sentence writing (TILL: 1+0+2=3) Composition writing (TILL: 1+0+2=3)	Experiment 2: Two tasks with the same involvement load led to similar VG and VR.
Sarbazi (2014)	**To test TILH in Iran with Turkish EFL learners**	**(1) reading comprehension plus true false questions (students did not need to know the meanings of the words for the questions) (low TILL).** **(2) reading comprehension plus true false questions (students needed to know the meanings for the questions) (moderate TILL).** **(3) adding composition writing to second task (high TILL).**	**High TILL group outperformed the moderate level, and the moderate level outperformed the low level.**
Karalık (2016)	**To test TILH in Turkey with Turkish EFL learners** **To test the effect of different**	**Fill-in by searching (TILL:3), fill-in with glossary (TILL:2), retelling by searching (TILL:4), and retelling with**	**The tasks with higher involvement loads yielded better results in post-tests.**

	degrees of evaluation component	**glossary (TILL:3).**	
Zou (2017)	**To check the effects of TILH on students' incidental vocabulary learning and compare two tasks with the same TILL**	**cloze exercises (TILL was low) sentence writing (TILL was same with task three) composition writing (TILL was same with task two)**	**The lower involvement load yielded less vocabulary learning. Composition writing group outperformed sentence writing group although they shared the same TILL.**

As seen in the studies above, TILH studies in Turkish context investigated the effects of TILH on VG and VR by only comparing the vocabulary tasks with varying levels of involvement load. However, some studies in the literature (Yaqubi et. al., 2012; Sarani et. al., 2013; and Pourakbari and Biria, 2015) added a new dimension to TILH studies by using input-output or receptive-productive vocabulary tasks and testing the effects of task type which was neglected in TILH studies in Turkish context.

2.3.2.2. Studies with counterevidence to TILH

On the other hand, some studies came up with counterevidence to the TILH. Laufer (2003) found that although sentence completion and using dictionary (moderate need +, moderate search+, and moderate evaluation + TILL:3) and sentence writing (moderate need +, no search, and strong evaluation ++ TILL: 3) shared the same TILL, the first task was more effective in VG and VR. In another study, Folse (2006) concluded that cloze exercises (need: 1, search: 0 and evaluation:1 TILL:2) promoted incidental vocabulary learning more than sentence writing task (need:1, search:0 and evaluation:2 TILL:3). Although, the level of the involvement was considered as the determinant factor in TILH, some studies put forward that the tasks with higher TILLs may not always result in higher VG and VR. The results of this study stated that a

repeated exposure was more important than involvement for word learning. For instance, Walsh (2009) claimed that the tasks in his study did not lead to significant differences although one of the tasks had moderate need and moderate evaluation (TILL:2) and the other task had moderate need and strong evaluation (TILL:3). Similarly, in his study, Bao (2015) compared the results of vocabulary tests of students from five different groups. The first group was the control group and the other groups were categorized with four different tasks (definition, combining, translation, and sentence writing) which had the involvement load levels of two, two, two and three respectively. Although the tasks had different involvement loads, the results did not suggest higher VG and VR. In another study, Beal (2007) compared three tasks which had the involvement load levels of two, three, and five, respectively. At first, the immediate test results were accordant with the hypothesis, but delayed post-test results did not find any significant differences. The summary of aforementioned studies was shown in table 2.3. below.

Table 2. 3. *Empirical studies on TILH with counterevidence*

Researchers:	**Aim of the Study:**	**Tasks and TILLs:**	**Results:**
Laufer (2003)	To check if two tasks with the same TILL lead to identical VG and VR	Sentence completion and using dictionary (moderate need +, moderate search+, and moderate evaluation + TILL:3) and sentence writing (moderate need +, no search, and strong evaluation ++ TILL: 3)	Sentence completion group outperformed sentence writing group to the contrary to TILH.
Folse (2006)	To test TILH	(1) Cloze exercises (need: 1, search: 0 and evaluation:1 TILL:2) (2) sentence writing	The first task promoted VG and VR more than the second

		task (need:1, search:0 and evaluation:2 TILL:3).	task.
Walsh (2009)	To test TILH	(1) moderate need and moderate evaluation (TILL: 2) (2) moderate need and strong evaluation (TILL: 3).	No significant difference was found between two tasks.
Bao (2015)	To test TILH	(1) control group (TILL:0) (2) definition (TILL:2) (3) combining (TILL:2) (4) translation (TILL:2) (5) sentence writing (TILL:3)	The results did not show any higher VG and VR when tasks were compared to each other.

2.3.3. Limitations of TILH

According to Zou (2017) some limitations were put forward when TILH studies in literature were investigated. It was stated that why the construct has only two degrees for each component was not explained well. Above all, the prominence degrees of evaluation component should be differentiated for different methods of evaluation. among different tasks, sentence-writing and composition writing are very popular in TILH studies. Although TILH advocated that these two tasks share the same TILLs, Kim (2008) claimed that composition writing required deeper cognitive processing than sentence writing because composition writing demands other factors such as the need to maintain coherence. However, the claim of TILH continues as students are asked to use TWs in the contexts, which they create in both tasks. In a similar study, Zou (2017) compared two tasks (sentence writing and composition writing) which had the same involvement load index. Contrary to what TILH suggested, the results showed that the participants in the composition writing group outperformed the participants in the

sentence-writing group. Based on these results, Zou (2017) offered that another degree should be given to evaluation component. Hence, the tasks which require much deeper cognitive processing might have "very strong" evaluation.

2.4. Effects of Task Types on Vocabulary Teaching

When students looked up the unknown words in a dictionary during a reading task, they remembered them better than the words which were not looked up (Cho and Krashen, 1994) or the words which were provided in marginal glosses (Hulstijn, Hollander, and Greidanus, 1996). Ellis, Tanaka and Yamazaki (1994) asserted that learners retained the word s better when they negotiated with other students during communicative activities. Words in productive tasks are remembered more compared to words in non-productive tasks (Ellis and He, 1999). Paribakht and Wesche (1997) claimed that words practised in vocabulary exercises following a reading task resulted in higher VR than words with additional exposure in texts. As shown by many studies, some tasks had superiority over other tasks and it might be explained by a deeper level of processing (Hulstijn and Laufer, 2001).

On the other side, Zou (2017) claimed that two tasks with the same involvement load may not result in similar VG and VR. The difference between tasks should be differentiated. In this regard, further investigation is necessary. In Zou's study (2017) sentence-writing and composition-writing tasks shared the same involvement load (TILL: 3) which had strong evaluation component as to make use of the TWs in the contexts they created. However, the difficulty of composition-writing lies behind its requiring a deeper processing of the TWs and it is directly affected by some other factors such as coherency. While writing single sentences, students were not expected to maintain coherency. However, for a meaningful and coherent context, students needed to pay more attention and devote more involvement to the task.

2.4.1. Receptive and productive tasks

The effects of output and input tasks on the L2 vocabulary learning were examined in many studies. Willis (1996) defined tasks as activities where the learners use the target language to communicate and get an outcome at the end of the task. Richards and Rodgers (2001) claimed that tasks are in the centre of planning and instruction of L2 language teaching. Ellis (2003) continued that in SLA research and

pedagogy, tasks are crucially important. Nunan (2006) underlined the importance of tasks in syllable design and classroom teaching.

Jenkins, Stein, and Wysocki (1984) claimed that most of vocabulary is learnt receptively through reading and listening. Webb (2005) expressed that vocabulary learning tends to be receptive when students learn in the classroom. In a classroom setting, students are provided with the definition of a word, the use of it in a sentence, but are less likely to be asked to form a sentence using that lexical item. Thus, it can be stated that most vocabulary exercises are receptive rather than productive. Receptive activities such as true-false, matching, multiple choice, and guessing from context are preferred more than productive tasks such as providing short response, writing an original sentence, and composition writing. Contrary to the fact that receptive tasks are more used in the classrooms, Webb (2005) claimed that there is not enough study to show that receptive tasks are more beneficial in vocabulary learning than productive tasks. In fact, productive tasks were found to help students more in vocabulary acquisition. It might be explained with what Laufer and Rozovski-Roitblat (2011) claimed students are required to make use the most of their linguistic resources for productive tasks.

Esfahani (2012) conducted a study to test effects of receptive and productive learning with word pairs on comprehension and use of thought words of EFL learners. The group who learnt the words productively outperformed the group who learnt receptively in writing test. On the other hand, receptive group outperformed the other group in the comprehension test. The results of the study showed that receptive tasks might be more beneficial in some tasks to the contrary of the main belief that put forward productive tasks' superiority.

Webb (2009) conducted a study to test the effects of pre-learning vocabulary on reading and writing. The participants, Japanese EFL students got word pairs receptively and productively. Four tests were designed for receptive and productive word knowledge, reading comprehension, and writing. The results showed that to improve students' reading comprehension and writing, pre-learning EFL vocabulary may be made use of. Productive group students got higher scores on the writing test, and receptive group students got higher scores on the reading comprehension test.

Vocabulary is taught to help students improve their reading, writing, listening, and speaking skills. Vocabulary activities should be chosen carefully to help better learning. Interrelated components are gathered together to construct comprehensive EFL learning programmes. A lot of studies were conducted to search for better ways of teaching and learning vocabulary (Hulstijn, 1989; Krashen, 1989; Hulstijn and Laufer, 2001; Hulstijn, 2012; Huang and Lin, 2014; Lee and Pulido, 2017; Zou, 2017). One of the ways was proposing hypotheses and theories such as Depth of Processing in Craik and Lockhart (1972), The Input Hypothesis in Krashen (1985), and Task-induced Involvement Load Hypothesis in Laufer and Hulstijn (2001). One of them was TILH. TILH was constructed to compare vocabulary tasks to each other by the level of their involvement. Although it might guide researchers to some point, effect of task type should also be taken into consideration for any probable effects.

2.4.2. Receptive-productive tasks in TILH studies

Schmitt (2008) asserted that deeper engagement with lexical items in tasks boosted the possibility of words to be learnt. Deeper engagement was proposed by Craik and Lockhart (1972) in their depth of processing theory. After being criticized for some deficiencies, an operationalizable definition of the depth of processing was made by Laufer and Hulstijn (2001). TILH is a construct which has both motivational and cognitive dimensions and it includes three basic components: need, search, and evaluation. These components have three levels: none, moderate, and strong. Tasks' involvement loads are calculated using these levels which are scored as 0, 1, and 2. Laufer and Hulstijn (2001) acknowledged that task's efficacy is only determined using TILLs. In other saying, two receptive and two productive tasks yield equal vocabulary learning as long as they share the same TILL. However, as a suggestion for further research, they also claimed that some studies may be designed to see if there is any difference between receptive and productive tasks which are equal in involvement loads.

Yaqubi et. al. (2012) came up with the conclusion that the task type whether it was an input or output task had a crucial effect on incidental vocabulary learning. In this study, participants were divided into three groups each of which had a different task. Two of the tasks were input-oriented and one task was output-oriented. For the first task, students read a text to answer its multiple-choice items. Total TILL is three. Next

task was reading the text and completing the gaps in the text with the TWs which were provided in a separate list. This time, total involvement index was two. As the last task, the students were supposed to read the text, complete comprehension exercises and, write a composition based on the text. Third task was an output-oriented task and it had total involvement load of three. Yaqubi et al. (2012) compared the input tasks with each other and found that the task with higher involvement load led to higher VG and VR. However, when they compared the first input-oriented task and the output-oriented task, the result was quite different from what was expected according to Hulstijn and Laufer's hypothesis. The hypothesis claimed that the tasks with the same involvement load index yield similar results in VG and VR. However, this study suggested that other than level of involvement load, task type -whether it is input-oriented or output-oriented- has an important role in incidental vocabulary learning.

Sarani et.al. (2013) conducted a study to see task type effect on TILH through reading. For this aim, three receptive three productive tasks were designed for six groups of 162 students who were studying English at university. Learners were asked to read a text and do ten vocabulary tasks afterwards. All tasks had varying degrees of involvement load (the loads were one, two, and three for each task type). The tasks were assessed through administering an immediate post-test and a delayed post-test which was taken three weeks later. Research questions were asked to find out (1) whether there was difference of effect between receptive tasks on VG and VR, (2) whether there was difference of effect between productive tasks on VG and VR, and (3) whether two tasks from two task types which shared the same involvement load would yield identical results in students' incidental vocabulary learning. The results showed that receptive tasks' effect changed according to TILL and was consistent with what TILH suggested. However, productive tasks did not maintain their effect based on TILL. On the other hand, for the last research question two pairs with the same involvement load (e.g. tasks with involvement load of 1: true-false, receptive task and short response, productive task) gave a contrary result to TILH. Only the last pair, multiple-choice and sentence writing (involvement loads are 3) agreed with what TILH proposed by saying task type does not make any difference in TILH.

Pourakbari and Biria (2015) claimed that the equal involvement load conditions for different tasks types such as receptive and productive tasks required further research

in incidental vocabulary teaching literature and designed a study to test task type effect on incidental VG and VR. Like Sarani et. al. (2013), this study was designed with three receptive and three productive tasks with different TILLs (true-false TILL:1, matching TILL:2, multiple-choice TILL:3; short response TILL:1, fill in the blanks TILL:2, and sentence writing TILL:3). The participants were 150 EFL university students and were from six intact classes. Students took a post-test immediately and another post-test two week later as delayed post-test. The first two research questions were asked to examine effects of TILL on VG and VR. However, the last research question was asked to see if or not task type would make any difference in incidental VG and VR. In most of the tests, the results promoted TILH. However, the last research question yielded results which were not considered by TILH. Task type influenced TILH as productive tasks were found to be more beneficial for incidental VG and VR. These tasks were listed in table 2.4. below.

Table 2. 4. *Empirical studies on TILH with input-output tasks*

Researchers:	**Aim of the Study:**	**Tasks and TILLs:**	**Results:**
Yaqubi, Rayati, and Allemzade Gorgi (2012)	To test if task type has any effect in incidental learning through TILH	(1) Multiple choice (input oriented, TILL: 3) (2) fill in the blanks (input oriented, TILL: 2) (3) composition writing (output oriented, TILL: 3)	Group 2 outperformed group 1. Group 3 yielded better results than group 1, contrary to TILH. Task type had an effect on TILH.
Sarani, Mousapour Negari and Ghaviniat (2013)	To test if task type has any effect in incidental learning	Three receptive (TILLs were 1,2, and 3) and three productive tasks (TILLs were 1, 2, and 3) for six	First two task pairs concluded with contrary results to TILH. Task

	through TILH	groups	type might influence TILH.
Pourakbari and Biria (2015)	To test if task type has any effect in incidental learning through TILH	Three receptive (TILLs were 1,2, and 3) and three productive tasks (TILLs were 1, 2, and 3) for six groups	Productive tasks were found to be more effective in incidental VG and VR when compared to their conjugate receptive tasks.

In conclusion, previous research findings have shown that TILH has a crucial place in incidental vocabulary teaching. However, TILH is limited to only involvement load levels and does not take any other factor into consideration. At that point, adding another dimension to the TILH studies regarding task type effect would be an interesting area of research. The present study aims to find out first any possible effect of TILL on the students' VG and VR in both receptive and productive groups; then test whether task types have a significant difference on the scores of the students on both immediate and delayed post-test or not.

CHAPTER 3: METHODOLOGY

3.1. Introduction

The aim of the study was to investigate the effects of task-induced involvement load on incidental vocabulary acquisition of EFL learners through different vocabulary tasks which were designed taking TILH framework into consideration. To this end, different groups of students were assigned to different incidental vocabulary tasks with different involvement loads. For the design of the current study, non-control grouped quasi-experimental research design was chosen as the study lacked a pre-test but comprised of two post-tests (immediate and delayed post-tests). Moreover, the present study was designed without a control group but six different experimental groups to test the effect of various tasks on students' incidental vocabulary learning. This chapter presents detailed information about the setting of the study, the participants, the instruments utilized, procedures, data collection and data analysis.

3.2. The Setting of the Study

The study was conducted at the School of Foreign Languages of KTO Karatay University in the fall term of the academic year 2018-2019. During the study, the students were taking A2 level course in which an integrated coursebook was used for general English. At the School of Foreign Languages, there are four quarters during an academic year and in each quarter the learners receive general English at a specified level. The levels start with A1 level and finish with B2 level. Each quarter lasts for eight weeks and comprises of different exams for students to pass to the next level. As this study was conducted at the second quarter, the students were studying English at A2 level during the current study.

In the first two quarters (A1 and A2), a coursebook is used for that level. This year, *Speakout* coursebook series by Pearson (2014, 2nd edition) were preferred for the first two levels. *Speakout* is an integrated coursebook which has all four main skills and is supported by videos from BBC at the end of each unit. As an integrated book, it also has reading parts in which students read a short text suitable for their level and answer reading and vocabulary activities related to the text (See Appendix 1 for the sample pages from the book). The students have 27 class hours each week and have 3 different teachers who teach them 12, 9, or 6 class hours, respectively. All teachers follow the

same syllabus and continue from where their partner stops on the book. As the tasks in this study were similar to the reading and vocabulary tasks in the coursebook, the students were assumed not to have any problems in completing the tasks of the current study.

In the first two quarters, students have two exams: midterm and final. The students are required to have minimum 60 points or above to pass to the next level. The exams which consist of writing, speaking, and written (listening, reading, vocabulary, and grammar) parts are held at the end of fourth and eighth weeks. At the beginning of the academic year, there were 9 classes in total. However, some students failed in the first quarter and the second quarter started with seven A2 level classes and two A1 level classes who repeated the same level.

3.3. Participants

The participants of the study were 122 Turkish EFL students who were having A2 level intensive English course at the School of Foreign Languages of KTO Karatay University. Ramos and Dario (2015) suggested that using reading texts in vocabulary studies is more helpful for lower level students, as it is beneficial for them to increase their VG (vocabulary gain) and VR (vocabulary retention). Thus, the study was conducted while students were studying English at A2 level. All participants were engineering faculty students. The participants were required to have a high level of English before they started university. Therefore, the students were required to pass the university's proficiency exam at the beginning of the academic year. If the students do not pass university's exam, the only condition to start at their university is to finish one-year compulsive English language preparation class successfully.

At the outset of the study, 132 students took part in six intact classes. As a conclusion of the fact that some students were not present on the day of delayed post-test which was unannounced because of the nature of incidental learning, 10 students were not added to the study. When these students were excluded from the study, the number was lowered to 122. All students were taken as intact groups, therefore, their original numbers in a class were not changed by the researcher. All these intact classes were experimental groups.

The students did not have a separate placement test at the beginning of the academic year. Instead, their results from the proficiency exam were used to place them. The proficiency exam had listening, speaking, and writing parts and had a gradual system in which they took different parts of the exams in different sessions. Firstly, the students had to take listening test and get the score of minimum 15 out of 30 points to pass to the next test. Secondly, the students had to take speaking exam and get the score of minimum 20 out of 40 points. Finally, they were required to write an essay and had to get 15 points out of 30 points from the writing exam. The students who did not have those scores in all tests and the students who did not get 60 points out of 100 points in total were considered as they failed. According to the results, all students who could not pass were placed in their classes. Hence, the results allowed the researcher to assume that all classes were homogeneous and any probable language level differences would not have any effect on the overall results of the study.

Convenience sampling was preferred for the selection of the participants. Hence, all A2 level students were asked to participate in the current study. As the researcher was also teaching A2 level at that time, her two classes and five more classes who were conveniently available to take part in the study participated. All students and their teachers were given consent forms prior to the implementation. As a drawback of convenience sampling, it should be noted down that the findings obtained from the students may not represent the population.

3.4. Instruments

In this study, four instruments were utilised for research purposes. The students were required to read one text and complete its reading comprehension activities. After the text and reading activities, each group was asked to complete one vocabulary task. The vocabulary tasks were designed differently for each group to measure its effect on students VG and VR scores within TILH framework. Paribakht and Wesche (1997) indicated that the vocabulary tasks following a reading task result in higher VR. Therefore, while designing tasks of the current study reading tasks were preferred before vocabulary tasks in order to increase students' gains.

3.4.1. The reading text and the reading tasks

A reading text was made use of in the current study like previous TILH studies in the literature like Kim (2008), Keating (2008), Sarani et. al. (2013), Pourakbari and Biria (2015). The reading was accompanied by two reading comprehension tasks and a vocabulary task. While the reading text and the reading tasks were same for all the groups, the vocabulary tasks which were designed with different TILLs varied for each group.

The text was taken from a reading skill book, *Weaving It Together 2* (4th edition, 2015) which was written by Broukal and published by National Geographic Learning and Cengage Learning. The book has four levels (A1, A2, B1, and B2). As the students' level was A2 during the study, *Weaving It Together* 2 was chosen. The levels of the book were determined according to CEFR and were written on the back cover of the books. The text selected was "Tihar: Festival of Lights". The reason of choosing the text from a book was explained by Webb (2008) by emphasizing that for correct lexical meaning interpretation, the context type has a crucial role as it may guide students accurately or inaccurately for inferring the meanings of the words. For that reason, a reading skill book is chosen for the subjects in order to eliminate leading students as the reading skill books are written by professionals who aim to teach reading and vocabulary together either intentionally or incidentally.

3.4.1.1. Criteria for selecting the text and target words

Three points were taken into consideration while choosing the reading text. The first point was reading difficulty which was measured using the Flesch-Kincaid Grade Level readability formula proposed by Kincaid (1975). The results showed that this text was fairly easy to read. The writers of the book also found that the level of the book is A2 according to CEFR. Experts' opinions were gathered by asking four colleagues who were teaching A2 level students, and they agreed on that the text was suitable for the participants. Hence, the text was found appropriate for the subjects of this study.

The second point was related to the enough number of TWs as TILH studies mostly included 8-10 TWs (Hulstijn and Laufer, 2001; Keating, 2008; Kim, 2008; Zou, 2017). Nine TWs were chosen for the study. The TWs should also be unknown to the participants. As all the students at A2 level took part in the study, there was not any

student group for either piloting or testing the familiarity of TWs. For that reason, the TWs were checked by four colleagues who also taught the participants in different classes. These colleagues were given the text and asked to circle the words that might be potentially unknown to the learners. These words were compared to each other and most of the words were parallel. At the end of controlling the circled TWs, nine common words were determined as TWs of the study. These words came from different parts of speech including four nouns, two adjectives, and three verbs. These words were also parallel to the TWs provided by the book which were chosen by the authors to be studied in the vocabulary activities of the book. Only two of the TWs of the book (decorate and icon) were changed with two other words chosen by the instructors because those words were cognate words and were highly probable to be known by the participants. Then, Corpus of Contemporary American English (COCA) created by Davies (2008) was used to find out the frequencies of usage of the TWs in Academic and spoken discourse. The aim of determining the frequencies was eliminating any effect of students' watching films, TV, or series and encountering these words until coming across them again in the delayed post-test. The TWs were forehead, holy, mud, to please, prosperity, to receive, stray, trail, and to worship. Table 3.1. presents the frequency and percentage of encounters of TWs across different genres in COCA.

Table 3. 1. *Frequency and percentage of encounters of target words in COCA*

	Spoken	**Fiction**	**Magazine**	**Newspaper**	**Academic**	**Total**
forehead	3%	79%	9%	4%	5%	10946
holy	11%	23%	25%	17%	24%	18692
mud	10%	47%	23%	13%	7%	10791
(to) please	19%	34%	21%	16%	10%	4940
prosperity	18%	7%	25%	23%	27%	6321
(to) receive	10%	7%	24%	26%	33%	33100
stray	7%	46%	24%	15%	8%	3515
trail	13%	19%	40%	23%	5%	28084
(to) worship	14%	22%	27%	18%	19%	1687

As a result of getting expert opinions from the colleagues and checking the TWs on COCA, these words were found to be appropriate to be used as the TWs of the current study.

The third point was about the activities following the reading passages as it was important by eliminating the need of creating reading comprehension questions for the current study. Making use of comprehension question after the passages was also important not to make students face the vocabulary questions immediately. It might direct students to commit TWs into their long-term memory. By having them first meet the reading comprehension questions, students' attention was not drawn to the TWs in the first stage. According to Hulstijn (2003), this was one of the most important issues to be taken into consideration in incidental vocabulary learning. As a result, the reading text was taken from a reading and vocabulary skill book, *Weaving It Together 2* (National Geographic Learning and Cengage Learning, 2015). In the book, vocabulary activities were presented before reading comprehension questions. However, in the current study, firstly students answered reading comprehension questions and then completed vocabulary activities. The reading comprehension questions were taken directly from the book. The vocabulary activities were designed by the researcher and all activities were checked by four other instructors at the School of Foreign Languages of KTO Karatay University and two professors at English Language Teaching department of a state university for their appropriateness for the participants and to check validity.

The reading text, 'Tihar: Festival of Lights' is an article about a Hindu festival in Nepal. The text consists of 8 paragraphs and 641 words. The text describes a cultural festival which lasts five days. During the festival Hindus worship not only animals but also family members and their goddess of wealth. The festival is called 'The Festival of Lights' as all people light oil lamps in their houses and the country is full of lights. In different paragraphs, what people do on different days of the festival is explained in detail. The importance of the festival and the activities during the festival is illustrated through many examples. Two parts of reading comprehension questions followed the text, and then each group's vocabulary task was provided. Only in one of the groups, the vocabulary task preceded the reading comprehension questions because the students were first asked to fill in the blanks of the reading text with the TWs, and then complete

the reading comprehension questions. In the first part of the reading comprehension section, the students were asked to look for the main ideas in the text through 3 questions. The second part required the students to look for the details for 6 open-ended questions (See Appendix 2 for the reading text and the reading comprehension questions).

3.4.2. Vocabulary tasks

The students were asked to read a passage, answer reading comprehension questions, and complete a vocabulary task which was assigned to each group randomly for the purpose of the current study. The vocabulary tasks were designed with varying TILLs. The tasks were true/false, matching with definitions, multiple choice, short response, fill in the blanks, and sentence writing. The tasks were categorized into productive and receptive tasks. Table 3.2. shows the tasks and their total involvement load indexes.

Table 3. 2. *Total task induced involvement load levels of vocabulary tasks*

	Tasks	**Need**	**Search**	**Evaluation**	**Total TILL**
Receptive Tasks	True/False (a)	1	0	0	1
	Matching (b)	1	0	1	2
	Multiple Choice (c)	1	1	1	3
Productive Tasks	Short Response (d)	1	0	0	1
	Fill in the Blanks (e)	1	0	1	2
	Sentence Writing (f)	1	0	2	3

As seen in Table 3.2., the participants were divided into six groups and the groups were categorized according to their task type as receptive and productive. The receptive and productive task type groups both had three different vocabulary tasks. The TILLs of the tasks were designed as to see if there was any difference of the same TIL but different task type had any effect on incidental vocabulary learning. In each task type, the TILLs varied as to test TILH (Task-induced involvement load hypothesis). On the other hand, the tasks with the same involvement but from different task type were designed with the intention of comparing them to each other to see any possible task type effect on incidental learning which was not mentioned in the TILH. As seen in

Table 3.2., the highest level of involvement belong to the tasks (c) multiple choice in which students were asked to choose the synonym or the definition of the TWs among four options and (f) sentence writing in which the participants were asked to write an original sentence for each TWs. The moderate level tasks were (b) matching and (e) fill in the blanks. the matching group was to match the TWs with their definitions. The fill in the blanks group used the TWs to complete the gaps in the passage. The lowest involvement level tasks were (a) true/false and (d) short response. For true/false questions, students were asked to read the sentences which included the TWs (target words) and was related to the passage and decide whether the sentence was true or false. The false ones were asked to be corrected by the participants. In short response task, the participants were to give a short response to the open-ended questions about the passage. The questions included the TWs, so the students needed to know the meanings of the TWs in order to give the right answers. The design would help the researcher compare each task with other tasks in its own task type and compare them to their conjugate tasks from the other task type group which had the same TILL. Because TILH (Task-induced Involvement Load Hypothesis) advocated that the tasks with the same TILL involve the same level of involvement, the tasks with the same TILL shared the same time limit allocated for themselves in the current study; 40 minutes for true/false and short response tasks, 50 minutes for matching and fill in the blanks tasks, and 60 minutes for multiple choice and sentence writing tasks. As a result, short response and true/false, fill in the blanks and definition matching, and sentence writing and multiple-choice groups would yield similar results as the hypothesis supports that it is the TILL not task type that determines the effect of tasks on incidental vocabulary learning. All groups excluding multiple choice group were provided with glossary in which learners may find the Turkish equivalents of the target words. All TWs were boldfaced in the reading text except for the fill in the blanks group's because the students were asked to use TWs from a list to fill in the blanks.

3.4.2.1. True/False

The participants assigned to true/false group were required to determine whether the sentences which included TWs were true or false. The sentences were written based on the text. Therefore, knowing the meaning of the TWs was necessary for the task as the sentence comprised of TWs. The false ones were to be corrected by the students.

The participants who marked the sentence false but did not correct received half point. The students who marked the sentence true and the students who both marked the sentence false and corrected it received one point for each sentence. The students were encouraged to use the glossary provided at the end of the text which involved Turkish equivalents of the TWs. According to the framework of TILH, this task induced moderate need as the students were required to get the meanings of the words to be able to determine whether the sentences are true or false and also to correct the false ones; the search component was absent as the glossary was provided for the students in which Turkish equivalents of the TWs might be found; and the evaluation component was also absent as the students were not required to compare the target words in a given context, instead the target words were included in the true/false sentences. Therefore, the total TILL (task-induced involvement load level) of the task was 1. For this task, the students were given 40 minutes to complete (See Appendix 3 for the task layout).

3.4.2.2. Matching with definitions

The participants assigned to matching group were required to match the target words with their definitions. The definitions were given in a list which included two extra definitions as distractors. The definitions were received from Cambridge online dictionary on https://dictionary.cambridge.org and Oxford online dictionary on https://en.oxforddictionaries.com and were modified. Some examples for the definitions' original version and modified version were provided in Table 3.3. below. While modifying the definitions of the target words, the level of the students was taken into consideration to be able to maintain intelligibility.

Table 3. 3. *Examples of the definitions of the TWs*

Target word	Original definition from the dictionary	Modified version of the definition
Please (v)	to make someone feel happy or satisfied, or to give someone pleasure:	to make someone happy
Trail (n.)	A trail is also a series of marks left by a person, animal, or thing as it moves along:	a line of marks that someone or something leaves behind as they move
Mud (n.)	Soft, sticky matter resulting from the mixing of earth and water	a thick liquid mixture of soil and water, or this mixture after it has dried

While completing the task, the students were encouraged to use the glossary provided at the end of the text. However, the problem of getting to know the meaning of the TWs thanks to the glossary was eliminated by providing the English definitions of them in the task contrary to the glossary which provided only Turkish equivalents. According to the framework of TILH, this task induced moderate need as the students needed to know the meanings of the words to be able to match them with their definitions; the task lacked search component as the definitions of the TWs were provided in a mixed list from which they needed to choose the correct definition for each TW; the index of evaluation component was moderate as the subjects were required to distinguish among different definitions to choose the best definition for each TW. Therefore, the total TILL of this task was 2. For this task, the students were given 50 minutes to complete (See Appendix 4 for the task layout).

3.4.2.3. Multiple choice

Multiple choice group was required to choose the best definition or synonym to describe the given TW among four choices. Each TW was asked in a separate question so there were nine questions for this task. Although a glossary was not provided for the participants as in other tasks, they were informed that they might use a dictionary while reading the text and completing the reading comprehension questions only. The correct choice and its distractors were discussed with two ELT professors whose research areas include testing and four colleagues in order to test their suitability and determine the best choices. According to the framework of TILH, this task induced moderate need as the subjects were required to know the meanings of the TW to choose the correct definition or synonym among four options; moderate search as the form of the TWs was provided and the students only needed to find the meaning of them; moderate evaluation because four options in each of the multiple-choice vocabulary tasks had to be assessed against each other. Therefore, the total TILL of this task was 3. For this task, the students were given 60 minutes to complete (See Appendix 5 for the task layout).

3.4.2.4. Short response

Short response group was required to provide short responses for nine questions which included TWs. Hence, the participants needed to know the meanings of the TWs in order to first understand what was asked and then answer it properly. The students were asked to write only short responses and the questions were not related to text. Instead, the questions were about general topics. A word limit was not required for the task but giving the answer in a few words, mostly in one word was possible. According to the framework of TILH, this task induced moderate need as the students were required to know the meanings of the words to understand the question so that they could respond; the search component was absent as the students were provided with the glossary in which Turkish equivalents of the TWs were present; and the evaluation component was also absent as the students were not required to assess the TWs against each other. Therefore, the total TILL of this task was 1. For this task, the students were given 40 minutes to complete (See Appendix 6 for the task layout).

3.4.2.5. Fill in the blanks

Fill in the blanks group was required to complete the gaps of the passage using glossary in which Turkish equivalents of the TWs were provided at the end of the text. The students were encouraged to use the glossary provided while completing the task. According to the framework of TILH, this task induced moderate need as the students were required to get the meanings of the words to be able to fill in the blanks; search component was absent as the participants were provided with the glossary in which they could reach Turkish equivalents; the evaluation was moderate as the participants were required to choose the correct TW in a limited list of words. Therefore, the total TILL of this task was 2. For this task, the students were given 50 minutes to complete (See Appendix 7 for the task layout). Unlike other vocabulary tasks in the present study, the students were required to complete the vocabulary task first and then answer the other reading comprehension questions in this task group. As the passage included blanks, the students would experience some difficulty in reading. Therefore, the students' reading comprehension was aimed to be increased by asking them to fill in the blanks firstly, not after reading tasks as in other task groups.

3.4.2.6. Sentence writing

The participants assigned to sentence writing group was required to write a meaningful sentence using the TWs. The students were asked to write one sentence in L2 for each TW. The students were provided with a glossary at the end of the text which they might make use of while reading the text, completing reading comprehension questions and writing the sentences. According to the framework of TILH, this task induced moderate need as the participants were required to get to know the meanings of the TWs in order to create a new sentence; the search was absent as the glossary was provided for them and the students did not need to search in the dictionary; and the evaluation was strong an assessment of TWs was needed within appropriate collocations to generate a new and meaningful context (See Appendix 8 for the task layout).

The status of TWs and a summary of the tasks was shown in Table 3.4.

Table 3. 4. *The status of TWs and a summary of the tasks*

	Tasks	**Status of TWs**	
		In Text	**Glossary**
Receptive	True/False	boldfaced	provided at the end of the text
Tasks	Matching	boldfaced	provided at the end of the text
	Multiple Choice	boldfaced	not provided
Productive	Short Response	boldfaced	provided at the end of the text
Tasks	Fill in the Blanks	replaced with blanks	provided at the end of the text
	Sentence Writing	boldfaced	provided at the end of the text

3.4.3. Vocabulary tests

Two versions of the same vocabulary test were used in both immediate and delayed post-tests to measure the VG and VR. The test used in Hulstijn and Laufer (2001) was preferred in the present study as this test was a modified version of VKS (Vocabulary Knowledge Scale). The VKS was designed by Paribakht and Wesche (1993) and has been used in many studies since then such as Folse (2006), Kim (2008), Konno, Takanami, Okuyama, and Hirai (2009), Karakas and Sarıçoban (2012), Bao (2015), Tahmasbi and Farvardin (2017). VKS was developed not only to determine the number of the words that learners know but also to recognize different levels of word

knowledge such as recognition of word meaning, recognition of the word from, and using the word in a semantically and grammatically correct sentence. The self-reported VKS consists of four items and is shown in Figure 3.1. below.

	Items	**Score**
	I can't recall having seen this word before.	0
Target word: _____	I have seen this word before, but I can't remember what it means.	1
	I have seen this word before, and I think it means: _____	2
	I can use this word in a sentence: _____	3

Figure 3.1. *The self-reported modified VKS*

According to Waring (2003), the categories of VKS are all unprompted meaning question items and they do not offer any clues to the TWs and, therefore, is more successful in reflecting the students' knowledge of TWs. To score this modified VKS, the participants did not receive any point when they marked that they did not remember the word (see figure 3.2. below); one point was awarded when only the form of the TW was recalled (see figure 3.3. below); the students received two points when they provided the Turkish equivalents or English definitions of the TWs (see figure 3.4. below); and the students who generated a sentence using the TWs received three points (see figure 3.5. below). Thus, each word could receive a score of 0, 1, 2, or 3. The students were instructed to put a tick next to the item of their choice. While scoring the vocabulary test items, for ambiguous answers expert opinion was gathered from an ELT professor.

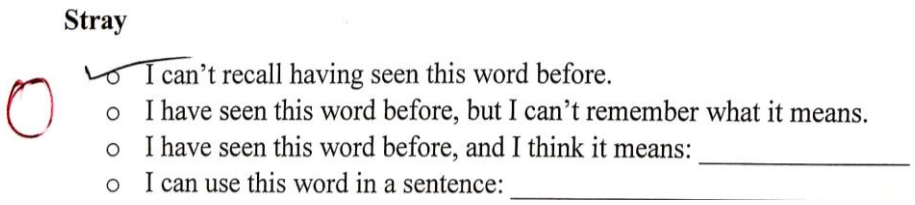


Figure 3.2. *An example of score 0 on the vocabulary tests*

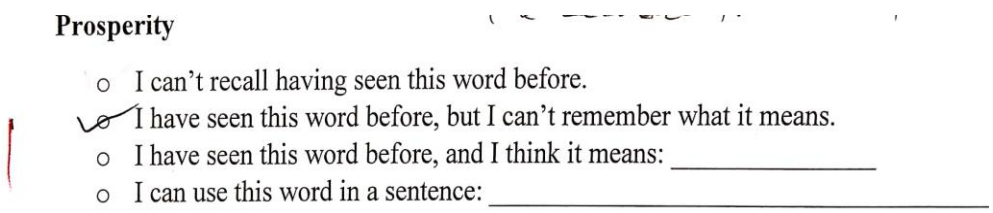


Figure 3.3. *An example of score 1 on the vocabulary tests*

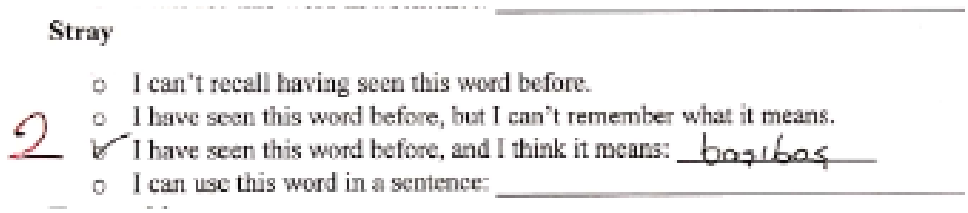


Figure 3.4. *An example of score 2 on the vocabulary tests*

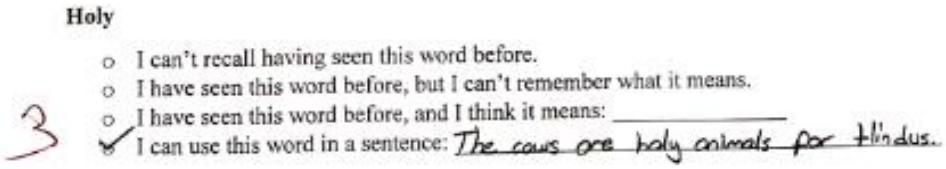


Figure 3.5. *An example of score 3 on the vocabulary tests*

On the other hand, some student answers received different scores. Third and fourth options on VKS which require either a definition or a meaningful sentence obtained different scores because some students responded differently. For instance, the students who put a tick next to the third option, "I have seen this word, and I think it means….", were supposed to provide a definition. However, some students provided a different definition which was irrelevant. In this situation, the student received 1 point as if he/she put a tick to the first option, "I have seen this word before, but I can't remember what it means" (see Figure 3.6. below).

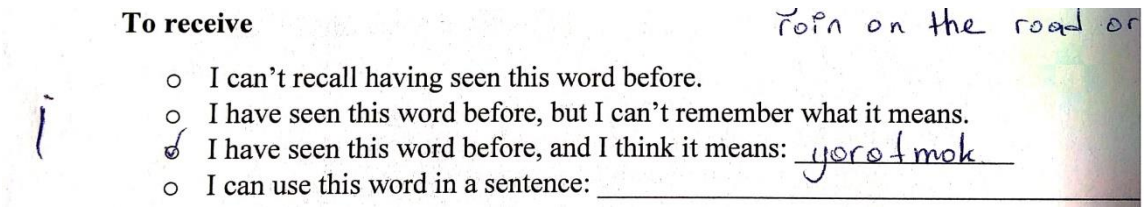
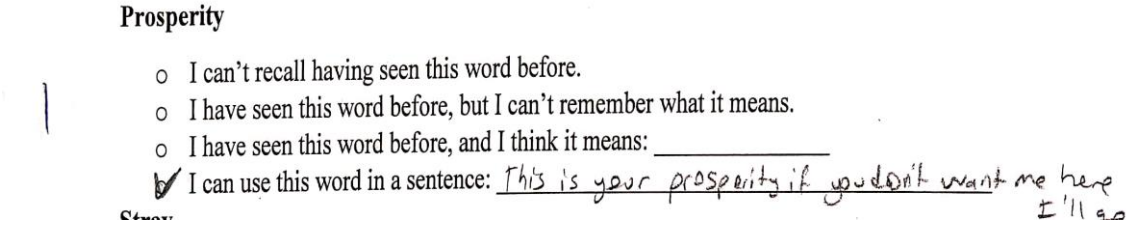


Figure 3.6. An example of a wrong answer for the third option

Another different kind of answer was received for the fourth option, “I can use this word in a sentence……..”. Some students provided a sentence in which the target word was used in an unsuitable context. Therefore, those answers also received 1 point (see Figure 3.7. below). These answers similar to the answers in figures 3.6. and 3.7. were not scored with 0 point as the students attempted to provide either a definition or a sentence. It shows that the students have seen this word before but cannot remember the meaning correctly.


Prosperity

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: This is your prosperity if you don't want me here I'll go

Figure 3.7. *An example of a wrong answer for the fourth option*

The appearance order of the TWs on the list was changed to eliminate the possibility that the participants would associate the order of the words with the meanings and use this to their advantage (see Appendix 9 for vocabulary tests).

As all A2 classes in the school of foreign languages participated in the study, any pre-test was not administered. Instead, expert opinion was received from four colleagues who were teaching at the same level and two ELT experts. The colleagues and the researcher agreed on nine TWs which might be unfamiliar to the students.

The immediate post-test was administered immediately after the students finished reading the passage and completed reading comprehension question and their vocabulary tasks. The test was aimed at measuring the students' immediate incidental VG. The TWs were ordered differently compared to the order of the TWs in the glossary to eliminate the chance of remembering their meaning in an order and using t-it to their advantage. The scores for each TW ranged from 0 to 3.

The delayed post-test was administered three weeks later. The delayed post-test was the same with the immediate post-test. The only difference was the order of appearance of the TWs to prevent the students' from remembering them in that order

and giving their answers accordingly. This arrangement of the target words in different post-tests was designed like some studies in the literature such as Yaqubi et. al. (2012) and Karalık (2016). The scores for each TW were between 0 and 3.

The validity of the instruments was provided by different ways such as getting expert opinion for choosing the target words and the level of the materials from four colleagues who knew the level of the students; checking the readability of the text on Flesch Kincaid Grade Level; getting the reading text and the reading activities directly from a reading skill book, *Weaving It Together 2*, which was written by professionals for A2 level students; and checking the target words on COCA Corpus across different genres in order to eliminate the risk of students' coming across the target words in different settings.

3.5. Procedures

The current study comprised of two stages: consenting and actual implementation. The present section provides what these stages consist of.

3.5.1. Consenting

Before implementations, the ethic committee of the university was applied for the informed consent. After that, a consent form was collected from all instructors and the students who were willing to participate in the study (See Appendix 10 and 11 for consent forms). The consent form was written in L1 to prevent any misunderstanding. The students who were not willing to participate were excluded.

3.5.2. Implementation

A between-subjects quasi-experimental design was used in the current study. Six experimental groups which were also intact classes were assigned with six different vocabulary tasks with varying involvement load levels. Each intact class was assigned with a vocabulary task. The process lasted four weeks in total. As all of the students were having general English classes, any two days were chosen for both parts of the implementation. The implementation schedule was shown in Table 3.5.

Table 3. 5. *Implementation schedule*

	Day 1			Day 2		
	Classes			Classes		
	105	**102**	**106**	**107**	**104**	**101**
Week 1 Vocabulary Tasks and Immediate Post-test	R1	R2	R3	P1	P2	P3
Week 4 Delayed Post-test	R1	R2	R3	P1	P2	P3

In the first week, the students were firstly given the reading text and the tasks. The students were required to read the passage, respond to the reading comprehension questions, and complete the vocabulary task. As explained in the previous parts, each group completed a different vocabulary task in the allotted time according to their groups. With the aim of measuring the immediate VG and checking any difference caused by different task types (receptive and productive), an unannounced immediate post-test was administered to the students after the worksheets were collected. In the immediate post-test, the students were required to provide Turkish equivalents, English definitions/synonyms of the TWs or a meaningful sentence including TWs.

Like Hulstijn and Laufer (2001), Keating (2008), Yaqubi et al. (2012), Sarani et. al. (2013), and Pourakbari and Biria (2015), a three-week time period was set to administer the unannounced delayed post-test to measure the effect of different involvement loads, and check whether the receptive and productive vocabulary tasks made any difference on VR.

3.6. Analysis of the Data

Two vocabulary tests which were adapted from Paribakht and Wesche (1993) and modified were administered to measure the students' VG (vocabulary gain) and VR (vocabulary retention). Besides, these two tests were used to compare the results of the effects of two task types. Hence, the possible effect of receptive or productive tasks were aimed to be found out. The students' scores on immediate post-test was compared to each other to measure their immediate VG. On the immediate post-test, the students were asked to provide Turkish equivalents, English synonyms/definitions of the TWs or

generate a meaningful sentence using the TWs. There were four options for each TW and the students were to put a tick next to only one of them. The scores of the options were 0, 1, 2, and 3 respectively. The students might choose the first and second option when they did not remember either the meaning or the form of the TWs. Hence, these two options were more about recognition and receptive skills. The third and the fourth options were more about production and productive skills as they required the students to either give the Turkish equivalents, English definitions/synonyms or create a sentence using the TWs. When the students put a tick next to the third and fourth options without providing anything, that answer was considered as not marked and received zero point. The students who provided definitions, synonyms or equivalents received two points. For the last option, the original and meaningful sentences received three points. The maximum score on each vocabulary test was 27.

In a similar way, the same procedure was applied for the delayed post-test which was announcedly administered three weeks later. The scores of the students from delayed post-test were compared to test VR. The only difference between immediate and delayed post-tests was the order of the items to eliminate the chance of remembering them in the same order and, therefore, taking it to their advantage. The scoring of the post-tests of some students were provided (see Appendix 12 for the scoring of vocabulary tests).

For the research purposes of the current study, three research questions were posed with different purposes and a different design from many of the TILH studies in the literature. A summary of the design of the current study is presented in Table 3.6.

Table 3. 6. *A Summary of the research questions and the design*

Research Questions	**Method of Analysis**	**Purpose of the Research Question**
1. On the basis of English receptive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks hold up over time?	one-way ANOVA and paired t-test	to test the TILH among the receptive vocabulary tasks and to find out the effect of time interval
2. On the basis of English productive	one-way ANOVA	to test the TILH among the

	vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks hold up over time?	and paired t-test	productive vocabulary tasks and to find out the effect of time interval
3.	On the basis of English receptive and productive vocabulary tasks with the same levels of involvement index, will EFL prep learners obtain the same gain and retention of the lexical items on both types of tasks?	independent samples t-test	to test any possible task type effect between the vocabulary tasks with the same TILL which was neglected in the TILH

As seen in table 3.6., for the first research question, the scores of the groups assigned with receptive vocabulary tasks were compared to each other on immediate and delayed post-tests. Similar to the first research question, the second research question required a comparison between the scores of productive vocabulary task groups with each other on the immediate and delayed post-test. Unlike many TILH studies like Keating (2008), Kim (2008), Karalık (2016), and Zou (2017), a third research question was posed with the aim of finding out any task type effect between the test scores of students who received either a receptive vocabulary task (true/false, matching with definitions, and multiple choice) or a productive vocabulary task (short response, fill in the blanks and sentence writing). As there were three groups in each task type, one-way ANOVA was selected for the first and second research questions. The effect of time interval in the first two research questions was analysed using paired t-test. For the third research question, independent samples t-test was chosen as the statistical analysis method to compare the tasks with the same TILL but from different task types.

CHAPTER 4: RESULTS AND DISCUSSION

4.1. Introduction

The present chapter aims at presenting the findings of the implementation and a detailed discussion of the results in consideration of the previous studies on the effect of Task-induced Involvement Load Hypothesis on students' vocabulary gain and vocabulary retention. Additionally, this chapter puts forward the effects of vocabulary task type on incidental vocabulary learning within the framework of TILH. Three research questions addressed at the beginning of the study will be answered in this chapter and the answers will be discussed based on the assumption of TILH and findings of other studies related to TILH in the literature.

4.2. Results

To serve the purpose of the current study, three research questions were posed. The research questions were addressed to find out the vocabulary gain and vocabulary retention of Turkish EFL learners through incidental vocabulary learning within the construct of TILH and vocabulary task types. Hence, the following research questions were sought:

1) On the basis of English receptive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks hold up over time?

2) On the basis of English productive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks hold up over time?

3) On the basis of English receptive and productive vocabulary tasks with the same levels of involvement index, will EFL prep learners obtain the same gain and retention of the lexical items on both types of tasks?

Six different vocabulary tasks from two different task types were utilised to see the effect of TILL on EFL learners' incidental vocabulary acquisition. A reading text was chosen to operationalise different indexes of involvement loads. Before analysing the data, the distribution of the scores of six groups from both immediate and delayed post-test were examined. The results of the normality tests, skewness and kurtosis

values showed that the scores were normally distributed. Therefore, parametric analyses (one-way ANOVA, independent samples t-tests, and paired t-tests) were utilized for the data analysis of the current study. For the first two research questions, a comparison was made in order to find out the most effective vocabulary tasks in each task type. To answer the last research question, three different comparisons were made, and each task was compared to its conjugate task which shared the same TILL from the other task type group.

4.2.1. Tasks with different involvement load levels

The current section will be devoted to the findings regarding the effects of different involvement load levels. To that end, the comparisons will be made between tasks with different involvement loads. However, each task will be compared to the other tasks in their own task type on the immediate and delayed post-tests.

4.2.1.1. Receptive vocabulary tasks

To find out the differences between the scores of receptive task groups regarding VG, the immediate post-test scores of three groups who completed three tasks with different TILLs were compared. The mean scores of the receptive task groups are presented in Table 4.1.

Table 4. 1. *Immediate vocabulary gain scores of receptive tasks group*

	N	**M**	**SD**	**Min.**	**Max.**
R1 (True/False)	20	12,60	4,096	5	19
R2 (Matching with Definitions)	20	18,05	4,850	11	26
R3 (Multiple Choice)	19	9,42	3,820	3	16

On each post-test, the participants were required to provide English definitions/synonyms, Turkish equivalents or generate a meaningful sentence for nine target words of the current study. The maximum score which can be obtained from all these words was 27. Table 4.1. shows that all receptive groups gained the target words to an extent. The receptive vocabulary tasks resulted in substantial amounts of vocabulary gain. Table 4.1. shows that matching with definitions group with a TILL of 2 (M=18.05, SD=4.850) outscored the other two receptive tasks. The lowest scores were obtained by the multiple-choice group (M=9.42, SD=3.820) with a TILL of 3. The last group, true/false (M=12.60, SD=4.096) with a TILL of 1 received lower scores than

matching with definitions group and higher than multiple-choice group. Although a slight difference was found between R1 (true/false) and R3 (multiple choice) groups, a substantial difference was found between R2 (matching with definitions) and the other two tasks. The outperformance of R2 group over R1 group was found to be in line with TILH. However, the lowest scores of R3 group which was expected to outscore the other two tasks did not support TILH. To find out the difference between the receptive task groups, one-way ANOVA was conducted. The results are presented in Table 4.2.

Table 4. 2. *One-way ANOVA for immediate post-test scores of receptive task groups*

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**	**Sig. Difference**
Between Groups	746,025	2	373,013	20,312	,000	R1-R2; R2-R3
Within Groups	1028,382	56	18,364			
Total	1774,407	58				

A significant difference in terms of vocabulary gain of receptive tasks was indicated in the results of one-way ANOVA ($F=20.312$, $p<.05$). On the immediate post-test the highest scores were obtained by R2, R1, and R3 groups, respectively. In order to detect which groups differed from each other significantly, a post-hoc Tukey test was conducted. A significant difference was found between R1 ($M=12.60$, $SD=4.096$) and R2 ($M=18.05$, $SD=4.850$) groups and R2 ($M=18.05$, $SD=4.850$) and R3 ($M=9.42$, $SD=3.820$) groups.

The results of the immediate post-test were found to be in line with TILH partially as the highest scores were obtained by R2 (matching with definitions) group. According to TILH, the highest scores were expected to be received by R3 group who completed a task with a TILL of 3. The partial support came from the results comparison between R2 and R1 (true/false). R2 group completed a task with a TILL of 2 and was supposed to outperform the participants in R1 group who completed a task with a TILL of 1. Based on the findings of immediate post-test, it can be stated that a slight difference was found between R3 (multiple choice) group and R1 group; and a substantial amount of difference between R2 and the other two groups in terms of VG.

A comparison between the vocabulary retention scores of the students was made in order to find out the long-term effect of TILL. A similar statistical analysis was

conducted on the date gathered from delayed post-test. table 4.3. presents the mean scores of receptive task groups on delayed post-test.

Table 4. 3. *Vocabulary retention scores of receptive task groups*

	N	M	SD	Min.	Max.
R1 (True/False)	20	8,85	2,834	3	14
R2 (Matching with Definitions)	20	12,55	3,395	7	20
R3 (Multiple Choice)	19	7,63	2,985	3	14

It can be observed in Table 4.3. that there was a decrease in vocabulary gains for all receptive tasks. R2 (matching with definitions) group received the highest scores on the immediate post-test. Furthermore, the same group, R2 obtained the highest scores on the delayed post-test contrary to the expected suggestion of TILH which advocates that the task with the highest TILL leads to higher VG and VR. The immediate post-test results of R2 and R1 (true/false) groups were in line with TILH. Three weeks' time interval between two post-tests did not change the result, only decreased the mean scores to an extent. The highest mean scores were received by R2 group (M=12.55, SD=3.395). The scores of R1 (M=8.85, SD=2.834) were higher than the scores of R3 (multiple choice) (M=7.63, SD=2.985) which was an unexpected result within the framework of TILH. Whether the groups differed from each other significantly was found out by conducting one-way ANOVA statistical analysis. Table 4.4. presents the results of one-way ANOVA.

Table 4. 4. *One-way ANOVA for delayed post-test scores of receptive task groups*

	Sum of Squares	df	Mean Square	F	Sig.	Sig. Difference
Between Groups	258,181	2	129,090	13,590	,000	R1-R2; R2-R3
Within Groups	531,921	56	9,499			
Total	790,102	58				

The results of one-way ANOVA indicated that a significant difference was found between the receptive vocabulary tasks in terms of vocabulary retention (F=13.590, p<.05). on the immediate post-test, R2 (matching with definitions) group received the

highest scores and R1 (true/false) and R3 (multiple choice) groups followed them respectively. To find out the groups which differed from the others, a post-hoc Tukey test was utilised. The results of the post-hoc Tukey test resulted in that a significant difference was found between R1 (M=8.85, SD=2.834) and R2 (M=12.55, SD=3.395) groups and R2 (M=12.55, SD=3.395) and R3 (M=7.63, SD=2.985) groups. Any difference between R1 (M=8.85, SD=2.834) and R3 (M=7.63, SD=2.985) groups was not found.

The results of delayed post-test were found to provide support for TILH as R2 groups obtained the highest scores. TILH advocates that in a group of tasks, the highest scores are gained by only the task which has the highest TILL. On the other hand, the other two tasks and their results provided full support for TILH. As TILH suggested, the task with the higher TILL, R2 with a TILL of 2, resulted in higher results than the task with lower TILL, R1 with a TILL of 1 in terms of VR. R3 group was found to have the lowest scores contrary to the fact that their tasks had a TILL of 3, the highest TILL in the current study.

Thus far, the first part of the first research question was tried to be answered. “On the basis of English receptive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones?” The rest of the first research question was “if so, will the benefits of tasks hold up over time?”. To this end, paired samples t-tests were conducted to compare each receptive task. A comparison between immediate and delayed post-tests of each receptive was made and a significant difference was found between all of the tasks’ immediate and delayed post-tests.

4.2.1.2. Productive vocabulary tasks

The immediate post-test scores of the productive task groups were compared to identify if the participant groups who completed vocabulary tasks with different TILLs differed regarding VG (vocabulary gain) and VR (vocabulary retention). The mean scores of the productive task groups are presented in Table 4.5.

Table 4. 5. *Immediate vocabulary gain scores of productive tasks group*

	N	M	SD	Min.	Max.
P1 (Short response)	23	15,35	4,018	9	22
P2 (Fill-in)	19	14,89	5,363	0	23
P3 (Sentence Writing)	21	15,33	5,228	3	26

For nine target words, the maximum score on a post-test was 27. As seen in the table above, all groups gained the meanings of the target words to some extent. The productive vocabulary tasks led to a fair amount of vocabulary gain. In detail, the table provides that the lowest mean score was obtained in fill in the blanks group (P2) inducing a TILL of 2 (M=14.89, SD=5.363), followed by sentence writing group (P3) containing a TILL of 3 (M=15.33, SD=5.228), and short response group (P1) with a TILL of 1 (M=15.35, SD=4.018). Slight differences between the immediate post-test scores of the groups were found. The highest scores were obtained by the short response group. The sentence writing group who had the highest involvement load level received higher scores than fill in the blanks group. One-way ANOVA was conducted in order to find out whether the difference between the mean scores of the groups was significant. The results are shown in Table 4.6.

Table 4. 6. *One-way ANOVA for immediate post-test scores of productive task groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,644	2	1,322	,056	,946
Within Groups	1419,674	60	23,661		
Total	1422,317	62			

According to the one-way ANOVA results of the participants, a significant difference between was not found between groups (F=0.56, p>.05). Although short response group got slightly higher scores than sentence writing group and sentence writing group obtained better results than fill-in the blanks group, these difference between three groups were found to be insignificant. As the results of one-way ANOVA was insignificant, a post-hoc test was not conducted.

The results of the immediate post-test supported TILH partially by finding out that sentence writing group (TILL:3) outperformed the fill in the blanks group (TILL:2).

However, the group with the lowest TILL, short response group did better than the other two groups who were normally supposed to yield better results within the framework of TILH. On the mean scores, a slight difference was found between each group in terms of immediate VG which showed that there was nearly no difference between the groups in terms of immediate recall.

To find out the long-term effect of TILL, the groups were compared on their vocabulary retention scores. A similar statistical analysis was carried out for the delayed post-test data to examine the differences between the groups. Table 4.7. shows the mean scores of productive task groups on delayed post-test.

Table 4. 7. *Vocabulary retention scores of productive task groups*

	N	**M**	**SD**	**Min.**	**Max.**
P1 (Short response)	23	10,04	2,585	2	13
P2 (Fill-in)	19	11,00	4,256	3	22
P3 (Sentence Writing)	21	11,43	3,340	3	17

When Table 4.7. is investigated, it can be observed that the initial vocabulary gains decreased to a large extent in the long-term. Although P1 (short response) group obtained the highest result in the immediate post-test despite the suggestions of TILH, P1 group was found to be the lowest group in the delayed post-test. Three weeks' time interval between two post-tests turned the results into the expected results according to TILH. This time, the highest mean scores belonged to P3 group (M=11.43, SD=3.340) with a TILL of 3. P2 (fill in the blanks) group with a TILL of 2 (M=11.00, SD=4.256) outperformed P1 group with a TILL of 1 (M=10.04, SD=2.585). One-way ANOVA was conducted on the delayed post-test scores to find out whether the groups differed from each other significantly. Table 4.8. presents the findings of the analysis.

Table 4. 8. *One-way ANOVA for delayed post-test scores of productive task groups*

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	22,218	2	11,109	,958	,390
Within Groups	696,099	60	11,602		
Total	718,317	62			

One-way ANOVA results of the participants did not yield a significant difference between the groups (F=.958, p>.05). although the results of the immediate scores were slightly different from each other, one-way ANOVA results did not provide a significant difference between the groups. As the results of one-way ANOVA was insignificant, a post-hoc test was not conducted.

The findings of the data analysis on the immediate post-test scores showed that the tasks with higher TILLs yielded higher scores in terms of VR. Especially the sentence writing group who has the highest TILL outperformed the other two groups. Within the framework of TILH, it can be put forward that increasing the TILL of the vocabulary tasks leads to significantly higher retention scores.

After answering the first part of the second research question, another statistical analysis was conducted for the last part of the research question. The first part was "on the basis of English productive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones?" The rest of the first research question was "if so, will the benefits of tasks hold up over time?". For this aim, three paired samples t-tests were conducted to compare the immediate and delayed post-tests of all productive tasks. As a result, a significant difference was found between all post-tests.

4.2.2. Tasks with the same involvement load levels

The third purpose of the current study was to investigate whether different tasks with the same TILL from different task types would lead to similar results in VG and VR. In order to attain this purpose, each task was compared to its conjugate task from the other task types on immediate and delayed vocabulary post-tests. In each task type, there are three vocabulary tasks which have TILL of 1, 2, and 3. To this end, the statistical analysis was conducted using independent samples t-test.

4.2.2.1. Tasks with TILL:1

As another dimension which made the current study different from other TILH studies in literature, the task type effect was investigated. For this aim, two tasks sharing the same TILL from two task types were compared in terms of vocabulary gain and retention. For the first comparison, the tasks with a TILL of 1 were selected. The tasks

with a TILL of 1 were true/false from receptive group and short response from productive group.

R1 (true/false) group (M=12.60, SD=4.096) and P1 (short response) group (M=15.35, SD=4.018) obtained similar scores on immediate post-test as seen in Table 4.1. and Table 4.5. P1 group had higher scores on the immediate post-test and the results of independent samples t-test indicated a significant difference on immediate post-test scores.

R1 group (M=8.85, SD=2.834) and P1 group (M=10.04, SD=2.585) received similar scores on the delayed post-test as well as seen in Table 4.3. and Table 4.7. Although P1 group outperformed R1 group on the delayed post-test in terms of VR, the difference was insignificant between the delayed post-test scores.

4.2.2.2. Tasks with TILL:2

For the second independent samples t-test, the tasks with a TILL of 2 were chosen. Receptive group's task with a TILL of 2 was matching with definitions and productive group's task with a TILL of 2 was fill in the blanks.

R2 (matching with definitions) group (M=18.05, SD=4.850) and P2 (fill in the blanks) group (M=14.89, SD=5.363) yielded similar results on the immediate post-test as seen in Table 4.1. and Table 4.5. The students in the R2 group had higher scores than the students in P2 group on the immediate post-test and the independent samples t-test results indicated a significant difference between these two groups.

Another similar result was observed between the scores of delayed post-tests of P2 (M=11.00, SD=4.256) and R2 (M=12.55, SD=3.395) groups which can be seen in Table 4.3. and Table 4.7. Even though the students who completed R2 outperformed the students who completed P2, a significant difference was not found on the delayed post-test scores of two groups in term of retention.

4.2.2.3. Tasks with TILL:3

For the third and last comparison, sentence writing from productive task type group and multiple choice from receptive task type group were selected. These two tasks shared the same TILL, 3, which was the highest in all vocabulary tasks of the present study.

P3 (sentence writing) group (M=15.33, SD=5.228) and R3 (multiple choice) group (M=9.42, SD=3.820) had a substantial difference on the immediate post-test as seen in Table 4.5. and Table 4.1. P3 group outscored R3 group and the results of the independent samples t-test showed a significant difference between these two groups' scores.

The difference between P3 group (M=11.43, SD=3.430) and R3 group (M=7.63, SD=2.985) was slight which can be observed in Table 4.3. and table 4.7. Although P3 group outperformed R3 group on the delayed post-test in terms of retention, the independent samples t-test results did not indicate a significant difference between them.

The reasons of not having the same results in line with the other TILH studies in the literature might include the fact that the students might not take the tasks seriously as they were informed that they were not going to get any score from these tasks. Another reason might be related to difference between the classes. Although all the participants were A2 level during the current study, there were some differences between the classes. The vocabulary tasks were assigned randomly, therefore the results might have been affected from these language level differences. Time limitation was another factor as each quarter at the School of Foreign Languages lasted 8 weeks, the implementation which included the tasks, immediate post-test and three weeks later a delayed post-test was also affected by this restriction.

4.3. A Brief Summary of the Results

The scores of all receptive and productive task groups are presented in Table 4.9.

Table 4. 9. *A summary of mean scores of all groups*

	Immediate	**Delayed**
R1 (True/False)	12,60	8,85
R2 (Matching with Definitions)	18,05	12,55
R3 (Multiple Choice)	9,42	7,63
P1 (Short response)	15,35	10,04
P2 (Fill-in)	14,89	11
P3 (Sentence Writing)	15,33	11,43

The results on both immediate and delayed post-tests provided support for TILH (task-induced Involvement Load Hypothesis) partially. The higher TILLs yielded better VG and VR in most of the statistical analyses. On the immediate post-tests of receptive group, contrary to TILH R2 (matching with definitions) with a TILL of 2 received the highest scores which was followed by R1 (true/false) and R3 (multiple choice) groups. On the delayed post-test of receptive group, the results were in line with the results of the immediate post-test of receptive group. Hence, on the delayed post-test, R2 group obtained the highest scores and were followed by R1 and R3 groups.

The results were different in productive task groups. On the immediate post-test, P1 (short response) outscored P3 (sentence writing) and P2 (fill in the blanks). According to TILH, P1 group was expected to provide the lowest scores. P1 group's scores were followed by P3 and P2, respectively. This time, contrary to the same results between receptive groups' immediate and delayed post-test scores, the results on the delayed post-test were different from the results of productive groups' immediate post-test. On the delayed post-test, all results were in line with TILH. Hence, the highest group was found to be P3 and was followed by P2 and P1. These results showed that, among productive vocabulary tasks, although P1 was found to be the task which provided highest scores on the immediate post-test, time interval affected the situation negatively and on the delayed post-test P1 group was found to be lowest group.

4.4. Discussion of the Findings

To provide answers for three research questions of the present study, six different tasks with varying TILLs were designed. These tasks were true/false (R1), matching with definitions(R2), multiple choice (R3), short response (P1), fill in the blanks (P2), and sentence writing (P3). Assigning the participants to these tasks enabled to divide the tasks into productive and receptive on which all research questions depended. Such a division made it possible to compare each task in its own task type as in research question one and research question two. It also facilitated to compare two tasks sharing the same TILL from two different tasks types to find out the task type effect. The receptive group tasks required the participants to recognize the form and meaning of the TWs and choose the correct answer by matching, determining if they are true/false, and choosing the meanings in multiple choice questions. However, the productive group tasks required to provide a product by writing a few words to answer questions, fill in

the blanks of a text, and generating a meaningful sentence. All tasks varied in TILL in their task type groups. However, for each task a conjugate task which shared the same TILL was designed in order to compare them and find out task type effect. Total TILLs of each task type group were 1, 2, and 3 respectively.

To provide an answer to the first research questions which aimed at finding whether receptive group tasks with varying TILLs differed from each other on both immediate and delayed post-tests. Another important point which was investigated in the first research question was to seek if the benefits of tasks held up over time. To this end, all receptive vocabulary tasks were compared to each other on immediate and delayed post-tests. Afterwards, all tasks' immediate and delayed post-test scores were compared for the time effect. The second research question was similar to first research question with a slight difference. This time all the statistical analyses were conducted on productive tasks. Therefore, all productive vocabulary tasks were compared to each other on the immediate and delayed post-tests to test what TILH suggested. Another point was to investigate the time effect on the tasks. Hence, each vocabulary task's immediate and delayed vocabulary test scores were compared to see whether these tasks held up the benefits after three weeks' time interval or not. The findings implied that involvement load level had an effect on the participants' incidental vocabulary learning to some extent. Not all comparisons yielded the expected results caused by TILH. However, most of the comparisons were in line with TILH which put forward that the tasks with higher TILLs lead to higher VG and VR. In the next sections the results will be discussed in detail.

4.4.1. The effects of tasks with different TILLs

In the current study, the TILLs of each task were designed by increasing or decreasing the three components of TILH, namely search, need, and evaluation. all these components carried three levels: absent, moderate, and strong. In the first two research questions, the tasks were compared to each other in their task type. Therefore, any task type effect was not taken into consideration. As many TILH studies in the literature, the vocabulary tasks with a TILL of 1, 2, and 3 were compared on both immediate and delayed post-tests. The distribution of components was tried to be equal for the tasks who shared the same TILL.

The statistical analysis on the immediate post-test of receptive task groups showed that the groups differed from each other. According to TILH, R3 (multiple choice) (TILL:3) was expected to get the highest scores. R2 (matching with definitions) (TILL:2) was supposed to yield better results than R1 (true/false) (TILL:1). However, the results indicated that the highest scores belonged to R2 and the lowest scores belonged to R3 which was expected to be the highest. Three weeks later the delayed post-test was conducted for the receptive task groups. The results of the delayed post-test were in line with the results of the immediate post-test of receptive task groups. One-way ANOVA results of both immediate and delayed post-tests showed that a significant difference was found between R1 and R2, and R2 and R3 groups. The difference between R1 and R3 groups was found to be insignificant. Although the results of all statistical analyses were not in line with TILH, the t-test analyses between each task's immediate and delayed post-tests provided significant differences. Therefore, it can be stated that the benefits of tasks could continue over time.

The findings of the statistical analyses conducted for productive task groups indicated that the productive groups differed from each other on both post-tests. TILH suggested that for the current study, the highest scores should have belonged to P3 (sentence writing) group and the lowest scores belonged to P1 (short response) group. However, the results showed that P1 group outscored the other groups and the lowest scores were obtained by P2 (fill in the blanks) group. One-way ANOVA was conducted to find out whether the groups differed from each other. A significant difference was not found on both post-tests. However, the results of delayed post-test for productive groups were in line with TILL which means that these results provided full support for TILH. On the immediate post-test P1 group received the highest scores. However, time interval affected this result negatively as P1 group obtained the lowest scores on the delayed post-test. In conclusion, the immediate post-test results were in line with the expected results of TILH. Paired samples t-tests were conducted to find out significant differences. The results showed that a significant difference was found out between the immediate and delayed post-tests of each productive group task.

The answers for the first research question provided partially support for TILH contrary to the similar research studies in the literature (Sarani et. al.,2013 and Pourakbari and Biria, 2015). Sarani et. al. (2013) and Pourakbari and Biria (2015)

provided full support for TILH in the answers of their first research question. To this end, a comparison was made between the receptive vocabulary tasks' immediate and delayed post-test scores of the receptive and productive vocabulary task groups separately. The current study did not provide full support for TILH on both post-tests as the order of the tasks from the highest to the lowest was R2 (matching with definitions), R1 (true/false), and R3 (multiple choice) respectively which was expected to be R3, R2, and R1. Kim (2008) also concluded with partial support to TILH as the task with the highest TILL did better on the post-test. However, the task with the moderate level of involvement load was not found to be superior to the task with the lowest TILL. The task with the highest TILL was found to provide the lowest scores on both post-tests and this might be because of the fact that adding search component to a task might not provide the expected results. The other components, need and evaluation, might have more effect on the total results on the post-tests. The same results on both immediate and delayed post-tests might provide some support for this explanation. The same explanation might apply to the results of the current study as the task with the highest TILL which was the only task with moderate level of search component, the others lacked search component, obtained the lowest scores on both post-tests.

The second part of the first research question was related to the effect time interval. The results showed that the scores decreased to some extent when the participants' scores of two post-tests were compared. As Behbahani, Pourdana, Maleki, and Javanbakht (2011) concluded in their study, the students had lower scores on the delayed post-tests, and it could be interpreted as the negative effect of time interval between these two post-tests. Therefore, it could be stated that three weeks' time interval affected the scores of the participants of the current study negatively as in Arpaci (2016). In addition, the results of paired samples t-test provided significant difference between the post-tests of each receptive tasks.

On the other hand, the answers for the second research question provided two different results. While the results of the immediate post-test provided partially support for TILH, the results of the delayed post-test provided full support which was only obtained from the comparison scores of the productive task groups' post -tests. Similar to counterevidence for TILH in the studies in the literature, Folse (2006) did not conclude with the results which were in line with TILH. In his study, the students

assigned to the task with lower TILL outperformed the students assigned to the task with higher TILL on both post-tests. Walsh (2009) compared two productive tasks, fill in the blanks and sentence writing, with the TILLs of 2 and 3 respectively. A significant difference was not found on the post-tests although sentence writing group was expected to outscore the fill in the blanks group. Like Walsh (2009), the current study did not provide any significant difference on the results of one-way ANOVA. The mean scores of the groups were very similar (P1-short response M=15.35, SD=4.018; P2 - fill in the blanks M=14.89, SD=5.363; P3 - sentence writing M=15.33, SD=5.228). Bao (2015) compared five vocabulary tasks which included both receptive (definition and combining) and productive (translation and sentence writing) tasks, and a control group. The results did not provide any higher VG and VR although they comprised of varying TILLs.

Like the aforementioned studies, the present study did not provide full support on the immediate post-test results of the productive task groups as the highest scores belonged to the task group with the lowest TILL. On the contrary to the expectations derived from TILH, P1 (short response) group was found to be superior to the other two productive task groups. However, the difference between mean scores of P1 (M=15.35, SD=4.018) and P3 (M=15.33, SD=5.228) was not much. Nonetheless, P1 group was not the last group according to the results of the immediate post-test.

The results of delayed post-test score comparisons to find out effects of TILH on word retention provided full support for TILH like many studies in the literature (Hulstijn and Laufer, 2001; Beal, 2007; Keating, 2008; Kim, 2008; Eckerth and Tavakoli, 2012; and Mármol and Sánchez-Lafuente, 2013). All concluded that the tasks with higher involvement loads led to higher VG and VR. In the current study, sentence writing group who has the highest TILL outscored the other two groups, namely short response and fill in the blanks. As Pichette, De Serres, and Lafontaine (2011) stated writing tasks with strong evaluation were found to lead to higher scores on the post-tests, the sentence writing group of the current study did better than the other two productive task groups on the delayed post-test.

As Behbahani et. al., (2011) put forward in their study, it is not a surprising fact to have students who did better on the immediate post-test and then their scores decreased on the delayed post-test. This situation could be associated with negative time interval

effect between the two post-tests. Hence, the scores of the participants of the current study negatively might have been affected negatively due to three weeks' time interval. In addition, the results of paired samples t-test provided significant difference between the post-tests of each productive tasks.

4.4.2. The effects of tasks with the same TILLs

An attempt was made to find whether the tasks with the same TILLs would yield similar results or not. To this end, six different tasks were designed, and they were divided into two groups, receptive and productive tasks. Within the framework of TILH, Laufer and Hulstijn (2001) proposed that the effects of different vocabulary tasks on students' incidental vocabulary acquisition change only according to involvement load indexes. However, in the same year Hulstijn and Laufer (2001) suggested that some different tasks could be designed which carry the same TILLs and then be compared to each other. To this end, the third research question of the current study was posed to find out any possible task type effect on students' VG and VR.

4.4.2.1. The effects of task type

The tasks were matched with their conjugate tasks. Hence, true false task (receptive) was matched with short response task (productive); matching with definitions task (receptive) was matched with fill in the blanks task (productive); and lastly multiple-choice task (receptive) was matched with sentence writing task (productive). Each pair shared the same TILL and their TILLs were 1, 2, and 3 respectively. Each pair was compared to each other on both immediate and delayed post-tests.

The comparison of the first pair (P1 – short response and R1 – true/false tasks) on the immediate post-test showed that P1 group obtained higher VG than the former and this superiority was found to be significant. They both included moderate need only. Although on the delayed post-test P1 led to higher VR again, the statistical analysis between them did not indicate a significant difference. It showed that productive tasks lead to higher VG and VR on post-tests. The findings are in line with the findings of Ellis and He (1999) who suggested that the students remember productive tasks better than non-productive tasks.

In the current study, as the second pair, P2 (fill in the blanks) and R2 (matching with definitions) groups were compared. In the first one the students were required to fill in the blanks of the reading text using the TWs, and in the second task the students were asked to match the TWs with their definitions. to the contrary of the suggestions of TILH, these two groups did not have similar results on the post-tests. Some studies in the literature provide support for the situation. Laufer (2003) revealed that sentence completion group (TILL:3) had higher scores on the tests than sentence writing group (TILL:3) which is a counterevidence to TILH. They were expected to have similar scores on the tests in term of VG and VR. However, the results did not prove it. In Esfahani's study (2012), firstly productive group outperformed the other group in writing test, and then the receptive group did better in the reading comprehension test. The study concluded that receptive tasks might be more useful in some situations contrary to the belief that productive tasks are superior. Like these studies, according to the results of the second pair's test score comparisons receptive group 2 had higher scores in both immediate and delayed post-tests than productive group 2. Although R2 did better than R2 in both post-tests, the comparisons indicated a significant difference between R2 and P2 on the immediate post-test, but insignificant difference between them on delayed post-test.

As Webb (2005) suggested most of the vocabulary tasks in a classroom setting are receptive tasks. Students are less likely asked to form a sentence using the lexical items which are to be learnt. Hence, the students in P2 and R2 groups might be more familiar with the receptive tasks. As a result, the reason of R2 group's having higher scores on both post-tests might be explained. Although Webb (2005) explained the possible superiority of receptive tasks over productive tasks, he again concluded that there were not enough studies in the literature to provide evidence for the situation. In another study, Folse (2006) compared three receptive tasks (cloze exercises) with one productive task (sentence writing). The results showed that receptive task groups outperformed the productive task group. To the contrary of this fact, some other studies were conducted and provided counterevidence for receptive tasks' superiority as can be observed in the comparison between P3 (sentence writing) and R3 (multiple choice) below.

Laufer and Rozovski-Roitblat (2011) advocated that most of the linguistic resources should be used for productive tasks. As a result, students are expected to have higher scores on productive tasks rather than receptive tasks. Webb (2009) concluded that the students assigned to productive tasks did better on the tests compared to the students assigned to receptive group. Like these studies, in the present study P3 group obtained higher scores than R3 group in the comparison between them as the last pair. Similar to the first two pairs, on the immediate test a significant difference was found as well. However, the comparison between the delayed post-test did not provide a significant difference again.

To sum up, the tasks sharing the same involvement load did not lead to similar results in any of the pairs. The findings of the study supported the findings of Yaqubi et. al. (2012) who suggested that other than the involvement index, task type (receptive or productive) has a crucial role in incidental vocabulary learning of EFL learners. Sarani et. al. (2013) and Pourakbari and Biria (2015) also designed a similar study to the current study and they concluded that only the P3-R3 comparisons provided support for TILH. The other comparisons, P1-R1 and P2-R2 had different results. Therefore, taking task type effect into consideration while designing vocabulary tasks along with TILH might provide useful insights for scholars and language teachers.

CHAPTER 5: CONCLUSION

5.1. Introduction

The present chapter is aimed at providing a summary of the findings of the present study and present pedagogical implications for classroom practice and Task-induced Involvement Load Hypothesis literature.

5.2. An Overview of The Current Study

Six different vocabulary tasks with varying total involvement load indexes were designed to conduct the present study which aimed to find out the effects of Task-induced Involvement Load Hypothesis on the incidental vocabulary acquisition of 122 EFL prep students at a private university. One reading text taken from a reading skill book was utilised and nine target words were chosen from the text to test the participants' incidental VG (vocabulary gain) and VR (vocabulary retention). The text was accompanied first with two different reading comprehension activities and then each group was given a vocabulary task which was specifically designed for that group.

These vocabulary tasks were R1 (true/false), R2 (matching with definitions), R3 (multiple choice), P1 (short response), P2 (fill in the blanks), and P3 (sentence writing). The first three tasks were receptive vocabulary tasks and the other tasks were productive vocabulary tasks. In each task type, three tasks shared the same TILL (total involvement load level) which were 1, 2, and 3 respectively. In other words, each task had a conjugate task in the other task type group. Therefore, the tasks which were matched with a conjugate task for one of the research questions were true/false and short response (TILL:1); matching with definitions and fill in the blanks (TILL:2); and multiple choice and sentence writing (TILL:3). By designing these tasks in task type categories and matching them with their conjugate tasks, the current research study aimed at finding answers to three research questions:

1) On the basis of English receptive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks hold up over time?

2) On the basis of English productive vocabulary tasks, will EFL prep learners obtain better gain of lexical items in higher task load conditions compared to lower ones? If so, will the benefits of tasks hold up over time?

3) On the basis of English receptive and productive vocabulary tasks with the same levels of involvement index, will EFL prep learners obtain the same gain and retention of the lexical items on both types of tasks?

To measure vocabulary gain and vocabulary retention, unannounced immediate and delayed post-tests were conducted. The scores that participants obtained from these two post-tests were analysed to find out the effects of TILH on the participants' incidental vocabulary acquisition. Contrary to some studies in the literature like Karalık (2016), the implementation procedure was applied only once. Applying the same procedure would inform the students that after the reading text they are going to get immediate and delayed post-tests in which they are supposed to provide definitions for the target words. as a result, the students would focus on the target words as they might foresee the upcoming post-tests which they have experienced in the first implementation. Such a risk was eliminated by applying the procedure just once as the students who are focused on the target words are not compatible with the nature of incidental vocabulary acquisition studies.

5.2.1. Tasks with different TILLs

The first two research questions were about finding out whether the tasks with higher involvement load indexes yield higher scores compared to lower ones. The first research question was asked to compare receptive tasks with each other, and the second research question was posed in order to make a comparison between productive tasks.

In order to answer the first research question which sought whether three receptive tasks with varying levels of involvement load had any effects on students' VG and VR. By comparing the scores obtained from immediate and delayed post-tests, it was found that the target words were remembered by most of the participants on both post-tests. The comparison between the scores of three receptive tasks on the immediate and delayed post-tests showed that matching with definitions group (R2) did better than true/false group (R1) which was an expected result according to TILH. However, multiple choice (R3) group who was supposed to get the highest scores received the lowest scores. Although the results of two post-tests for receptive tasks were similar to each other, these results did not support TILH completely. On the other hand, significant difference was found only between true/false – matching with definitions and matching with definitions - multiple choice groups. The significant difference

between groups did not change for the comparison of delayed post-test scores. Increasing the total involvement load indexes did not bring about the expected results as anticipated in the hypothesis. This was proven by the scores of multiple-choice group who were supposed to outscores the other two groups and obtained the lowest scores on both post-tests. Although the two lowest were not found as expected (R2>R1>R3), the difference between R1 and R3 groups were found to be insignificant on both post-tests. It showed that increasing involvement load levels of all vocabulary tasks might not provide the desired results. Some tasks might be affected by other factors. In order to explore it in detail, more receptive vocabulary tasks with varying TILLs might be compared to each other.

Similar to research question one, the second research question aimed at finding whether three productive vocabulary tasks with different total involvement load indexes had any effects on the participants' VG and VR on the post-tests. The findings obtained from immediate post-test indicated that nearly all of the students were able to provide a definition or synonym for the TWs. This time, the findings obtained from the scores of the post-tests were not similar to each other as in receptive vocabulary tasks. The immediate post-test results showed that P1 (short response) group received the highest scores which was not compatible with the suggestions of the hypothesis. The hypothesis put forward that between these three receptive tasks the highest scores should have belonged to P3 (sentence writing), the higher scores to P2 (fill in the blanks), and the lowest scores to P1 (short response). Contrary to the findings of the immediate post-test, the results of the comparisons supported the hypothesis fully (P3>P2>P1). This time, increasing the involvement load indexes resulted in increases in VG and VR. Although P1 group received the highest scores on immediate post-test, it was the group who obtained the lowest scores on the delayed post-test. This might prove that providing short response to the questions as in P1 group might help students remember the words in their short-term memory. However, it does not help retaining the words in the long term.

The effect time interval for both receptive and productive vocabulary tasks have also been investigated as a part of the research questions one and two. It was found out that for both groups the three weeks' time interval affected negatively. The scores of all participants decreased when it came to delayed post-tests. However, this was an expected result as the students did not receive any treatment or language education

related to these TWs. In fact, two weeks of these three weeks were during the semester holiday between two semesters. The decreases between these post-tests for all participants were found to be significant as Behbahani et. al., (2011) put forward in their study. It was found quite normal to have participants who had lower scores on the delayed post-test due to time interval.

5.2.2. Tasks with the same TILLs

For the third research question, it was aimed to find out any possible significant difference between the groups who shared the same level of involvement load. To this end, three pairs were compared to each other on VG and VR. All comparisons yielded a significant difference between the groups in each pair on the immediate post-test. However, the differences between the scores of the groups in each pair (P1-R1; P2-R2; P3-R3) on the delayed post-test were found to be insignificant. This might be due to the differences between the levels of being affected by the time interval of both parts of the pairs.

Three pairs were formed using six tasks of the current study. As a result of comparing them to their pairs, it was found out that in most of the comparisons productive vocabulary task groups outperformed the receptive vocabulary task groups. The pairs sharing a TILL of 1 were short response (P1) and true/false (R1). The tasks with a TILL of 2 were fill in the blanks (P2) and matching with definitions (R2). Sentence writing (P3) and multiple choice (R3) formed the last pair. As a result of the comparisons between the pairs sharing a TILL of 1 and 3, productive vocabulary tasks outperformed the receptive vocabulary tasks. However, the comparison between the tasks sharing a TILL of 2 concluded that receptive task group (R2) did better than productive task group (P2). Although, some studies in the literature like Ellis and He (1999) provided results in support of productive tasks' superiority, the second pair (P2-R2) provided counterevidence in this present study. In fact, the findings might change according to not only the task type but also to other factors because Esfahani (2012) also concluded with firstly the results in favour of productive tasks and then counterevidence to productive tasks. It can be concluded that productive tasks' superiority over receptive tasks might be found in most of the comparisons. However, it would be a good idea to take other factors such as task features and requirements into consideration not to overgeneralize the results.

5.3. Implications

In an attempt to test Task-induced Involvement Load Hypothesis proposed by Laufer and Hulstijn (2001), six vocabulary tasks with varying levels of total involvement load indexes were designed. These tasks were categorized into two groups, receptive and productive, both to compare them in their own task type and to compare each task to its conjugate task which shares the same involvement load level in the other task type group. Unlike other TILH studies in the literature, the current study aimed at adding a new dimension to the hypothesis by taking the effects of task type into consideration. Hence, the findings of the study offer some implications for both TILH literature and classroom practices regarding incidental vocabulary acquisition.

Regardless of task type, any vocabulary task should be designed by taking its involvement load index into consideration. In most of the comparisons of the current study, it was found out that the higher TILL both led to higher vocabulary gain and retention. Therefore, it would be useful to utilize vocabulary tasks with varying levels of involvement indexes for classroom use. As many studies in the literature like Yaqubi et. al. (2012), Sarani et. al. (2013), Pourakbari and Biria (2015), and Karalık (2016) suggested, the tasks with higher involvement loads should be selected in order to increase vocabulary gain and retention. Choosing the vocabulary tasks with higher TILLs would be one of the suggestions for the next academic year's curriculum.

The present study compared six vocabulary tasks to test TILH. However, on the other hand, it was found out that making use of vocabulary tasks for incidental learning also helped draw students' attention on the target words. Karalık (2016) and Eysenck (1982) put forward that it was not the willingness of the students but how deeply the word is processed at the first encounter to be able to store the words in the memory successfully. Hence, the vocabulary tasks like the tasks of the current study might be helpful for incidental vocabulary learning. As a result, in the context of the present study, incidental vocabulary techniques may be used. As classroom time is limited to teach everything intentionally, incidental teaching techniques should be preferred. The preparatory programme of KTO Karatay University makes use of different coursebooks, skill books, and extra materials to teach EFL prep learners. However, making use of the findings of the current study might add new perspectives and therefore help increase the success of the students in vocabulary acquisition.

The current study concluded that using specifically designed vocabulary tasks for incidental vocabulary acquisition would be useful for EFL prep students. Different vocabulary tasks with varying levels of involvement might lead to incidental vocabulary learning. As Karalık (2016) suggested the vocabulary tasks with higher involvement load indexes led to higher vocabulary gain. Therefore, while designing the vocabulary tasks, different total involvement load levels might be given to the tasks in order to compare them to each other. The reason of not having found similar results in the current study as TILH suggested that the students might be used to doing some specific vocabulary tasks such as matching with definitions and true/false as many coursebooks designed for EFL students provide these two tasks mostly in the first levels (A1 and A2). The students do not have much practice in comparing the meanings of a word in a dictionary and choosing the most suitable one for the specified context. Instead, the students are used to looking up a word either in a bilingual dictionary in which they just get the Turkish equivalent or in a monolingual dictionary and choosing the first definition without comparing them to other definitions to be able to choose for that context. Alavinia and Rahimi (2019) advocated that some other factors related to the students such as attention span, writing skills, and dictionary use might hinder the effect of TILH. In the context of the current study, the students are always encouraged to use a dictionary. However, any training on choosing the best definition for the context is not provided to the students. Hence, more practice for looking up a word in a monolingual dictionary and choosing the correct definition among others might be designed for classroom use.

Similarly, regarding productive vocabulary tasks, the coursebooks and classroom practices in the School of Foreign Languages where the current study was conducted focused more on short response vocabulary tasks. The students have practice in short response activities mostly and they are mostly asked to answer these questions in the exams. Hence, the attention of the students is generally drawn to short response vocabulary tasks. Writing sentences and paragraphs using the target words studied in the reading passages are postponed until the second half of the second quarter. Therefore, the students do not get used to writing sentences immediately and it takes more time until they feel comfortable with writing sentences and using the target words in them. As Zou (2017) underlined the significance of writing exercise using the target words by stating that the writing exercises help students more in vocabulary learning

compared to other vocabulary exercises like cloze exercises as writing exercises require pre-planning and systematic organization which are absent in other vocabulary exercises. It would be a good idea to start writing sentences along with vocabulary teaching in order to have more comfortable students in producing the target language verbally which might turn into having more successful students in speaking in the future. By taking the superiority of sentence writing task over other two productive tasks of the current study in the long term into consideration, the students might be encouraged to write sentences using the target words. As Zou (2017) suggested for the reading-based exercises of the teaching materials, writing sentences using the target vocabulary should be attached the necessary importance as the students are supposed to use chunking, pre-task planning, and hierarchical organization for writing.

5.4. Limitations of the Present Study

The study designed a limited number of vocabulary tasks in order to test TILH on the students' incidental vocabulary acquisition. More vocabulary tasks might be designed for this purpose. The results of the current study may be generalized for the tasks included here. Each task has its own peculiar result on different tests. Hence, for the long-term retention the results of the immediate post-test might be taken into consideration. As a result, matching with definitions from the receptive task type group and short response from the productive task type group may be preferred more for classroom practices as they yielded the highest VG and VR.

The study implemented the study just once in order not to make students be aware of the upcoming tests and the aim of the present study. More implementations of the same design with different reading passages over time might yield different results. However, implementing the same design with a different text would inform the students as they are going to receive similar reading and vocabulary tasks. As the study adopted incidental vocabulary teaching, having students who knew about the upcoming procedure would not suitable with the nature of incidental teaching.

Individual differences are also another limitation of the current study. During three weeks' time interval, the students might have studied these words themselves or encountered them in different contexts. Hence, the results of the delayed post-test and overall findings might have been affected by them.

The vocabulary test scores were not graded by a second professional. Only for the ambiguous answers, expert opinion was gathered. That might have affected some of the results as only in the third and fourth options, the students were asked to write an answer. For the first two options on the vocabulary tests, they were required to put a tick next to the item of their choice.

The findings of the study are limited to this specific context. Different studies with participants from state universities, different departments, different backgrounds and with different levels of English might yield different results. Even different coursebooks and different question types in the exams might lead to different results. Therefore, overgeneralizing the findings of the current study might not be a good idea. Instead, taking the findings of the study into consideration while designing a similar research study would be more useful for language teachers and ELT professionals.

5.5. Suggestions for Further Studies

In the current study, the findings concluded that both receptive and productive tasks might yield more different results than what TILH suggested. Hence, the comparisons of the post-test scores might be taken into consideration as to find out the most useful vocabulary tasks. For the receptive tasks, matching with definitions task was found to be the most useful task on both post-tests. For the productive vocabulary tasks, short response was found to be the most effective vocabulary task compared to other two productive tasks. Both of these results are not in line with TILH.

Like Zou (2017) who conducted a study and compared two productive tasks with a TILL of 3, productive tasks with the same TILH might be designed to be compared to each other. Zou (2017) concluded that although sentence writing and composition writing shared the same TILL, composition writing group outperformed the other. Hence, a new degree of evaluation should be added for new studies. In this study, the productive tasks did not differ from each other much. Therefore, a new design like Zou (2017) might be preferred in the further studies.

Unlike TILH, the current study came up with the conclusion that task type had an effect on the results of the vocabulary tasks. TILH suggested that the tasks sharing the equal involvement load levels yield similar results. However, the present study compared six vocabulary tasks in three pairs and found out that in all of the

comparisons a task type had superiority over the other. In most of them, productive tasks were found to be better than receptive tasks. Therefore, further studies might utilize productive tasks more than receptive tasks.

Pichette et. al. (2011) suggested that in TILH studies, word factors like concreteness need to be taken into consideration to test another effect. Hence, further studies might be designed regarding other factors related to words.

In the current study, only one delayed post-test was conducted three weeks after the implementation. Another delayed post-test might be conducted more weeks later in order to vocabulary retention in longer time periods.

Many studies in the literature and the current study concluded with some counterevidence to TILH. Although the hypothesis leads to more vocabulary gain and retention based on the involvement load levels of the vocabulary tasks, the fact that it might not be so effective for all vocabulary tasks should be taken into consideration while designing further studies.

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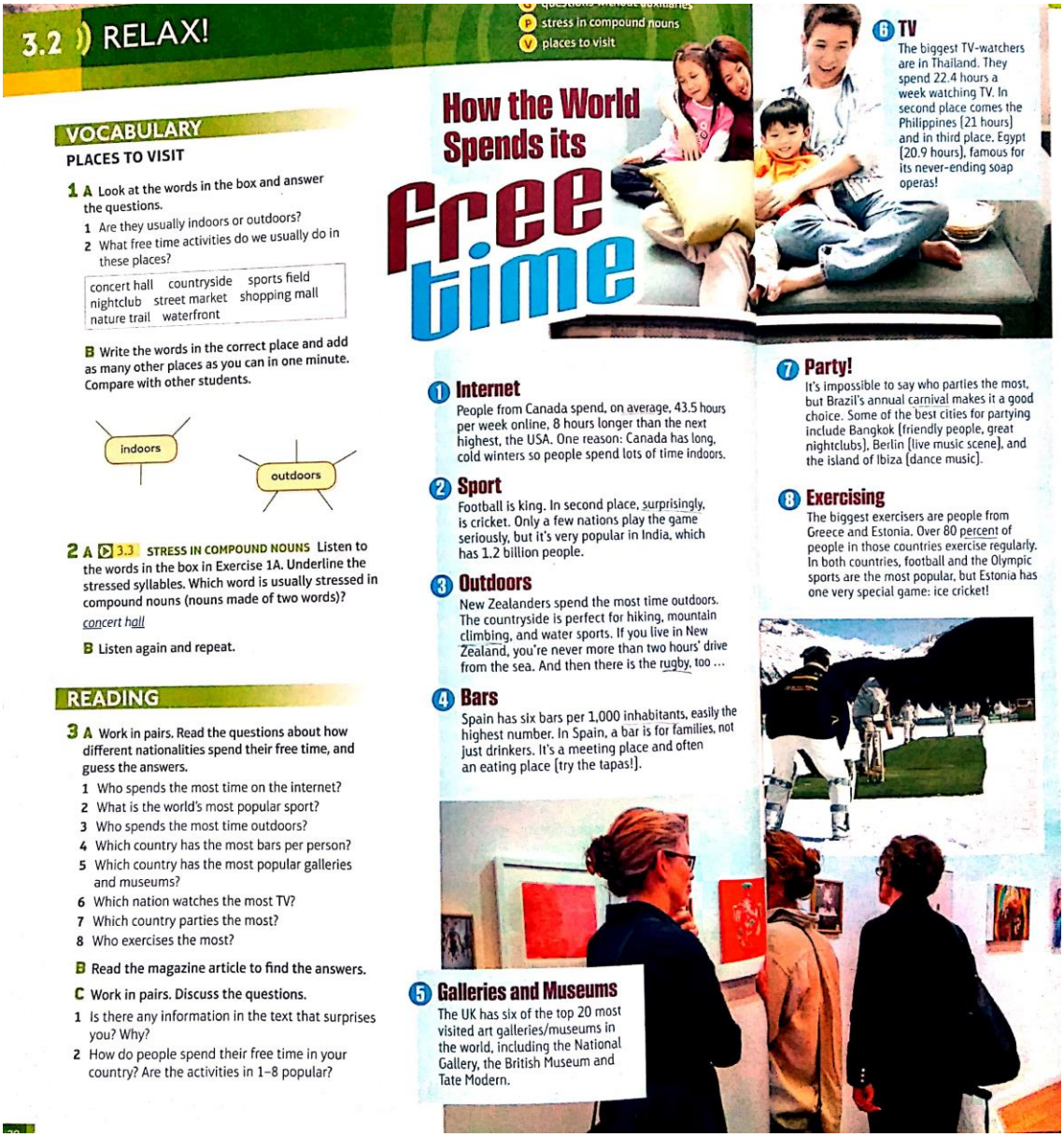
APPENDICES

Appendix 1. The Sample Pages from the Coursebook



3.2 RELAX!

stress in compound nouns
places to visit

VOCABULARY

PLACES TO VISIT

1 A Look at the words in the box and answer the questions.

1 Are they usually indoors or outdoors?
2 What free time activities do we usually do in these places?

concert hall countryside sports field
nightclub street market shopping mall
nature trail waterfront

B Write the words in the correct place and add as many other places as you can in one minute. Compare with other students.

indoors

outdoors

2 A 3.3 STRESS IN COMPOUND NOUNS Listen to the words in the box in Exercise 1A. Underline the stressed syllables. Which word is usually stressed in compound nouns (nouns made of two words)?

concert hall

B Listen again and repeat.

READING

3 A Work in pairs. Read the questions about how different nationalities spend their free time, and guess the answers.

1 Who spends the most time on the internet?
2 What is the world's most popular sport?
3 Who spends the most time outdoors?
4 Which country has the most bars per person?
5 Which country has the most popular galleries and museums?
6 Which nation watches the most TV?
7 Which country parties the most?
8 Who exercises the most?

B Read the magazine article to find the answers.

C Work in pairs. Discuss the questions.

1 Is there any information in the text that surprises you? Why?
2 How do people spend their free time in your country? Are the activities in 1–8 popular?

How the World Spends its free time

1 Internet
People from Canada spend, on average, 43.5 hours per week online, 8 hours longer than the next highest, the USA. One reason: Canada has long, cold winters so people spend lots of time indoors.

2 Sport
Football is king. In second place, surprisingly, is cricket. Only a few nations play the game seriously, but it's very popular in India, which has 1.2 billion people.

3 Outdoors
New Zealanders spend the most time outdoors. The countryside is perfect for hiking, mountain climbing, and water sports. If you live in New Zealand, you're never more than two hours' drive from the sea. And then there is the rugby, too ...

4 Bars
Spain has six bars per 1,000 inhabitants, easily the highest number. In Spain, a bar is for families, not just drinkers. It's a meeting place and often an eating place (try the tapas!).

5 Galleries and Museums
The UK has six of the top 20 most visited art galleries/museums in the world, including the National Gallery, the British Museum and Tate Modern.

6 TV
The biggest TV-watchers are in Thailand. They spend 22.4 hours a week watching TV. In second place comes the Philippines (21 hours) and in third place, Egypt (20.9 hours), famous for its never-ending soap operas!

7 Party!
It's impossible to say who parties the most, but Brazil's annual carnival makes it a good choice. Some of the best cities for partying include Bangkok (friendly people, great nightclubs), Berlin (live music scene), and the island of Ibiza (dance music).

8 Exercising
The biggest exercisers are people from Greece and Estonia. Over 80 percent of people in those countries exercise regularly. In both countries, football and the Olympic sports are the most popular, but Estonia has one very special game: ice cricket!

9.2 INTO THE WILD

- articles
- word stress, weak forms: a and the
- the outdoors

VOCABULARY

THE OUTDOORS

1 Work in groups. Discuss the questions.

1 Do you like wild places?
2 Have you ever slept outdoors or been out in the wild?
3 Which wild places would you like to visit?

2 A Work in pairs and read sentences 1–8. What do you think the words in bold mean?

1 I'd like to live in a **rural area** when I'm older; it's nicer than the city.
2 The north of my country is an area of **natural beauty**; tourists often visit it.
3 Where I live there is a lot of **beautiful scenery**; it's good for walking.
4 I went camping in a **national park**; it was very quiet and peaceful.
5 We visited the **wildlife centre**; there were lots of unusual birds.
6 I'd like to visit a **tropical rainforest** and see the trees and insects.
7 My country has interesting **geographical features**, like volcanoes and forests.
8 I like being out in the **fresh air**; it's nice to be out of the city.

B Discuss. Which sentences are true for you?

C 9.4 **WORD STRESS** Listen and underline the stressed parts of the words in bold.

rural area

D Listen and repeat the sentences.

READING

3 A Look at the picture and the title of the story. What do you think happened?

B Read the text to find out.

4 Answer the questions.

1 Where was the writer travelling?
2 What did she plan to do?
3 What did she particularly enjoy about the trip?
4 Why did the tribe want to hold a ceremony?
5 How did she feel when she first saw the snake?
6 What happened at the end of the story?

5 A Work in pairs. Look at words/phrases 1–6. What do you think they mean? Use a dictionary to check your ideas.

1 howling
2 hot and humid
3 a clearing
4 staring
5 froze with fear
6 sink into the ground

B Use the picture and words above to retell the story.

anaconda!

Anthropology student Marisa Evangelou talks about how she came face to face with an anaconda in the jungle in Peru.

I was travelling in the Amazon in Peru and my plan was to spend some time with one of the tribes there. They live in simple huts deep in the jungle, and I travelled with a guide on a small boat for hours to get there. As we travelled, the sounds of the jungle grew louder and louder. I could hear monkeys **howling** and laughing, and the songs of tropical birds. It was **hot and humid**, and I was covered in mosquitoes.

The days I spent with the tribe were some of the most wonderful days of my life. We spoke very little, but I helped the women prepare meals, played with the children, and learnt about the plants they use for medicine. On my last day, one of the men called to me to follow. He spoke a little Spanish and told me the medicine man wanted to thank me for my stay and welcome me into their tribe. They planned a ceremony for me but I would need to choose between life and death. Was I happy to do that?

I agreed and followed my new friend into **a clearing** in the trees. He asked me to shut my eyes. I could hear feet approaching me. 'Are you ready?' he asked. I knew that my answer would probably change my life. 'Yes,' I whispered, with my eyes still closed. Soon I felt a heavy weight on my shoulders. I slowly opened my eyes to find a huge anaconda snake **staring** me in the face. I **froze with fear**, and the snake moved her head closer to my neck.

I knew that with one move she could kill me, and to make things worse my 'friend' smiled and told me the snake was very hungry. 'Breathe,' he said, 'make her your friend'. I didn't have a lot of choice, so I took a deep breath and tried not to scream. I could feel my feet **sink into the ground**. I breathed again, and slowly a strange thing started to happen. The snake lowered her head and rested it on my arm. I had passed the test.

Appendix 2. The Reading Text and the Reading Tasks

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **worship** different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **forehead**s. They even do this to **stray** dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **holy** animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **please** the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red **mud** footprint on the floor entering the home and makes a **trail** to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the family puts money away

for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **receive** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **prosperity**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

641 words

This text was taken from the book, Weaving It Together 2 by National Geographic Learning and Cengage Learning.

Glossary

Forehead (n.): alın

Holy (adj): kutsal

Mud (n): çamur

To please (v): memnun etmek

Prosperity (n): refah, bolluk

To receive (v): almak, eline geçmek

Stray (adj): başı boş

Trail (n): iz

To worship (v): tapınmak, ibadet etmek

A) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

a. honouring the goddess of light and wealth
b. worshipping animals, people, and the goddess of wealth
c. being kind to people and farm animals
d. celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

a. worship the goddess Laxmi
b. clean their houses to prepare for guests
c. worship cows by cleaning and washing them
d. put lamps in windows to show they are wealthy

3. On the fourth day, _____.

a. Hindus worship the god Krishna
b. most people worship themselves
c. Hindus put a garland around the cows' necks
d. most people worship the ox

B) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

Appendix 3. Receptive Group 1 – True/False

Student ID: **Name-Surname:**

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **worship** different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **forehead**s. They even do this to **stray** dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **holy** animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **please** the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red **mud** footprint on the floor entering the home and makes a **trail** to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the family puts money away

for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **receive** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **prosperity**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

641 words

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Prosperity (n): refah, bolluk

To receive (v): almak, eline geçmek

Stray (adj): başı boş

Trail (n): iz

To worship (v): tapınmak, ibadet etmek

A) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

    e. honouring the goddess of light and wealth
    f. worshipping animals, people, and the goddess of wealth
    g. being kind to people and farm animals
    h. celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

    e. worship the goddess Laxmi
    f. clean their houses to prepare for guests
    g. worship cows by cleaning and washing them
    h. put lamps in windows to show they are wealthy

3. On the fourth day, _____.

    e. Hindus worship the god Krishna
    f. most people worship themselves
    g. Hindus put a garland around the cows' necks
    h. most people worship the ox

B) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

C) Are the sentences true or false? Correct the false ones.

1. _____ During Tihar, people worship only family members and their pets.

2. _____ People put tika on foreheads of the crows.

3. _____ On the second day, people worship dogs, even stray dogs.

4. _____ The cow is a holy animal for Hindus.

5. _____ People clean and decorate their homes to please their gods.

6. _____ A male member of the house puts a footprint made of red mud at the entrance of the house.

7. _____ A female makes a trail from the entrance to the special room for the goddess.

8. _____ Neighbours receive presents from the girls of the other families.

9. _____ On the last day of Tihar, sisters wish their brothers a long life and prosperity.

Appendix 4. Receptive Group 2 – Matching with Definitions

Student ID: **Name-Surname:**

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **worship** different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **forehead**s. They even do this to **stray** dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **holy** animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **please** the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red **mud** footprint on the floor entering the home and makes a **trail** to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the family puts money away

for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **receive** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **prosperity**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

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Stray (adj): başı boş

Trail (n): iz

To worship (v): tapınmak, ibadet etmek

A) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

a. honouring the goddess of light and wealth
b. worshipping animals, people, and the goddess of wealth
c. being kind to people and farm animals
d. celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

a. worship the goddess Laxmi
b. clean their houses to prepare for guests
c. worship cows by cleaning and washing them
d. put lamps in windows to show they are wealthy

3. On the fourth day, _____.

a. Hindus worship the god Krishna
b. most people worship themselves
c. Hindus put a garland around the cows' necks
d. most people worship the ox

B) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

C) Match the words with their definitions. There are two extras.

1. Trail	a. (___) to make someone happy
2. Prosperity	b. (___) a situation in which someone is successful, usually by earning a lot of money
3. Mud	c. (___) relating to a religion or a god
4. To worship	d. (___) to get something that someone has given to you
5. To receive	e. (___) a line of marks that someone or something leaves behind as they move
6. Holy	f. (___) a female spirit that people pray to and who has control over parts of the world or nature
7. To please	g. (___) a formal event that is performed on important social or religious occasions
8. Stray	h. (___) a thick liquid mixture of soil and water, or this mixture after it has dried
9. Forehead	i. (___) having no home or having wandered away from home
	j. (___) to show respect for a god by saying prayers or performing religious ceremonies
	k. (___) the part of your face between your eyes and your hair

Appendix 5. Receptive Group 3 – Multiple Choice

Student ID: **Name-Surname:**

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **worship** different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **forehead**s. They even do this to **stray** dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **holy** animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **please** the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red **mud** footprint on the floor entering the home and makes a **trail** to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the family puts money away

for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **receive** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **prosperity**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

641 words

This text was taken from the book, Weaving It Together 2 by National Geographic Learning and Cengage Learning.

A) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

- **a.** honouring the goddess of light and wealth
- **b.** worshipping animals, people, and the goddess of wealth
- **c.** being kind to people and farm animals
- **d.** celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

- **a.** worship the goddess Laxmi
- **b.** clean their houses to prepare for guests
- **c.** worship cows by cleaning and washing them
- **d.** put lamps in windows to show they are wealthy

3. On the fourth day, _____.

a. Hindus worship the god Krishna

b. most people worship themselves

c. Hindus put a garland around the cows' necks

d. most people worship the ox

B) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

C) Circle the correct definition or synonym of each word.

1. To worship

a) show respect to a god or gods

b) cry for someone

c) talk to someone

d) send gifts

2. Forehead

a) left side of the body

b) upper part of the legs

c) a part of face

d) tips of fingers

3. Stray

a) old

b) with no home

c) from other cities

d) excellent

4. Holy

a) related to weather

b) related to the city

c) related to festival

d) related to religion

5. To please

a) sing a song

b) cook meals

c) make happy

d) set a table

6. Mud

a) horseshoe

b) wet earth

c) doll

d) cloth bag

7. Trail

a) sign

b) way

c) plan

d) chain

8. Receive

a) talk about something

b) draw a picture of something

c) sell something

d) get something

9. Prosperity

a) beauty

b) richness

c) characteristics

d) quality

Appendix 6. Productive Group 1 – Short Response

Student ID: **Name-Surname:**

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **worship** different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **forehead**s. They even do this to **stray** dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **holy** animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **please** the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red **mud** footprint on the floor entering the home and makes a **trail** to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the family puts money away

for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **receive** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **prosperity**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

641 words

This text was taken from the book, Weaving It Together 2 by National Geographic Learning and Cengage Learning.

Glossary

Forehead (n.): alın

To worship (v): tapınmak, ibadet etmek

Holy (adj): kutsal

Mud (n): çamur

To please (v): memnun etmek

Prosperity (n): refah, bolluk

To receive (v): almak, eline geçmek

Stray (adj): başı boş

Trail (n): iz

A) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

- **a.** honouring the goddess of light and wealth
- **b.** worshipping animals, people, and the goddess of wealth
- **c.** being kind to people and farm animals
- **d.** celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

- **a.** worship the goddess Laxmi
- **b.** clean their houses to prepare for guests
- **c.** worship cows by cleaning and washing them
- **d.** put lamps in windows to show they are wealthy

3. On the fourth day, _____.

- **a.** Hindus worship the god Krishna
- **b.** most people worship themselves
- **c.** Hindus put a garland around the cows' necks
- **d.** most people worship the ox

B) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

C) Answer the questions with short responses.

1. Which season brings a lot of mud?

_____

2. What places of worship do you most often see in your country?

_____

3. What stray animals do you see sometimes?

_____

4. What is one thing you do to please your parents?

_____

5. What item, do you think, is a sign of prosperity?

_____

6. Can you give the name of a holy place or city in the world?

_____

7. What kind of presents do you like receiving on your birthday?

_____

8. Which trail might you leave after walking on a muddy road?

_____

9. What do you have above your forehead?

_____

Appendix 7. Productive Group 2 – Fill in the Blanks

Student ID: **Name-Surname:**

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **(1)** _____ different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **2)** _____. They even do this to **(3)** _____ dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **(4)** _____ animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **(5)** _____ the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red (**6)**_____ footprint on the floor entering the home and makes a **(7)** _____ to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the

family puts money away for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **(8) _____** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **(9) _____**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

641 words

This text was taken from the book, Weaving It Together 2 by National Geographic Learning and Cengage Learning.

A) Please read the passage above. Fill in the blanks with the most appropriate words from the list. Based on the text, answer the questions that follow.

Vocabulary List

1. **Forehead (n.):** alın
2. **Holy (adj):** kutsal
3. **Mud (n):** çamur
4. **To please (v):** memnun etmek
5. **Prosperity (n):** refah, bolluk
6. **To receive (v):** almak, eline geçmek
7. **Stray (adj):** başı boş
8. **Trail (n):** iz
9. **To worship (v):** tapınmak, ibadet etmek

B) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

a. honouring the goddess of light and wealth

b. worshipping animals, people, and the goddess of wealth

c. being kind to people and farm animals

d. celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

a. worship the goddess Laxmi

b. clean their houses to prepare for guests

c. worship cows by cleaning and washing them

d. put lamps in windows to show they are wealthy

3. On the fourth day, _____.

a. Hindus worship the god Krishna

b. most people worship themselves

c. Hindus put a garland around the cows' necks

d. most people worship the ox

C) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

Appendix 8. Productive Group 3 – Sentence Writing

Student ID: **Name-Surname:**

Tihar: Festival of Lights

Tihar is one of the most important festivals for Hindus in Nepal. Nepal is a small country between India and China. It has a population of about 23 million people, most of whom are Hindu. The festival of Tihar takes place in late autumn and lasts for five days. This festival is also called the Festival of Lights. It is a time when all the houses light oil lamps, and the country is full of lights and decorations. During Tihar, the people **worship** different animals such as the crow, the dog, and the cow. The people also worship their brothers and sisters and the goddess of wealth, Laxmi.

On the first day of the festival, people worship crows. Every family cooks a delicious meal in the morning. Before they eat, each member of the family puts some food on a plate of leaves and places it outside for the crows to eat. People believe crows are the messengers of the Lord of Death. They worship crows to keep sadness away.

The second day, people worship dogs. They decorate dogs with garlands of flowers (a circle made with flowers or leaves) around their necks. They give dogs delicious food and put a red tika (a special powder) on their **forehead**s. They even do this to **stray** dogs. It is a day to respect all dogs. They pray for the dogs to guard their homes. Dogs with garlands of flowers can be seen everywhere.

The third day is the most important day of the festival. Early in the morning, people start to worship the cow. The cow is the symbol of wealth and is the most **holy** animal for Hindus. They put tika on the cows' foreheads and a garland of flowers around their necks. They give the cows nice things to eat. People place the cows' manure, waste from animals, in different parts of their houses. Later, in the evening, they worship the goddess Laxmi. If people **please** the goddess, she will give them wealth.

People clean and decorate their houses. They put oil lamps in every door and window. A female member of the family performs a special ceremony or puja. She then puts a red **mud** footprint on the floor entering the home and makes a **trail** to the room where the family worships the goddess. In this room, there are pictures and an icon of the goddess. There is also a money box where each year the family puts money away

for the goddess. In the evening, girls go from door to door of their neighbours' homes and sing songs of the goddess. They **receive** gifts in return.

On the fourth day, people can worship different things, but most people worship the ox. They put tika on the oxen and a garland around their necks. They also give them delicious food. Hindus, who follow the god Krishna, worship the cow. They make a small hill out of cow manure, put some grass on it, and perform a special ceremony, or puja, on it. The Newar community, an ethnic group in Nepal, worship themselves.

The fifth day is the day of brothers and sisters. Sisters wish their brothers long life and **prosperity**. If you do not have a brother or sister, you can make one of your relatives or friends a brother or a sister. On this day, sisters will perform a puja and apply a special tika on their brothers. Then they put garlands around their brothers and give them special gifts of food. Brothers in return honour their sisters; they put garlands around their necks and give them gifts of clothes and money.

Tihar finally ends after five days of cooking, decorating, eating, singing, dancing, shopping, relaxing, gift giving, and worshipping. There is no doubt that Tihar is the most popular festival in Nepal.

641 words

This text was taken from the book, Weaving It Together 2 by National Geographic Learning and Cengage Learning.

Glossary

Forehead (n.): alın

To worship (v): tapınmak, ibadet etmek

Holy (adj): kutsal

Mud (n): çamur

To please (v): memnun etmek

Prosperity (n): refah, bolluk

To receive (v): almak, eline geçmek

Stray (adj): başı boş

Trail (n): iz

A) Looking for Main Ideas: Circle the letter of the best answer.

1. The festival of Tihar is about _____.

- **a.** honouring the goddess of light and wealth
- **b.** worshipping animals, people, and the goddess of wealth
- **c.** being kind to people and farm animals
- **d.** celebrating the flowers and foods of autumn

2. On the third day of festival, people _____.

- **a.** worship the goddess Laxmi
- **b.** clean their houses to prepare for guests
- **c.** worship cows by cleaning and washing them
- **d.** put lamps in windows to show they are wealthy

3. On the fourth day, _____.

- **a.** Hindus worship the god Krishna
- **b.** most people worship themselves
- **c.** Hindus put a garland around the cows' necks
- **d.** most people worship the ox

B) Looking for Details: Answer the questions with complete sentences.

1. Who celebrates the festival of Tihar in Nepal?

_____

2. Why do the people worship crows?

_____

3. What do people pray for the dogs to do?

_____

4. What is the cow the symbol of?

_____

5. What does a female family member do on the third day of Tihar?

_____

6. What do brothers do to honour their sisters?

_____

C) Write a <u>meaningful</u> sentence with these words. There is an example for you.

Decorate

<u>E.g.</u> <u>They decorated the room with balloons for her party.</u>

1. **Trail**

   _____

2. **Receive**

   _____

3. **Prosperity**

   _____

4. **Stray**

   _____

5. **Holy**

   _____

6. **Please**

   _____

7. **Worship**

   _____

8. **Forehead**

   _____

9. **Mud**

   _____

Appendix 9. Vocabulary Tests

IMMEDIATE POST-TEST

Student ID: **Name-Surname:**

Put a tick to the correct alternative for you and write your answer if possible. There is an example for you.

E.g. Decorate

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: They decorated the room with balloons for her party.

Prosperity

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

Stray

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

To worship

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

Mud

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

To receive

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Holy

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

To please

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Forehead

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Trail

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

DELAYED POST-TEST

Student ID: **Name-Surname:**

Put a tick to the correct alternative for you and write your answer if possible. There is an example for you.

E.g. Decorate

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: <u>They decorated the room with balloons for her party.</u>

Trail

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

Holy

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

Mud

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

To receive

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Prosperity

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Stray

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

To worship

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

To please

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Forehead

- I can't recall having seen this word before.
- I have seen this word before, but I can't remember what it means.
- I have seen this word before, and I think it means: _____
- I can use this word in a sentence: _____

Appendix 10. Consent Form for the Instructors

ÖĞRETMENLER İÇİN ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma "Görev Kaynaklı Katılım Yükü Hipotezinin Türk Yabancı Dil Öğrencilerinin Tesadüfi Kelime Öğrenimi Üzerine Etkileri" başlıklı bir araştırma çalışması olup tesadüfi kelime öğrenimi üzerinde değişik görevlerin etkisini bulmayı amaçlamaktadır.

Bu çalışma Öğretim Görevlisi Mehtap Yorgancı tarafından yürütülmektedir ve bu çalışmayla çeşitli görevlerin İngilizce hazırlık öğrencilerinin tesadüfi kelime öğrenimleri üzerindeki sonuçları incelenecektir.

- Bu çalışmaya katılım gönüllülük esasına dayanmakta olup isteğiniz doğrultusunda araştırma sonuçlarını inceleme hakkınız bulunmaktadır.
- Çalışma toplamda 4 hafta sürecektir.
- Çalışmanın amacı doğrultusunda öğrencilerinize okuma parçası verilip çeşitli görevler uygulanarak tesadüfi yolla kelime öğrenimleri test edilecektir.
- Bu yolla toplanan verilerde öğrencilerin isimleri gizli tutulacak ve sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında veya bir başka araştırma veya araştırmacı tarafından kullanılmayacaktır.
- Öğrencilerinizden toplanan veriler çalışma sonrasında imha edilecektir veya sanal ortamda güvenli bir şekilde arşivlenecektir.
- Veri toplanırken sizi rahatsız edebilecek herhangi bir soru/talep olmayacaktır. Öğrencilerinize fiziksel veya ruhsal hasar verebilecek herhangi bir soru sorulmayacaktır ve istekte bulunulmayacaktır. Yine de herhangi bir sebepten dolayı rahatsızlık hissederseniz istediğiniz zaman bu çalışmadan ayrılabilirsiniz. Eğer ayrılırsanız o ana kadar toplanmış olan tüm verileriniz çalışmadan çıkarılıp imha edilecektir.
- Gönüllü katılım formunu okumak ve değerlendirmek üzere ayrılmış olduğunuz zaman için teşekkür ederim.
- Herhangi bir sorunuz olması halinde İngilizce Hazırlık biriminden Mehtap Yorgancı'ya sorabilirsiniz.

Yukarıda verilen bilgiler doğrultusunda bu çalışmaya kendi isteğimle katıldığımı, istediğim zaman çalışmadan ayrılabileceğimi ve bu çalışma ile öğrencilerimden toplanacak tüm verilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Tarih:

İmza:

Katılımcı Adı Soyadı:

Appendix 11. Consent Form for the Participants

ÖĞRENCİLER İÇİN ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma "Görev Kaynaklı Katılım Yükü Hipotezinin Türk Yabancı Dil Öğrencilerinin Tesadüfi Kelime Öğrenimi Üzerine Etkileri" başlıklı bir araştırma çalışması olup tesadüfi kelime öğrenimi üzerinde değişik görevlerin etkisini bulmayı amaçlamaktadır.

Bu çalışma Öğretim Görevlisi Mehtap Yorgancı tarafından yürütülmektedir ve bu çalışmayla çeşitli görevlerin İngilizce hazırlık öğrencilerinin tesadüfi kelime öğrenimleri üzerindeki sonuçları incelenecektir.

- Bu çalışmaya katılım gönüllülük esasına dayanmakta olup isteğiniz doğrultusunda araştırma sonuçlarını inceleme hakkınız bulunmaktadır.
- Çalışma toplamda 4 hafta sürecektir.
- Çalışmanın amacı doğrultusunda okuma parçası verilip çeşitli görevler uygulanarak tesadüfi yolla kelime öğrenimleri test edilecektir.
- Bu yolla toplanan verilerde öğrencilerin isimleri gizli tutulacak ve sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında veya bir başka araştırma veya araştırmacı tarafından kullanılmayacaktır.
- Öğrencilerden toplanan veriler çalışma sonrasında imha edilecektir veya sanal ortamda güvenli bir şekilde arşivlenecektir.
- Veri toplanırken sizi rahatsız edebilecek herhangi bir soru/talep olmayacaktır. Size fiziksel veya ruhsal hasar verebilecek herhangi bir soru sorulmayacaktır ve istekte bulunulmayacaktır. Yine de herhangi bir sebepten dolayı rahatsızlık hissederseniz istediğiniz zaman bu çalışmadan ayrılabilirsiniz. Eğer ayrılırsanız o ana kadar toplanmış olan tüm verileriniz çalışmadan çıkarılıp imha edilecektir.
- Gönüllü katılım formunu okumak ve değerlendirmek üzere ayrılmış olduğunuz zaman için teşekkür ederim.
- Herhangi bir sorunuz olması halinde İngilizce Hazırlık biriminden Mehtap Yorgancı'ya sorabilirsiniz.

Yukarıda verilen bilgiler doğrultusunda bu çalışmaya kendi isteğimle katıldığımı, istediğim zaman çalışmadan ayrılabileceğimi ve bu çalışma ile toplanacak tüm verilerimin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Tarih:

İmza:

Katılımcı Adı Soyadı:

APPENDIX 12. The Scoring of Vocabulary Tests

(23)

IMMEDIATE POST-TEST (SON TEST)

Put a tick to the correct alternative for you and write your answer if possible. There is an example for you.

E.g. Decorate

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: They decorated the room with balloons for her party.

Prosperity

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.

1

- ✓ I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

Stray

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.

3

- ✓ I have seen this word before, and I think it means: Başı boş
- o I can use this word in a sentence: Human will never be stray in this world.

To worship

- o I can't recall having seen this word before.

3

- o I have seen this word before, but I can't remember what it means.
- ✓ I have seen this word before, and I think it means: tapmak
- o I can use this word in a sentence: In Nepal people worship cows.

Mud

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.

3

- ✓ I have seen this word before, and I think it means: Gomur
- o I can use this word in a sentence: They are few houses in the world which are made with mud.

To receive

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.

3

- ✓ I have seen this word before, and I think it means: almak
- o I can use this word in a sentence: people go door to door to receive gifts.

Holy

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.

3

- ✓ I have seen this word before, and I think it means: kutsal
- o I can use this word in a sentence: Cows are holy for hindus.

To please

3

- ○ I can't recall having seen this word before.
- ○ I have seen this word before, but I can't remember what it means.
- ✓ I have seen this word before, and I think it means: memnun etmek
- ○ I can use this word in a sentence: I have just give you this gift to please you.

Forehead

3

- ○ I can't recall having seen this word before.
- ○ I have seen this word before, but I can't remember what it means.
- ✓ I have seen this word before, and I think it means: alın
- ○ I can use this word in a sentence: He hurts his forehead.

Trail

1

- ○ I can't recall having seen this word before.
- ✓ I have seen this word before, but I can't remember what it means.
- ○ I have seen this word before, and I think it means: _____
- ○ I can use this word in a sentence: _____

DELAYED POST-TEST (KALICILIK TESTİ)

Put a tick to the correct alternative for you and write your answer if possible. There is an example for you.

E.g. Decorate

23

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: They decorated the room with balloons for her party.

Trail

3

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: It left trail in its behind

Holy

3

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: Cow is holy animal for them

Mud

3

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: Her shoes has a lot of mud

To receive

3

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: They receive some gifts

Prosperity

1

- o I can't recall having seen this word before.
- ✓ I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- o I can use this word in a sentence: _____

Stray

3

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: Sometimes we can see stray animals on the street

To worship

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: They worship to cows

3

To please

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- ✓ I have seen this word before, and I think it means: lütfetmek
- o I can use this word in a sentence: _____

1

Forehead

- o I can't recall having seen this word before.
- o I have seen this word before, but I can't remember what it means.
- o I have seen this word before, and I think it means: _____
- ✓ I can use this word in a sentence: my forehead has some lines

3

APPENDIX 13. Ethic Forms

Evrak Kayıt Tarihi: 09.01.2019	Protokol No: 2354	Tarih:23.01.2019

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

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Görev Kaynaklı Katılım Yükü Hipotezinin Türk Yabancı Dil Öğrencilerinin Tesadüfi Kelime Öğrenimi Üzerine Etkileri (The Effects of Task Induced Involvement Load Hypothesis on Turkish EFL Learners' Incidental Vocabulary Learning)
~~PROJE~~/TEZ YÜRÜTÜCÜSÜ:	Dr. Öğr. Üyesi Gonca SUBAŞI
TEZ YAZARI:	Mehtap YÖRGANCI
ALT KOMİSYON GÖRÜŞÜ:	-
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Evrak Tarih ve Sayısı: 07/02/2019-E.709

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Sayın Öğr.Gör Mehtap YORGANCI

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İlgi dilekçeniz ile talep edilen "Görev Kaynaklı Katılım Yükü Hipotezinin Türk Yabancı Dil Öğrencilerinin Tesadüfi Kelime Öğrenimi Üzerine Etkileri" başlıklı tez çalışmanızın sonuçlarının Üniversitemizle paylaşılması koşuluyla uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Bayram SADE
Rektör

Dağıtım:
Sayın Öğr.Gör Mehtap YORGANCI
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