

**T.C.
İSTANBUL AYDIN UNIVERSITY
GRADUATE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE AND LITERATURE**



**WRITING POEMS WITH TARGET VOCABULARY AND ITS EFFECT
ON RETENTION**

M.A. Thesis

By

İsmail Hacıođlu

Supervisor

Prof. Dr. Birsen Tütüniş

İstanbul, 2014

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

Enstitümüz İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı **Y1012.020019** numaralı öğrencisi **İsmail HACIOĞLU** 'nun "WRITING POEMS WITH THE TARGET VOCABULARY AND ITS EFFET ON RETENTION" adlı tez çalışması Enstitümüz Yönetim Kurulunun 12.06.2014 tarih ve 2014/15 sayılı kararıyla oluşturulan jüri tarafından *ay. b. r. k. g. /* ile Tezli Yüksek Lisans tezi olarak *Kabul*.....edilmiştir.

Öğretim Üyesi Adı Soyadı

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: İsmail Hacıođlu
Signature :

PREFACE

This thesis is the fruition of a classroom research which aimed to investigate the effects of practicing new vocabulary by writing poems using them. It was conducted at Bursa Police College in the spring semester of the Academic year of 2012/2013.

This dissertation is never the work of just one person, the completion of this thesis was only made possible due to the generous support and cooperation of a number of people.

First and foremost, It was a an honor and a great privilege for me to work under the guidance of a true academic and a great person Prof. Dr. Birsen TÜTÜNİŞ. Without her expertise and motivation this study would not have been born, let alone come to fruition.

I am grateful and indebted to my graduate professors Prof. Dr. Kemalettin Yiğiter, Prof. Dr. Visam Mansur, and Assist. Prof. Dr. Gamze Sabancı for their invaluable contributions to my academic growth.

I owe special thanks to my colleagues and students of 2010 term at Bursa Police College. This study is the result of their responsible participation.

Finally, I don't have words to appreciate the unwavering support and commitment of my family. It was only with their sacrifices that I was able to take each forward step in my life.

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CHAPTER 1

INTRODUCTION

"Thought is born through words. . . a thought unembodied in words remains a shadow...Consciousness is reflected in a word as the sun in a drop of water. A word relates to consciousness as a living cell relates to a whole organism, as an atom relates to the universe. A word is a microcosm of human consciousness." Lev Vygotsky (Vygotsky,1986:271).

1.1 Introduction

There are hundreds of thousands of words in English Language alone and millions in all World languages, yet each and every one of these words is a priceless entity. A word is not something to be taken for granted since it may mean a lot than one can estimate. Yunus Emre , a very important and beloved Turkish poet memorably and succinctly expresses the importance of a single word "Söz ola kese savaşı söz ola kestire başı" a close translation may be "A carefully chosen word may end the war and a recklessly uttered word may end your life ". A word speaks a lot about the utterer as well, Stahl very well puts it, "To a large extent, the words we know and use are who we are. Words can define, to the outside world (and maybe even to ourselves), how smart we are (or think we are), what kinds of jobs we do, and what our qualifications for jobs might be." (Stahl ,2005:95).

Few can appreciate the value of just a single word better than a newcomer to a language especially when this foreign language is English. Competence in target language vocabulary is more or less what defines the freedom of a language learner in target language territory. Austrian Philosopher

Ludwig Wittgenstein has a famous quote which goes “The limits of your language are the limits of your world”(Wittgenstein, 1922). Likewise we can say that “The limits of your vocabulary are the limits of your language”. Learning new words and expanding your vocabulary is an endless and complicated process when learning English Language, since on the average more than a dozen new words are created per day. Existence of the word “epeolatry” in English language on its own proves the importance of words and also projects the infinite limits of word coinage in English language, “epeolatry” in English means “the worship of words”. For a language learner sometimes it’s all about “just a word”. Not-knowing a needed word is a common problem among language students but also difficulty in remembering a known word is a pain many learners faced many times. Therefore finding ways to retain new words for as long as possible is quite as important as gaining new words.

One can easily speculate that the very first language emerged with a word because that was how we all started learning our mother languages. That was by learning a single word. Learning the mother language or any subsequent language started by learning a word and this vocabulary acquisition process never ends simply because the vocabulary coining in a language never stops. (Thornbury, 2002).

If today the importance of vocabulary in language learning is beyond question it is partly due to the publication of “The lexical approach: The state of ELT and the Way Forward” in 1993 by Michael Lewis. Introduction of lexical approach caused wide revisions and discussions in language teaching. Previous to Lewis language was perceived as consisting of mainly grammatical structures and sets of single words. Grammar had a priority over vocabulary. After Lewis’ approach language teachers realized the need for vast stocks of

lexical prefabricated items and stocks of phrases and chunks and started to help students pile them(Lewis cited in Rhalmi,2009).

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins,1972:111). This is how the linguist David Wilkins stressed the importance vocabulary holds in language learning. According to Wilkins you will see most improvement if you learn more words and expressions. Anyone who dealt with second language learning for sure will acknowledge the importance of vocabulary acquisition however neither teachers nor students do not fully credit the tremendous advantage in developing an extensive vocabulary (Thornbury,2002).

Vocabulary has a very crucial role in language learning and is the most important indicator of the language competence level. With good vocabulary and poor grammar much can be conveyed but vice versa doesn't apply much. No matter how good competence of grammar and sentence formation one may have if the person is poor in vocabulary nothing much can be conveyed. Furthermore knowledge of vocabulary makes the learner more self-confident in understanding and using the language and motivates to further master the grammar. Learner of a language should very well know that vocabulary learning is an endless process. One may excel in grammar and may feel himself competent but should know that vocabulary learning is a never ending process therefore the excellence of your language knowledge is very much bound to your vocabulary knowledge.

1.2. Knowing a Word

In recent years many researches has been carried on lexical development, despite these studies there isn't a consensus on what exactly

means “to know a word”. But no one disagrees that it is an ongoing process consisting of levels and dimensions.

As Richards puts it, “To know a word means to know the degree of probability of encountering that word in speech or print. When we “know” the sort of words most likely to be found associated with the words.... To know a word necessitates to know the limitations imposed on the use of the word according to variations of function and situation... To know a word means to know the syntactic behavior associated with that word... Underlying form of that word needs to be known and the derivations that can be made from it needs to be known, to know a word... When we know the network of associations between that word and other words in the language then we know the word... Semantic value of a word needs to be known as well... To know a word means to know many of the different meanings associated with the word.” (Richards, 1985: 178-182).

For Schneider *et al.* when a learner can fulfill some tasks about a new word then s/he may be counted as knowing the word. These tasks are ability to produce and that is to pronounce and to write, the next task is to differentiate the newly learned words from one another, translation of these words between L1 and L2 is another ability needed for full knowledge of a word (Schneider, 2002).

Even when a learner is just visually able to recognize a word in a context, some scholars accept the subject as knowing the word to a limited extent.(Hartmann cited in Melka,1997) There are of course degrees of knowledge, the first one being encountering the word which enables the learner just to recognize the word in a context but not to use it. Higher degrees of familiarity are measured with the productive capacity of the learner.

Learning a word is, for sure, a matter of period of time during which the subject makes a number of passive visual or auditory encounters before to be counted as fully knowing the word. As the learner comes across the word occasionally he is able to recognize and understand it but not to produce it. (Schmitt, 2000) This is an indication that there are degrees of knowing a word. During the first degrees of knowing a word, words are stored mainly for comprehensive purposes. Some words remain in the comprehensive stage for a very long time even for good. Once the subject starts using the word, it is transmitted in to the productive stage. Some scholars, among them Schmitt, group vocabulary as “receptive vocabulary” and “productive vocabulary”. Receptive vocabulary can only be used for comprehensive purposes and whereas productive vocabulary is used freely and impromptu.

For many elementary level language learners, ability to recognize and comprehend a word is enough to count themselves as knowing the word. Although there is scholarly support for this perception, it is never enough until the learner is able to use it for communicative purposes.

1.3. Statement of the problem

On the simplest level knowing a language means ability to comprehend what you read, ability to understand what you listen to and ability to express yourself orally and in writing. The key factor needed for all of these abilities is vocabulary. A learner’s lexical knowledge closely correlates their language proficiency. Therefore it is quite crucial for the language learners to expand their vocabulary knowledge and to retain them for as long as possible.

The greatest bulk of the vocabulary a language learner gains is taught and learned passively, predominantly through listening and reading. Popular

vocabulary task such as matching words with the definitions, guessing from context and odd one out activities all end up with receptive learning. Productive learning such as using new words in a sentence, making up stories or writing poems with new words are unfortunately rare. This unavoidably leads to inability to produce in target language and to lose the gained words due to lack of practice. Because, when the newly learned words are not practiced orally and in writing they will not be retained for long.

Based on my ten year long English language teaching experience and observations in Turkey, I can state that newly learned vocabulary is not productively practiced. This, results in insufficiency in speaking and writing and a short retention span in majority of vocabulary. If you happen to ask someone in Turkey "Do you know English?" you are likely to receive an answer like this one "Anlıyorum ama konuşamıyorum- I can understand but I can't speak". This answer results from insufficiency in productive practice and by that I mean using the newly learned words and phrases in context, like simulations of actual conversations, making up stories with them or ,as in our case, writing poems with the target vocabulary.

In our class, where vocational English for police is taught, my students had difficulty in gaining and retaining the target words and phrases related to their future profession. For better acquisition of this newly introduced bulk of words and phrases there was a clear need for productive practice of this new vocabulary. But using the words in full sentences was a big challenge for the students mainly due to the fear of embarrassment caused by making mistakes. Inspired by Widdowson "In one sense, the writing of poetry is an ideal task for language learners because of its tolerance of 'error'" (cited in Maley & Duff, 1989:9) , we decided to practice the newly learned words by writing poems using them. Such a practice in this study would also introduce students to

literature in English, which is crucial for the learner of English as a second language. A language learner will benefit a lot from the study of literature and if the students' aim is to reach to the ultimate level of fully understanding well educated native speakers of English, s\he will unavoidably need to climb up to the peaks of English mountains. And these peaks are time tested literary masterpieces of prose and poetry in English. Also the ability to produce poetic pieces in target language will foster their confidence in English.

1.3.1. Why study literature and poems specifically

Henry Widdowson in his paper "The Use of Literature" shortly presents the history of Literature and Language Teaching and from the perspective of discourse reflects the reemergence of the use of literature in second language classrooms. For Widdowson there was a time when literature had a high prestige in language study. It was even partly assumed that the purpose of language study was to provide access to literary works. However as time passed the perceptions changed and now objectives of language learning are utilitarian, thus literature in no way meets to the academic or occupational needs of language learners. After the shift in the motives of language learning, literature is judged not only as irrelevant to the purpose but also as detrimental to the process of learning. This resulted in the banishing of literature from language classes. Once literary language was banished from language classes it was replaced with "textbook language". Widdowson criticizes this shift and defends the selective inclusion of literature with these words: "...this typical textbook language cannot of its nature develop the procedural activity so essential to language use and learning. Literature, of this nature, can. It can contribute significantly to both the process and the purpose of learning because it is a significant use of language"(Widdowson,1981:214)

Scholars like Krashen carried research proving the superiority of contextualized vocabulary acquisition(Krashen,1989). Studying the new word within its context is incomparably better than learning it separately. When the new word is learned within its context, it is learned within the sample sentence, showing how to use it. The contexts, especially of the literary text, are full of memorable images which helps the word to be stored in long term memory. Many times, time tested authors and poets create emotional response in the readers mind. A memorable scene or conversation from a novel or a poem turns the adjective or the verb or the noun into an unforgettable photograph or painting in the learner's mind.

A language is like a living organism, it has a history, it has a future, it has a society and a habitat. A newcomer to a language will never fully grasp the contemporary language without knowing the evolution history of that language. Literature can carry him through that evolution path and literary text is the ultimate evolved form of a language. A newcomer to a language probably has a limited access to the society among which the language lives. It is the literature where the collective subconscious of that society manifests itself. Only within literary texts are hidden the most beautiful expression a language has. Thus literary context is crucial if the learner aims to reach the near native proficiency level of the literati of the target language.

Poetry is the most succinct and aesthetic form of literary arts therefore many times orators recite poetry. Poetry is quite often used to beautify the speeches and writings. If learners of a language aim to advance in the target language they need to be familiar with poetry and be engaged in the production of poetry. It may seem discouraging for the learners but here is how Maley and Duff encourage them, "One of the most important conditions for learning a foreign language (or in developing confidence in one's own language, for that

matter) is the opportunity to play with it, to pull it this way and that, to test its elasticity, to test and explore its limits. Poetry is par excellence the medium in which this can be done.”(Maley-Duff,1989:9)

1.4. Aim of the study

This classroom research aims to test empirically how writing poems using a pre-selected group of target words effects the gain and the retention of these words. It also aims to arouse interest for literature, particularly poetry, among my students. This study may as well help language teachers to gain insights into including study and production of poetry in their classrooms.

1.5. Research Questions

Participants of the study were divided into four groups two of them wrote poems using the target vocabulary these two groups were the research groups, the other two groups, the control groups, studied the vocabulary just through the course book.

Following questions guided this study.

1. Many Turkish students are quite enthusiastic about expressing their feelings and emotions in poetic lines; can this enthusiasm be exploited for language teaching purposes?

2 .Will writing poems using the target vocabulary have an effect on the gain and retention of these words?

CHAPTER 2

LITERATURE REVIEW

When the subjects were first introduced to the study and learned that they would be asked to produce poetic pieces in English, the first reaction was an unhesitant tilt at ferocious windmill giants. There was a clear need of truce between literature and language learners. Students needed to realize that literature is not a giant to be slayed but just a scenic windmill which they can both admire and make use of. A learner should very well know that familiarity with literature and ability to produce and use poetic expressions is a great asset. This chapter provides scholarly reviews on the benefits of studying literature in language learning and also effects of studying and producing poetry to vocabulary gain and retention.

2.1. Literature and Language Teaching

Today's language learners aim to acquire communicative competence in target language as fast as possible. They perceive the study of literature as something which will distract them from their aim and prolong the time they allocated to language learning. For this reason, language teachers tend to teach standard forms of linguistic expressions. However linguistic competence in standard language might not be always enough to understand discourse in all its social and cultural context. Many times language learners don't even realize that they are missing some points, especially in contexts where creative language is used. Headlines and advertisements are common examples where creative language is used. A language learner who doesn't value target language literature will never understand why native speakers sometimes call April the "cruellest" month or cannot speculate meaningfully on the bite on Apple Inc.'s logo. In many texts there are allusions to classic literary masterpieces

and language learners who are not familiar with target language literature are not able to fully understand them.

Some reasons why literature should be incorporated in language teaching classes will be discussed in the following points.

2.1.1. Literature as Context for Vocabulary

In the course book we studied during the academic year vocabulary tasks are for the most part receptive such as matching words with definitions and filling the blanks with missing words. Students like such exercises and are reluctant to participate in more productive activities like using the target word in context. However if the aim in learning is to retain the target word for a longer time, the learners must be stimulated to use it productively and successfully, to study and be exposed to the new word within its context. Students must very well be aware that; a word, like a living being, is long lasting as long as it is in its habitat. And the habitat of a word is its context. In this sense, students should be encouraged to admire literature which is the time tested habitat of words. Enjoying literature and being engaged in the endeavor of producing literature is a true path which will carry the learner to language competency level of well-educated native speakers of the target language.

Within literature poetry has a special place; it is the word exhibit of a nation's language therefore a new learner of a language should occasionally visit this gallery of beautiful expressions and words. Having this in mind, as an introduction to poem writing, we studied some popular English poems like Road Not Taken by Robert Frost , Annabel Lee by Edgar Allan Poe , The Red Wheelbarrow by William Carlos Williams and r-p-o-p-h-e-s-s-a-g-r by E.E. Cummings and encouraged students to modify a poem and write their own version of it and as a next step to modify a poem using a specific list of

vocabulary and finally to write a poem of their own using a number of the target vocabulary.

Words are not free units within the language. Understanding and successfully using a word depends on many factors. Along with their dictionary meanings there are many other things to know like how it collocates with other words, its connotations and cultural usages. A new word is like a flower to the learner. A flower is most beautiful and long lasting in its nature, deprived of its root and surroundings it is doomed to decay. Likewise a new word, like a flower needs to be admired within its context. When people want to enjoy beautiful flowers they go to a garden of flowers similarly if a learner wants to enjoy beautiful words within a beautiful context the learner must visit the gardens of literature.

2.1.2. Literary Text as Classroom Material

Literature is the wealth of a Language and it has always been the most powerful instrument of Language Teaching. Since the very beginnings of Language Teaching, literature was the primarily source of authentic materials of ELT classes. This is due to many reasons.

A time tested literary piece be it a poem, a short story, novel or a play is liked by many for many reasons therefore rightfully deserves to have priority to be chosen as a classroom material. One among many of these reasons is they appeal to senses and therefore are likely to provide opportunities for multi-sensorial classroom experiences.

The greatest linguistic attainment literature will provide is the ability to understand the difference between referential language and representational language. For McRae (McRae,1996), words in referential language are loyal to their dictionary meaning, message remains at one level and is informative whereas, the representational language involves the reader, activates emotions and cognitive faculties. A full grasp of a language demands a more representational understanding and literary texts are representational rather than referential.

2.1.3. Drawbacks of Using Literature in EFL Classroom

The language of some literary texts is frightening for even native speakers of English language, let alone the learners of English. Therefore literature is not often welcomed in EFL classrooms. John McRae (McRae,1996) makes a distinction between literature with a capital “L”, meaning the dusty tomes of long dead writers, and contemporary poems, popular fiction, fables and song lyrics, which he classifies as literature with a small “l”. ELT teachers don’t necessarily have to carry the burden of canonical texts of U.K. and U.S.A to the classroom to incorporate literature to language teaching. Infact that is what they shouldn’t be doing. English of the second millennium is the lingua franca of pretty much the whole world and therefore the literature applied to an ESL class should include the literary works of poets and writers from a wide range of countries and cultures using different forms of contemporary English.

Like in everything else, integrating literature in to Language Teaching classroom has an opposition front. Their arguments include the views that literature is complex, unnecessary and inaccessible for the student because it uses dated and lofty language. However, if a learner of a language aims to

have a full competence of the target language, if the students aim is to follow the course all the way to the near native proficiency his way needs to pass through literature because literature constitutes the majority of the collective subconscious the literati of a language share. If a language learner aims to fully understand and interact with the well-educated native speakers he needs to be familiar with the common background they share and that is the literature of a language. Without familiarity with literature the language learner will not be able to make cultural references his or her speeches and writings or fully understand native speakers.

2.1.4. Contributions of Literature to the Language Classroom

Every learner of a new language knows that literature is the tough nut of the target language. For many learners, understanding a literary text is the ultimate level to be reached in comprehension. Thus, tackling with literary material in class will give a real sense of achievement to the learners.

In whatever part of the world, if there is an idea worth spreading, if there is a piece of literary or scientific text worth sharing, it is spread and shared in English. All these translations and sharing contribute to enriching English. When we refer to Literature we don't simply mean English Literature but instead we mean global Literature in English. So when students are introduced to literary texts they also are introduced to a diversity of cultures which in a way constitute English as the Lingua Franca.

Literary texts are many times difficult to understand because they have multiple layers of meaning. Tackling with such texts helps students develop their abilities in making inferences and making interpretations.

Literary texts are full of examples of representational language in order to interpret the meaning of such texts the students need to pay attention to the language. As they do so they discover the different uses of familiar vocabulary. Widdowson stresses that as:

“The essential point about representation ... is that it is the use of language to create its own conditions of relevance. Reference language on the other hand is dependent on external and actual context. In representational language the context is internal, potential and dependent on language: it takes shape in the verbal patterns of the poem. These ... spark divergent interpretations in the readers mind, that is to say, into the assembling of contexts which make sense. What these patterns do is to exploit the latent possibilities of language and in discerning them the reader is made aware of a realignment of established categories of meaning.” (Widdowson, 1992:33)

Literature is the arena where the most skillful users of a language present their masterpieces; hence deviation from the norm of the language to express the same meaning through an unprecedented way is quite common in literary texts. Therefore, among such a richness of language, when students are asked to analyze or interpret a literary text, they become more and more aware of stylistic effects in a text. As Lazar puts it; “By focussing on the ‘deviant’ use of the verb ... students not only become aware of specific stylistic effects in this literary work, but also to consider how this effect is achieved by departing from a norm. They are involved in the process of discovering more generalisable features of language like collocation. In other words, using literature with students can help them to become more sensitive to some of the overall features of English. (Lazar ,1993:19)

2.1.5. How to Teach Literature

Contributions of integrating literature in to the language teaching syllabus are many but the way how to do that matters as well. First of all the targets and the level of the learners needs to be taken in to consideration, later the approaches of teaching literature should be mastered by the teacher. Carter and Long (1991) proposes three approaches on teaching literature.

1. The Cultural Model

This is the traditional approach in teaching literature. In this model learners are presented with or are wanted to first to master the political, social, economic, literary and historical backgrounds of the author and the text. This model encourages students to develop an understanding of other cultures and ideologies forming a relation to their own culture. This model is predominantly criticized by the teachers of English as a foreign language for being teacher centered and this model also leaves very little room for language analysis.

2. Language Based Model

This model is more appropriate for Language Teaching purposes. The learner in this model approaches to the text with the aim of analyzing certain linguistic features such as indirect and direct speech, figurative and literal language. In this approach literary text is used for cloze tests, sentence jumbling, summary writing, creative writing and role playing. All of these are instruments of a language classroom. Teacher prompts students to respond to the text through examining linguistic evidence. In order to reach a more meaningful interpretation of the text learners go through a detailed analysis of the language. With literature presented in this model learners are quite likely to reach a general awareness and understanding of the target language. Needless

to say this approach is criticized for reducing literary text into a regular text. Activities are disconnected from literary goals and the text is used mechanically and simply for linguistic purposes. (Carter and McRae, 1996)

3. Personal Growth Model

This model can potentially mingle the aims of the first two models because it is focusing on the use of language along with examining the text within its context and in relation to the reader's response. This model aims to enhance language competency and to make the learners see their own reflection in the text. The learners are encouraged to see and then to show their own reflections in the text by making links between their own experiences and those in the text. It is the point where learning starts, when the learner can interpret the text and reconstruct it on the basis of their own culture and experience. This function of the model makes more student-centered and by focusing on the use of language makes it the best option among the three for ELT purposes (Carter and McRae, 1996).

It is true that language learners have a pragmatic and utilitarian approach to target language literature. Therefore they need a fulfilling answer to the question, "What use is literature for a language learner?". Stylistics, at this point might serve as a microscope to show the language that runs through literature.

2.2. Stylistics

Anyone engaged in producing something with language has to have some knowledge about stylistics. Though on a very rudimentary level, the subjects in our research were to craft poetry out of the raw language. Therefore

they had to have some insights about stylistics. Once dissected by stylistics the unreachable literary text is turned into simple, pure language and for the students this was a good side effect of being introduced to stylistics. Stylistics helps to eliminate the prejudicial fear for studying and producing poetry among language learners.

2.2.1. What is Stylistics

Starting with an attempt to define something is in a way acknowledging the difficulty of a precise definition. Stylistics for Thornborrow & Wareing is:

- “1. the use of linguistics (the study of language) to approach literary texts;
2. the discussion of texts according to objective criteria rather than according to purely subjective and impressionistic values;
3. an emphasis on the aesthetic properties of language (for example, the way rhyme can give pleasure)” (Thornborrow-Wareing, 1998, :4 cited in McRae and Clark)

Stylistics is a branch of, a division of applied linguistics dealing with the study of linguistic style in mainly literary texts. It mainly deals with the formal features of the text and how do these features function in the interpretation of the text. Literature is built upon the skeleton of language therefore the data linguistics will provide in the interpretation of a text will surely be very useful.

Using linguistic, stylistic provides a more impersonal way of text interpretation. Literary criticism is boundless in making inferences. For Carter the advantages of stylistics in text interpretation are as follows:

1- With stylistics students gain a method for scrutinizing texts, a 'way in' to a text, opening up entrance holes for fuller interpretation. From a teaching point of view, students learn to open a text not by mere osmosis but consciously. A pedagogically sensitive stylistics can give students increased confidence in reading and interpretation.

2-By basing interpretation of text on systematic verbal analysis, it stresses the importance of language as the medium which aestheticizes literature.

3-Stylistics enables non-native students to draw links between the target language and the kind of systematic and conscious knowledge about the language which they already possess. This provides the best basis for stylistic analysis. Due to this non-native students are many times better at stylistic analysis than native speakers (Carter, 1996).

Stylistic is of course just a means of text interpretation , among many, it can be handy in providing some objective support to the interpretation but it is far from being the ultimate way for interpretation. It is generally likened to putting the text under the microscope and criticized for posing a danger to narrow the scope. Stylistics is a means to dissect the text with the help of linguistics. In order to make stylistic analysis students need to pay attention to the language use and thus they understand that the study of literature is the study of language.

2.4. Language Based Approach

Ultimately everything about the study conducted in the classroom was intended to serve the aim of learning English better. Therefore there was a need to convince the subjects that engagement in the study and production of literature serves the aim of language learning. A common reaction for

integration of literature in EFL classroom is that there is no need for the pain literature will bring. There was a need for scholarly consolidation for the inclusion of literature in the classroom. Academic support by Language Based Approach was very helpful in this sense.

Suggested as language model by Carter and Long; language based approach aims to incorporate literature to foreign language teaching curriculum. LBA intends to teach language by teaching literature and by improving language awareness (Carter-Long, 1991).

According to Carter language based approaches aim to integrate the study of literature and language. In addition they offer approaches to literary texts which makes them accessible not solely to advanced students but to a range of students from lower to upper intermediate levels. These approaches are activity-based and student-centered. Language-based approaches are also implemented by teachers in order to advance students of interpretive skills, in particular the relations between form and meanings (Carter, 1996).

Lazar lists three advantages of language based approaches as:

1. Languages learners main aim is to improve their knowledge of the target language. What is the role of literature in this aim? This approach may provide useful exposure to or sometimes a revision of grammar and vocabulary in interesting context and this context is literature. As the students examine linguistic evidence in the literary text they develop a response to literature. This provides students with analytic tools with which they reach their own interpretations. This is a justification for the inclusion of literature to language syllabus.
2. These approaches are highly motivating since they involve learner as a whole person. They demystify literary text by juxtaposing it with non-literary text.

3. Interpretation and understanding of the text is enhanced as they are read in relation to their literary and historical context. These approaches expose students to a wide range of authentic materials. (Lazar,1993:25)

A language learner's main aim is to advance his knowledge of the target language, which is exactly what LBA intends to do through the inclusion of literature to the classroom.

2.4.1. Language Based Approach and Language Awareness

Majority of learners today are well aware of their language learning targets but unfortunately are impatient during the process. We live in an age of speed and the learners want to fulfill their learning aims immediately. So the traditional way of incorporating literature in the classroom results in boredom and demotivation because students lack awareness and thus think that literature distance them from the target and prolong the already long path. Whereas LBA intends to make students appreciate literature and perceive literature as the target language itself, language under a beautiful gown.

In his paper "Linguistic pathways to the study of literature in the Malaysian ESL Context" Subramaniam (2003) shares his views as: "The approach propagates that teaching of literature ... begins with an introduction to and the awareness of forms and functions of the language in the literary texts. This helps create clear pathways to introduce to learners basic stylistic features in the texts and to consider their roles. Finally the linguistic pathways established through language-based and stylistic approaches may be used to develop specialised reading and interpretative techniques from personal,

gender-based, cultural, national and postcolonial positions.
(Subramaniam,2003:1)”

With LBA Learners became aware of different language uses as they analyze literary texts and this probably is the best attainment LBA may provide.

2.5. Using Poetry in Language Classroom

Integration of literature in to the language learning process is essential. Without basic knowledge of literary masterpieces of the target language, a new comer to the language will never feel himself at home. The learner will never be fully able to understand allusions and there will always be a distance between the natives and the learner. In this respect poetry, the queen’s crown of language is full of language riches.

Introduction to Poetry

By Billy Collins

“I ask them to take a poem
and hold it up to the light
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem’s room

and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.”

(Collins ,1996:58)

Study of poetry functions as a staircase, which carries learners to the peaks of the target language. However generally due to lack of knowledge and experience in the turning a poem in to ELT material many teachers refrain in introducing poetry in to their classroom.

2.5.1. Language of Poetry

Poetry is artistic arrangement of words. Orators and good writers beautify their speeches and texts with poetic lines. A good speech or a good text without recitation of at least a short poem is unimaginable. Poetry is human, it has been and still is the most precious expression of human passion, wishes and experience. Poetry is words, purely just beautiful words.

Leech in his book “The Linguistic Guide to English Poetry” in three points states how the language of poetry is different from standard language:

1. Language used in poems may deviate from or sometimes violate rules of the language in many different ways, some obvious, some subtle. The motives and the means of for deviation are worth careful study.
2. In compare to the other users of language, poet is a creative writer who enjoys a unique freedom that ranges over all its communicative resources, without respect to the social or historical contexts to which they belong...
3. Many things considered as private characteristics of literary language(among them tropes like irony and metaphor) can be traced back to everyday uses of language and needed be studied with some reference to these uses...(Leech ,2003:6).

2.5.2. Contributions of studying poetry in ELT classrooms

As stated previously, poetry is the display window of a language. On this window, a nation exhibits the most precious harvest of expressions of its language and culture. A learner who aims to excel in the target language needs to be familiar with the poetry of that language. Due to this fact poetry rightfully deserves to be classroom material.

Maley & Duff encourage the study of poetry in EFL classroom with these words "One of the most important conditions for learning a foreign language (or in developing confidence in one's own language, for that matter) is the opportunity to play with it, to pull it this way and that, to test its elasticity, to test and explore its limits. Poetry is par excellence the medium in which this can be done." (Maley-Duff ,1989:9).

Since all languages have poetry and since poetry is admired in many cultures, it has a universal appeal to learners. Concepts of poetry and the custom of composing of poetry is familiar to many learners.

The transmission of Turkish culture from generation to generation predominantly relies on oral tradition. Condensed, effective and rhyming

expressions of poems made it possible for older generations to pass on their cultural heritage and experience to younger generations. Recitation and writing of poetry has always been valued and respected among Turkish societies. Even today, notebooks of teenager hide many attempts of poem writings. Therefore this enthusiasm for poetry should be exploited for language teaching purposes in Turkish ELT classrooms.

Mincey lists the contributions of integrating poetry into language classroom as:

1. Range of Subject Matter

Classic and contemporary anthologies of poetry for young people provide the full range of human experience in subject matter to support a holistic and across-the-curriculum approach.

2. Manageable Text

While some lengthier poems provide sustained narrative, most texts appropriate for young readers are brief, "bite-sized" portions. Paradoxically, students find the brevity of poetic expression more within their control yet condensation of thought and feeling more intellectually challenging.

3. Compression

The concentration of poetic expression models the desirable economy of good writing in any genre. The intensity of poetic language provides rich distillation of meaning and feeling, offering opportunity for microcosmic language learning.

4. Vocabulary

Poets use fresh, unconventional diction and syntax. Consequently, reading poetry presents students with excellent opportunities for word study in creative discourse, including the exploration of synonyms, metaphor, simile and other figurative language; writing poetry challenges students to stretch their vocabulary and imaginative expression.

5. Sensory Involvement

More than any other type of discourse, poetry employs engaging sensory experiences that young readers and writers enjoy. The musical qualities of rhythm and rhyme, when present, and other sound devices such as alliteration, assonance, and onomatopoeia make the oral interpretation and choral reading of poetry delightful to young people. Moreover, exploring sensory imagery adds a concrete dimension of tactile, olfactory, auditory, visual and gustatory involvement that enhances learning enjoyment.

6. Critical Thinking

One conventional measure of cognitive skills is the ability to recognize analogy and to perceive accurately the relationship of the concrete to the abstract. The comprehension and appreciation of metaphor requires acute observation and analytical skills. Moreover, the achievement or recognition of artistic unity in a poem (seeing the relationship of the parts to the whole) exercises the cognitive ability to synthesize and perceive the gestalt of experience (cited in Atay,2005:18-19).

2.6. Teaching Vocabulary

Without doubt vocabulary has a very significant place in language learning. It is useless to compare grammar and vocabulary in terms of importance but everyone will agree that without vocabulary grammar and structure doesn't mean much. The limit of a learners vocabulary, more or less determines his proficiency level in the target language.

With poor vocabulary communication is possible but it will end up insufficiently. No matter how much a learner excels in structure and grammar if he is not sufficient in vocabulary he will never be able to climb up to a fully proficient level.

Everyone agrees on the importance of having an extensive vocabulary but what exactly it takes for a learner to know a word in target language. When it comes to learning a word many students assume that knowing a definition or a translation is enough. But when they are in a situation where they need to produce something in target language then they realize they are mistaken and end up with the confession of “anlıyorum ama konuşamıyorum(I do understand but I can’t speak)”. The figure below shows what more, apart from mere definition, is needed to fully know a word.

Table 1. Knowing a Word

WORDS	MEANING	<ul style="list-style-type: none"> • Meaning in context • Sense relations
	WORD USE	<ul style="list-style-type: none"> • Metaphor and idiom • Collocation • Style and register
	WORD INFORMATION	<ul style="list-style-type: none"> • Parts of speech • Prefixes and suffixes • Spelling and pronunciation
	WORD GRAMMAR	<ul style="list-style-type: none"> • Nouns: countable and uncountable, etc. • Verb complementation, phrasal verbs, etc. • Adjectives and adverbs: position, etc.

(Harmer, 1991: 158)

At this point we come up with a question; “How to teach vocabulary and how to make them memorable?” Different from teaching grammar there is no learning order in teaching vocabulary. When teaching grammar; the teacher knows which topics to teach first and how to finish the course. However in vocabulary there is no clear path to follow. Generally the needs of learner along with factors like; frequency, concreteness, function and coverage of the words determine which words to teach first. (Harmer, 1991; McCarthy, 1990).

More important than which words to teach first is the question of “How to teach vocabulary”. At the simplest level it meant to teach the L1 equivalent of the target word. Today knowing a word means far more than just memorizing a single corresponding translation. For sure understanding its meaning is a small step but giant leaps are needed before a full competence is gained in knowing a word.

Harmer, an important authority in the field, has an answer to the question “How to teach vocabulary” for him; it is very crucial to teach the word in context. Since many words have more than one meaning with contextual information only the learner can acquire the correct meaning of the target word. Along with contextual information it is very helpful to form sense relations because many words are related to each other. In detail, when teaching the word to mention its hyponyms (plate and bowl are hyponyms of crockery) or meronyms (mouth is a meronym of face) also to mention its synonyms and antonyms. Once the meaning is taught it is necessary to give some information about the use of the target word. The word may have an idiomatic use or may be governed by a collocation. Depending on the word and level of the learner some word information like the style, what part of speech, affixes of the word, spelling and pronunciation rules should be given. After these grammatical

information like, for verbs stating if they are stative or dynamic, for nouns stating whether they countable or uncountable, for adjectives the order of adjectives, for adverbs the position of adverbs should be provided since without these information a word cannot be used properly(Harmer, 1991).

When the aim is to teach the meaning of the word and there are various ways to do this such as; giving the definition, teaching by exemplifying or illustrating, teaching with synonyms, antonyms and many times a combination of these is used.(McCarthy, 1990). Other commonly used ways include acting, realia, mimes and gestures, pictures or L1 translation of the word. The last way mentioned has always been arousing controversy in the field. Albeit criticized by teachers, studies revealed that translation is widely used by students to comprehend, remember and produce in a foreign language.(Liao, 2006). Whereas Harmer warns about the flaws of translation, it is very rarely possible to find a 100 per cent corresponding one counterpart for each word and translation will likely prevent learners from interacting with the word. Especially when widely used translation, may prevent learners from thinking in the target language which will lead to an ineffective L2 learning(Harmer,1991).

Intention of learning words by learning their L1 equivalents is a false expectation about the nature of languages. A learner should not falsely expect to find an exact L1 counterpart in the target language. The reality is, except for some technical terms, there are no one to one corresponding equivalents in the target language. The case gets even worse when L1 and L2 are from different language families. This misunderstanding stems from the false assumption that each word in a language has a single meaning. To the contrary in English there are many polysemous words with about fifteen meanings.

The ultimate aim in learning a word is to have a full grasp of it and to store in the long-term memory. An effective learning leading to this aim is possible by stimulating learning from context and with context. McCarthy claims that learning from context is the best way for a learner to integrate with the new word and to better remember it. Also it is a very often used strategy to infer meanings of the unknown words (McCarthy, 1990). Harmer supports examining new words in context this way enables learners to see the meaning and the usage of the new word (Harmer, 2003).

In order to benefit from context some prerequisites are needed such as, the topic of the text should be familiar to the students and also there should be contextual clues. The target word, subject to contextual inference, should also be appropriate for the language level of the student. The early stages of making contextual inferences should be guided with the active participation of the student. The inference process needs to start from what students already understood about the context and continue with confirmation of the hypothesis with other information from the text.

2.7. Gain and Retention of Vocabulary

To an average mind, competent in any language, it is not a difficult task to learn a word in the target language. The difficult part is to retain this word in the long term memory. In her study Vidal explored the relationship between vocabulary gain and following factors: firstly the predictability from word forms and parts then frequency of occurrence, type of word and finally word elaboration and finally.

The most effective factor in vocabulary learning is the predictability of the words from their word forms or their word parts. Cognates and words resembling to their L1 equivalents have the highest contextual predictability rate and are the easiest to gain. Type of word is considered as the second best factor affecting the vocabulary gain. Subjects were able to learn technical words much better than low-frequency or academic words. The third factor effecting vocabulary gain and retention is elaboration when explaining the target word. The study indicates that word teaching followed by elaboration ended with greater gain to words which received no elaboration. Results indicated that frequency of occurrence has relatively the smallest effect on vocabulary gain. Nonetheless frequency of conscious encounters with target words in context has a significant effect on vocabulary gain. In order to gain a new word a learner needs to come across with it more than a couple of times(Vidal,2003). Even though there is no full agreement, research results suggest that at least between six and sixteen exposures are needed for a learner to develop a full word knowledge.(Beck *et al* .1987,Nation 1990 cited in Vidal, 2003) When subjects were told that they would be tested or due to any other reason that causes conscious learning ,the average of exposures needed for learning is seen to decline.

2.7.1. Contributions of Composing Poems to Vocabulary Gain and Retention

Practice makes you better or better put the right practice makes you even “more” better. The first benefit of composing poems, regarding vocabulary, is that practicing the new words in poems is easier and more functional than practicing them in prose. In this sense, any output produced by a student will serve to the enhancement of language capacity. Every practice of newly

learned words will consolidate their presence in the long term memory. Rossiter stresses the link between exercises and language acquisition:

“[A]ny exercises we can take into the classroom which encourage learners to be creative, in the sense of encouraging them to experiment with the foreign language, are worthwhile, not just in helping the learners to acquire the particular language point which is focused on in the exercise, but also in fostering a positive attitude toward linguistic experiment which is going to be generally helpful in language acquisition”(cited in Lee,1997:30).

Inspiration for this research came from the above-cited scholars' views on vocabulary gain and retention. Their mind opening views let us to the assumption that composing poems using the target words could function as a practical teaching tool. As mentioned in the above-citations, Harmer encourages teaching vocabulary in its context. That is functional when practicing the newly learned word as well id est the new word should be used in context. Practicing vocabulary by using the word in full sentences forming a paragraph and then a page, no doubt is very useful. However, practicing the new words in prose dictates the use of words with the right collocation, with the right preposition using the right grammatical structure, albeit very useful for the gain and retention of the word, this can be difficult many times for many learners. Generally this difficulty merged with the embarrassment caused by making mistakes causes students to refrain from practicing newly learned words. In that respect, practicing the new word by writing poems using it is a very practical solution. As stated by Moulten and Holmes “The grammar and syntax of poetry provide leeway for experimentation that prose often does not” (Moulten-Holmes,1997:1). Widdowson supports this by saying, "In one sense, the writing of poetry is an ideal task for language learners because of its tolerance of 'error' "(cited in Maley-Duff, 1989: 9).

Another advantage of poem writing with target vocabulary is that when students write poems, they aim to form a rhyme pattern and in order to find a rhyming final word for the following line they have to make a thorough check among their current word pools or they have to do some thesaurus trawling. Such exercises refresh their word storages and prevent the rust caused by disuse and eventually contribute greatly to expansion of their vocabulary.

One other utility of practicing new words by using them in poems is the ease it offers in making revisions. It is well acknowledged that, regular revision of new words results in longer retention time. Poems are generally short and easy to scan through thus students can quickly and easily revise the target words used in their poems. In addition, since the poems are their own products they like to re-read them from time to time and this revision results in better retention.

CHAPTER 3

METHODOLOGY

This chapter will shortly cover the research tools relevant to the study and the research method used in this study.

3.1. Quantitative and Qualitative Research Design

The basic difference between these two research designs is that, qualitative research is generally inductive and quantitative research is deductive. Secondly quantitative research involves data gathering, analysis and interpretation of it. Mathematics and statistics is very much in use in it. Qualitative research whereas is based on pictures, images and text. Observations and interviews are used for data collection. These differences make the qualitative research subjective in nature and quantitative research objective.

In quantitative method three types of experiments are used. Nunan defines them as:

- a) **Pre –experiment:** Pre – Post Treatment Test, No Control Group
- b) **Quasi Experiment:** Pre and Post Tests, Experiment and Control Groups, No Random Assignment of Subject
- c) **True Experiment:** Pre and Post Tests, Experiment Group and Control Group, Random Assignment of Subjects

(Nunan,1995:41)

3.2. Research Method

Throughout history investigative farmers have been dividing the crops, similar in composition, into groups in order to test hypotheses and apply treatments to isolate certain effects. This experimental method in which changing one variable to determine if manipulation in one variable cause difference in another variable has been used in many other fields ever since. In such experimental methods, there are two kinds of variables: dependent and independent. The independent variable is the one researcher manipulates and the dependent is the change the researcher intends to measure. After the treatment if a change occurs and the independent variable is the only thing that is changed then it must be the cause for any change in the dependent variable.

For Odle and Mayer “Experimental research is based on a methodology that meets three criteria: (a) random assignment—the subjects (or other entities) are randomly assigned to treatment groups, (b) experimental control—all features of the treatments are identical except for the independent variable (i.e., the feature being tested), and (c) appropriate measures—the dependent measures are appropriate for testing the research hypothesis”(Odle-Mayer,2009).

From the late 20th century on, this method of testing casual relationships between factors has been in use in the field of education as well. Here is some expert opinion on experimental method in education, “Experimental research is generally recognized as the most appropriate method for drawing causal conclusions about instructional interventions...which instructional method is most effective for which type of student under which conditions” (Odle - Mayer,2009). After a carefully analyzing of what educational research methods is , Richard Shavelson and Lisa Towne reach to a conclusion “from a scientific perspective, randomized trials ... are the ideal for establishing whether one or more factors caused change in an outcome because of their strong ability to enable fair comparisons” (cited in Odle - Mayer,2009). Likewise, Richard Mayer states: “experimental methods— which involve random assignment to treatments and control of extraneous variables—have been the gold standard for educational psychology since the field evolved in the early 1900s” (cited in Odle and Mayer,2009). For Mayer, “when properly implemented, they allow for drawing causal conclusions, such as the conclusion that a particular instructional method causes better learning outcomes” (cited in Odle - Mayer,2009). And finally the fallowing statements clearly put a period on the effectiveness of implementing experimental research methodology in classroom, “if one wants to determine whether a particular instructional

intervention causes an improvement in student learning, then one should use experimental research methodology” (Ode - Mayer,2009).

3.2.1. Classroom Research

The word “Educate” etymologically means “to lead out” so the word itself implies that the process of education starts with the realization of a problem and attempts to lead the students out of it. Unavoidably teachers face problems in the classroom and it is primarily the teachers responsibility to diagnose and treat them. Many times the classroom is the teacher’s laboratory where the classroom research is conducted. For Pat Cross and Mimi Harris Steadman, teachers find answers to questions like what students are learning and how well through classroom assessments but the question of how students learn leads them to classroom research (Cross-Harris,1996:xvii–xviii).Their answer to what classroom research means is: “Classroom Research may be simply defined as ongoing and cumulative intellectual inquiry by classroom teachers into the nature of teaching and learning in their own classrooms.” Classroom research needs to engage teachers and students actively in the collaborative study of learning of their own classes and thus benefit both (Cross-Harris,1996:2).

A teacher needs to bear in mind some points before starting his research. For Pat Cross and Mimi Harris Steadman these are:

- i. Diagnosis of a problem and formulation of the starting question about the learning of students in your class which hinders the teaching.
- ii. The question needs to be kept realistic, simple and focused on your own experience. Following your hunches and predicting what might happen is important.
- iii. Gather information about what is known about the learning problem you have spotted. Forming a study group will help to share the load.

- iv. Reformulate the question so it turns into a researchable question. What do you want to know?
- v. Cooperate with other faculty discuss, design, and interpret your Classroom Research projects.
- vi. Contemplate carefully about how students will benefit from the research and how they can be included in the research.
- vii. Decide how the question will be investigated. (Avoid using an instrument since it is many times there or avoid collecting data that have no clear purpose.).
- viii. Conduct a pilot study use your colleagues as subjects.
- ix. Estimate the time needed for student response and for analysis of the data.
- x. You may not have intentions to publish them, yet write up your results they will make clear what you have learned— about your teaching and about doing research (Cross-Harris,1996:226).

3.3. Diagnosis of the Problem

Bearing in mind the guidelines above, I observed in my class that students are having problems in gain and retention of the studied new words. There was a need for more practice apart from course book exercises. In order to generate expected learning outcomes new words needed to be used in context. But students were reluctant to use them in full sentences because they were afraid to make structural mistakes. Inspired by Widdowson "In one sense, the writing of poetry is an ideal task for language learners because of its tolerance of 'error' " (cited in Maley & Duff, 1989 :9). It was decided that writing poems with the target vocabulary offers the needed context where students can

practice the new words without worrying about making mistakes and it can free the class from the competitive atmosphere of filling the blanks and matching with the definition exercises of the course book. My classroom observations also revealed that students were apt to express their feelings succinctly, saying much with few words. Many of them avoided long answers in speech and in writing. In this sense poetry offered them a very suitable realm to manifest themselves. They were quite appreciative and impressed with eloquent poems in Turkish. This enthusiasm for poetry needed to be exploited for educational purposes. In our case to better gain and retain newly learned vocabulary.

3.4. Research Model

This study aimed to investigate the effects of writing poems with target vocabulary on the gain and retention of these words. To serve the needs of the study, a small scale classroom research was conducted, a pretest-posttest and delayed posttest design was carried out with randomly chosen treatment and control groups. The study was conducted at Bursa Police College Bursa, Turkey in the spring semester of academic year 2012-2013. The subjects were intermediate level 11th grade high school students. Subjects were in four groups which were randomly assigned to two experimental groups and two control groups. For two hours a week students studied vocational English for low enforcement.

During the research, the pretest-posttest control group model was applied. In this design, subjects are divided in two groups as experimental and control groups. The experimental groups, in addition to following the course book wrote their own poems using the target vocabulary of the units; the control groups simply studied the course book and did the exercises of the units. All four of the groups were given a pretest to measure the degree of the dependent

variable before the experiment, and after the treatment a post-test was given and six weeks after the post-test a delayed post-test was given. Then, the results were gathered and analyzed to see whether the treatment had an effect on vocabulary gain and retention.

3.5. Subjects

The study was conducted in the spring term of 2012-2013 academic year and the participants of the study are the 11th graders of Bursa Police College. They are all boys around 16-17 years old. All the students are native speakers of Turkish, none of the students have English speaking parents and none of the students lived or studied in an English speaking country. Most of the language input students have is received by formal instruction at Bursa Police College.

Divided in groups of 19, 19, 20 and 19 in total 77 students participated in the study. 38 students in two classes were assigned as experimental group and the other two classes with 39 students were assigned as the control group. For two hours a week all the groups studied the same course book.

The control groups did nothing but just took the course and did the exercises of the course book. Whereas the experimental groups along with the formal course, wrote poems of their own using the target vocabulary of the units studied.

3.6. Target Words

Each unit of the course book aims to cover a number of words. These are vocational words and expressions or names of equipment a police officer will need to know while doing his job. The unit starts with the introduction of the new words, usually depicted in pictures. Then they are used in a text. After they

are presented in context, in the exercises part the students are asked fill in the gaps or match the definition with the word.

Albeit the exercises are enough for mediocre level learning, for better retention time and for more productive learning extra tasks are necessary. Having this in mind, to promote task-based learning, students were encouraged to write poems using the vocational words and expressions from the glossaries of each unit.

3.7. Research Procedure

This section is about process of the classroom research. As stated previously the study was conducted at Bursa Police College during the spring semester of 2012-2013 academic year.

Research lasted for ten weeks. Five units were covered with all participating groups. There was no difference in the way the material was studied in the class.

The table below displays the research procedure and the target vocabulary of each unit.

Table 3. Research Procedure

Date	Unit Subject and Target Vocabulary
11.02.2013	<i>Pre-Test</i>
Week 1 18-22 February	<i>Non-Lethal Weapons</i> Use of force continuum, verbal command, hard hands, soft hands, baton, taser, CEW
Week 2 February 25 th – March	<i>Providing First-Aid</i> First aid, CPR, sterilize, rescue breathing, pulse,

1 st	chest compressions
Week 3 4-8 March	<i>Interviewing Witnesses and Victims</i> Interview, investigation, testimony, emotional state, rapport, observation
Week 4 11-15 March	<i>Handling Lost and Stolen Property</i> Property, restitution, proof of ownership, chain of custody
Week 5 18-22 March	<i>Patrolling</i> Patrolling, community policing, service call, encounter, assist, motorist, hazard, enforce
25.03.2013	<i>Immediate Post-Test</i>
29.04.2013	<i>Delayed Post-Test</i>

The study started with the preparation of the pre-test. The test was designed by the researcher. Then four other English teachers were consulted about the test, in line with the feedback from the colleagues some of the questions were removed after some criticism about timing and some of the questions were altered to prevent ambiguity. Then it was applied to a pilot class similar to the research groups. Timing and clarity feedbacks showed that the test was ready to be applied. As a next step the pre-test was applied solely for diagnostic purposes just to see the levels of the students, being aware of the fact that they could not have known the words, and the treatment started. During the treatment the same lesson plan was applied to all groups. Meantime students in experimental groups wrote their own poems using the target vocabulary of the units. The treatment continued for five weeks. At the end of each week poems were collected from the students.

3.8. The Poem Writing Process

The language knowledge of a learner is expected to be productive. Ability to read and understand a text is of course a success in the stairway of learning a language but the ability to write is without doubt a step further. All the comprehensive input is taken in order to be able to produce comprehensible output. Zamel very well describes the integration of writing and reading: "In the same way that writing a text necessarily involves reading it, reading a text requires writing a response to it". Thus the teaching of writing should involve the teaching of reading because the teaching of reading is necessarily the teaching of writing. "Reading provides 'comprehensible input' for writing"(Zamel,1992:480).

With this in mind, I and my students believed that the vocabulary input received in class necessitated an output. In parallel with the paradigm of Hess "A very structured approach to the study of poetry can use the compactly condensed text of a poem to create meaning-filled language lessons that integrate the four skills, allow for the cohesion of text with the life experiences of students, and heighten both interest and involvement in the language lesson" (Hess, 2003 : 20). We decided that this output be the compactly condensed, vocabulary-filled poems.

Before starting to write poems using the target vocabulary, to encourage students and to inform them that poem composition is practiced in other language classrooms in other parts of the world as well, the poem writing process of Rachel Duzzy was presented to the experimental group. Duzzy describes this process as: As a lead-in, in the pre reading stage, the students are introduced to the title of the poem or a visual image related to an idea, a line, a stanza in the poem. Then, students brainstorm and at this stage the

teacher writes their ideas on the board. (Sometimes it might be useful to present needed target words for weaker learners). Before the writing stage begins, the teacher reads the poem aloud this will enable the listeners to appreciate the rhythm and musicality of the poem. This stage is followed by questions about the speaker and the main idea of the poem. Later the students are presented to the checklist and criteria for evaluation, clarifications and modifications about them. After that students underline key lines, images, describing words and rhymes. In the drafting stage the students get ready to write their own poems by writing responses to the poem read to them. They write spontaneously without paying much attention to grammar and spelling. Checking and correction of the mistakes comes as a next stage. Many times students might want to add or change words and lines for better rhyming. They may need assistance and tips by the teacher. In the editing stage the students read the checklist and rubrics once more and make the final changes then they neatly type or copy their poems. The final stage is the publishing(Duzzy,2002:3-4).

The basic help of the above stages was that the students learned that poem writing is practiced in many other classes and by even very young student with weak English. Once the subjects gained some confidence about writing poems as a first step, students in the experimental group studied some popular English and American poems like Road Not Taken by Robert Frost , Annabel Lee by Edgar Allan Poe , The Red Wheelbarrow by William Carlos Williams , r-p-o-p-h-e-s-s-a-g-r by E.E. Cummings, Cinderella by Roald Dahl.

After a sense of intimacy with English poetry was maintained a dialogue poem Goodbye was studied. Dialogue poems are based on reflections of conversing voices in the poem. It's plainness in grammar and vocabulary makes it suitable for even the most rudimentary EFL class.

Goodbye

'Don't lie', she said.

'I try', he said.

'My eye,' she said.

'Don't cry', he said.

'I'll die', she said.

'Oh my!', he said.

'Good bye', she said.

A. M. (Maley -Duff, 1989:25).

This poem is a reflection of an ending relationship. It has a simple graphological and phonological pattern.

As an introduction to writing poetry participants also wrote their dialogue poems. In the poem below a victim and a pickpocket are exchanging lines, at one point the pickpocket is threatening the victim. With the arrival of the police, problem is resolved.

Pickpocket

“can I look in your pocket” he said

“no, you are a pickpocket?” she said

“don't you give it, I will kill you” he said

“I'll call the police” she said

“don't move” the police said.

İsmail

In the dialogue poem below a police officer is interviewing a victim who gives the description of the person who assaulted him.

Interview

the police said "what happened"
I said "somebody bled my nose"
police said "what he looks like"
I said "tall, fat and blonde"
police said " has he scar on his face"
I said "yes"
police said "ok. I will find him"

Abdulhamid

The poem "Incident Report" is written after a lesson about interviewing witnesses and victims. That class intended to cover words related to police interviews. Some of these words are: victim, rapport, interpreter, emotional state and observation.

INCIDENT REPORT	
<p>The victim was in a <u>highly emotional state</u>.</p> <p>Officer <u>recruited</u> an interpreter to translate,</p> <p>After establishing a <u>rapport</u> with the victim,</p> <p>The victim reported that there is one suspect.</p> <p>Officer asked for investigation,</p> <p>The victim said I <u>made no observation</u>.</p> <p>The victim finished questioning,</p> <p>Interviews were recorded after a summarizing.</p> <p style="text-align: center;">Ahmet</p>	<p>In this poem the students was able to use many of the target vocabulary successfully. "Recruit" was a new word for the students and was successfully practiced. The noun "rapport" was used with an appropriate collocation "establish". Similarly the word "observation" was very successfully used with the right collocation "make".</p>

The poem Non-Lethal Weapons was composed upon studying a lesson about use of force continuum. Some of the target vocabulary of the unit were: apprehend, empty hand control, verbal command, comply with, pepper spray, immobile, CEW and baton.

NON-LETHAL WEAPONS

While apprehending a suspect,
If he doesn't want to be an arrestee,
Clearly give him verbal command,
After control empty hand
If he is been long distance,
And also he complies with aggressive
resistance,
Use a pepper spray in such
circumstances,
To render a suspect immobile
Utilize a Conduct Energy Weapon,
If it is unavailable, use baton.

Many of the new words are well practiced in the poem. Among them apprehend was successfully used. Verbal command is used with the proper verb "give". "render a suspect immobile" is also a successful choice of collocation. CEW and baton as non-lethal equipment were new to the students and are practiced in the poem.

Upon studying the unit about fire arms the following poem was composed.

<p style="text-align: center;">Weapons</p> <p>Officers are issued at least one firearm</p> <p>They are to carry it all time. Officers also receive a pistol They use it on the patrol Use the weapons, while You intent to kill Since they're deadly force Use them as a last resort, only.</p> <p style="text-align: center;">Non-Lethal Weapons</p> <p>Firstly, verbal command By time, soft and hard hands. Unless it works, use pepper spray, Finally, K-9 units come.</p>	<p>In this poem new vocabulary like; firearm, pistol ,issue, deadly force and last resort are practiced successfully.</p> <p>This poem was written in order to practice verbal command, hard hand and soft hand control, pepper spray and K-9 units.</p>
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After studying the unit "Providing First-Aid" the poem First-Aid Saves Life was composed. The unit aimed to teach new word such as: first aid kit, superficial, injury, pulse, chest compression and defibrillator.

FIRST AID SAVES LIFE

Squad cars have first aid kit

They are used for first help.

For the superficial cuts and burns

Sterilize then wrap the injuries

When there is no pulses

You can give chest compressions

If it isn't enough turn on defibrillators.

Hasan

PROVIDING FIRST-AID

Until an ambulance arrives it is your
mission,

You should give first-aid and medical
attention,

You can save the life of an injured
person,

Every squad car has a first aid kit be
aware of its location.

Sterilize the injured area for superficial
injury,

Then wrap with bandage that the
injury that is bleeding heavily,

Clear the airway for the choking,

Remove the object and rescue
breathing.

If the hearth is not beating.

Give CPR only if victim is not
breathing.

Providing First Aid

Squad car was a word from previous units and was practiced here. "Chest compressions" is used with the right verb give. "Pulse" and "defibrillator" are also successfully practiced.

Due to the rhyming words, there is a very good musicality throughout the poem. Vocabulary like medical attention, first aid kit, sterilize, superficial injury, clear the airway, choking, beating and breathing are practiced successfully in a memorable way. Poet warns the officer ,to know where the first aid kit is in the squad car, by saying "be aware or its location"

<p>When an incident happens</p> <p>Provide the first aid</p> <p>Find cuts and burns</p> <p><u>Sterilize</u> them clearly</p> <p>If you find out the injury</p> <p>Wrap it in a bandage</p> <p>Reduce the <u>blood flow</u></p> <p>Unless it works <u>give CPR</u></p>	
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One of the units was about Lost and Stolen Property. In the unit reports filed by victims were studied. Some of the target words were; property, restitution, reward, missing, proof of ownership and chain of custody.

<p style="text-align: center;">Stolen</p> <p>If a property is stolen</p> <p>Owner comes to the station</p> <p>Offers reward for restitution</p> <p>Not reward, we need proof</p> <p>HANDLING LOST AND STOLEN PROPERTY</p> <p>Brian Holmes who is the owner, Goods <u>went missing</u> in November, The lost item is a laptop computer, The owner says I will give money to</p>	<p>Words like reward and restitution are practiced in the poem.</p> <p>In accordance with aims of the unit in the poem vocabulary like; went missing, proof of ownership,</p>
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<p>finder.</p> <p>Owner convinced proof of ownership, With a serial number and credit card receipt, Officer worked harder for the <u>restitution</u>,</p> <p>The laptop was found in an operation, The <u>chain of custody</u> shows us the <u>purchaser</u>,</p> <p>Brian Holmes, who is the <u>original</u> <u>owner</u>.</p> <p>STOLEN PROPERTY</p> <p>Stolen goods <u>went missing</u> last week Owner possesses <u>proof of ownership</u> After police began to search items for <u>restitution</u></p> <p>Owner said I'll give \$300 from foundation Police wanted an evidence Owner take card receipt to be convince</p> <p>The late day somebody came who was finder He said I'll give the item to <u>original</u> <u>owner</u></p> <p>Police looked at <u>chain of custody</u> for purchaser It showed as that the original owner</p>	<p>restitution, chain of custody and original owner are practiced.</p> <p>Another poem in which student practices target words like; went missing, restitution, evidence, original owner and chain of custody. In the poem someone who lost an item reports it in the station ,presents a proof of ownership. At that time a finder returns the item and is rewarded with \$300.</p>
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<p>Owner gave \$300 to finder He thanked to police officer Police warned to be aware Of course against to robber.</p>	
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The unit titled as Patrolling aims to cover vocabulary like; service call, patrol, violent encounter, go off, trespass, motorist, flat tires, hazards, community policing and observing.

PATROLLING

In service calls became an increase,
South Watertown will be patrolled by the police,
Several calls regarded violent encounters,
Officer responded to alarms that went off in warehouses.
Police arrested two young men for trespassing,
They took punishment for robbing,
Police also assisted several motorists with flat tires,
This situation was due to a box of roofing nails.
It took several hours to clear from hazards,
Officer said we'll increase patrols in several areas,
Citizen can help through community policing,
Also they can be aware observing.

PATROLLING

No need to service calls
You see in the street patrols
They always respond to your alarms
Which went off in warehouse
Patrols assist motorists
Don't worry with flat tires

They clear the hazards

To enforce the law

In another unit a police officer's report ,on interviewing a victimized tourist who doesn't speak English, was studied. Some of the vocabulary covered in the unit were; rapport, victimized, attacked, assaulted, questioning, testimony and investigation.

INTERVIEWING WITNESSES AND VICTIMS

If you were victimized

If you were attacked

If you were assaulted

You should go to police station

While you were taking questioning

While you were summarizing

Your testimonies are recording

To complete your investigation.

WRITE YOUR REPORT CAREFULLY

When on a crime scene

Rapport with the victim

Listen to witnesses

Record each voices

When you fill in your reports

If you don't know the languages

Call for interpreter for translations

Hasan

The poems were generally collected at the end of the week, after covering the unit. Rarely some slight changes were offered to student. Sometimes the students applied them and sometimes preferred to leave the

poem as it was. The week following the end of the treatment the post-test was applied to see the results of the treatment.

3.9. Data Gathering

During the first classes of the term some students expressed the difficulty they are having in internalizing the new concepts they were introduced. Together with the students we anticipated that it will be difficult firstly to gain and then to retain these new vocational concepts. The realization of this problem let the researcher to implement the poem writing task. Since the students had no poem writing background there was a need of some instruction which would provide some basic knowledge of poetic devices they could use to enhance the beauty of their poems. The application of the classroom research started with a pre-test. The words in the pre-test were from the units not yet studied at that time. It was applied solely to see and record the levels of the subjects.

During the following five weeks five units were covered with all the groups. There was no difference in the way classes were taught. The same course book was used and with all the groups each unit was conducted for two periods each week. Meantime the experimental groups wrote their own poems using the target vocabulary of each unit. Generally in a week subjects finished their poems. After classes or during the breaks sometimes students brought their poems. There were times when some slight changes were offered to students regarding their poems but it was totally up to the poet to apply it or not.

Once the treatment was over and all five units were covered the same pre-test was applied as post-test. The test was comprised of 20 fill in the blanks questions divided in four groups where students chose words and phrases from

a box of words and fill in the blanks in the sentence. This type of questions were quite common in the course book studied, thus students were familiar with the test format. Students were asked to finish the test in 30 minutes. After the test the results were gathered and graded.

After the immediate post-test the treatment was over. For the following six weeks six other units were studied in the same way in all groups. Students in experimental and control groups did nothing after class. All groups just studied the units in class and did the exercises in the course book.

After six weeks of time it was time for delayed post-test. To prevent test gains the order of the questions was changed and where possible slight alterations like changing proper names and pronouns were made in the delayed post-test. After 30 minutes test results were gathered and graded.

After the test the researcher asked some of the students about their opinions of the test. Some students from experimental groups reflected that going over their poems before the test provided them with an easy and quick revision opportunity.

3.10. Data Analysis

In order to understand the effects of writing poems using target words on vocabulary gain and retention each group was tested with the same questions as pre-test, immediate post-test and six weeks delayed post-test. The analysis of data started with the grading of the tests, and then the data obtained was analyzed with reference to each research question. There were 20 questions in each test and each right answer was scored as five points, therefore the maximum score one can receive was 100 points.

After scoring was completed how data was analyzed is discussed below with reference to the research questions.

1. Many Turkish students are quite enthusiastic about expressing their feelings and emotions in poetic lines; can this enthusiasm be exploited for language teaching purposes?

2 .Will writing poems using the target vocabulary have an effect on the gain and retention of these words?

To start with pre-test scores of each subject was recorded and the mean of each group was calculated. And then the results were compared with the results of immediate post-test. Finally the scores of immediate post-test were compared with the scores of delayed post-test. The increases and decreases were recorded, demonstrated in bar graphs and analyzed. It was observed that students were very comfortable with practicing target vocabulary in an atmosphere where they felt free from structural boundaries and were proud with the poems they produced. Their enthusiasm for poetry was exploited for language teaching purposes and this resulted in success.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter includes the comparison of group results and the interpretation of them. Participants' test scores from pre-test to immediate post-test, from immediate post-test to delayed post-test were compared. These results will be discussed in relation to the research questions.

4.1. Results of the Pre-test

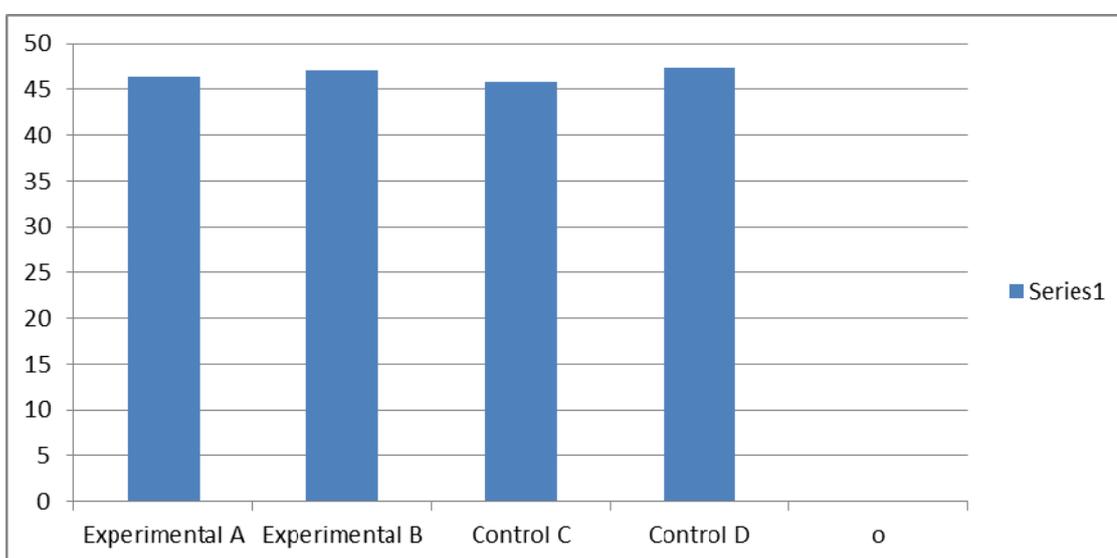
The pre-test scores of both groups were compared through independent samples t-test in order to verify whether the groups were comparable in terms of vocabulary level before the treatment. As mentioned previously the test included the target vocabulary not yet taught then time. The results are shown below in Table 4.

Table 4. Independent Samples T-test Results for the Pre-test Scores

Test	Groups	Number	Mean	Standard Deviation	Standard Error	p
Pre-Test	Experimental	38	46.71053	5.48663	0.89005	p = 0.44
	Control	39	46.53846	5.0202	0.80388	

A p-value greater than 0, 05(in our case 0.44) indicates that our groups were comparable and also states that they could be used as samples in an experimental study.

There were four groups in the treatment named as A, B, C and D . A and B were experimental C and D were control groups. The graph below shows the mean scores of each group.



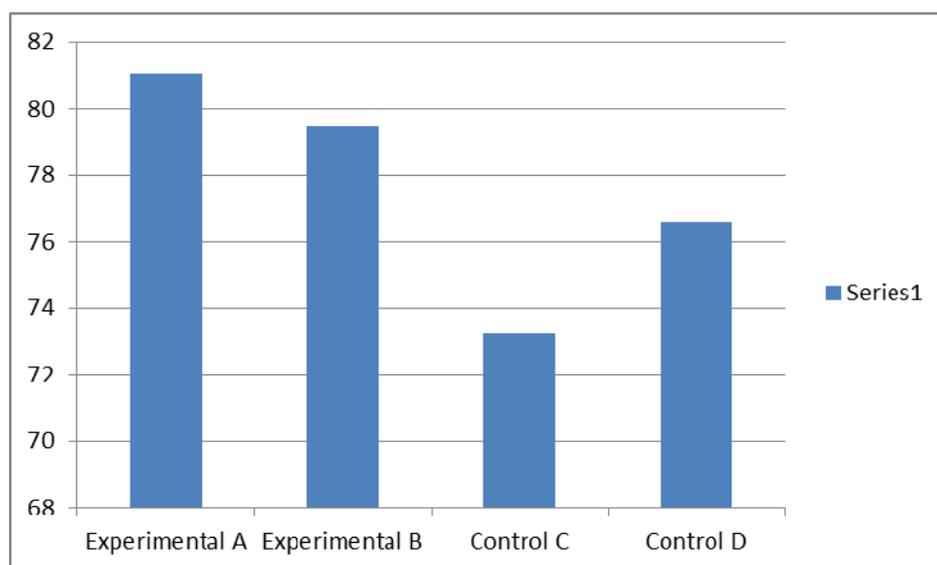
Graph 1. Pre-test Mean Scores

The results are quite close to each other and they are respectively 46.3157895, 47.1052632, 45.75, 47.368421. By looking at the mean scores of experimental and control groups it is clear that there was no statistical difference between the groups in advance to the treatment.

4.2. From Pre-Test to Immediate Post-Test

Five weeks following the pre-test were allocated to the treatment. During this time all groups covered five units in the same manner. The vocabulary

asked in the pre-test has been studied in this five-week period. A week after the treatment the immediate post test was administered. The mean scores of the groups are presented in the graph below.

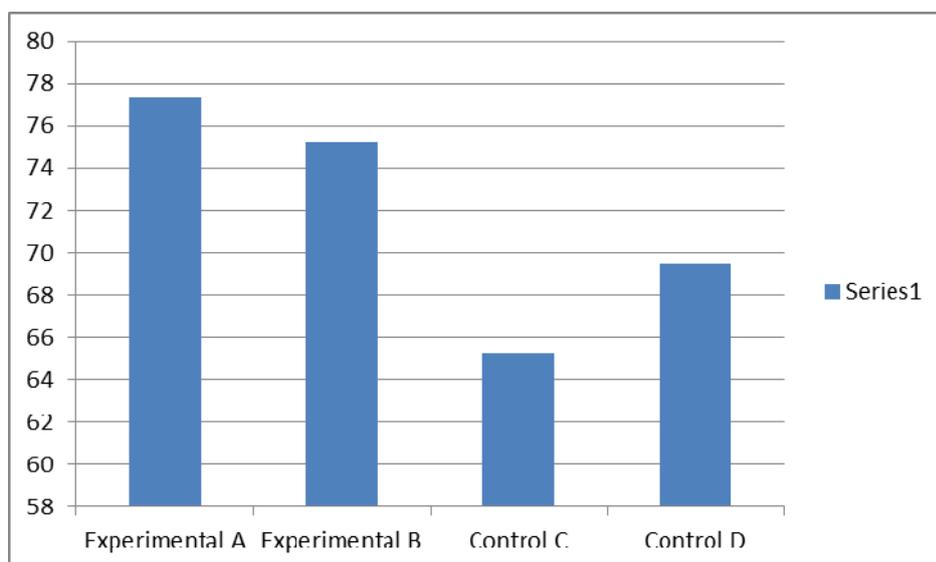


Graph 2. Immediate Post-Test Mean Scores

The mean scores of the immediate post-test for groups respectively are 81.05263, 79.47, 73.25, 76.57895. Albeit the scores are higher than control groups there is no significant difference. The slight difference between experimental and control groups scores was within the expected limits of the designs since all groups studied the target recently in class. At this point, because experimental groups slightly outperformed control groups, it can clearly be stated that writing poems with target vocabulary had a positive effect on the gain of these words.

4.3. Delayed Post-Test Results

The treatment process was over with the immediate post-test. Six weeks were waited before the delayed post-test was administered. Mean scores of the delayed post-test are as shown in the graph.



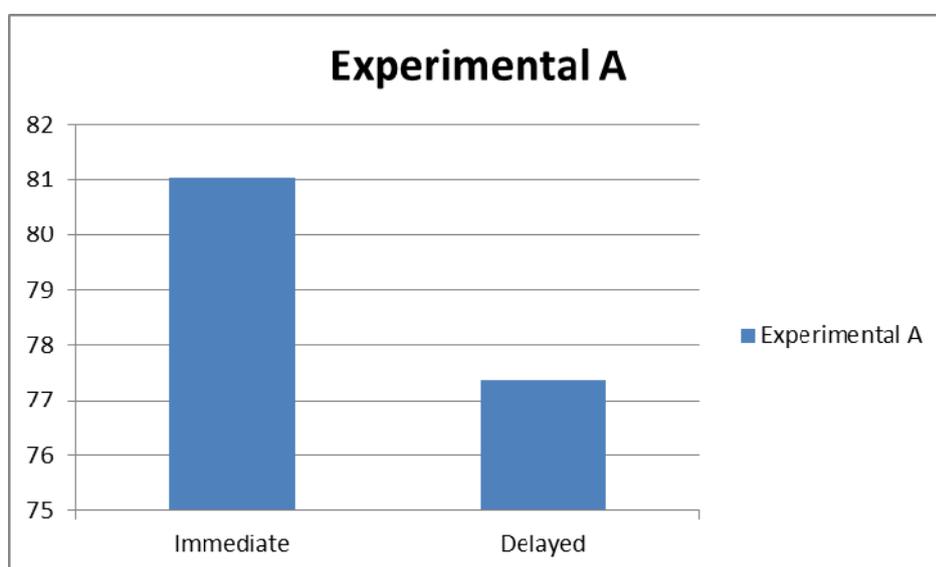
Graph 3. Delayed Post-Test Results

Test results are Experimental A: 77.36, Experimental B: 75.26, Control C: 65.25, Control D: 69.47. As seen in the scores, there is a clear drop in the performances of control groups. Experimental groups outperformed control groups in the delayed post-test and this can be interpreted as writing poems with target vocabulary was beneficial for better retaining new vocabulary.

4.3.1. Within Group Differences from Immediate to Delayed Post-Test

This part will deal with the effect of six weeks of time from treatment to delayed post-test on the scores of groups. Graphs below depict, group by group, the change in scores groups had gone through from immediate post-test to delayed post-test.

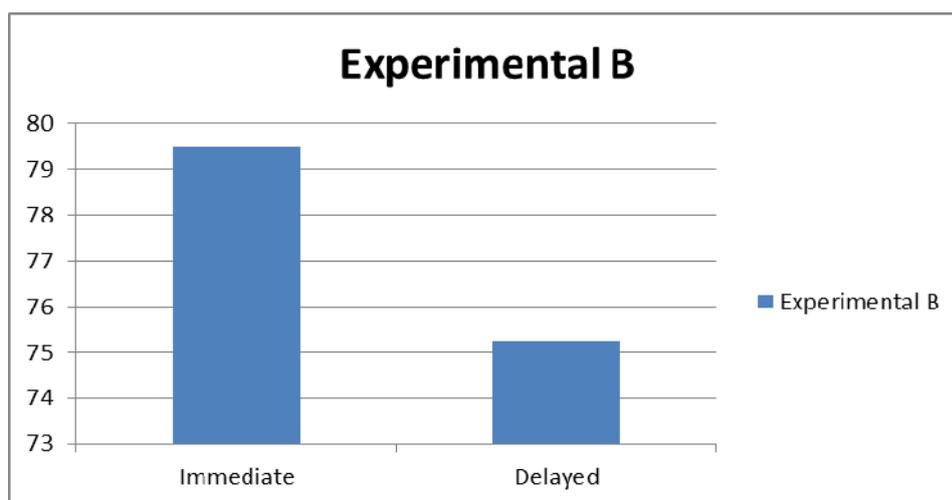
Experimental Group A : There were 19 subjects in the group in the immediate post-test , three of them were able to answer all the items correctly. Two of them had just one mistake and lowest score was 13 right answers out of 20 questions. Mean score for the test was 81.05. When it comes to the delayed post-test just one was able to get the perfect score and two subjects had just one mistake and the mean score was 77.36. The graph below juxtaposes the pre and post-test results of the group.



Graph 4. Group A from Immediate to Delayed Post-Test

As seen from the results there is 4.54 %fall in the mean score after the six weeks of time period.

Experimental Group B: 19 subjects took the immediate post-test two of them answered all the items correctly one had one mistake, the lowest score was 13 right answers out of 20 and the mean for the immediate post-test was 79.47. After six weeks all 19 subjects took the delayed post-test just one of them was able to score the perfect score the mean score for the test was 75.26. The graph below juxtaposes the pre and post-test results of the experimental group B.

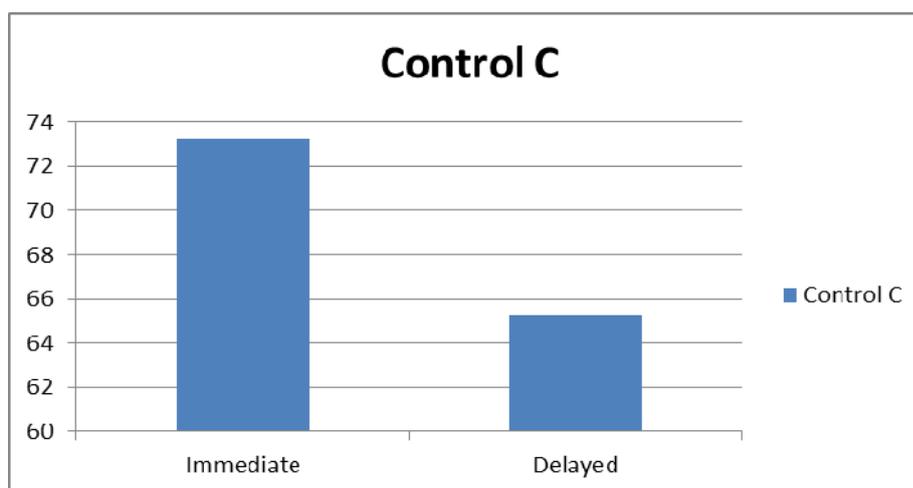


Graph 5. Group B from Immediate to Delayed Post-Test

From immediate to delayed post-test there is 5.29 % fall in the mean score.

Control Group C: The group is comprised of 20 subjects one of them was able to answer all the items correctly, one had just one mistake, the lowest score was 11 right answers out of 20 questions and the mean score for the immediate post-test was 73.25. All the subjects took the delayed post-test six weeks after

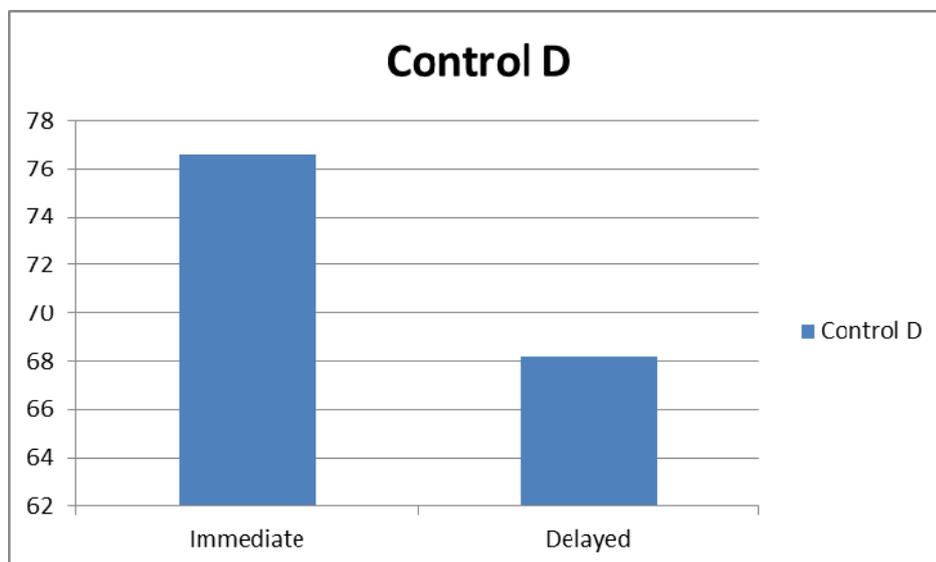
the immediate post-test none of the subjects could answer all the items correctly. The top score was 18 right answers out of 20 and the mean score for the delayed post-test was 65.25. The graph below juxtaposes the pre and post-test results of the Control group C.



Graph 6. Group C from Immediate to Delayed Post-Test

From immediate to delayed post-test there is 10.92 % fall in the mean score.

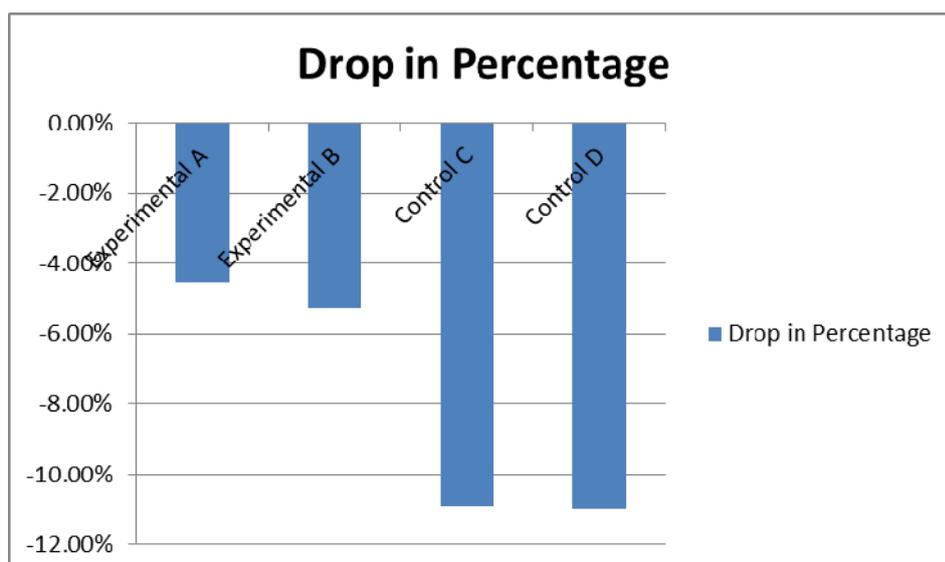
Control Group D: This group was comprised of 19 subjects all participated in the immediate post-test. One student answered all the items correctly, one student had just one mistake, the lowest score 12 right answers out of 20 questions and the mean score for the immediate post-test was 76.57. All 19 subjects participated in the delayed post-test as well. The highest score was 19 right answers out of 20 items and the mean score for the delayed post-test was 69.47. The graph below juxtaposes the pre and post-test results of the Control group D.



Graph 7. Group D from Immediate to Delayed Post-Test

From immediate to delayed post-test there is 10.99 % fall in the mean score.

The graph below juxtaposes the drop in the mean scores of all four groups from immediate post-test to delayed post-test.



Graph 8. The Drop in the Mean Scores from Immediate to Delayed Post-Test

As seen in the graph the mean score of experimental group A dropped by -4.54% and the mean score of experimental group B dropped by -5.29%. Drop in the mean of control groups is two times greater than experimental groups. The mean score of control group C dropped by -10.92% and the mean score of control group D dropped by -10.99%.

To verify statistically that there is a significant difference between delayed post-test results of subjects in experimental groups and subjects in control groups student's t-test was run. The results are shown below in Table 5.

Table 5. Student's T-test Results for the Delayed Post-Test Scores

Test	Groups	Number	Mean	Standard Deviation	Standard Error	p
Pre-Test	Experimental	38	76.31579	13.23816	2.14751	p = 0.00317
	Control	39	67.30769	12.66191	2.02753	

A p-value smaller than 0, 05(in our case 0.003) indicates that mean score of the experimental group is significantly better than the mean score of the control group.

4.4. Discussion

This classroom research intended to find ways to improve the students' vocabulary mastery and to prolong the retention of newly learned vocabulary. To succeed in this, it aimed to find answers to these questions:

1. Many Turkish students are quite enthusiastic about expressing their feeling and emotions in poetic lines; can this enthusiasm be exploited for language teaching purposes?

2 .Will writing poems using the target vocabulary have an effect on the gain and retention of these words?

Bearing these questions in mind the researcher carried out a small scale classroom research with his students. Subjects were tested before the treatment, immediately after the treatment and six weeks later. The pre-test results were more or less identical. Post-test results of the experimental groups were slightly better than control groups thus indicated that writing poems with target vocabulary had a positive effect on the gain of these words. All experimental and control groups were quite successful in the post-test probably because it was implemented right after the units were studied in the class in the same manner with all the groups. Six weeks were waited and the immediate post-test was implemented. According to delayed post-test results, experimental groups were significantly better than control groups. These results clearly indicate that experimental groups benefited from the treatment. Students in the experimental groups wrote their own poems with the target vocabulary and this type of practice helped them to better retain these target words in comparison to their peers in the control groups.

As stated in the Literature Review chapter, practicing the new vocabulary by using them in poems has advantages over practicing them in prose. Most important of them, poetry is free from structural and grammatical boundaries of complete sentences which cause a stress on language learners and prevents them from practicing new words in full sentences. Also practicing new words in poetic lines enables students to convey their message succinctly, an asset for

majority of new generation language learners. Students develop a kind of intimacy with the poems they compose, since they put in quite an effort while they write them, they claim them as their own property. As a result the words in the poem become their own. They enjoy reading them over and over, which no doubt means practice. In addition prosodic qualities of poems make them memorable. Subjects in the experimental groups clearly benefited from these features since they outperformed the control group students in the delayed post-test.

Poetry has always been valued in Turkish culture and literature. In Turkish literature history of prose is quite recent in compare to poetry. In Court(divan) literature and in Pre-Islamic Turkish literature prose has always played the second fiddle to the poetry. It is quite common to recite and write poems. Poets were seen as the voice of community, they were seen as trustees of moral values and tradition, some Ottoman sultans were poets. If something needed to be commemorated it was commemorated in poetry, if something needed to be praised it was praised in poetry, if something needed to be condemned it was condemned in poems. Orations and great speeches in Turkish are nearly unimaginable without recitations of poetry. As the heirs of this powerful poetic tradition, younger Turkish generations also value poetry as much. Judging by the results of our research we can state that the inclination for poetry among Turkish students can be exploited for vocabulary teaching purposes.

Test scores indicate that both control and experimental groups progressed between pre-test and post-test but experimental groups had slightly better total mean scores in the post-test whereas in the delayed post-test experimental groups clearly outperformed control groups.

The main reason for the significant difference in the performance of the groups may be because the experimental groups' classroom study was supplemented with the additional task of composing poems with target vocabulary whereas the control groups did nothing in addition to classroom teaching. Therefore it is normal to see such a difference in results. In addition control groups did nothing in relation to the target vocabulary of the treatment during the six weeks after the immediate post-test however many students from experimental groups told that they occasionally re-read their poems which apparently was helpful to keep their memories fresh.

CHAPTER 5

CONCLUSION&SUGGESTIONS

5.1. Conclusion

This study bears the objective of presenting the findings of a small-scale classroom research carried out to find the effects of writing poems with target vocabulary to the gain and retention of these words. In this chapter an overview of the study, conclusion, suggestions for further study and limitations will be presented.

Chapter one is firstly about what it means to know a word and the importance of word knowledge in language learning, then in the chapter the problem faced with vocabulary gain and retention is stated, after that as a solution, composing poems with the target vocabulary is offered, also aim of the study is explained and the research questions are listed.

Second chapter provides a revision of literature related to the topic of research. The first part of the chapter is about the importance of literature in language learning, specifically in vocabulary acquisition. In this part literature is presented as a context for target language vocabulary, ways of teaching literature in language classroom are revised finally language of poetry and merits of composing poems in language learning are discussed. The second part of the chapter is about teaching vocabulary. In this part literature related to vocabulary teaching is revised also scholarly views on vocabulary gain and retention are presented finally contributions of composing poems to vocabulary gain and retention are discussed.

The third chapter starts with a revision of research tools relevant to the study and the method used in the research. The problem faced in the classroom is explained. Research model is defined. Information about the subjects of the study is given. Target words to be used in the research are described. Later the research procedure is presented. After that writing process of the poems is explained. With the presentation of data gathering and analysis the chapter ends.

The fourth chapter is about the findings of the research and the discussions about the study. Firstly independent t-test results of pre-test scores of the groups are presented. They verified that these groups are comparable and had no pre-existing difference before the treatment. Later on post-test scores of the groups are juxtaposed and it was seen that the treatment had a positive effect on the experimental groups. Then six weeks delayed post-test results were compared, according to these results there is a significant drop in the performance of the control groups whereas there is only a slight drop in the mean scores of experimental groups.

To conclude, findings of this research highlighted that subjects in the experimental groups benefited from vocabulary instruction followed by writing poems using the target vocabulary. Supplementing the classroom instruction with composing poems using the target vocabulary resulted in better retention even six weeks after the treatment. Another gain of this study was the introduction of students to literature which as mentioned earlier is crucial in language teaching if the learner aims to comprehend and interact with well-educated native speakers of the target language.

5.2. Suggestions for Further Studies

Results of this classroom research proved the positive contributions of composing poems with target vocabulary to the gain and retention of these words. However to generalize these findings to different student populations and different learning environments additional, in detail observation and testing is required.

Firstly, it may be required to conduct studies with larger, more representative samples and with students from diverse academic settings. In addition a more intensive and detailed study of poetry before the treatment will definitely prove better results.

The present research focuses only on vocabulary gain and retention, further studies researching other skills of the learners by means of poem writing may yield new implications.

The main concern of this research was teenagers for further studies different age groups and their vocabulary development should be taken in to consideration.

This way of practicing new vocabulary may be exploited by other researchers in their studies.

5.3. Limitations of the Research

First of all, sample size of the study was not adequate. It was limited to 11th graders of Bursa Police College and all the participants were boys. Carrying out the research in a coeducational institution would permit a greater certainty of the findings.

Social and economic conditions of the participants were not taken in to consideration.

The time allocated for the research was not enough to see the longer lasting effects of the treatment

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Appendix 1 Test

FILL IN THE BLANKS , USING THE WORDS AND PHRASES FROM THE BOXES

Name:

Class:

verbal warning// utilize// comply with// draw //apprehending//

We are taught to *give a* _____ *first*, and then only fire aimed shots if absolutely necessary (one shot one kill

California Penal Code section 835a mandates that only “reasonable” force can be used by law enforcement *when* _____ *a suspect*; excessive force is,

If you have *to* _____ *your pistol* but no shots were fired, and the incident ends without conflict, holster your pistol, and get out of the area before something else .

Unfortunately, when a person (or people) *do not* _____ *verbal commands*, the next step is to apply physical force. No matter how gentle .

"It's not common to _____ *a conducted energy weapon*," she said. "It is not frequent."

abide by// reflective //pulse //brevity// code//

Hunters *must* _____ *these rules to ensure* the continued use of the forests for recreational hunting.

And while _____ *is important*, so is clarity. If your piece is brief, but not clear, then the purpose is defeated.

The officer was taking out his handcuffs out when his radio cracked: “All units, *all units. We have a* _____ two-one-nine.

If someone loses consciousness, stops breathing, and *has no* _____, *give* CPR if you are trained, or ask someone who is.

Wear _____ gear at night. Standard time's early dusk hurts drivers' vision.

rapport// *trespassing*// restitution// *claims no responsibility*// testimony//

After establishing a _____ with the witness, the interviewer can probe the witness for the names of other.

Later *in her* _____, *witness* denied handing in any unsigned Statements of Poll to the Elections Commission on Polling Night and attested that she had lied .

Toyota _____ for it, even though it was recalled and I had the reprogramming done, because I am not under warranty.

The officers arrested the two *young men for* _____ although they had permission from the owner of the home to be there, the suit claimed.

Second, I will be requesting the _____ of the lost items that have been documented in the screen shots.

flat tires// made no observation // *encounters* // service calls //community policing//

Florence Police Department experiences increase in _____

In practice, however, *violent* _____ *between* officers and offenders will continue to plague America, sometimes involving the deadly mix that often results in .

Under close supervision, assists stranded *motorists with* _____, dead batteries and broken-down vehicles.

Through _____ and order- maintenance policing, the public police are developing strategies for reducing disorder and the opportunities for crime .

Chief Handfield testified that he was not working December 8, 2006 and _____ of any incident or persons at the Hide-A-Way.

ÖZET

HACIOĞLU, İsmail. Hedef Kelimeleri Kullanarak Şiir Yazmanın Bu Kelimelerin Edinimine ve Akılda Kalmalarına Olan Etkisi ,Yüksek Lisans Tezi, İstanbul, 2014.

Bir yabancı dil öğrencisinin sahip olduğu kelime bilgisi, onun o hedef dildeki seviyesini gösteren en belirgin göstergelerdendir. Bu yüzden yabancı dil öğreniminde kelime bilgisinin artırılması çok önemlidir. Bunun yanında edinilen hedef kelimelerin , mümkün olan en uzun süre akılda tutulması hedeflenir. Bu hedefin başarılabilmesi için hedef kelimelerle pratik yapılması gerekmektedir.

Bu çalışmanın amacı hedef kelimeleri kullanarak şiir yazmanın bu kelimelerin edinimine ve daha uzun süre akılda kalmasına olan etkisini araştırmaktır. Çalışma 2012/2013 akademik yılının bahar yarıyılında, Bursa Polis Kolejin’de yapılmıştır. Aynı dil düzeyine sahip öğrenciler ,rassal olarak iki deney ve iki control grubuna ayrılmıştır. Öğrencilerin tamamı ,haftada iki saat ve aynı yöntemle, mesleki İngilizce dersi almışlardır. Sınıf çalışmalarına ilaveten deney grubundaki öğrenciler, derslerde öğrendikleri hedef kelimeleri kullanarak kendi şiirlerini yazmışlardır. Çalışma beş hafta boyunca devam etmiş, öğrenciler çalışmadan önce , hemen ardından ve çalışmadan altı hafta sonra sınava alınmışlardır.

Sınav sonuçları göstermiştir ki bütün öğrenciler çalışmadan öncesinden çalışma sonrasına gözle görülür bir ilerleme kaydetmişlerdir. Bunun sebebi hepsine aynı şekilde uygulanan sınıf çalışmasıdır, ama deney grupların sınav ortalamaları daha yüksek olduğu için şiir yazımın olumlu etkisi görülmüştür. Altı hafta ara verildikten sonra uygulanan sınavın sonuçlarına göre control gruplarının başarılarında ciddi bir düşme görülmüştür. Deney grupları, control gruplarından daha üstün bir başarı göstermişlerdir böylece çalışmanın hedef kelimelerin akılda kalmasına olan olumlu etkisi görülmüştür.

Sonuç olarak, bu çalışma İngilizce öğretmenleri için, sınıflarında ve sınıfdışı çalışmalarında şiir çalışmalarını dahil etmeleri için bir rehber olabilir.

Anahtar Kelimeler:

1.Şiir Yazımı

2.Kelime Edinimi

3. Akılda Kalma

4.Edebiyat

5.Dil Öğretimi.

ABSTRACT

Hacıoğlu İsmail. Writing Poems With Target Vocabulary and Its Effect on Retention, M.A. Thesis, İstanbul, 2014

“The limits of your language are the limits of your world.” (Tractatus Logico-Philosophicus, 1922) says Austrian Philosopher Ludwig Wittgenstein in his famous quote. Likewise we can say that “The limits of your vocabulary are the limits of your language”. Vocabulary knowledge truly is the most solid indicator which determines the horizons of a language learner’s freedom in target language. The expansion of vocabulary, therefore, is no doubt essential but as important is the ability to retain these words in long term-memory. For long-term retention of newly learned vocabulary, practice is necessary.

This study was designed to investigate the effects of practicing new vocabulary by writing poems using them. Inspiration for the study came from an applied linguist H.G. Widdowson, for him the ideal task for language learners is writing poems because writing poems is tolerant of errors. In addition, his overarching ideas on ‘use’ and ‘usage’ claim to free language classrooms from textbook language and use a language natural to competent speakers of the target language, guided this study (Widdowson cited in Davies, 2011). The study was conducted at Bursa Police College in the spring semester of the Academic year of 2012/2013. Students, with no pre-existing academic differences, were randomly assigned to two experimental and two control groups. All groups, for two periods a week and in the same manner, studied vocational English for police. In addition to classroom studies, experimental groups composed poems using the newly words and phrases they studied in the class. The treatment continued for five weeks, subjects were tested before the treatment, immediately after the treatment and six weeks after the treatment.

The results revealed that all groups significantly increased their scores from pre-test to post-test, due to the classroom studies, but experimental

groups performed slightly better proving the positive effect of the treatment on the gain of the words. Six weeks later the delayed post-test was applied and the results showed that there was a significant drop in the mean scores of control groups. Experimental groups clearly outperformed control groups in the delayed post-test thus proving the clear positive effect of the treatment on the retention of the target vocabulary.

As a result the findings of this study may serve as guide for other teachers of English to incorporate the study and production of poetry into the classroom or afterschool.

Key Words:

1. Writing Poems

2. Vocabulary Gain

3. Vocabulary Retention

4. Literature

5. Language Teaching

