Abstract

Language teachers have always tried to find the best and most effective ways to teach new vocabulary to learners of foreign languages. This study concentrates on using Focus on Form (FonF) instruction to do that - it deals with learning vocabulary from reading texts by completing tasks on them. The experiment was conducted with high-school students in Estonia. The reading texts I used are accompanied by both a Meaning-Focused task and also a FonF task to draw the students’ attention to vocabulary items. My aim was to find out whether different FonF tasks are equally effective in teaching vocabulary.

The Literature Review concentrates first on giving an overview of the main approaches of learning vocabulary in general. It then focuses on previous studies that have dealt with Form-Focused Instruction (FFI) in general and finally on studies that have dealt with FonF instruction in learning vocabulary.

The empirical part of my thesis consists of conducting an experiment with my students. In order to meet the aim of the research, four reading texts were prepared and presented to the pupils, each accompanied by an exercise that was aimed to check how well the students understand the text in general and four different types of exercises that aimed at drawing the students’ attention to the target-words. After checking the answers to both of the exercises, an immediate post-test was conducted to find out how many words the students remembered shortly after learning the words.

The results revealed that the students remembered the highest number of words when the vocabulary exercise required them to decide which L1 explanations corresponded with which target words. The second-best results were yielded when the students had to bring together the vocabulary items with their L2 definitions. The subjects remembered the lowest numbers of words when they had to find either the L1 explanation or the L2 definition themselves. The students were allowed to use dictionaries while doing all four types of exercises.
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List of Abbreviations

FFI – Form-Focused Instruction

FonF – Focus on Form

FonFS – Focus on FormS

FonM – Focus on Meaning

ILH – Involvement load Hypothesis

ESL – English as a second language

EFL – English as a foreign language

L1 – First language

L2 – Second language

MFI – Meaning-Focused Instruction

CAT – Contrastive Analysis and Translation
INTRODUCTION

There are several linguistic competences that the learners have to master in order to be able to communicate effectively in a foreign language, such as morphology, syntax, phonetics, phonology, semantics and pragmatics. But no matter whether the learner wishes to read, listen, write or speak, it cannot be done without knowing at least some amount of vocabulary. This thesis deals with the part of learning a language that concerns vocabulary acquisition, more specifically Focus on Form instruction (hereinafter FFI) which can be defined as drawing students’ attention to linguistic elements [...] in lessons whose overriding focus is on meaning or communication (Long, 1991). The target language in this study is English, as it is in most of the articles and studies that are analysed in the literature review. The presumption is, however, that the general process of learning a second language is generally similar no matter what the mother tongue or the target language of the learner is.

The importance of learning vocabulary is discussed in many studies, for example in Jahangard (2010: 55) which indicates that measuring the participants’ vocabulary knowledge predicts their results in the end of the course achievement tests. In addition, the tests showed a high correlation between vocabulary knowledge and reading comprehension, which is completely understandable because the more vocabulary a person knows the better they understand the text and the tasks they are given, and therefore get higher scores. Asiyaban and Bagheri (2012: 111) also stress that we express what we mean by our choice of vocabulary. If a person spends most of his or her time studying grammar, their English will not improve very much, considering effective communication. The most improvement is seen when more words and expressions are learnt.
First, I will have to clarify how the terms ‘second language’ and ‘foreign language’ are used in this thesis as in language studies the terms do not mean exactly the same thing. Second language is a language that is either officially the second language of the country that the learner lives in or a language that is spoken by at least one of the parents. Either way the learner is in contact with the language both in classroom and outside it. Whereas ‘foreign language’ is a language that is not spoken in the country that the learner lives in; it is a language that it acquired mostly in classroom, although nowadays there are many different possibilities to be exposed to a language even when no one around speaks the language. In the present research, Estonian students are the subjects of the study and as Estonia has only one official language, English can be considered a ‘foreign language’. However, in the literature review both – articles about the ‘second language’ and about the ‘foreign language’ are included, mainly because the authors under observation have often used the term ‘second language’ as an opposite to ‘first language’, in which case it includes both ‘foreign language’ and ‘second language’. That means that in the present study the term “second language” (or English as a Second language (ESL)) includes all the languages of the learner that are not the first language.

Another terminological issue concerning the present paper is that the words ‘task’, ‘exercise’ and ‘activity’ have somewhat different meanings. The main reason for that is that different authors have used different terms when they are actually in practice talking about a similar thing. In the present study all three are used interchangeably and mean an activity that aims at learning or practicing a particular language competence.

To go on with definitions, it must also be defined what is meant by ‘knowing a word’ in a second language. Laufer (2005: 23) makes a distinction between a passive and active knowledge of a word. An active knowledge means that the learner spontaneously uses the word
in speech or writing, whereas a passive knowledge means that the learner comprehends the words and understands the message while listening or reading. There are of course many more different aspects when it comes to ‘knowing a word’, but in Laufer’s study the main focus is on the meaning. Even though I also believe that a word is acquired more comprehensively when it can be produced spontaneously, a fact that is also brought out by Nation (200: 24), in my study the acquisition of the word is determined by testing the passive knowledge, as it is less problematic and time consuming to test. In the future, if the study on passive knowledge shows noticeable differences between different Focus on Form (hereinafter FonF) exercises, the next step would be to research the impact of the said exercises on active knowledge as well.

One of the aspects to look at when analysing FFI is to consider what a word is and what is not a word, and also what a word consists of. Thornbury (2004: 16) states that a word consists of more than just its form and meaning. He suggests that a word consists of spelling, pronunciation, meaning, frequency, connotations (associations), register, collocations, derivations and grammatical behaviour. Nation (2005: 3) brings out relatively similar aspects, which he divides into three groups: meaning (form and meaning, concept and referents, associations), form (spoken form, written form, word parts), use (grammatical functions, collocations, constrictions in use). So when a teacher is teaching vocabulary, he or she is advised to keep all those different aspects of words in mind. In the present study the main focus is on learning the meaning of the word in language learning process – that includes recognising the definition of the word either in L1 or in L2.

Different educational scholars have valued a varied range of approaches to learning languages and particularly to learning vocabulary and grammar. Broadly speaking - here are scholars who claim that extensive reading is sufficient and both grammar and vocabulary can
be acquired through content-based or meaning-oriented tasks (Ehsanzadeh 2012, Webb 2007, Laufer and Hulstijn 2001) and there are researchers, who believe that the individual elements of language should be given special attention to (Tomita and Spada 2013; Valeo 2013). Although the first approach is also briefly introduced, the present study is based on a belief that it is useful to explicitly teach vocabulary (a claim that will be supported by several studies).

Since the central terms in this study are Form-Focused Instruction (FFI) and Focus on Form (FonF), the definitions of these terms will also be introduced. Long (1991) was the first scholar, to define FFI as “…drawing students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (Long 1991: 45–6). When at first one of the characteristics of FonF was that the attention to the elements of language depends on incident in language learning situation, then now, as Ellis (2001: 15) also brings out, the researchers have abandoned the incidental aspect and the only part that has been left from the definition is that attention must be drawn to the word while the general task is content-based or meaning-oriented learning. The incidental aspect of FonF has been abandoned mainly because it is hard to research something that was not planned in the first place. At first the main purpose of FFI was drawing attention to grammatical aspects, but since the birth of this term, the principles of FFI have repeatedly been successfully used to deal with vocabulary as well. For example de la Fuente, 2006, Azari, Abdullah, Heng, Hoon 2012, Elgün-Gündüz Akcan Bayyurt 2014, Jahangard 2010, Lessard-Clouston 2011, Laufer 2005, Laufer and Girsai 2008, Laufer 2009 and Tajeddin and Daraee, 2013, have all studied the effects of FFI on learning vocabulary. The term “form” does not only mean the grammatical form, it “is intended to include phonological, lexical, pragmatic, and pragmalinguistic aspects of language” (Ellis 2001: 2).
There have been numerous studies on using FFI and especially (FonFS) on grammar rules (Long 1991, Spada et al. 2014, Spada and Lightbown 2008), and even at least one research about learning pronunciation with these methods (Abe 2011). There have also been different interpretations of the term FFI. For example Ellis (2001: 1) has defined FFI as “any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic forms”. FFI can also be divided into two main sub-categories: Focus on Form (FonF) and Focus on FormS (FonFS). Long and Robinson, (1998) first explain Focus on Meaning (FonM), which means that no attention is paid to the forms used to convey a message, the instruction is devoted to communication only. Having explained FonM they bring out the following distinctions to the two categories of FFI: 1) FonFS is characterized by teaching the forms rather than the messages they convey (e.g., the grammar-translation method and 2) FonF is a balance between a FonFS and a FonM: it consists of a shift of attention to linguistic code features by the teacher or one or more students” (Long and Robinson, 1998). According to Ellis (2001), in a FonFS approach, students view themselves as learners of a language and the language as the object of study. In FonF, on the other hand, the role of the student is that of language user and language is viewed as a tool for communication. Using the FonF method with vocabulary, Tajjedin and Daraee bring out that (2013) FFI draws students’ attention to the word itself rather than the context surrounding it, while Laufer (2009: 342) says that FonF is learning words in authentic and/or communicative tasks, so that the learner’s attention in purposefully drawn to the target words. FonFS, on the other hand, according to Laufer (2009: 342), is “learning decontextualized vocabulary or in minimal contexts”.

There have been studies that deal with different assignment types (Content-based, FonF and FonFS) that accompany reading texts (Tajeddin and Daraee 2013; Abdolmanafi 2012).
There has not, however, been any research that deals with only FFI and more precisely with different assignments that can be all categorised as FonF.

My question is, which FonF exercises, that accompany reading texts, are the best ones for the students to remember target words from the texts. The participants in the teaching experiment with FonF exercises are secondary school students and I am their English teacher. In order to provide a background to my classroom experiment I will in the following touch upon different approaches to learning vocabulary in general, then review the literature concerning the studies that have been conducted on using different FFI methods, both FonF and FonFS, for teaching grammar and other aspects of language. I will then concentrate on research that deals with vocabulary, first by using FFI methods in general and then FonF methods. Finally I will discuss the topic of “knowing a word”. Then I will introduce the method, the results and finally discuss the results in relation to what other researchers have found out.
I LITERATURE REVIEW

There are two general approaches or understandings as to how vocabulary is to be acquired. The first one is that vocabulary does not need to be taught by teachers, but it will be acquired through reading (Ehsanzadeh 2012, Webb 2007, Laufer and Hulstijn 2001), and the second approach is that teaching vocabulary does help and it should be done in language classes (Thornbury 2004, Asiyaban and Bagheri 2012, Tajeddin and Daraee 2013, Kim 2008, Laufer and Girsai 2008, Nation 2001, 2005, Read 2004, Sonbul and Schmitt 2010).

Before proceeding to the studies that are concerned with actual teaching of vocabulary a few studies dealing with vocabulary acquisition through reading are discussed. Ehsanzadeh (2012) has studied how the depth and breadth of vocabulary of EFL students is influenced by reading. By breadth he means the quantity or number of words learners know at a particular level of language proficiency, that is the size of the learner’s vocabulary. He defines the depth of vocabulary knowledge as a person’s level of knowledge of various aspects of a given word, or how well he or she knows that word. His results indicated that by reading texts the long-term retention of words improved significantly. To be more precise he has found that the depth of a person’s vocabulary is influenced by reading even more extensively than the breadth of vocabulary. Both breadth and depth have a significant correlation with success of lexical inferencing and again the depth of vocabulary knowledge was a stronger predictor of inferencing success.

Like Ehsanzadeh (2012), Webb (2007) also found proof in his studies that intermediate EFL (English as a Foreign Language) students were able to acquire knowledge of orthography, meaning and form, association, syntax and grammatical functions through reading. But the knowledge did not come after one or two encounters with a word. The more times student
encountered a word, the larger the gains were. Furthermore Webb (2007) brought forth that in order to gain full knowledge of a word more than ten encounters with it may be needed. He also emphasises the need for an informative context. That means that in order to learn vocabulary from reading, the texts need to be systematic and be aimed at teaching certain words, otherwise the majority of the words will be forgotten soon or the actual meaning of a word will not even be guessed.

Laufer and Yano (2001) conducted a research to determine how well the students understand the words in a text that they are reading. They found that the students overestimated their knowledge of words often more than in 60% of the cases. Laufer (2005) brings one explanation to this: students do not pay attention to the words when they understand the general meaning of the text and uses the study as proof to the claim that in order to widen vocabulary and learn new words it is necessary to focus on the vocabulary items as well.

Hulstijn and Laufer (2001: 543) similarly deal with acquiring vocabulary from reading texts. In doing so, they introduce the Involvement Load Hypothesis (ILH). It is a motivational-cognitive theory of involvement, consisting of three basic components: need, search and evaluation. Need can be either internal, that is when a person needs to find out the meaning or a word him- or herself, or external, that is for example when the teacher asks a pupil to find out the meaning of the unknown L2 word. Taking that into account need can be anything from moderate to strong. The second component is search, which represents the attempt to find the meaning of the unknown word. Evaluation is necessary because words can have more than one meaning or usage, so the learner needs to compare the word with other words and decide which one of its meanings is needed in a specific context. So Hulstijn and Laufer (2001: 544) claim that vocabulary acquisition does not depend on whether the given task is input- or output-based,
but on the combination of motivational and cognitive dimensions of the task. The description of the ILH does not seem to apply only to simply reading texts but can also be applied when there is a real purpose of teaching certain words, so it could be applied to the FFI approaches as well. Kim (2008: 293) also conducted a study on the ILH and found that a greater involvement does result in better acquisition and retention of vocabulary.

Although Laufer and Hulstijn (2001) do claim that reading is the best way to learn vocabulary they did not confine it to simply reading. They gave learners tasks to do after reading, which means that their method did not depend on reading alone. They compared learners who were divided into three different groups according to the tasks they were given. The three different groups had to complete different tasks after the reading: the first group had to write a composition using the vocabulary that they encountered while reading the texts, the second group had to fill in gaps after the reading and the third group just read the text without any following tasks. The group that had to write the composition had a much better long-term retention rate of the vocabulary (a delayed post-test was conducted two weeks after the initial procedures of reading and doing the tasks), the second group remembered less of the words that they had learned and the group that read the text with no follow-up tasks had the lowest long-term retention rate. That suggests that in addition to extensive reading, teaching vocabulary or at least drawing learners’ attention to it is also necessary.

Form-Focused Instruction

One of the possible ways to explain the effectiveness of FFI is by using Schmidt’s (1995) Noticing Hypothesis. It is a concept which states that learners cannot learn the grammatical features of a language unless they notice them. Although noticing alone does not mean that
learners automatically acquire the language, the hypothesis suggests that noticing is the essential starting point for language acquisition. There is debate over whether learners must consciously notice something, or whether the noticing can be subconscious to some degree.

FFI has also been researched in Content and Language Integrated learning programmes. Valeo (2013) found that out of two groups of learners, of which one group received meaning-based and message-oriented instruction and the other, in addition, also received FFI, the second group did not get significantly better results in using the grammar element but they did know the content better. So according to that study, FFI did not help in learning the grammar element, even though it did not prevent it in any way either, but it did help in learning the content.

In addition to grammar, FFI can be used for teaching pronunciation. Abe (2011) compared the improvement of students’ pronunciation after comparing students, who were given FFI, to students, who did not get the treatment. It was found in this study that the subjects who received FFI improved their pronunciation significantly more compared to those who did not receive the treatment.

FFI learner investment

One of the reasons FFI is useful, is the learner investment that it involves, as Tomita and Spada (2013) proved in their research. Their results suggest that FFI creates social contexts for learners to establish their identities as learners of a second language, leading to greater investment in second language communication. Their research was based on an observation that learners communicated more in some activities than in others, more precisely, learners tended to communicate more in an activity, where there was both – focus on meaning and on form, in
their case grammar, than in an activity where the focus was only on meaning. Although the learners did not communicate more in the target language in either of the situations, they were more actively involved in a task, when there was FonF as well.

In order to get to the studies concerning vocabulary one more question needs an answer. It is important to find out, what is needed to successfully retain a word. Laufer and Hulstijn (2001) already brought out the need, search and evaluation (Involvement Load Hypothesis). Thornbury (2004) also brings forward some factors that help keeping a word in a long-term memory: repetition – it is necessary to encounter the words more than once (which Webb 2007 similarly brought up while discussing acquiring vocabulary by reading) or rote learning, retrieval - that is to use the word after using it, for example using a word in sentences, spacing – to distribute practicing over a period of time, pacing - give time to learner because they have different learning styles and rates of processing data, use – the learner should start using the word immediately, otherwise known as the “use it or lose it” rule, cognitive depth – the more the learner knows about the word, the higher the possibility of long-term retention, personal organising - making up sentences and finding one’s own system for remembering a word, imaging - visualising a mental picture of the word, mnemonics – for example keyword technique, motivation - the need or will to learn the word, attention – the more involved the learner is the better (the highest degree of attention - arousal, affective depth – connections between the meaning of the word and the learner). The purpose of most vocabulary exercises is to help keep the word in the long-term memory and very often teachers pay attention to the same aspects that Thornbury (2004) suggests. FFI also incorporates the factors by bringing students’ attention to the vocabulary items and helping students incorporate the other factors.
When the studies discussed so far have dealt with FFI in general, then now the focus will be on research that differentiate FonF and FonFS instruction. Some authors (Spada et al. 2014; Spada and Lightbown 2008; Spada et al. 2008; Elgün-Gündüz, et. al. 2012) also make a difference between integrated and isolated FFI. In isolated FFI, language forms can be taught, ‘in preparation for a communicative activity or after an activity in which students have experienced difficulty with a particular language feature’ (Spada and Lightbown, 2008: 8), so it can be said that isolated FFI is basically FonFS. In integrated FFI, the learners’ attention is drawn to language forms during communicative or content-based instruction by way of feedback or brief explanations, so it is basically the same as FonF. Based on that, the terms ‘Integrated FFI’ and FonF are treated as synonyms in the present study (although there might be slight differences in some cases), as will the terms ‘Isolated FFI’ and FonFS.

Spada and Lightbown (2008: 194-199) bring out nine possible influences that help determinate whether integrated or isolated FFI should be used. Firstly “isolated FFI may be needed to clarify misleading similarities between L1 and L2”. Secondly isolated FFI may be beneficial with features that are relatively simple to explain or illustrate. Thirdly input frequency is the key, and isolated “FFI may also help ensure that students have opportunities to learn forms that are rare or absent”. Fourth, though sometimes difficult to distinguish, rule complexity suggests that “integrated FFI may be more suitable for complex/abstract features, such as the article system in English”. Fifth, teachers need to consider the communicative value of the form they would like to emphasize: “Integrated FFI may also be particularly useful with features in which errors are more likely to lead to communication breakdowns (e.g., English possessive pronouns his and her)”. Sixth, the learners’ level of language development is important to
evaluate in choosing to use integrated or isolated FFI. As students begin to use language structures, according to Spada and Lightbown (2008), “more fluent and accurate use of that feature may best be encouraged through integrated FFI”. Seventh, teachers should consider their students’ age or stage in life: “In general, older learners are more receptive to isolated grammatical instruction,” Eighth, teachers should consider their students’ language learning aptitude. Spada and Lightbown (2008) declare that “learners who perform well on language aptitude tests or have more metalinguistic knowledge and skill in their L1 may be better able to notice and focus on language form within a communicative context” than those who do not. Ninth, and finally, Spada and Lightbown recognize that there are learner and teacher preferences for learning and teaching about form.

Taking those nine influences into account, the teacher should take into consideration who the learners are, what their level and age are and what the teacher wants to teach. In the case of vocabulary, FonF instruction can be therefore best used with learners who already can use the language efficiently enough to get the benefits of reading, communicating and focusing on the individual vocabulary items. That means that the focus is on fluent and accurate use. And in addition to that in secondary school, the learners are not as receptive to isolated grammar instruction as older learners.

Ellis et al. (2002) concentrates mostly on FonF and introduces ways to focus on it. He differentiates between planned FonF and incidental FonF. Planned FonF is when a teacher has planned to focus on form at a specific moment during the lesson, so it is pre-determined. Incidental FonF happens when there is no previous attention to FonF. When the students and teacher do pay attention to form, the attention is generally brief rather than intensive. He concludes that although learners are able to acquire linguistic forms without any instruction,
they generally do not achieve very high levels of linguistic competence from entirely meaning-centred instruction. So there is proof that focusing on form while doing meaning-based activities is beneficial. In an earlier study by the same author (Ellis 2001), it is explained that when using FonFS instruction students see themselves as learners of a language and it is language that is the object of study, whereas during FonF instruction students see themselves as language users and language is seen as a tool for communication. That means that since the focus is slightly different, the two methods should be used according to what the aim of the teacher is.

As mentioned above, FFI has mostly been researched concerning grammar. For example Abdolmanafi (2012) compared the effects of different types of instruction on learning relative clauses. He compared three groups that were each given a different type of treatment - FonFS, FonM and FonF. The results showed that there was an improvement in all three groups but the FonF treatment group outperformed the other two. Spada et al. (2014) bring out that in general there are no big differences to whether the teacher chooses to FonF or to FonFS while teaching grammar aspects. They did, however, conclude that the students who received isolated FFI (FonFS) had a certain advantage in the grammar test that was conducted after the treatment, while the students who received Integrated FFI (FonF) had an advantage on oral production task. From that it can be concluded that both of the approaches have their benefits and it depends on the aim of the teacher which one to choose. Although probably the best option would be to use them both to give as versatile skills and knowledge to the students as possible.

FonF in vocabulary acquisition

The effect of FFI on vocabulary has been researched, for example, by de la Fuente (2006). Her primary concern was finding out how FonFS treatment influences vocabulary
acquisition in task-based instruction. She found that the treatment did not have an immediate
effect on short-term vocabulary retrieval, however, there were notable gains in long-term
vocabulary acquisition – the group that had received FonFS instruction remembered
considerably more words one week after the lesson than the group receiving FonF instruction.

There have been several other studies that deal with FonF instruction in relation to
learning vocabulary. Laufer (2006) used a reading task for the integrated FonF condition, and
students (high school learners in Israel) could use a dictionary or consult with their teacher about
12 English target words. In an earlier paper Laufer (2005) explains why using dictionaries can
be considered a FonF task: “When students learn to use the dictionary, the purpose of a look-up
task is to examine the word entry for the appropriate meaning, grammatical specifications and
examples of use. When they learn to infer a word’s meaning, the word is not the tool for
understanding the text, but the surrounding text context is the tool for understanding the word.
In another words, in the two cases, getting at the right word or its meaning is the task in its own
right.”. Thus, using a dictionary is a method of learning and analysing a new word in relation
to the context.

The FonF method that Laufer (2006) used was as follows: the participants read the text
and answered five comprehension questions on it. It was necessary to understand the target
words to answer the questions. For the isolated FonFS task, students just received a list of the
12 target words with their translations and explanations in English, which they had to study. The
results showed that after this treatment the FonFS group outperformed the FonF group. After
the students were given an additional 15 minutes to intentionally learn the words, the results did
not differ noticeably. That means that during the same amount of time the FonF group was able
to read a text, answer comprehension questions and study the words and the FonFS group just
focused on the words, but the result in retaining the words was the same. Therefore it can be reasoned that in FonF group more skills were developed (reading comprehension, vocabulary, making conclusions on the words based on text) and although FonFS students did initially learn more words, the tasks were presumably less interesting or likeable to the students – an assumption that is supported in a study by Elgün-Gündüz (et al. 2012). The “likeability” is therefore one of the reasons why FonF could be regarded “better” than FonFS – according to some studies the results are better for FonF, according to other studies they are the same, but with a FonF approach students gain more in terms of developing different skills and they probably enjoy it more.

The aforementioned reasoning is supported by the study that Elgün-Gümdüz (et al 2012) conducted to compare the effects of isolated FFI (FonFS) and integrated FFI (FonF) in Turkish primary school students learning English. They focused on vocabulary, grammar, and writing development of foreign language learners. They also investigated students’ attitudes towards integrated and isolated FFI. Findings suggested that the students receiving integrated FFI performed better than students receiving isolated FFI in all measures. That means that the results were different from Laufer (2006), in favour of FonF instruction. In addition, in Elgün-Gümdüz’s (et.al 2012) study, the students expressed a clear preference for integrated FFI (or FonF).

Another way of teaching new vocabulary items is by giving the learners the meaning of the words in L1. Asiyaban and Bagheri (2012) used FonFS approach with Iranian learners of English to find out if translating words is beneficial: one group was given the L1 equivalents of the words that they were supposed to learn and the other group was given the L2 definitions in the target language, both approaches are also brought out by Nation (2005) as useful ways of giving the necessary attention to target words. After four sessions the learners were given a test
on "free active" vocabulary, the results revealed that those students, whose instruction was through L1 translation performed better on the test than the ones that just received the definitions in L2. Jahangard (2010) studied the effect of translation through FonFS as well – by giving the learners decontextualized paired-associate translations and also through FonF, by giving the learners the whole translated text for cross-linguistic comparing. As mentioned before, he found that the learners acquired a large portion of the vocabulary through these methods (his students had one week to intentionally learn the vocabulary items), plus there was a high correlation between the results and End of Course Achievement tests. Nation (2005), Sonbul and Schmitt (2010) and Thornbury (2004) bring out giving the L1 translations as a useful and fast way of drawing the learners’ attention to a certain word and giving the meanings in order to spend less time on teaching one word.

Laufer and Girsai (2008) also deal with learning vocabulary through reading texts accompanied by different tasks. They compared Meaning-Focused Instruction (MFI), non-contrastive FFI and CAT (contrastive analysis and translation). By non-contrastive FFI they meant that no parallels were brought out with the L1 and they regarded CAT as a form of FFI, as the attention was drawn to the vocabulary items and the researchers drew the students’ attention to not only the translation of the words themselves but discussed how the words should be translated in the specific context and also looked at collocations. They found that the CAT group outperformed the others significantly, while the MFI students had the lowest scores in vocabulary retention.

Another FonF approach is using glosses. A gloss is a note in a piece of writing that explains a difficult word, phrase, or idea, so it brings attention to the words. Azari et al. (2012) conducted a research on the effects of glosses on vocabulary gain and retention and found that
participants who had glosses with their reading texts had outperformed the subjects in the control (no gloss) group in vocabulary gain and vocabulary retention five weeks after the treatment. The texts were accompanied by glosses in the participants’ mother tongue, glosses in the target language or glosses in both mother tongue and target language. The results showed that the students who had both L1 and L2 glosses gained the most, the group who had glosses in L1 were the second best, the students who had glosses in L2 had the third-best results and the students who had no glosses, practically did not learn any new vocabulary at all. The authors bring out that one of the possible explanation is Schmidt’s (1995) Noticing Hypothesis which states that in order to learn any aspect of a language, the first step is to notice the element in a language (that applies to grammatical elements as well as vocabulary, pronunciation etc.).

Tajeddin and Daraee (2013) conducted a research that attempted to find out if there is any difference in acquiring vocabulary through FFI tasks and non-FFI tasks. To draw the students’ (pre-intermediate Iranian students at a language centre, target language English) attention to the vocabulary items, the target words and their definitions and synonyms were provided and the learners had to match each word with its corresponding meaning. They found in their study that although reading for meaning appears to result in vocabulary acquisition, such reading, if supplemented with vocabulary exercises which focus on features of input, can produce greater gains for the target words. They also found that tasks with higher involvement load, namely, Message-Oriented tasks and FFI tasks, can produce better retention results than comprehension question tasks. Furthermore, FFI tasks produce better retention results than comprehension question results. She concluded that the effectiveness of FFI tasks runs counter to the belief that vocabulary should be mostly gained from only reading, as Ehsanzadeh 2012 and Webb 2007 suggest.
Another researcher who has focused on form in the meaning of vocabulary items, is Maghsoudi (2008). In his study Iranian university students were asked to read texts in English which included 12 target words. The test subjects were allowed to use pre-assigned dictionaries to look up the words. He discovered that the students who used monolingual (English to English) dictionaries got better results than the students who used bilingual (English to Persian) dictionaries. To check the retention of words Maghsoudi used two different types of form-oriented tasks (although he called the tasks form-oriented, by the description of the tasks it can be said that they could also be called FFI tasks). In the first task, which Maghsoudi (2008) called form-oriented task the learners had to select the meaning of underlined words from four options, which were high frequency words (for example “In line 3, the word *ardous* means a)kind b)strict c)hard d)observable”) in the second type of task a synonym or paraphrase of the practiced word was provided and the learners had to select its corresponding word form from four options, which consisted of the correct target word and three distracters selected from the twelve target words (for example “Which word means to waste? a) itinerary b) arduous c) saunter d) squander”). He did not study how the type of tasks influences the results but only how the dictionary used affected the task.

Therefore many researchers have brought out the usefulness of paying special attention to vocabulary items while dealing with a text when the main focus is on the meaning of the whole text and understanding the text in general (Laufer and Yano 2001, Ellis 2001, Valeo 2013, Tajjedin and Daraee 2013, Spada and Lightbown 2008, Maghsoudi 2008, Lessard-Clouston 2011, Laufer 2005, Laufer 2009, Laufer and Girsai 2008, Jahangard 2010, Ellis et al. 2002, Elgün-Gündüz et al. 2014, Azari et al. 2012). Different researchers also bring out different ways of drawing the students’ attention to the words. While some researchers (Spada and Lightbown
2008, Elgün-Gündüz et al. 2014) bring out giving brief explanations and feedback, others (Azari et al. 2012) have used glosses in both L1 and L2, others (Laufer 2005, Maghsoudi 2008) bring out the usefulness of students looking the words up themselves and some (Sonbul and Schmitt 2010, Laufer and Girsai 2008) give the students translations. All of the teachers/researchers give additional information and explanations to students after they have finished their exercises to ensure that the students have understood the word in a correct way.

Several of the studies discussed above deal with FFI. Some of them also deal with comparing the effects that FonF exercises have on learning new vocabulary to the effects of FonFS exercises. There are, however, no studies that deal exclusively with different kinds of FonF exercises. That leads us to the aim of this thesis, which was to find out if some FonF exercises prove to help student remember more lexical items than the others. Therefore I introduce the research question of the present study:

Which Focus on Form exercises are the best ones for students to remember the targeted vocabulary items, in the example of Estonian secondary school students in Lähte Coeducational Gymnasium?
II RESEARCH

In the following chapter I will attempt to find out which four types of FonF exercises give the best results in terms of remembering the target words from reading texts. To do that I will give a detailed description of the sample, the methods used, the process, describe the results and discuss the results in relation to the previous studies.

1. Methods

The subjects for this test were four groups of secondary school students, between the ages of 16 and 18, from Lähte Coeducational Gymnasium in Estonia. They were all my own students, who I teach weekly which proved to be convenient in conducting the experiments. The English level of the students was B1 to B2 (pre- intermediate to upper-intermediate). There were two groups of 10th graders (13 students and 14 students) and two groups of 11th graders (12 students and 15 students) which means a total of 54 students. Each of the groups received the treatment – reading texts, and doing two exercises, on four separate occasions, with four different texts and four different exercise types. Since the tests took place on four separate days and students are sometimes absent from school, only the students who took part of all the four tests, were included in the analysis. That leaves a total of 46 students – 25 male students and 21 female.

For the purpose of finding out which FonF tasks work the best for learning L2 words, I chose four texts, each accompanied by an exercise that was aimed to check how well the students understand the text in general and four different types of exercises that aimed at drawing the students’ attention to the target-words. The reason for choosing those two activities was that the first one made sure that the students read the text as a whole and try to understand the text and the second one was a FonF exercise to check how well the students remember the vocabulary.
items. After checking the answers to both of the exercises, I conducted a post-test to find out how many words the students remembered shortly after learning the words.

The texts used for testing were part of the Estonian National Examination of English from year 2000 to year 2004. The reason for choosing these texts was that they were approximately of the same level of difficulty, as they had been chosen to be a part of the National examination. Another reason was that the target words were already determined by Exam Committee and were lower frequency words. In the original exam each text was accompanied by two tasks – one message-oriented that focused on understanding the text as a whole and another one that focused on vocabulary. Target vocabulary items in the texts were highlighted by using ‘bold’ font. For several reasons explained below I changed both the texts and the tasks compared to the original texts and the tasks that accompanied the texts in the exams.

Firstly to ensure that the learner would understand the texts as a whole better, and to minimize the chance that the students have trouble with the vocabulary in the text, that was not part of the target words, I made the texts easier by replacing less frequent vocabulary items with synonyms that I, based on my teaching experience with these students, knew that the students were more likely to know. The target words stayed the same but the purpose of changing the rest of the text was to ensure that a higher percentage of students would understand the text. Secondly, in the original exam the message-oriented tasks were different with all texts. In two of the tasks the students had to decide if the given statements were true, false or did not have any information about them in the text; in one of the tasks the students had to choose the most appropriate answer (from three options) to the questions; in one of the tasks the students had to decide which of the four statements was true (six times four statements given). In order to minimize the effect of the different types of message-oriented tasks on learning the vocabulary
items, I decided to use the same type of message-oriented task for all the texts. So, incorporating the statements of the original tasks as much as possible, I decided to form six times four statements for the message oriented task for all the texts (appendix 2). Thirdly the number of target words was reduced to ten words per each text, as this was the smallest number of pre-determined target words in the texts and also it is easier to make calculations with that number (if a student remembers 7 words then that means that he/she remembers 70% of the words). For each text four different tasks, which will be introduced below, were produced to focus on the vocabulary.

As was introduced above there are different ways how attention can be drawn to the vocabulary items, including giving glosses, explaining the words to the students, giving translations, highlighting the words and asking the students to look the word up themselves. Based on the theory that the more a person has to do himself/herself, the better he/she will learn something (ILH (Hulstijn and Laufer 2001)) I chose four tasks that force the students to do the most work to find out the meanings of the words. Therefore the FonF tasks that involved giving the students answers (giving glosses, giving explanations and giving translations) were left out. The four texts plus tasks combinations used were as follows:

1. The students read the text and did the Message-Oriented task (chose the correct statement from each group of four statements). Students did the second task - used bilingual dictionaries to find an explanation or translation in L1 for the ten target words (Task type 1, appendix 3).
2. The students read the text and did the Message-Oriented task (chose the correct statement from each group of four statements). Students did the second task - used monolingual dictionaries to find a definition in L2 for the ten target words (Task type 2, appendix 3).

3. The students read the text and did the Message-Oriented task (chose the correct statement from each group of four statements). Students did the second task - used bilingual dictionaries to match the L1 explanations with the ten target words (Task type 3, appendix 4).

4. The students read the text and did the Message-Oriented task (chose the correct statement from each group of four statements). Students did the second task - used monolingual dictionaries to match the given L2 definitions with the ten target words (Task type 4, appendix 5).

Reading the texts, doing the exercises took place on four different days – on each day, each of the four groups had a different text and a different type of vocabulary exercise. Before the completion of tasks, I explained to the students that the two exercises (the one that focused on understanding the text and the one that focused on vocabulary) were connected, as often the vocabulary items of the second exercise were needed to correctly choose the correct answers in the first exercise. The students’ attention was also drawn to the fact that often words have more than one meaning and in the exercises given to them, it was important that they find the meaning that was the most appropriate in relation to the specific reading text. While the students read the text and did the two exercises (about 30 min altogether), I was walking around the class and helping the students, who had trouble finding the correct definitions from the dictionaries. After
the tasks were done, the students checked their answer with my help. I first asked the students what their answers for the first exercise were. When all the students seemed to have gotten the same answer, no explanations were given. When the students disagreed on the correct answer then, with my help, the correct answer was looked up in the text.

Then the second exercise (FonF exercise) was checked. In the course of that, the vocabulary items were taken a look at. In the case of the first two task types the students read out the definitions that they had found. Then I corrected the mistakes when some of the definitions did not match the exact meaning of the word in relation to the text (in which case the teacher drew the students’ attention to the text and more specifically on how the word was used in the text). I also explained the word again in a more simple language, gave example sentences and collocations, gave examples of what different parts of speech could be formed from the same word and gave the plural form, where necessary. In the case of task types 3 and 4, I asked for the correct vocabulary item that would accord to the definition/explanation and then explained the word again (in a more simple language, where necessary), gave example sentences and collocations, gave examples of what different parts of speech could be formed from the same word and gave the plural form, where necessary.

Since there were four texts, four groups and four types of tasks I decided to rotate the tasks and the groups to ensure that the type of instruction/exercise had more effect than the specific text itself or the target words. That means that each time a group got a text, it was accompanied by a different FonF task and at no point did two different groups receive the same FonF exercise for the same text. There were two reasons for that. Firstly it was necessary to ensure that one group is not better with one type of task (each group did four different types of tasks on the four different days). Secondly it was necessary to ensure that the text itself or the
specific words in the text did not influence the effect of the type of task. Therefore the results were the most accurate for measuring the effectiveness of only the type of FonF task. The distribution of the texts (appendix 1) and the tasks (appendices 3, 4 and 5) on the groups is shown below (Table 1).

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Task type 2</th>
<th>Task type 2</th>
<th>Task type 3</th>
<th>Task type 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text 1</td>
<td>Text 2</td>
<td>Text 3</td>
<td>Text 4</td>
</tr>
<tr>
<td>Group 2</td>
<td>Text 4</td>
<td>Text 1</td>
<td>Text 2</td>
<td>Text 3</td>
</tr>
<tr>
<td>Group 3</td>
<td>Text 3</td>
<td>Text 4</td>
<td>Text 1</td>
<td>Text 2</td>
</tr>
<tr>
<td>Group 3</td>
<td>Text 2</td>
<td>Text 3</td>
<td>Text 4</td>
<td>Text 1</td>
</tr>
</tbody>
</table>

Table 1 The distribution of texts and tasks between groups

After the treatment (reading the text, doing the two tasks and checking the answers) I performed the post-test (appendix 6) to find out the number of words the students remember immediately after the treatment. For that, each students was given a list with the ten target words for which they had to choose either the best English definition or Estonian explanation depending on the type of task – for the first and third type, the students received Estonian explanations (as the task type that they performed had required them to find the Estonian explanations); for the second and fourth type, the students received English definitions (as the task type that they performed had required them to find the English definitions).

I chose this method because if the students had been asked to produce the definition or explanation themselves there would have been the question of which answers are correct and which answers are incorrect, as the students may produce answers that are correct to some extent but not completely. In this sense the post-test can be regarded as contributing to the learning process. In the case of the first two types of tasks the students used a different dictionary to the
one that I used so the definitions and explanations were different from the ones that the students found in the post-test; that ensured that the students did not memorize the definitions but had to understand them in order to find the correct answer. In the case of the third and fourth type of task, the definitions and explanations were the same in the treatment and the post-test, but the dictionary explanations were still different for the students while they were looking up the words in the dictionaries, so while performing the task, they had to understand the dictionary definition/explanation in order to match it with the definition/explanation provided as an answer.

The dictionaries used were Suur inglise-eesti seletav sõnaraamat: Advanced Password for the tasks that required an Estonian translation/explanation (tasks type 1 and 3) and Collins Cobuild Student’s Dictionary for the tasks that required English definitions (tasks type 2 and 4)

2. Results

For analysing the results, Microsoft Excel with the XLStat statistics analysis extension was used. In order to find out every person’s scores, each student was provided with a number, therefore even after inserting all the results in Microsoft Excel, it was possible to find out how each student’s results varied according to the text type. Each student was given a number and that number helped trace back, at any given moment, which score (from one to ten for each task) the student had gotten with which task type, text and even on which day, as well as which group the student belonged to. Originally the students were listed in alphabetical order (which remained the same after the numbers had been given to the students, although in Excel, the names of the students were not visible anymore) but one group after the other. That means that the first group came first with the students ordered from A to Z according to their family names,
then the second group in the order of their family names and so on (this will be relevant when explaining one method of determining the reliability of the results). In this paper the names are not revealed, but I know the result of every student and therefore can make some conclusion based on that.

After the tests had been performed, the first aim was to make sure that the results are both valid and reliable. In order to ensure the reliability of the test, I calculated the Cronbach’s alpha and conducted a Split-Half reliability test.

To calculate the Split-Half reliability, I took all the results (originally in the order explained above) and split them into two equal groups taking every second student from the original group. After doing that I had two groups of results with approximately an equal number of students from all of the four groups. I then calculated the average for each of the four task types for both halves of the results and also the averages for all the students and the results are shown in Table 2:

<table>
<thead>
<tr>
<th></th>
<th>Task type 1 average</th>
<th>Task type 2 average</th>
<th>Task type 3 average</th>
<th>Task type 4 average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First half</td>
<td>6.521739</td>
<td>7</td>
<td>9.086957</td>
<td>8.826087</td>
</tr>
<tr>
<td>Second half</td>
<td>6.478261</td>
<td>6.913043</td>
<td>9.608696</td>
<td>8.652174</td>
</tr>
<tr>
<td>All results</td>
<td>6.5</td>
<td>6.956522</td>
<td>9.347826</td>
<td>8.73913</td>
</tr>
</tbody>
</table>

Table 2 The average scores of the two halves of the results to determine the Split-Half reliability

As it can be seen the average results of the two halves of the sample and the total sample differ by 0.52 the most. The most important result, however is that the scores for each task types are in the same order: task type one has the lowest score in all three cases (the average result of the first half, the average result of the second half and the average result of the whole sample),
task type two has the next score in all three cases, the second-best score is for the fourth task type and the best average score of all in all cases is for the third task type. That shows that according to this method, the results can be considered reliable.

The second method for determining the reliability of the results was calculating the Cronbach’s alpha. For that, I calculated the mean for all of the task types again, the number of items (the number of task types) then the standard deviations (s), the variance (s²=31.72029) and the sum of standard variations (∑s²_i = 14.32705) and calculated the alpha using the equation:

\[ \alpha = \frac{k}{k-1} \left(1 - \frac{\sum s_i^2}{s^2}\right) \]

\[ \alpha = \frac{4}{4-1} \left(1 - \frac{14.32705}{31.72029}\right) \]

\[ \alpha = 0.730926 \]

The general rule for describing internal consistency is shown in Table 3. As it can be seen from the table, the Cronbach’s alpha for the results of this research, \( \alpha = 0.730926 \), shows a relatively strong internal consistency and therefore proves that the results are reliable.

<table>
<thead>
<tr>
<th>Cronbach’s alpha</th>
<th>Internal consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \alpha \geq 0.9 )</td>
<td>Excellent</td>
</tr>
<tr>
<td>( 0.7 \leq \alpha &lt; 0.9 )</td>
<td>Good</td>
</tr>
<tr>
<td>( 0.6 \leq \alpha &lt; 0.7 )</td>
<td>Acceptable</td>
</tr>
<tr>
<td>( 0.5 \leq \alpha &lt; 0.6 )</td>
<td>Poor</td>
</tr>
<tr>
<td>( \alpha &lt; 0.5 )</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Table 3 Cronbach's alpha values for determining the internal consistency of the results
To prove the validity of the results, I determined whether there was any internal consistency depending on the text itself or the specific vocabulary items that were the target words in each of the texts. For that, I rearranged the scores of the vocabulary tests so that they were grouped according to the text. The next thing I did was to calculate the average scores for each of the texts. They average scores were: text one – 7.760869565, text two – 7.956521739, text three – 7.826086957 and text four – 8. That means that text one had the lowest score and text four had the highest score. The students read the texts in different order, so the ‘first text’ was actually the first one for only one group and the order of the texts differed for each group, that means that it cannot be claimed that the students’ ability to read the texts improved, in addition, the differences in the scores are also very small. The next thing that I did was to calculate the Cronbach’s alpha or the internal consistency when the results were organised depending to the specific text. The Cronbach’s alpha $\alpha = 0.488726$. That means that the internal consistency was very low and therefore it can be said that the specific texts or the vocabulary items did not influence the results in any way.

A very important question in this thesis was if one of the FonF exercises proves to be any better than another one. The easiest way to find that out is to calculate the average score for each of the task types, the results are shown in Table 4.

<table>
<thead>
<tr>
<th>Type</th>
<th>Average score (mean)</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>6.5</td>
<td>2.287647992</td>
</tr>
<tr>
<td>Type 2</td>
<td>6.956521739</td>
<td>2.230660308</td>
</tr>
<tr>
<td>Type 3</td>
<td>9.347826087</td>
<td>1.058665645</td>
</tr>
<tr>
<td>Type 4</td>
<td>8.739130435</td>
<td>1.731213866</td>
</tr>
</tbody>
</table>

Table 4 The average scores and standard deviations of different types of tasks
The results indicate that the highest average scores occurred after the students used the third task type to focus on the vocabulary items (they were given explanations in Estonian and they had to match the target words with the explanations with the help of bilingual dictionaries). The tests following the fourth task type (the students had to match the target vocabulary items to the given English definitions with the help of a monolingual dictionary) have the second highest scores. The next-best scores were achieved after the second type of FonF task (the students had to find English definitions from the monolingual dictionaries themselves). The lowest average score is for the first task type (the students had to find an Estonian explanation of translation from the bilingual dictionaries themselves).

The results also show that the third task type had the lowest standard deviation, which means that, in general, the results were more homogeneous and did not vary as much. The standard deviation was the highest with the first task type, which means the variety of the scores was the highest for the first test type.

A Student-Newman-Keuls post-hoc multiple-range test was used as an option of repeated measures ANOVA. The test revealed that the mean score of the third group was significantly different from the other groups (Table 5 and 6). The fourth group was also significantly different from the other groups, whereas the first and the second group were significantly different from the other groups, but not significantly different from the each other. That means that the conclusions based on the average scores were true (the third type of exercise had the highest scores in general and the fourth type had the next-best scores), but the first and second type of exercise did not differ that much that one could be called better than the other.
### Table 5 Repetition / Newman-Keuls (SNK) / Analysis of the differences between the categories with a confidence interval of 95%

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Difference</th>
<th>Standardized difference</th>
<th>Critical value</th>
<th>Pr&gt;Dif</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex3 vs Ex2</td>
<td>2.435</td>
<td>6.168</td>
<td>2.593</td>
<td>&lt;0.0001</td>
<td>Yes</td>
</tr>
<tr>
<td>Ex3 vs Ex1</td>
<td>2.370</td>
<td>6.183</td>
<td>2.363</td>
<td>&lt;0.0001</td>
<td>Yes</td>
</tr>
<tr>
<td>Ex3 vs Ex4</td>
<td>1.109</td>
<td>2.720</td>
<td>1.973</td>
<td>0.007</td>
<td>Yes</td>
</tr>
<tr>
<td>Ex4 vs Ex2</td>
<td>1.326</td>
<td>2.553</td>
<td>2.363</td>
<td>0.031</td>
<td>Yes</td>
</tr>
<tr>
<td>Ex4 vs Ex1</td>
<td>1.261</td>
<td>2.469</td>
<td>1.973</td>
<td>0.014</td>
<td>Yes</td>
</tr>
<tr>
<td>Ex2 vs Ex1</td>
<td>0.065</td>
<td>0.130</td>
<td>1.973</td>
<td>0.869</td>
<td>No</td>
</tr>
</tbody>
</table>

Table 6 The significant differences between the exercises according to Student-Newman-Keul's test

I was also interested in whether the average scores differed among male and female students. The average scores for the male students were 6.44 for the first task type, 7.12 for the second task type, 9.4 for the third task type, 8.48 for the fourth task type and 7.86 for all four tests. The average scores for the female students were 6.571428571 for the first task type, 6.761904762 for the second task type, 9.285714286 for the third task type, 9.047619048 for the fourth task type and 7.916666667 for all four types. That means that there was no significant difference in the scores concerning the gender of the students. The scores were the
best and worst for the same types of tasks and in general the female students did have 0.05 points higher average score but that difference is not considerable.

Another thing to consider was if the results were different among tenth graders and eleventh graders. The average scores are brought out in Table 7.

<table>
<thead>
<tr>
<th></th>
<th>Type 1</th>
<th>Type 2</th>
<th>Type 3</th>
<th>Type 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th graders</td>
<td>5.954545455</td>
<td>6.636363636</td>
<td>9.136363636</td>
<td>8.636363636</td>
<td>7.590909</td>
</tr>
<tr>
<td>11th graders</td>
<td>7</td>
<td>7.25</td>
<td>9.541666667</td>
<td>8.833333333</td>
<td>8.15625</td>
</tr>
</tbody>
</table>

Table 7 The results of 10th graders and 11th graders in comparison

Although it can be seen that the younger students have slightly lower scores for all the types of exercises, the ratios are still the same which means that type three still has the highest scores and types one and two still have the lowest scores. This confirms that the third type of exercise was generally the most efficient one with the subjects of this study.

3. Discussion

Before conducting the research I had certain expectations concerning the results. The main expectation was that the first type of exercise, where the student had to find the Estonian translations or explanations themselves would have the best scores. One of the reasons was that the students would have to do much work themselves and could not choose the correct explanations for the words from the text just by understanding the general meaning of the text. Therefore they would go through more trouble and in doing that would remember the words better as well. The second reason for this expectation was that in the first type of exercise the students were able to use their L1 which I know that my students like – in classes they usually
ask for Estonian translations rather than English explanations or definitions. Based on these assumptions I expected the second type of exercise (the students had to find English definitions themselves) to be the next best one, then the third type (the students had to match the words with Estonian definitions) and then the fourth one (The students had to match the words with English definitions).

In reality the students got the best scores when their attention was drawn to the target words through the third type of exercise, the next one was the fourth type, then the first type and the second type. There can be many different explanations to those results, which is why it cannot be claimed that the third type is always the best one. It was the most effective one for these students in these specific conditions.

One of the reasons why the exercises that contained an L1 explanation resulted in better scores than their L2 definition counterparts, can certainly be the historical and cultural context. In Estonia the students are used to receiving the translations of the words. Most on the vocabulary tests that take place in class require the students to produce the English equivalent to the Estonian translation or vice versa. So the students are used to translating words when they see them and that is why it might be easier for them to remember words this way.

With those specific students, I have been their English teacher for 1.5 years for the 11th graders and 0.5 years for the 10th graders. Since the beginning of tenth grade I have tried reducing giving the students the Estonian translations. Learning new words has rather been in that way that the teacher defines the word or explains it in English and then uses it in sentences, which are meant to hint the students what the word could mean. Often the students guess the meaning of the word by giving Estonian equivalents. However, vocabulary tests always have the definitions or explanations of the words in English rather than the Estonian translations.
With that in mind, it could be assumed that the students who have been exposed to learning by using English definitions longer, should have smaller difference between the results of the exercises that used L1 and the ones that did not. However, the results were very similar for all the groups. So this might either mean that learning habits do not have that big of a role to play in these results or just that the one and a half years that the students were studying vocabulary with the L2 definitions more than the L1 translations, was not long enough for the students to get used to the L2 definitions and forget about the previous years of studying when they mostly (presumably) received the L1 translations.

Although the habits and cultural background certainly influence the way that students learn, there have been several studies that have concluded that giving L1 translations is generally better than giving L2 translations, although the researchers bring out very little about the students’ cultural background. For example Asiyaban and Bagheri (2012), Maghsoudi (2008) and Laufer and Girsai (2008) all conducted their research in Iran. Laufer and Girsai (2008) had Hebrew speakers in their study, Maghsoudi had Persian speakers and Laufer and Asiyaban and Bagheri (2012) did not mention the language at all. The main thing common about their studies is that they all claim that translating vocabulary items into L1 was more beneficial than giving L2 definitions, and the fact that they have paid attention to the cultural background, studying habits or studying conditions of the students.

Another researcher who proved that L1 translations are better is Azari et al. (2012) whose subjects were all presumably Malaysian speakers, although the native language of the participants was not mentioned in the study. Both Nation (2005) and Sonbul and Schmitt (2010) have also concurred with the authors above that translation is useful and necessary. The subjects of the studies for the authors mentioned above were of different age and proficiency: only Laufer
and Girsai (2008) had secondary school students, Asijaban and Bagheri (2012) stated that their students were of intermediate level while Maghsoudi (2008), Azari et al (2012) and Sonbul and Schmitt (2010) conducted their studies with university students, which may mean that translation is beneficial to students of all levels of a foreign language (a conclusion that I will also challenge below).

One more thing to consider is why the scores that the students got after the third and fourth type of exercise (where they had to match the words with definitions or explanations) were better than the scores after the first two types of exercises. One of the reasons might be that when students found the word that they were looking for from the dictionary and they found a similar definition/explanation from the exercise then they already felt the joy of recognition and got a positive emotion from it which helped in remembering the vocabulary item. That means that the third component of the ILH (Hulstijn and Laufer 2001, Laufer and Hulstijn 2001), the evaluation, was made easier for the students, as in the case of the first two types of exercises the student might easily have skipped the evaluation component, because for the students who did not have very good understanding of English it was not that easy. In the case of the two first types of exercises, a big part of the students might not have been very sure of themselves (if they found the right meaning for the word) and therefore they did not remember it that well either – as they got confirmation for their answer when the whole class was checking their answers. Although I did go around the class and helped the students and answered questions, many of the students still prefer not to ask for help or show their answers because they are presumably worried that the teacher will see their wrong answers. Therefore in the case of the two vocabulary exercises that resulted in better scores, the students’ involvement load
was presumably greater and as both Hulstijn and Laufer (2001: 550) and Kim (2008: 293) have proved, it is also presumably better for retaining vocabulary items.

Another reason for the students to get better scores after third and fourth type of exercises is that the post-test had the same explanations as in the original exercises. I did give the exact definitions/answers also during the checking of the first two types of exercises, but the students could not visually see the definitions so that might have influenced the scores as well, especially for the students who have a visual memory rather than auditory memory.

Since I myself was also the teacher of the students I researched, then there was some background knowledge of them. It must be kept in mind, although, that the knowledge is rather subjective as it was not proven before the test by any acceptable ways of measurement. Nevertheless one of the most important observations was that the students who usually get the best grades in class and are good in English in general got the maximum score for all four post-tests. That could mean many different things. One thing is that for the higher-level students there is no big difference in how the new words are presented to them, they still remember the words better than the students who usually do not do that well. Another possible explanation is that they are better at making conclusions based on how the vocabulary items are used in the text. These observations suggest that although translation is beneficial to all levels of students, the most proficient students do not need the translations and my personal belief is that when the students do not need the translations, then they should not be used – that means that a higher percentage of a language lesson is in L2 and therefore there is more input in the target language.

After the lessons, where the third and fourth type of exercise were used, two students (who usually have excellent grades in English classes) reported that they had not used the dictionaries at all. In the National Examination in English, the fourth type of exercise is always
one of the reading tasks that the students have to do to show that they can make conclusions about the vocabulary items based on the knowledge they get from the text. Probably this was the case also this time – they read the text, speculated what the probable meaning of the word could be and chose the definition that was the closest one to their guess. In the lessons where the first two types of exercises were used, the process was probably similar but this time they used the dictionary to verify their answers.

Another variable that certainly might have had an influence on the results is the specific dictionaries used. As Hunt and Beglar (2005) bring out – monolingual dictionaries generally give better examples, idiomatic use, collocations and connotations. Whereas bilingual dictionaries are easier to use for lower proficiency students and they encourage translating words between the two languages. In my study the students were of all levels, so also lower proficiency students so that may have influenced the results, although it can be said that there were no noticeable differences between the scores of higher proficiency students and lower proficiency students (apart from the fact that the highest proficiency students got the maximum scores regardless of the task and the dictionary used). And it is also worth mentioning again that in Maghsoudi’s (2008) study the students who used monolingual dictionaries remembered more vocabulary items – which is the opposite of the present study.

There were a couple of factors that influenced the study and some on what I did not consider at all before starting the empirical part. Firstly, since the students were tested on four separate days then there were a number of students who were absent on one or more day and they had to be left out of the study. Secondly, the use of dictionaries was limited – I wish I had had a choice between dictionaries to make a more calculated choice as to which ones to use, but
since the school only had enough of one specific monolingual and one bilingual dictionaries then I did not have choice but used what I could use.
CONCLUSION

The aim of this research was to find out, if the type of the vocabulary exercise that accompanies the reading text (that has the main focus on the content of the text), has an effect on the number of words the student remembers, and if so, which types of exercises result in the students’ knowing the highest number of words. What that means is that I wanted to know whether there is a difference in the percentage of words a student remembers from a reading text depending on the exercises that accompany the text.

In order to find out the answer to that, I prepared four reading texts, each accompanied by an exercise that was aimed to check how well the students understand the text in general and four different types of exercises that aimed at drawing the students’ attention to the target-words (lower frequency words). After checking the answers to both of the exercises, I conducted a post-test to find out how many words the students remembered shortly after learning the words.

Two of the vocabulary exercises required the students to write English or Estonian definitions or explanations to the words, they were allowed to use dictionaries and they were instructed that the definition has to be for the meaning that the word has in the specific text. The other two of the exercises required the students to match the words with given English or Estonian definitions using dictionaries if necessary.

The results revealed that, with the specific group of students in the specific conditions the most effective way to teach students new words from a reading text was to give them the L1 definitions, explanations or translations (as not every word has a direct translation) and ask them to match the definitions with the highlighted target words in the text. The scores of the post-test were the second-best when the said definitions were in English (L2). The students got the lowest scores after the lessons where they had to find out the translations or definitions for the target
words themselves - finding Estonian translations resulted in slightly higher scores than finding English definitions, but the difference was not significant enough to claim that one was better than the other.

The results suggest that students remember the words better if the explanations to the words are already given and their task is to decide which word corresponds with which explanations and it is easier for the students if the explanations are in their L1 rather than the target language. This conclusion, might not be entirely true, however, because there are different variables that may influence the way that the student remember the target words.

One of the things that might have an influence on the results may be the learning habits stemming from historical and cultural background of the students – Estonian students are used to translating the words into Estonian language. Another influencer might be the specific dictionaries that the students used for doing the exercises. In addition, in analysing the results, the different exercises were beneficial to different styles of learning. Since the explanations given for the third and fourth type of exercises were the same as the ones used in the post-test, students with a visual learning style had an advantage over the student with auditory style of studying.

Since there were so many variables that might have influenced the results, the same kind of research could be repeated with another group of students to find out if the results are the same. Next time the issue of having the same wording in the exercise and in the post-test should be addressed as well, but all in all it may be concluded that the best way to acquire new vocabulary from reading texts is when the students have to match the given (L1) definitions with the target words themselves.
In conclusion, the results of this study suggests that the best way to learn vocabulary using FonF activities is to give the students the explanations in their L1 and ask them to match them with the target vocabulary items. Further research is, however, needed to confirm the results and to rule out any factors that may have been overlooked in this study, which may have influenced the results.
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APPENDICES

Appendix 1. Reading texts

Text 1

**EDINBURGH’S ARTS SPECTACULAR**

In August, Edinburgh is the place to be if you like music, theatre, film and the wild and wacky in the world of the performing arts. For three weeks, Scotland’s capital city hosts Britain’s most famous arts festival, the Edinburgh International Festival.

The first Festival was held in 1947, as an **antidote** to the depressions of post-war Britain, and the programme mainly included music and dance. The Edinburgh Film festival was also **launched** in the same year. In recent years, however, the Festival has become even more famous thanks to the strangeness of the Fringe, an unofficial festival of drama, comedy and music.

The Fringe was started by performers who believed that the official Festival was too **exclusive**, so they arrived in Edinburgh to stage their own shows without asking the permission of the Festival organisers. The Fringe has come a long way from its first year when there were only eight shows. Now a rich mix of comedy, cabaret, music, theatre and dance **features** in the programme.

The relationship between the International Festival and the Fringe has not always been good, but in 1997, to mark the anniversary, all three festivals were collaborating in a unique celebration. The organisers said the events would reflect the Festival’s tradition of presenting the most innovative artists and companies. This year it **boasted** five world **premieres**, and 17 British premieres.

Some supporters of the Fringe, however, are worried about closer links with the official festival. They argue that the Fringe will lose its **appeal** if it does not remain separate. But critics say that the Fringe has already lost its special character because too few amateur performers now take part. Hilary Strong, who runs the Fringe, **dismisses** the suggestions that this year’s collaboration will mean changes for the Fringe: “We are very different with a greater sense of artistic freedom and adventure. Whatever we **collaborate** on we will continue that tradition.”

One thing is for sure: whatever style takes your fancy, whether traditional or innovative, you will find it at Edinburgh Festival, and you won’t need to go far to see it. When space runs out inside the theatres there are performers in **abundance** willing to entertain on the streets.
ONE MAN’S LEGACY
Frederick Royce, better known as Henry Royce, was born the son of a flour miller who died when he was nine. The family moved to London and young Royce sold newspapers until he was accepted as a telegraph messenger. He had already shown an interest in engineering and, after a few months with the British Post Office, managed to convince his aunt to apprentice him to the Great Northern Railway. Approval was necessary as the aunt paid for his living costs.

The apprenticeship lasted a year before Royce’s aunt died and his allowance dried up. Rather than return to London, he set out and walked to Leeds, where he found a job with a firm of toolmakers, but it was not interesting, routine work. Royce decided the rather new invention of electricity was the future. So he took himself back to London and got a job with the Electric Light and Power Co.

Electricity fascinated him and he learned as much as he could about the technology. He went to night classes in electrical engineering and, during his time off, carried out experiments in his landlord’s tool shed.

Then he lost his job because his employer did not need him anymore and played with with the idea of starting a company of his own. During a visit to the northern town of Manchester, Royce found an investor who would put UK£50 into his fledgling electrical business. He set up the business in Cook Street, Manchester in 1884, as FH Royce & Co. Royce lived over the factory, making simple electrical devices like bells and buzzers, before progressing to making small dynamos. Like everything Royce made, the dynamo was a great improvement on anything of the sort made before, and soon the firm became rich selling to cotton mills, shipyards and factories.

He changed the name to Royce Limited and made much larger dynamos and electric cranes. They were a huge success around the world. Royce’s main idea was to manufacture the best possible machine, irrespective of price.

He had bought himself a second-hand French Deauville car and decided as he had done with bells, buzzers and dynamos, that it should be improved. He took it to bits and then put it back together with a few changes designed to make it go a lot faster. But this was not enough: he then started to make a completely new car.

At this point Frederick Royce met the Honourable Charles Rolls, a wealthy young Englishman with an enthusiasm for anything new. Rolls had had a brilliant scholastic career at Eton and Cambridge and was clever enough - and rich enough - to try anything he wanted. At the time he was running a very successful business which sold cars under the name of CS Rolls & Co.

On the outbreak of war, in 1914, every one of the firm’s orders was cancelled, and for a time it looked as if Rolls-Royce would go bankrupt. Then, with the British Army demanding any vehicle able to move, orders began to pour in for cars, and for frames to be made into scout cars, armoured cars, and staff cars.

The British nation came to realise the debt it owed to Frederick Royce, and in 1930 he was made a baronet. For the last three years of his life his time was taken up with the development of the Merlin aircraft engine which helped win the Battle of Britain. His health was failing, he knew he could not live
long, and he carefully handed over his designs to colleagues, so that when he died on 12th April 1933, the Merlin’s development could go on unhindered.

Even after Royce’s death the standards of design and workmanship for which he stood remained unchanged, thanks to the talented team he left behind under the fearsome Lord Hives. Rolls-Royce engines eventually became standard equipment on passenger airliners, bombers, and fighters, humming their way through the air, 24 hours a day, every day of the year.

In 1971 Royce’s legacy disintegrated and the firm was nationalised, after being on the brink of bankruptcy as a result of a new engine design called the RB2-11. The aircraft engine and car divisions were split into two separate Rolls-Royce companies. Both still prosper today.
In the end Pierre Werner was lightly surprised that Europeans had meekly left behind their proud currencies, the franc, mark, lira and so on, and accepted the euro. Maybe, he suggested, they were weary of arguing. He felt a bit weary himself. He had first suggested a common currency for Europe back in 1960, but had to wait for 42 years before it was launched as real notes and coins twenty five years ago.

Mr. Werner is generally known as the father of the euro. A common currency for Europe is implied at in the Union’s founding document signed in Rome in 1957. But Mr. Werner became its most public advocate. His European colleagues were content that a plan they accepted in 1971 (that eventually led to the euro) should be called the Werner Plan. He would get the credit and, if things went wrong, he could also get the condemnation.

Neither credit nor blame appeared to matter to Mr. Werner. What mattered was ending Europe’s terrible tribal wars. Economic problems in Germany had led to the Second World War, he said. Now economics would be the peace-keeper. Mr. Werner persisted, and in 1971 proposed that the economies of European states should come under the control of a central authority in perpetuity. A federal Europe? A logical development.

Pierre Werner was a good man, but with limited authority. Did you know he was Prime Minister of Luxembourg for 20 years? Yes, Luxembourg, an odd country in some ways. It was ruled at various times by many other European countries, among them France, Spain, Austria and even the Netherlands. Sometimes the country was sold or given away: its convenient size, only 84 km by 52 km, made it easy to give as a gift to seal deals. Luxembourg has become very rich, partly as a result of being a founder member of the Union.

But while Europeans no longer fought each other, many other tribes around the world still did. Mr. Werner said there was a road to peace: gradual economic union leading to a single currency for the world. Mondo, he said, would be a suitable name. There may be quite a long wait.
Text 4

UNNATURAL DISASTERS

The number of people seeking refuge as a result of environmental disaster will increase dramatically over the coming years. Global warming - more than war or political upheaval – moves millions of people from one place to another. And climate change is influenced by the fossil fuel-intensive lifestyles.

Though they have no official status, environmental refugees are already with us. They are people who have been forced to escape their homes because of factors such as extreme weather, drought and desertification. There are already more of them than their "political" counterparts - 25 million, according to the last estimate, compared to around 22 million conventional refugees at their highest point in the late 1990s. By 2050, mostly because of the likely effects of global warming, there could be more than 150 million.

In 2001, 170 million people were influenced by disasters, 97% of which were climate-related, such as floods, droughts and storms. In the previous decade more than 100 million suffered drought and hunger in Africa, a number likely to increase with global warming.

Sea level rise in the area expected by the intergovernmental panel on climate change would devastate the Maldives. Without real international legal protection, their people could become disliked minorities in Sri Lanka, itself threatened, or India, with its own problems. Up to 10 million could be moved away from their homes in the Philippines, millions more in Cambodia, Thailand, Egypt, China, across Latin America – the list goes on.

In academic communities, there have been many discussions over definitions. Some would exclude environmental refugees from the protection the Geneva Convention because, they say, including them would be "unhelpful", overloading the existing refugee system. The alternative, though, is to rely on current humanitarian operations that are widely said to be not very good. The convention could, however, already be used the way it is now. Refugees are defined as people forced to flee across an international border because of a reasonable fear of getting hurt, or fear for their lives and freedom.

People accept that current national policies would not be remotely capable of dealing with the problem. The environment can clearly be "a tool to harm". But to fit the argument for refugee status, can the harm be called intentional? Yes, if a set of policies is pursued in full knowledge of their harmful results, such as flooding a valley where an ethnic minority might live in a dam-building project.

The causes and consequences of climate change - who is responsible and who gets hurt - are now well understood. Actively disregarding that knowledge would be intentional behaviour. Environmental refugees need to be recognized, and the problem managed before it manages us.
Appendix 2. Meaning-focused tasks

Text 1

Task 1 Read the text and the statements below. Decide which statement best fits the text. Write the appropriate BLOCK letter next to each number. An example (*) has been done for you.

(*) ....C....
A. You should go to Edinburgh in September
B. You should not go to Edinburgh if you like music
C. The Edinburgh International Festival lasts for about 21 days
D. Only wacky people go to Edinburgh in August

(1) ..........  
A. The first festival took place during the war
B. The purpose of the festival was to cheer the people up
C. The film festival had already started before WWI
D. The festival focused mostly on paintings and sculptures

(2) ..........  
A. The Fringe is part of the Edinburgh International Festival
B. The Fringe was organized because of the price of the Edinburgh International Festival
C. The Fringe always has had eight shows
D. The Fringe is a film festival

(3) ..........  
A. The Fringe and the Festival cooperate very closely
B. In 1997 all three festivals officially became the same event
C. The festivals focus on traditional arts
D. In the 1997 festivals, a lot of movies and performances were shown for the first time

(4) ..........  
A. Some people are worried about the close connection between the festivals
B. All people want the Festivals to become separate again
C. The Fringe has too many amateurs
D. Fringe is still as special as it was in the beginning

(5) ..........  
A. Hillary Strong performs at the Fringe
B. Hillary Strong believes that the festivals are becoming very similar
C. Hillary Strong believes that the Fringe has more freedom than the other Festivals
D. Hillary Strong promises that the Fringe will always be about performing traditional arts

(6) ..........  
A. You can choose from a limited number of styles at the Edinburgh Festival
B. You need to go somewhere else if you want to see innovation
C. You can still see some performers if you don’t have any money
D. You can not go on the streets during the festival
Text 2

Task I Read the text and the statements below. Decide which statement best fits the text. Write the appropriate BLOCK letter next to each number. An example (*) has been done for you.

(*) …C…
A. Frederick Royce’s real name was Charles Rolls.
B. Frederick Royce changed his name when he was 21.
C. Frederick Royce was called Henry Royce.
D. Frederick’s mother called him Rick.

(1) ………
A. Frederick Royce’s father was involved in food production.
B. Frederick Royce’s parents were carpenters.
C. Frederick Royce’s family moved to Leeds.
D. Frederick’s family moved to France and started a new life there.

(2) ………
A. Frederick’s aunt agreed with his training in a railway company.
B. F. Royce got his education from Eton and Cambridge.
C. He was trained as an electrician in the Electric Light and Power Company.
D. Frederick studied electrical engineering in a college in Manchester.

(3) ………
A. Royce liked his work with a firm of toolmakers.
B. At first Royce was scared to conduct experiments.
C. Royce was keen on electricity.
D. Royce established the Electric Light & Power Co.

(4) ………
A. Charles Rolls was a poor man but very enthusiastic.
B. Charles Rolls tried the new Royce car but did not like it.
C. Charles Rolls was afraid to try anything new.
D. Charles Rolls made a fortune selling cars.

(5) ………
A. In 1914 their firm went bankrupt.
B. In 1914 all the firm’s orders were turned down.
C. They dissolved the company in 1914.
D. Royce never took any orders from the British Army as he was a pacifist.

(6) ………
A. After his death Royce’s company could continue without hindrance.
B. Royce was a stubborn man and never shared information with his colleagues.
C. Royce’s death shocked the world, especially the employees of his company.
D. Royce dismissed his workers and continued alone.
Task 1 Read the text and the statements below. Decide which statement best fits the text. Write the appropriate BLOCK letter next to each number. An example (*) has been done for you.

(*) ....C....
A. Pierre Werner had expected the Europeans to behave the way they did
B. The lira is still used
C. Werner thought that the countries were tired of not agreeing
D. In 1960s Werner did not think about the common currency at all

(1) ........
A. The idea of a common currency was happily accepted right away
B. Euro was first taken into use 25 years after the idea was suggested
C. At first Euro had only coins
D. Euro was first taken into use 42 years after the idea was suggested

(2) ........
A. Werner printed the first Euros himself
B. It was the plan to have a common money since the beginning of the European Union
C. Rome was the founder of EU
D. It was Werner’s idea to have the common currency

(3) ........
A. The Werner Plan is another name for the EU’s starting document
B. The first Euros were printed in 1971
C. Other founders of EU did not want the credit for the Euro
D. Werner really wanted the credit for the Euro

(4) ........
A. Werner was from a European tribe
B. Germany had economic problems because of WW2
C. Werner thought that a common currency would help against new wars
D. Werner suggested that the economies of countries should still be separate

(5) ........
A. Werner was the Prime Minister of Luxembourg twenty years ago
B. Luxembourg has been controlled by many different countries
C. The country was given as a gift because it was so rich
D. Luxembourg has an area of less than 100 square kilometres

(6) ........
A. Luxembourg was one of the founding members of EU
B. Werner thought that his plan for a common currency had failed
C. Werner suggests starting to use a common money all over the world in a few years
D. Werner changed his last name to Mondo
Text 4
Task 1 Read the text and the statements below. Decide which statement best fits the text. Write the appropriate BLOCK letter next to each number. An example (*) has been done for you.

(*)…C…
A. Global warming does not cause people to move
B. Just a few people move because of nature
C. The climate has changed in the last years
D. The climate has stayed the same throughout centuries

(1) ……….
A. Dramatic climate changes are caused by sea levels rising
B. The people who are forced to abandon their homes due to environmental disasters outnumber the political refugees.
C. The environmental refugees have been officially recognised by governments.
D. Environmental refugees are people forced to flee across an international border because of persecution.

(2) ………
A. In ten years the number of refugees will be ten times higher
B. The number of refugees was the lowest in the 90s
C. A panel decided to drop the sea levels
D. There are more climate refugees now than there were in the past

(3) ………
A. In Cambodia the number of environmental refugees will double.
B. The problem is the biggest in countries with warm climate
C. Most disaster-refuges move because of earthquakes
D. Rising water levels will damage North America the most

(4) ………
A. The Geneva Convention is unhelpful
B. Scientist do not agree on whether to include the climate refugees in the Geneva Convention
C. Refugees are people who would like to live in another country
D. The Geneva Convention does not help the climate refugees

(5) ………
A. The developed countries are ready to accept all the refugees
B. The ethnic minorities flooded a valley
C. The governments did not know that they were harming people by flooding a valley
D. Some “natural disasters” are caused by humans

(6) ………
A. Ignoring the reasons for climate change is intentional
B. All climate changes are intentional
C. We still do not know if we are responsible for the climate changes
D. We only know who gets hurt by climate changes but we do not know what causes it.
Appendix 3. Vocabulary tasks type 1 and 2

Vocabulary task. Type 1

*Look at the words in bold in the text. With the help of a dictionary, find an Estonian translation or explanation for each word.*

1……………………………………………………………………………………………………
2……………………………………………………………………………………………………
3……………………………………………………………………………………………………
4……………………………………………………………………………………………………
5……………………………………………………………………………………………………
6……………………………………………………………………………………………………
7……………………………………………………………………………………………………
8……………………………………………………………………………………………………
9……………………………………………………………………………………………………
10……………………………………………………………………………………………………

Vocabulary task. Type 2.

*Look at the words in bold in the text. With the help of a dictionary, find an English definition for each word.*

1……………………………………………………………………………………………………
2……………………………………………………………………………………………………
3……………………………………………………………………………………………………
4……………………………………………………………………………………………………
5……………………………………………………………………………………………………
6……………………………………………………………………………………………………
7……………………………………………………………………………………………………
8……………………………………………………………………………………………………
9……………………………………………………………………………………………………
10……………………………………………………………………………………………………
Appendix 4. Vocabulary task. Type 3

Text 1

*Match the words in bold from the text with the Estonian translations/explanations. Use a dictionary.*

1. .......................... Filmi või esitluse esmakordne avalik esitlus
2. .......................... Koostööd tegema (eriti teaduse või kunsti vallas)
3. .......................... Milleski oluline osa olema; kujutama
4. .......................... Vastumürk; miski mis teeb ebameeldiva situatsiooni paremaks.
5. .......................... Ainult vähestele kättesaadav, tihti liiga kalli hinna pärast.
6. .......................... Millegagi hooplema/uhkustama
7. .......................... ideed/arvamust mitte arvestama, kuna ei pea seda tõsiseks, tõeseks või tähtsaks
8. .......................... Omadus, mis muudab millegi või kellegi ligiõmbavaks
9. .......................... Midagi suurt algatama; käiku laskma
10. .......................... Suur hulk midagi; rohkus; küllus.

Text 2

*Match the words in bold from the text with the Estonian translations/explanations. Use a dictionary.*

1. .......................... olema edukas, eriti rahaasjades; edenema; õitsema; laabuma
2. .......................... öeldakse siis, kui teatud fakt ei avalda situatsioonile mõju ja/vöi ei ole tähtis; sõltumata; olenemata
3. .......................... organisatsioon, mis on alles äsja asutatud ja areneb veel
4. .......................... Oolukord, kui ei ole piisavalt raha võlgade maksmiseks; pankrot
5. .......................... mees, kellele on antud Suurbritannia autiitel kuninga või kuninganna poolt; parun
6. .......................... seotud kooli või õpetamisega
7. .......................... paljudeks väikesteks tükideks lõhkuma; nõrgaks ja ebaedukaks muutuma; lagundama; pudendama
8. .......................... kaetud metallist kattega, selleks et kaitsta kuulide eest; soomustatud
9. .......................... vabalt; takistuteta
10. .......................... õpipoisi aeg; aeg mil töötatakse kindlaks määratud ajal kellegi juures, selleks et teatud oskust või ametit õppida
Match the words in bold from the text with the Estonian translations/explanations. Use a dictionary.

1. heakskiit, au või kiitus millegi eest
2. aeglaselt pika perioodi väljel juhtuv; järk-järguline
3. väsinud; tüdinenud; tülpinud
4. millelegi kaudselt viitama; vihjama
5. keegi, kes avalikult toetab mõnd plaani või tegu; toetaja; propageerija
6. rahulolev
7. tehes nii nagu teised ütleavad; alandilikult; vaguralt
8. millelegi enesekindlalt ja visalt jättamine vaatamata vastuseisule
9. kriitika millegi valesti tegemise eest; hukkamõist; etteheide
10. alati; igavesti; tähtajatult

Match the words in bold from the text with the Estonian translations/explanations. Use a dictionary.

1. midagi tugevalt kahjustama; laastama
2. suur muutus, mis tihti põhjustab probleeme
3. meelega tehtud; tahtlik
4. järkuvalt midagi saavutada püüdmine pika aja väitel
5. midagi ignoreerima või ebaolulisena kohtlema; eiramine; hoolimatus
6. tahtlikult midagi välja jätma või mitte kaasama; välistama; kõrvaldama
7. grupp inimesi, kellel on teatud oskused või eriteadmised, kes on valitud andma nõu või avaldama arvamust teatud teemal.
8. inimene või asi, millel/kellel on sama funktsioon või eesmärk kui kellelgi/millelgi teisel
9. prosess, mille jooksul kasutatav maa, eriti põllumaa, muutub kõrbeks; kõrbestumine
10. meetod, toode, käätimine jne. mida on kasutatud pikka aega ja mida peetakse seega tavaliseks; tavaline; harjumuspärane
Appendix 5. Vocabulary task. Type 4

Text 1

*Match the words in bold from the text with the definitions. Consult a dictionary.*

1. ........................................ (v) - to be included in something and be an important part of it.
2. ........................................ (n) - a large quantity of something.
3. ........................................(adj) - available or belonging only to particular people, and not shared.
4. ........................................ (v) - to start something, usually something big or important.
5. ........................................ (n) - something that makes an unpleasant situation better; a substance that stops the effects of a poison.
6. ................................. (v) - to refuse to consider someone's idea, opinion etc, because you think it is not serious, true, or important
7. ........................................ (n) - a quality that makes you like someone or something, be interested in them or want them.
8. ................................. (v) - to talk too proudly about your abilities, achievements, or possessions.
9. ................................. (n) - the first public performance of a new play or showing of a film.
10. ................................. (v) - to work together with someone in order to achieve something, especially in science or art.

Text 2

*Match the words in bold from the text with the definitions. Use a dictionary.*

1. ........................................ (n) a man who is given the honorary British title by the King or Queen
2. ........................................ (adv) used when saying that a particular fact has no effect on a situation and is not important
3. ........................................ (n) the condition of not having enough money to pay the debts
4. ........................................(adj) state or organization that has only recently been formed and is still developing
5. ........................................(adj) fitted with hard metal covering in order to protect it from gunfire
6. ........................................ (adj) free; without making something difficult for something to develop or succeed
7. ........................................(adj) relating to schools or teaching
8. ........................................(v) break into many small pieces, become weak and unsuccessful
9. ........................................ (n) time of being a learner of trade
10. ........................................(v) to be successful and do well financially
Text 3

Match the words in bold from the text with the definitions. Use a dictionary.

1. .................. (v) suggest sth in a very indirect way
2. .................. (adj) tired
3. .................. (adj) happening slowly over a long period of time
4. .................. (adj) to be satisfied
5. .................. (n) approval or praise that you give to someone for something they have done
6. .................. (adv) forever, permanently
7. .................. (adv) timidly, doing sth that other people say
8. .................. (n) criticism for doing sth wrong
9. .................. (v) continue to do something especially in an obstinate and determined way and in spite of opposition
10. ................ (n) someone supporting a plan or action publicly

Text 4

Match the words in bold from the text with the definitions. Use a dictionary.

1. ..................(v) to continue trying to achieve something over a long period of time.
2. ..................(v) to ignore something or treat it as unimportant
3. ..................(adj) a method, product, practice etc that has been used for a long time and is considered the usual type
4. .................. (n) a group of people with skills or specialist knowledge who have been chosen to give advice or opinion on a particular subject.
5. .................. (adj) has been done deliberately.
6. .................. (v) to damage something very badly or completely
7. ..................(v) to deliberately not include something
8. .................. (n) a very big change that often causes problems.
9. ..................(n) the process by which useful land, especially farm land, changes into desert.
10. ................ (n) a person or a thing that corresponds to or has the same function as somebody or something else.
Appendix 6. Tests to check effectiveness

**Edinburgh’s Art Spectacular**

*Choose the correct word for the definition. Write the appropriate letter after the word*

1. Antidote ......  
2. Launch ......  
3. Exclusive ......  
4. Feature ......  
5. Dismiss ......  
6. Boast ......  
7. Premiere......  
8. Appeal ......  
9. Collaborate ......  
10. Abundance ......

a. Filmi või esitluse esmakordne avalik esitlus  
b. Koostöö tegema (eriti teaduse või kunsti vallas)  
c. Milleski oluline osa olema; kujuutama  
d. Vastumürk; miski mis teeb ebameeldiva situatsiooni paremaks.  
e. Ainult vähestele kätesaadav, tihti liiga kalli hinna pärast.  
f. Millegagi hooplema/uhkustama  
g. ideed/arvamust mitte arvestama, kuna ei pea seda tõsisaks, tõisesks või tähtaks 
h. Omadus, mis muudab millegi või kellegi ligiõmavaks  
i. Midagi suurt algatama; käiku laskma  
j. Suur hulk midagi; rohkus; küllus.

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**Edinburgh’s Art Spectacular**

*Choose the correct word for the definition. Write the appropriate letter after the word*

1. Antidote ......  
2. Launch ......  
3. Exclusive ......  
4. Feature ......  
5. Dismiss ......  
6. Boast ......  
7. Premiere......  
8. Appeal ......  
9. Collaborate ......  
10. Abundance ......

a. (v) to talk too proudly about your abilities, achievements, or possessions.  
b. (n) a large quantity of something.  
c. (v) to start something, usually something big or important.  
d. (n) something that makes an unpleasant situation better; a substance that stops the effects of a poison.  
e. (v) to be included in something and be an important part of it.  
f. (v) to work together with someone in order to achieve something, especially in science or art.  
g. (v) to refuse to consider someone's idea, opinion etc, because you think it is not serious, true, or important.  
h. (n) a quality that makes you like someone or something, be interested in them or want them.  
i. (n) the first public performance of a new play or showing of a film.  
j. (adj) available or belonging only to particular people, and not shared.
Choose the correct word for the definition. Write the appropriate letter after the word

1. scholastic...... b. organisatsioon, mis on alles äsja asutatud ja areneb veel
2. unhindered ...... c. Olukord, kui ei ole piisavalt raha välgade maksmiseks; pankrot
3. fledgling...... d. õeldakse siis, kui teatud fakt ei avalda situatsioonile mõju ja/või ei ole tähtis;
sõltumata; olenemata
4. disintegrate...... e. seotud kooli või õpetamisega
5. apprenticeship...... f. paljudeks väikesteks tükideks lõhkuma;
nõrgaks ja ebaedukaks muutuma; lagundama;
pudendama
6. bankruptcy...... g. mees, kellele on antud Suurbritannia autiitel kuninga või kuninganna poolt; parun
7. irrespective...... h. kaetud metallist kattega, selleks et kaitsta kuulide eest; soomustatud
8. armoured...... i. olema edukas, eriti rahaasjades; edenema;
öitsema; laabuma
9. baronet ...... j. vabalt; takistusteta
10. prosper......

a. õpipoisi aeg; aeg mil töötatakse kindlaks määratud ajal kellegi juures, selleks et teatud oskust või ametit õppida

One Man’s Legacy

Choose the correct word for the definition. Write the appropriate letter after the word

1. scholastic...... b. (adv) used when saying that a particular fact has no effect on a situation and is not important
2. unhindered ...... c. (adj) state or organization that has only recently been formed and is still developing
3. fledgling...... d. (adj) free; without making something difficult for something to develop or succeed
4. disintegrate...... e. (n) time of being a learner of trade
5. apprenticeship...... f. (v) to be successful and do well financially
6. bankruptcy......
7. irrespective......
8. armoured......
9. baronet ......
10. prosper......

a. (adj) fitted with hard metal covering in order to protect it from gunfire
b. (n) a man who is given the honorary British title by the King or Queen
c. (n) the condition of not having enough money to pay the debts
d. (v) break into many small pieces, become weak and unsuccessful
e. (adj) relating to schools or teaching
Choose the correct word for the definition. Write the appropriate letter after the word

1. content......
2. imply......
3. perpetuity......
4. meekly......
5. advocate......
6. credit......
7. condemnation......
8. gradual......
9. weary......
10. persist ......

a. tehes nii nagu teised ütlevad; alandilikult; vaguralt

b. kritika millegi valesti tegemise eest; hukkamõist; etteheide
c. heakskiit, au või kiitus millegi eest
d. aeglaselt pika perioodi vältel juhtuv; järk-järguline
e. rahulolev
f. keegi, kes avalikult toetab mõnd plaani või tegu; toetaja; propageerija
g. millegi enesekindlalt ja visalt jätkamine vaatamata vastuseisule
h. millegi kaudselt viitama; vihjama
i. väsinud; tüdinenud; tülpinud
j. alati; igavesti; tähtajatult

Choose the correct word for the definition. Write the appropriate letter after the word

1. content......
2. imply......
3. perpetuity......
4. meekly......
5. advocate......
6. credit......
7. condemnation......
8. gradual......
9. weary......
10. persist ......

a. (adv) forever, permanently
b. (v) suggest sth in a very indirect way
c. (n) approval or praise that you give to someone for something they have done
d. (adv) timidly, doing sth that other people say
e. (v) continue to do sth, esp in an obstinate and determined way and in spite of opposition
f. (adj) tired
g. (adj) happening slowly over a long period of time
h. (n) criticism for doing sth wrong
i. (adj) to be satisfied
j. (n) someone supporting a plan or action publicly
Unnatural Disasters

Choose the correct word for the definition. Write the appropriate letter after the word.

1. conventional
2. pursue
3. panel
4. upheaval
5. devastate
6. intentional
7. desertification
8. disregard
9. exclude
10. counterpart

a. meelega tehtud; tahtlik
b. inimene või asi, millel/kellel on sama funktsioon või eesmärk kui kellelgi/millelgi teisel
c. midagi ignoreerima või ebaolulisena kohtlema; eiramine; hoolimatus
d. suur muutus, mis tihti põhjustab probleeme
e. meetod, toode, käitumine jne. mida on kasutatud pikka aega ja mida peetakse seega tavaliseks; tavaline; harjumuspärane
f. tahtlikult midagi välja jätma või mitte kaasama; välistama; kõrvaldama
g. jätkuvalt midagi saavutada püüdmine pika aja või jaht
h. grupp inimesi, kellel on teatud otsused või eriteadmised, kes on valitud andma nõu või avaldama arvamust teatud teemal
i. protsess, mille jooksul kasutatakse maa, eriti põllumaa, muutub kõrbeks; kõrbestumine
j. midagi tugevalt kahjustama; laastama
**Unnatural Disasters**

*Choose the correct word for the definition. Write the appropriate letter after the word*

1. conventional......
2. pursue......
3. panel......
4. upheaval ......
5. devastate......
6. intentional......
7. desertification......
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9. exclude......
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**Definitions:**

a. (v) to deliberately not include something
b. (adj) a method, product, practice etc that has been used for a long time and is considered the usual type
c. (v) to ignore something or treat it as unimportant
d. (v) to continue trying to achieve something over a long period of time.
e. (n) a person or a thing that corresponds to or has the same function as sb. or sth. else.
f. (adj) has been done deliberately.
g. (n) a group of people with skills or specialist knowledge who have been chosen to give advice or opinion on a particular subject.
h. (v) to damage something very badly or completely
i. (n) a very big change that often causes problems.
j. (n) the process by which useful land, especially farm land, changes into desert

Name:.............................................
RESÜMEE
TARTU ÜLIKOOL
INGLISE FILOLOOGIA OSAKOND
Mariann Aava
The effect of Focus on Form activities in EFL classroom: new vocabulary from reading texts.
Fookus Vormil tegevuste mõju klassiruumis: uus sõnavara lugemistekstidest
magistritöö
2015
Lehekülgede arv: 51
Annotatsioon:
Antud uurimus tegeleb Fookus Vormil (Focus on Form, FonF) lähenemisega sõnavara õppimisel. Eesmärk oli teada saada, millised Fookus Vormil harjutused aitavad õpilastel kõige paremini meele jätta sõnu lugemistekstidest. Fookus Vormile sõnavara õppimises tähendab seda, et öpilaste tähelepanu tõmmatakse uutele sõnadele ülesande käägis, mis tegeleb teksti sisu ja üldisema tähendusega.

Töös antakse alguses ülevaade peamistest lähenemistest sõnavara õppimises üldiselt. Seejärel liigutakse edasi Vormile Fokusseeritud Juhendamisele (Form-Focused Instruction, FFI) nii sõnavara kui ka teiste keele aspektide puhul. Edasi käsitletakse kitsamalt Fookus Vormile lähenemisel mõju erinevate keele aspektide (sealjuures sõnavara) omandamisele.

Selleks et leida vastust uurimisküsimusele valmistati ette neli lugemisteksti. Iga tekstiga käis kaasas õpilastele kahe ülesanne, mille eesmärk oli kontrollida teksti arusaamist ja neli erinevat Fookus Vormile sõnavara ülevaatematerjali ise kontrollimist. Neli Fookus Vormile õpilased tegid järgnevaid ülesandeid:

1. õpilased pidid sõnastiku abiga leidma kümnest sõnast kõrval kümnest eestikueluselt ja inglise keescal definitsioonit.
2. õpilased pidid sõnastiku abiga leidma kümnest sõnast kõrval kümnest eestikueluselt ja inglise keescal definitioonit.
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Tulemused näitasid, et keskmiselt jäi kõige rohkem sõnu meelele siis, kui õpilaste tähelepanu tõmmati ülesande kolmanda ülesandetüübiga – õpilased pidid viima kokku kümnest sõnast kõrval kümnest eestikueluselt ja inglise keescal definitioonit.

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Paremuselt teised olid tulemused neljanda ülesandetüübi puhul –
õpilased pidid kokku viima sõnad nende inglise keelsete definitsoonidega. Ülejäänud kahe ülesandetüübi puhul jää õpilastele sõnu meelde vähem.


Antud tulemused loovad baasi Fookus Vormile lähenemise edasi uurimiseks, kaasates järgmisel korral veel suurema grupi õpilasi ning kontrollides paari nädala möödudes, kui palju sõnu õpilastel siis meles on.

Märksõnad: Inglise keel, sõnavara, lugemine, Fookus Vormil, Vormile Fokusseeritud Juhendamine, sõnastikud, neljas kooliaste, võõrkeel, õpetamismeetodid