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EFFECTS OF L1 AND L2 GLOSSES ON INCIDENTAL VOCABULARY LEARNING OF EFL PREP STUDENTS

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ABSTRACT

The role of vocabulary in foreign language learning is crucially important. Along with other techniques, using glosses is a popular vocabulary technique in language learning. The present study focused on text based glosses which is a type of various glosses. This study investigated L1 and L2 gloss effects on incidental vocabulary learning through reading. 44 intermediate level prep EFL learners participated in the study which was conducted at a private University in Konya, Turkey. The students were divided into two groups: L1 gloss and L2 gloss. The students were provided with different texts and a gloss type specially designed for their own group (either L1 or L2 gloss). The students took a pre-test, a post-test, and a delayed post-test. The delayed post-test was taken 3 weeks after the post-test. The scores were gathered from these tests and the data was analyzed using independent samples and paired (dependent) samples T-tests. The students' scores from production and recognition tests were compared. The results of many comparisons revealed significant differences in favor of L1 gloss group. However, no significant difference was found for L2 gloss group's scores in paired samples T-test analysis. Findings suggest that using glosses for incidental vocabulary learning is useful for students.

STRUCTURED ABSTRACT

One should know the basic tenets of vocabulary acquisition techniques to be a successful foreign language learner. As glosses are some of those techniques which help students to promote their vocabulary repertoire, using L1 and L2 glosses in classroom environment will help them to be more proficient language learners. For Ko (2012), glosses are modified form of input and adding these kinds of information such as synonyms, definitions and extra descriptions help learners while reading texts which have insufficient cues. Different glossing techniques

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can be used such as L1 versus L2 glosses, computerized versus paper-based glosses, textual versus multimedia glosses, or single versus multiple choice glosses. The present study focused specifically on text based glosses because Farvardin and Biria (2011) claimed that students preferred definitional glosses over other types of glosses.

The pioneering figures on glosses Holey and King (1971), Watanabe (1997), Nation (2001) asserted that these glossing techniques will increase students chance to learn target vocabulary in reading texts. On the other hand, Mondria (2003) and Johnson (1982) attested that with their studies on the negative effects of glosses in terms of interrupting reading flow and decreasing student interaction with their learning process. Although there are various studies indicating that the positive effects of glossing techniques in vocabulary learning, one can see that there are controversial approaches using both L1 and L2 glosses in literature.

Glosses have positive effects on the learner comprehension of texts, have them derive the meaning of words from glosses, make learners autonomous, help to increase their L2 input processing, and also glosses decrease the intervening effect of looking up a dictionary while reading Nation (2001), Lenders (2008). In the light of all this information, the purpose of the study here is to investigate L1 and L2 glosses' effects on incidental vocabulary learning by asking the following research questions:

1. Is there a difference between L1 and L2 gloss groups' immediate post-tests?
2. Is there a difference between L1 and L2 gloss groups' delayed post-tests?
3. Is there a difference between immediate post-test and delayed post-tests of L1 gloss group?
4. Is there a difference between immediate post-test and delayed post-tests of L2 gloss group?

A total of 44 students from two classes at the same university's preparatory program participated in the study. The students' level was intermediate. They were learning English as a foreign language at a private university's preparatory program. The students were divided into two experimental groups. One group used L1 glosses while the other used L2 glosses with reading materials. The study employed T-test to analyze the data. The independent variable was the gloss type used for reading materials. The dependent variable was students' scores measured by the immediate and delayed vocabulary tests, and each test had both production and word-recognition.

In the treatment part of this research, firstly the students were provided with the pre-test to check if they know the words on the list given or not. So that the target words were chosen. During the treatment session, the students continued reading their texts and doing reading activities as usual. However, this time the students were given glosses at the bottom of the page on which the reading passages were. Every day, the students read and did the reading activities of just on text. After

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reading and doing the exercises, on the same day the students were given two kinds of tests (vocabulary production test and word recognition test) which were immediate post-tests. Three weeks later delayed post-tests were given to the students which has the same format of immediate post-tests but with a different order of the same questions.

After all the tests were conducted, the means of the groups for each test were compared with independent samples T-test. Also, the difference between immediate and delayed post-tests was compared with paired samples (dependent) t-test for L1 and L2 gloss groups. The results of the pre-test showed that 21 words out of total 39 words on the list were marked as unknown by the students and were determined as target words for the current research.

The first research question compared L1 and L2 gloss groups' immediate post-test results. The results showed a significant difference between two gloss groups for immediate production and immediate recognition tests. This result corresponded with those of previous studies (Ahangari and Dogolsara, 2015; Bayraktar, 2008; Spahiu, 2000) showing that L1 glosses are more helpful than L2 glosses. Students may find it more useful than L2 gloss.

The second research question compared delayed post-tests of L1 and L2 gloss groups. Both delayed production and delayed recognition tests implied significant difference for groups. A significant difference was found between the groups' delayed production tests. However, no significant difference was found between the groups' delayed recognition post-tests. Students may find it difficult to match the words with their definitions with the effect of three weeks' time interval. It shows that students need reinforcement.

In the research question three, L1 gloss group's post-test results were compared. In both production tests and recognition tests, a significant difference between immediate and delayed formats was found. The mean score difference was not much high between immediate and delayed tests. It indicated that students remembered many of known words in delayed tests.

In research question four, L2 gloss group's post-test results were compared. No significant difference was found between the immediate and delayed post-tests in two test formats. These findings were consistent with some studies (Jacobs et. al.; 1994; Chen, 2002 who didn't find a significant difference between L1 and L2 gloss groups.

The results of the study have implications for vocabulary learning and teaching. First, glosses are helpful in facilitating learners' incidental vocabulary learning. So, it can be concluded that we should keep utilizing glosses in reading materials. L1 glosses were found to more useful than L2 glosses. It is crucially important to keep them in mind in conducting research and teaching. It is suggested to examine longer-terms effects as this study is limited to only six weeks. Future studies need to examine the effect of L1 and L2 glosses, taking the learners' proficiency level into consideration. This study only compared intermediate students' results. Cheng (2009) studied glosses in different proficiency levels, but in Turkish context, next studies may take different levels into consideration.

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This study dealt with nouns, verbs, and adjectives. In the same respect, latter researches may investigate different parts of speech, or collocations which are important to have a wider and better vocabulary repertoire as in the study of Akpınar, and Bardakçı (2015) on the effects of collocations on retention.

Keywords: glossing, L1 and L2 glosses, incidental vocabulary learning, Turkish EFL learners

OKUMA YOLUYLA TESADÜFİ KELİME ÖĞRENME ÜZERİNDE ANA DİL (L1) VE HEDEF DİLDEKİ (L2) AÇIKLAMALARIN ETKİSİ

ÖZET

Yabancı dil öğrenmede kelimenin rolü çok önemlidir. Diğer tekniklerle beraber, açıklama kullanımı dil öğreniminde popüler bir kelime tekniğidir. Bu çalışma, açıklama türleri içerisindeki metine dayalı açıklama üzerine odaklanmıştır. Bu çalışma, okuma yoluyla tesadüfi kelime öğrenme üzerinde ana dil (L1) ve hedef dildeki (L2) açıklamalarının etkisini incelemiştir. Konya, Türkiye'deki bir özel üniversitede yürütülen bu çalışmaya 44 orta İngilizce seviyesindeki, yabancı dil olarak İngilizce öğrenen hazırlık öğrencisi katılmıştır. Öğrenciler ana dillerinde (Türkçe) ve hedef dil (İngilizce) olarak verilen açıklamalardan oluşan iki gruba ayrılmıştır. Öğrencilere, kendi grupları için özel olarak hazırlanmış Türkçe veya İngilizce açıklamalar verilmiştir. Öğrenciler, ön test, son test ve gecikmeli son teste katılmışlardır. Gecikmeli son test, diğer son testten üç hafta sonra uygulanmıştır. Skorlar bu testlerden elde edilmiştir ve bu veri bağımsız grup ve bağımlı grup T-testler kullanılarak analiz edilmiştir. Öğrencilerin, üretim ve hatırlama testlerinden elde ettikleri skorlar karşılaştırılmıştır. Çeşitli karşılaştırmalar sonucunda, ana dilde açıklama verilen grup lehine çok büyük farklılıklar içeren sonuçlar çıkmıştır. Fakat bağımlı grup T-test sonuçlarına göre hedef dilde açıklamalar verilen grup lehine önemli farklılıklar içeren sonuçlar çıkmamıştır. Sonuçlar, öğrencilerin tesadüfi kelime öğrenmeleri için açıklama kullanımının faydalı olduğunu göstermiştir.

Anahtar Kelimeler: hedef dil ve ana dildeki açıklamalar, tesadüfi kelime öğrenimi, yabancı dil olarak İngilizce öğrenen Türk öğrenciler

Introduction

In order to shed further light on effective learning and teaching of L1 and L2 glosses in a Foreign language learning environment, it is needed to find feasible ways to facilitate gloss teaching/learning. For this reason, the present study attempts to discover the potential benefits of gloss use for FL learners in language classes. Because of the importance of vocabulary learning, and to be a successful foreign language learner, one should know basic tenets of vocabulary acquisition techniques. As glosses are some of those techniques which help students to promote their vocabulary repertoire, using L1 and L2 glosses in classroom environment will help them to be more proficient language learners. For Ko (2012), glosses are modified form of input and adding these kinds of

information such as synonyms, definitions and extra descriptions help learners while reading texts which have insufficient cues. The pioneering figures on glosses Holey and King (1971), Watanabe (1997), Nation (2001) asserted that these glossing techniques will increase students chance to learn target vocabulary in reading texts. On the other hand, Mondria (2003) and Johnson (1982) attested that with their studies on the negative effects of glosses in terms of interrupting reading flow and decreasing student interaction with their learning process. Although there are various studies indicating that the positive effects of glossing techniques in vocabulary learning, one can see that there are controversial approaches using both L1 and L2 glosses in literature.

Literature Review

Glosses can be described as information provided to aid reading comprehension in different forms such as definition, synonym, or translation Ko (2012). Different glossing techniques can be used such as L1 versus L2 glosses, computerized versus paper-based glosses, textual versus multimedia glosses, or single versus multiple choice glosses. Recent researches on glossing concluded that glossed lexical items result in incidental vocabulary learning of the form and meaning. The present study focused specifically on text based glosses because Farvardin and Biria (2011) claimed that students preferred definitional glosses over other types of glosses. Glosses have positive effects on the learner comprehension of texts, have them derive the meaning of words from glosses, make learners autonomous, help to increase their L2 input processing, and also glosses decrease the intervening effect of looking up a dictionary while reading Nation 2001, Lenders 2008.

Many studies investigated the effectiveness of glosses (Chen, 2002 (cited in Bayraktar, (2008); Jacobs et al., 1994; Miyasako, 2002). Jacobs et al. (1994) observed the effects of two gloss types: L1 gloss and L2 gloss. 85 Spanish speakers participated in study as EFL learners. The students read a text with target words boldfaced in three conditions: L1 gloss, L2 gloss, and no gloss. After taking delayed and immediate vocabulary tests were practices, the results showed that there was not a significant difference between L1 and L2 gloss groups. In a similar study, Chen (2002) concluded that although students in gloss groups outperformed no gloss group, there was not a significant difference between these L1 and L2 groups. In Ahangari & Dogolsara's study (2015) with Iranian EFL learners, monolingual dictionary use was found to be superior to bilingual dictionary use for vocabulary learning. In another study, İlter (2014) stated that using Frayer model in teaching vocabulary will help learners to connect their prior knowledge on the target word, as they first look up the meaning of words in both L1 and L2 which is similar to the gloss use. Through this way, students' schemata will be activated and they can connect what they already know and they can create their own definitions on the target word in order to make it retentive. In Miyasako's study (2002) L1 and L2 glosses were compared. The participants were divided into six groups: L2 multiple-choice gloss, L1 multiple-choice gloss, L2 single gloss, L1 single gloss, no gloss, and control group. The students read a text with 20 target words. The students received immediate and delayed post-test. The results showed that L2 gloss groups outperformed L1 gloss groups. Bayraktar (2008) analyzed the effects of L1 and L2 glosses on vocabulary learning in a multimedia environment. The participants consisted of 79 Turkish EFL learners. They studied the same text in four conditions: L1 gloss, L2 gloss, L1+picture gloss, and L2 + picture gloss. After the students took the immediate and delayed post-test, the data was analyzed. The results showed that L1 gloss group outperformed L2 gloss group. Spahiu (2000) explored what type of vocabulary gloss is more beneficial for incidental vocabulary learning: monolingual or bilingual glosses. The study was conducted with 90 Turkish intermediate EFL learners. The students read a text with target words in three conditions: L1 gloss, L2 gloss, and no gloss. She expressed that after the immediate and delayed post-tests were practiced, L1 gloss was found to be superior to L2 gloss. Glossing studies in Turkish context are limited.

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Therefore, the purpose of the study here is to investigate L1 and L2 glosses' effects on incidental vocabulary learning.

Research Questions

The following research questions guided the study:

5. Is there a difference between L1 and L2 gloss groups' immediate post-tests?
6. Is there a difference between L1 and L2 gloss groups' delayed post-tests?
7. Is there a difference between immediate post-test and delayed post-tests of L1 gloss group?
8. Is there a difference between immediate post-test and delayed post-tests of L2 gloss group?

Method

Participants and Design

A total of 44 students from two classes at the same university's preparatory program participated in the study. The students' level was intermediate. The students have one year compulsory preparatory program. They all had the same mother tongue, Turkish. The study was conducted during 2015-2016 academic year spring semester. They were learning English as a foreign language. The students started from elementary level and passed elementary and pre-intermediate levels beforehand at the same university. Their level was determined by the regular exams at the university. The students were divided into two experimental groups. One group used L1 glosses while the other used L2 glosses with reading materials. The study employed T-test to analyze the data. The independent variable was the gloss type used for reading materials. The dependent variable was students' scores measured by the immediate and delayed vocabulary tests, and each test had both production and word-recognition.

Instruments

Pre-test

The participants took a pre-test one week prior to the study. The test contained 39 words (see Appendix A). The participants were required to complete the test in 40 minutes. The test was used to determine the target words. After the test, the items that no students answered correctly were chosen as the target words. 21 target words and 9 distracters were chosen. The participants were asked to put a check mark if they know the words and to provide a short written definition in L1 or L2.

Reading Material and Target Words

The participants read three different texts on three different days (one different text for each day). The words of texts ranged from 400 to 418. Each text included 7 target words (3 nouns, 2 verbs, and 2 adjectives) and 3 distracters boldfaced in the text (Appendix B). When the students encountered these boldfaced unknown words, they looked at their glosses given below the text (see Appendix C). Studies in the past often focused on different parts of speech as target words so the researcher chose words from different parts of the speech. The reading texts were adapted from a reading skill book: Reading Explorer 3 by Heinle Cengage Learning (Intermediate Level).

Post-Tests

The participants received two vocabulary post-tests: one immediately after the treatment and the other three weeks later as delayed post-tests. Each post-test contained two tests: a production and a recognition test. All the tests were conducted without being noticed before.

In the production test, students were instructed to complete the sentences in which only the first three letters of the target words and distracters were given in 15 minutes (see Appendix D). Students were asked to choose the definition of the words in a list of definitions and match them in the word-recognition test in 15 minutes (see Appendix E). The immediate post-tests were given after reading each text and completing reading comprehension questions. The students were asked to read the text and complete its exercises in 30 minutes. The immediate production test and immediate word-recognition test had 9 items. The participants received one point for each correct answer.

Both the immediate and delayed post-tests had the exact same format except for item order in each test. Although students get one immediate post-test for each reading text, delayed post-tests consisted of all the target words from three texts (see Appendix F and G).

Procedure

The experiment took place during regular class periods. The study took six weeks. The students took the pre-test one week prior to the study. They took the test along with the target words and other words from the same reading texts as distracters. The students were divided into two groups: L1 gloss (n=22) and L2 gloss (n=22). Next week students read the first reading text and did the reading activities provided by the book. They worked on the activities individually. After completing reading the first reading text and doing its activities, the students unexpectedly had the immediate post-tests which consisted of production and word-recognition tests. The treatment period continued with the same procedure during the following two days. The students finished the production test first, supplying the missing letters to complete the words. Then, they received the recognition test, selecting the appropriate definition of the words in a list of definitions. This order was chosen so that the recognition test would give any clues for the word-recognition test. The students took the post-tests three weeks later as the delayed post-tests without any advanced notice. The test formats were exactly the same except for the order of the items.

Data Analysis

To find out if there is difference between the tests of the same group paired samples t-test and to find out if there is difference between the groups for the same tests independent samples t-tests were conducted using Microsoft Office Program, Excel.

Results

After all the tests were conducted, the means of the groups for each test were compared with independent samples T-test. Also, the difference between immediate and delayed post-tests was compared with paired samples (dependent) t-test for L1 and L2 gloss groups. All the results were presented in the tables below.

Pre-Test Results

In the pre-test students were asked to put a check mark if they know the word and give a short definition in L1 or L2. The words that students didn't put the check mark and couldn't give the definitions were chosen as the target words. The words that students only put a check mark and didn't give any definition were also considered as unknown words. 21 words out of total 39 words were determined as target words.

Post-Test Results

In table 1, independent samples t-test results revealed a significant difference between L1 and L2 gloss groups' immediate production post-tests ($p = .04$; $p < 0.05$). L1 gloss got higher scores than L2 gloss on this test. According to the results of independent samples t-test for immediate

recognition test, there is a significant difference between L1 gloss and L2 gloss groups ($p = .001$; $p < 0.05$). L1 gloss group outperformed in both immediate production and immediate recognition tests.

Table 1

Tests	Groups	Mean	SD	P	Mean Differences
Immediate post-test production test	L1 gloss	16.72	4.18	0.04*	2.68
	L2 gloss	14.04	4.22		
Immediate post-test recognition test	L1 gloss	17.81	3.26	0.01*	2.81
	L2 gloss	15	4.33		

Note: * $p < 0.05$

Table 2 shows the independent samples t-test results for delayed post-tests for two groups. There is a significant difference between L1 and L2 gloss in delayed production tests ($p = .02$; $p < 0.05$). L1 gloss group achieved higher scores than L2 gloss group in the delayed production test. However, the results didn't reveal a significant difference between L1 and L2 gloss groups in delayed recognition tests ($p = .09$; $p < 0.05$). In both delayed tests, L1 gloss group remembered more than L2 gloss group.

Table 2

Tests	Groups	Mean	SD	P	Mean Differences
Delayed post-test production test	L1 gloss	14.27	3.79	0.02*	2.64
	L2 gloss	11.63	3.88		
Delayed post-test recognition test	L1 gloss	15.63	3.36	0.09	1.95
	L2 gloss	13.68	4.07		

Note: * $p < 0.05$

Table 3 compares L1 gloss group's scores in immediate and delayed post-tests for the same format tests using paired samples T-test. There is a significant difference between immediate production and delayed production post-tests' of L1 gloss group ($p = .04$; $p < 0.05$). Students remembered many of the words that they answered correctly in immediate tests. When L1 gloss group's recognition test scores were compared, the results showed that there is a significant difference between immediate recognition and delayed recognition post-test scores of L1 gloss group ($p = .03$; $p < 0.05$).

Table 3

L1 Gloss Group's Post-tests results of Dependent (Paired) Samples T-test

Group	Tests	Mean	SD	P	Mean Differences
L1 Gloss	Immediate Post-Test Production Test	16.72	4.18	0.04*	2.45
	Delayed Post-Test Production Test	14.27	3.79		
L1 Gloss	Immediate Post-Test Recognition Test	17.81	3.26	0.03*	2.18
	Delayed Post-Test Recognition Test	15.63	3.36		

Note: * $p < 0.05$

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Table 4 depicts the L2 gloss group's post-test results of paired samples t-test. The students got higher scores in immediate tests when compared to delayed post-tests. In the immediate tests, their word-recognition test scores were higher than production test scores. However, no significant difference was found between immediate production test and delayed production test ($p = .055$; $p < 0.05$). The results didn't reveal a significant difference between immediate recognition and delayed recognition tests ($p = .030$; $p < 0.05$). Three weeks' time interval affected students' scores negatively in both delayed production and recognition tests.

Table 4

L2 Gloss Group's Post-tests results of Dependent (Paired) Samples T-test

Group	Tests	Mean	SD	P	Mean Differences
L2 Gloss	Immediate Post-Test	14.04	4.22	0.055	2.41
	Production Test				
	Delayed Post-Test	11.63	3.88		
L2 Gloss	Production Test			0.30	1.32
	Immediate Post-Test	15	4.33		
	Recognition Test				
L2 Gloss	Delayed Post-Test	13.68	4.07		
	Recognition Test				

Note: * $p < 0.05$

Discussion

The first research question compared L1 and L2 gloss groups' immediate post-test results. The results showed a significant difference between two gloss groups for immediate production and immediate recognition tests. This result corresponded with those of previous studies (Ahangari and Dogolsara, 2015; Bayraktar, 2008; Spahiu, 2000) showing that L1 glosses are more helpful than L2 glosses. Students may find it more useful than L2 gloss.

The second research question compared delayed post-tests of L1 and L2 gloss groups. Both delayed production and delayed recognition tests implied significant difference for groups. A significant difference was found between the groups' delayed production tests. However, no significant difference was found between the groups' delayed recognition post-tests. Students may find it difficult to match the words with their definitions with the effect of three weeks' time interval. It shows that students need reinforcement.

In the research question three, L1 gloss group's post-test results were compared. In both production tests and recognition tests, a significant difference between immediate and delayed formats was found. The mean score difference were not much high between immediate and delayed tests. It indicated that students remembered many of known words in delayed tests.

In research question four, L2 gloss group's post-test results were compared. No significant difference was found between the immediate and delayed post-tests in two test formats. These findings were consistent with some studies (Jacobs et. al.; 1994; Chen, 2002 who didn't find a significant difference between L1 and L2 gloss groups.

Conclusion

The research examined the effectiveness of different types of glosses on incidental vocabulary learning with particular focus on comparison of L1 and L2 types. Significant differences were found for L1 and L2 gloss comparison of immediate production, immediate recognition, and

delayed production tests; L1 group's immediate production and delayed production; L1 group's immediate recognition and delayed recognition tests. No significant difference was found for the comparison of L1 and L2 groups' delayed recognition tests; L2 group's immediate production and delayed production tests; L2 group's immediate and delayed recognition tests.

Although on some tests a significant difference was not found, L1 gloss group performed better than L2 group on all tests. It can be asserted that L1 gloss is more helpful in incidental vocabulary learning. The results of the study have implications for vocabulary learning and teaching. First, glosses are helpful in facilitating learners' incidental vocabulary learning. So, it can be concluded that we should keep utilizing glosses in reading materials. L1 glosses were found to more useful than L2 glosses. It is crucially important to keep them in mind in conducting research and teaching. It is suggested to examine longer-terms effects as this study is limited to only six weeks. Future studies need to examine the effect of L1 and L2 glosses, taking the learners' proficiency level into consideration. This study only compared intermediate students' results. Cheng (2009) studied glosses in different proficiency levels, but in Turkish context, next studies may take different levels into consideration. This study dealt with nouns, verbs, and adjectives. In the same respect, latter researches may investigate different parts of speech, or collocations which are important to have a wider and better vocabulary repertoire as in the study of Akpınar, and Bardakçı (2015) on the effects of collocations on retention.

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APPENDIX

Appendix A – Vocabulary Pre-Test

Please put a tick if you know that word and give a short definition in L1 (Turkish) or L2 (English).

- | | |
|-------------------------|-------|
| [] version (n.) | _____ |
| [] Attractive (adj.) | _____ |
| [] Decade (n.) | _____ |
| [] Enthusiasm (n.) | _____ |
| [] Athlete (n.) | _____ |
| [] Evolve (v.) | _____ |
| [] Award (v.) | _____ |
| [] Cultural (adj.) | _____ |
| [] Intense (adj.) | _____ |
| [] Characteristic (n.) | _____ |
| [] Enormous (adj.) | _____ |
| [] Data (n.) | _____ |
| [] Frontier (n.) | _____ |
| [] Prospect (n.) | _____ |
| [] Youth (n.) | _____ |

[] Motion (n.)	_____
[] Genetics (n.)	_____
[] Champion (n.)	_____
[] Differentiate (v.)	_____
[] Friendship (n.)	_____
[] Generate (v.)	_____
[] Appearance (n.)	_____
[] Supporter (n.)	_____
[] Psychological (adj.)	_____
[] Automatic (adj.)	_____
[] Enhance (v.)	_____
[] Attribute (v.)	_____
[] Adjust (v.)	_____
[] Mate (n.)	_____
[] Notion (n.)	_____
[] Gender (n.)	_____
[] Devote (v.)	_____
[] Achieve (v.)	_____
[] Alter (v.)	_____
[] Fundamental (adj.)	_____
[] Subjective (adj.)	_____
[] Predominantly (adv.)	_____
[] Conform (v.)	_____
[] Uniform (adj.)	_____

Appendix B – Target Words and Distracters

Text A

Target words: version (n.), evolve (v.), decade (n.), intense (adj.), enthusiasm (n.), award (v.), enormous (adj.)

Distracters: data (n.), frontier (n.), prospect (n.)

Text B

Target words: champion (n.), psychological (adj.), genetics (n.), differentiate (v.), generate (v.), motion (n.), automatic (adj.)

Distracters: enhance (v.), attribute (v.), adjust (v.)

Text C

Target words: devote (v.), fundamental (adj.), mate (n.), notion (n.), alter (v.), subjective (adj.), gender (n.)

Distracters: predominantly (adv.), conform (v.), uniform (adj.)

Appendix C – Reading Materials

Reading Text A

Planet Football

Throughout history, people have played some **version** of a kicking game. What the world now calls football, or soccer in the U.S., began as far back as 2500 B.C. with the Chinese game of tsu chu. The sport we're familiar with today originated in Britain; by the 1840s, England's Football Association had established a set of rules, and the modern game was born. Today, more than 120 million regular

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players from all over the globe participate in the game annually, truly making soccer the world's sport.

Europe: Home of the Rich and Famous

Europe has the largest number of soccer players on Earth and is also home to the world's richest and best-known professional teams. Europe's major clubs – such as Spain's Real Madrid and England's Manchester United – have **evolved** from local teams to global trends, with supporters all over the world. Some are owned by foreign businessmen, who invest large amounts of money in their clubs, hoping to earn significant returns on ticket sales, television, and advertising deals.

Asia: A Growing Passion

Over the past two **decades**, an **intense** soccer competition among Japan, China, and South Korea has helped to increase **enthusiasm** for the sport across Asia. In China, for example, recent **data** suggest that soccer is now more popular than traditional Chinese favourites, such as table tennis and basketball. This enthusiasm has also helped to bridge differences and bring people together. The 2002 World Cup, co-hosted by South Korea and Japan, was a victory for cooperation and friendship, and in the Middle East, youth soccer teams have also helped to promote peace.

*Africa: Soccer's New **Frontier***

Africa has a number of talented players; however, the continent lacks strong domestic teams and faces the **prospect** of losing many of its best players to the European clubs. Several national teams has powerful athletes, though, and Africa's more prominent role in the soccer world was established in 2004, when FIFA **awarded** the 2010 World Cup tournament to South Africa.

South America: Unbeatable Talent

South America produces some of the most exciting soccer on Earth, and many of the most admired players. Brazil has won the most world Cup Finals ever, and is the only team to have participated in every World Cup to date. Youth soccer is also an **enormous** business in South America (third after Europe and North America), but as with Africa and Asia, many of the best players join the wealthy European teams for the chance to earn big money and international recognition.

416 Words

Reading Explorer 3 by Heinle Cengage Learning (Intermediate Level)

L1 Gloss (This version is for L1 gloss group)

version (n.) versiyon, sürüm
evolve (v.) evrim geçirmek, değişmek
decade (n.) on yıllık süre
intense (adj.) yoğun
enthusiasm (n.) heves, coşku
data (n.) bilgi, veri
frontier (n.) sınır, hudut
prospect (n.) olasılık, görünüş
award (v.) ödül vermek
enormous (adj.) kocaman, devasa

L2 Gloss (This version is for L2 gloss group)

version (n.) a form of something that is slightly different from an earlier form or from other forms of the same thing
evolve (v.) to develop gradually, especially from a simple to a more complicated form; to develop something in this way
decade (n.) a period of ten years

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intense (adj.) very great, very strong

enthusiasm (n.) a strong feeling of excitement and interest in something and a desire to become involved in it

data (n.) facts or information, especially when examined and used to find out things or to make decisions

frontier (n.) a line that separates two countries, etc., the land near this line

prospect (n.) the possibility that something will happen

award (v.) to make an official decision to give something to somebody as a payment, prize, etc.

enormous (adj.) extremely large

Reading Text B

What Makes an Olympic Champion?

How does a person become an Olympic **champion**? In reality, a combination of biological, environmental, and **psychological** factors, as well as training and practice, all go into making a super athlete.

Perhaps the most important factor involved in becoming an elite athlete is **genetics**. Most Olympic competitors are equipped with certain physical characteristics that **differentiate** them from the average person. Take an elite athlete's muscles, for example. A large, muscular body is not the main requirement to do well in the sport. It is more important to have a large number of fast-twitch fibers in the muscles. The legs of an elite marathon runner might contain up to 90 percent slow-twitch muscle fibers. These **generate** energy efficiently and enable an athlete to control fatigue and keep moving for a longer period of time. When we exercise long or hard, it is common to experience tiredness, muscle pain, and difficulty breathing.

For some Olympic competitors, size is important. Most male champion swimmers are 180 cm (six feet) or taller, allowing them to reach longer and swim faster. Some athletes' abilities are naturally **enhanced** by their environment. Those raised at high altitudes in countries such as Kenya, Ethiopia, and Morocco have blood that is rich in hemoglobin. Tegla Loroupe, a young woman from northern Kenya, has won several marathons. She **attributes** some of her success to her country's altitude (she trains at about 2,400 meters or 8,000 feet) and some to her cultural background. As a child, she had to run ten kilometers to school every day. 'I'd be punished if I was late,' she says.

Although genetics, environment, and even culture play a part in becoming an elite athlete, training and practice are needed to succeed. Marathon runners may be able to control fatigue and keep moving for long periods of time, but they must train to reach and maintain their goals. Weightlifters and gymnasts perfect their skills by repeating the same **motions** again and again until they are **automatic**. How do athletes **adjust** to such intense pressure? Louganis explains how he learned to control his anxiety during a competition: 'Most divers think too much ...,' he says. 'They're too much in their heads. What worked for me was humor. I remember thinking about what my mother would say if she saw me do a bad dive. She'd probably just compliment me on the beautiful splash.'

400 words

Reading Explorer 3 by Heinle Cengage Learning (Intermediate Level)

L1 Gloss (This version is for L1 gloss group)

champion (n.) şampiyon

psychological (adj.) psikolojik

genetics (n.) genetik

differentiate (v.) farklılaştırmak

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generate (v.) üretmek
enhance (v.) arttırmak
attribute (v.) bağlamak, atfetmek
motion (n.) hareket
automatic (adj.) otomatik
adjust (v.) ayarlamak

L2 Gloss (This version is for L2 gloss group)

champion (n.) a person, team, etc. that has won a competition, especially in a sport
psychological (adj.) connected with a person's mind and the way in which it works
genetics (n.) the scientific study of the ways in which different characteristics are passed from each generation of living things to the next
differentiate (v.) to recognize or show that two things are not the same
generate (v.) to produce or create something
enhance (v.) to increase or further improve the good quality, value or status of somebody/something
attribute (v.) to say or believe that something is the result of a particular thing
motion (n.) the act or process of moving or the way something moves
automatic (adj.) (of a machine, device, etc.) having controls that work without needing a person to operate them
adjust (v.) to change something slightly to make it more suitable for a new set of conditions or to make it work better

Reading Text C

The Enigma of Beauty

The search for beauty spans centuries and continents. Paintings of Egyptians dating back over 4,000 years show both men and women painting their nails and wearing makeup. In the 18th century France, wealthy noblemen wore large wigs of long, white hair to make themselves attractive.

Today, people continue to **devote** a lot of time and money to their appearance. According to a recent report by the Nielsen Company, a global information and marketing corporation, ‘one out of three consumers globally say they are spending more money today on beauty and health care products... than ever before.’ In studies done by psychologists such as Victor Johnston at New Mexico State University and David Perrett at St. Andrews University in Scotland, men regularly showed a preference for women with certain features: larger eyes, fuller lips, and a smaller nose and chin. Another study suggests that women prefer men with large shoulders and a narrow waist. According to scientists, the mind unconsciously tells men and women that these traits – the full lips, clear skin, and strong shoulders – equal health and genetic well-being. In other words, it's a **fundamental** part of human nature to look for these qualities in a **mate**.

Not everyone agrees with this **notion**, however. ‘Our hardwired ness can be **altered** by all sorts of expectations – **predominantly** cultural,’ says C. Loring Brace, an anthropologist at the University of Michigan. What is considered attractive in one culture might not be in another. Look in most Western fashion magazines, for example, and the women on the pages are thin. But is this the ‘perfect’ body type for women worldwide? Douglas Yu, a biologist from Great Britain, and Glenn Shepard, an anthropologist at the University of California at Berkeley, say no: what is considered beautiful is **subjective** and varies around the world. Take another example: in every culture, one's hairstyle sends a clear message. In the Huli culture of Papua New Guinea, teenage boys learn from a young age to style and decorate their hair – a behaviour more commonly associated with the opposite **gender** in many cultures.

For better or worse, beauty plays a role in our lives. But it is extremely difficult to define exactly what makes one person attractive to another. Although there do seem to be certain physical traits that

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are considered universally appealing, it is also true that beauty does not always **conform** to a single, **uniform** standard. In the end, beauty really is, as the saying goes, in the eye of the beholder.

418 words

Reading Explorer 3 by Heinle Cengage Learning (Intermediate Level)

L1 Gloss (This version is for L1 gloss group)

devote (v.) adanmak
fundamental (adj.) esas
mate (n.) arkadaş, dost, eş
notion (n.) düşünce, kavram
alter (v.) değiştirmek
predominantly (adv.) büyük bir çoğunlukla
subjective (adj.) öznel
gender (n.) cinsiyet
conform (v.) uymak, uygulamak
uniform (adj.) tekdüze, aynı

L2 Gloss (This version is for L2 gloss group)

devote (v.) to give an amount of time, attention, etc. to something
fundamental (adj.) serious and very important; affecting the most central and important parts of something
mate (n.) a friend; a person you share an activity or accommodation with
notion (n.) an idea, a belief or an understanding of something
alter (v.) to become different; to make somebody/something different
predominantly (adv.) mostly; mainly
subjective (adj.) based on your own ideas or opinions rather than facts and therefore sometimes unfair
gender (n.) the fact of being male or female, especially when considered with reference to social and cultural differences, not differences in biology
conform (v.) to behave and think in the same way as most other people in a group or society
uniform (adj.) not varying; the same in all parts and at all times

Appendix D – Immediate Post-Test

Production Test – Treatment Day 1

Complete the letters to make meaningful words.

We heard two different ver_____ of the story.
 The dec_____ of the 1920s runs from January 1, 1920 to December 31, 1929.
 The party supported its candidate with ent_____.
 Some believe that birds evo_____ from dinosaurs.
 The judges will awa_____ a prize to the best speaker.
 She has an int_____ dislike for her husband's friend.
 They live in an eno_____ house which has 46 rooms.
 The company has access to your personal dat_____.
 The family lives near the fro_____ between Canada and the U.S.
 She is excited by the pro_____ of returning to school.

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Production Test – Treatment Day 2

Complete the letters to make meaningful words.

She has a simple golf swing with no wasted mot_____.

In actuality, scientists will study far more subtle associations of diet, activity, gen_____, and behaviors that might give us an insight in how to live longer, happier, and better.

He was the heavyweight boxing cha_____ of the world in 2000.

The only thing that dif_____ the twins is the color of their eyes.

Windmills used to gen_____ electricity in the past.

This has been criticized both from the biological and from the psy_____ standpoint.

I can't drive her car because it has a manual transmission instead of an aut_____ transmission.

You can enh_____ the flavor of the dish by using fresh herbs.

His doctor att_____ his health problems *to* a poor diet and a lack of exercise.

I adj_____ the volume on the radio as it was too loud.

Production Test – Treatment Day 3

Complete the letters to make meaningful words.

We have been office mat_____ for 10 years.

He has some pretty strange not_____ about what happened to him in the accident.

Please state your name, birth date, and gen_____ on the job application form.

She plans to dev_____ part of her money to poor people.

Alcohol can alt_____ a person's mood.

There's a fun_____ difference between these two political parties.

Personal taste in clothing is very sub_____.

She works in a pre_____ male environment.

She refuses to con_____ to society's traditional image of a mother.

The museum is kept at a uni_____ temperature to protect the artifacts.

Appendix E - Immediate Post-Test

Word-Recognition Test – Treatment Day 1

Match the words with their meanings. Write the number of the words next to the letters of the meanings.

1. Award
2. Intense
3. Version
4. Enormous
5. Prospect
6. Evolve
7. Enthusiasm
8. Data
9. Decade
10. Frontier

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- a. ☐ very great in degree, very strong
- b. ☐ the possibility that something will happen in the future
- c. ☐ facts or information used usually to calculate, analyze, or plan something
- d. ☐ a border between two countries
- e. ☐ to give (a reward or prize) to someone or something
- f. ☐ a story or description that is different in some way from another person's story or description
- g. ☐ very great in size or amount
- h. ☐ to change or develop slowly often into a better, more complex, or more advanced state
- i. ☐ strong excitement about something
- j. ☐ a period of 10 years

Word-Recognition Test – Treatment Day 2

Match the words with their meanings. Write the number of the words next to the letters of the meanings.

- 1. champion
- 2. automatic
- 3. adjust
- 4. enhance
- 5. motion
- 6. generate
- 7. attribute
- 8. genetics
- 9. differentiate
- 10. psychological

- a. ☐ of a machine or device : having controls that allow something to work or happen without being directly controlled by a person
- b. ☐ to make (someone or something) different in some way
- c. ☐ to increase or improve (something)
- d. ☐ of or relating to the mind
- e. ☐ someone or something (such as a team or an animal) that has won a contest or competition especially in sports
- f. ☐ to change (something) in a minor way so that it works better
- g. ☐ an act or process of moving
- h. ☐ to produce (something) or cause (something) to be produced
- i. ☐ the scientific study of how genes control the characteristics of plants and animals
- j. ☐ to say that (something) is because of (someone or something)

Word-Recognition Test – Treatment Day 3

Match the words with their meanings. Write the number of the words next to the letters of the meanings.

1. Fundamental
2. Mate
3. Devote
4. Subjective
5. Predominantly
6. Gender
7. Conform
8. Uniform
9. Alter
10. Notion

- a. [] a person who lives with you, works in the same place as you, etc. — usually used in combination with another noun
- b. [] forming or relating to the most important part of something
- c. [] mostly, mainly
- d. [] not varying or changing, staying the same at all times
- e. [] a person who lives with you, works in the same place as you, etc. — usually used in combination with another noun
- f. [] to decide that (something) will be used for (a special purpose), to use (time, money, energy, attention, etc.) for (something)
- g. [] to change (something)
- h. [] the state of being male or female, sex
- i. [] based on feelings or opinions rather than facts
- j. [] to be similar to or the same as something, to obey or agree with something

Appendix F – Delayed Post-Test – Vocabulary Production Test

Complete the letters to make meaningful words.

We have been office mat_____ for 10 years.

She plans to dev_____ part of her money to poor people.

They live in an eno_____ house which has 46 rooms.

We heard two different ver_____ of the story.

Please state your name, birth date, and gen_____ on the job application form.

The museum is kept at a uni_____ temperature to protect the artifacts.

I can't drive her car because it has a manual transmission instead of an aut_____ transmission.

There's a fun_____ difference between these two political parties.

The dec_____ of the 1920s runs from January 1, 1920 to December 31, 1929.

I adj_____ the volume on the radio as it was too loud.

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The party supported its candidate with ent_____.
 She refuses to con_____ to society's traditional image of a mother.
 This has been criticized both from the biological and from the psy_____ standpoint.
 The family lives near the fro_____ between Canada and the U.S.
 Some believe that birds evo_____ from dinosaurs.
 Personal taste in clothing is very sub_____.
 The company has access to your personal dat_____.
 Alcohol can alt_____ a person's mood.
 In actuality, scientists will study far more subtle associations of diet, activity, gen_____, and behaviors that might give us an insight in how to live longer, happier, and better.
 The judges will awa_____ a prize to the best speaker.
 He has some pretty strange not_____ about what happened to him in the accident.
 She has a simple golf swing with no wasted mot_____.
 She has an int_____ dislike for her husband's friend.
 She works in a pre_____ male environment.
 The only thing that dif_____ the twins is the color of their eyes.
 He was the heavyweight boxing cha_____ of the world in 2000.
 His doctor att_____ his health problems to a poor diet and a lack of exercise.
 She is excited by the pro_____ of returning to school.
 You can enh_____ the flavor of the dish by using fresh herbs.
 Windmills used to gen_____ electricity in the past.

Appendix G – Delayed Post-Test – Vocabulary Recognition Test

Part I

Match the words with their meanings. Write the number of the words next to the letters of the meanings.

1. Alter
 2. Predominantly
 3. Devote
 4. Notion
 5. Fundamental
 6. Subjective
 7. Uniform
 8. Gender
 9. Mate
 10. Conform
- a. [] to be similar to or the same as something, to obey or agree with something
 - b. [] a person who lives with you, works in the same place as you, etc. — usually used in combination with another noun
 - c. [] forming or relating to the most important part of something
 - d. [] a person who lives with you, works in the same place as you, etc. — usually used in combination with another noun
 - e. [] based on feelings or opinions rather than facts

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- f. ☐ to decide that (something) will be used for (a special purpose), to use (time, money, energy, attention, etc.) for (something)
- g. ☐ not varying or changing, staying the same at all times
- h. ☐ mostly, mainly
- i. ☐ the state of being male or female, sex
- j. ☐ to change (something)

Part II

Match the words with their meanings. Write the number of the words next to the letters of the meanings.

Enormous

- 1. Data
 - 2. Award
 - 3. Frontier
 - 4. Intense
 - 5. Decade
 - 6. Version
 - 7. Evolve
 - 8. Prospect
 - 9. Enthusiasm
-
- a. ☐ to give (a reward or prize) to someone or something
 - b. ☐ very great in degree, very strong
 - c. ☐ a period of 10 years
 - d. ☐ a story or description that is different in some way from another person's story or description
 - e. ☐ strong excitement about something
 - f. ☐ a border between two countries
 - g. ☐ the possibility that something will happen in the future
 - h. ☐ facts or information used usually to calculate, analyze, or plan something
 - i. ☐ to change or develop slowly often into a better, more complex, or more advanced state
 - j. ☐ very great in size or amount

Part III

Match the words with their meanings. Write the number of the words next to the letters of the meanings.

- 11. Differentiate
- 12. Automatic

13. Generate
14. Genetics
15. Champion
16. Psychological
17. Adjust
18. Attribute
19. Motion
20. Enhance
 - a. [] someone or something (such as a team or an animal) that has won a contest or competition especially in sports
 - b. [] of a machine or device : having controls that allow something to work or happen without being directly controlled by a person
 - c. [] to produce (something) or cause (something) to be produced
 - d. [] the scientific study of how genes control the characteristics of plants and animals
 - e. [] to increase or improve (something)
 - f. [] an act or process of moving
 - g. [] of or relating to the mind
 - h. [] to change (something) in a minor way so that it works better
 - i. [] to make (someone or something) different in some way
 - j. [] to say that (something) is because of (someone or something)

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