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**AN APPLIED CASE OF SEMANTIC MAPPING TECHNIQUE IN
VOCABULARY LEARNING PROCESS FOR PREPARATORY CLASSES AT
SCHOOL OF FOREIGN LANGUAGES OF SELÇUK UNIVERSITY.**

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ÖZET

Bu deneysel çalışma, İngilizce öğretimi sürecinde anlamsal haritalama tekniği ile geleneksel yöntemleri karşılaştırarak, anlamsal haritalama tekniğinin sözcük öğretimine etkisini araştırmak için tasarlanmıştır. Çalışma Selçuk Üniversitesi Yabancı Diller Yüksekokulu Hazırlık Programında kayıtlı olan orta düzeydeki birbirine denk iki gruptan oluşan 30 öğrenciye uygulanmıştır.

Bu çalışmada şu araştırma soruları araştırılmıştır: 1) Anlamsal haritalama tekniği ile öğretimin yapıldığı deney grubu ile geleneksel yaklaşımlarla öğretim yapılan kontrol grubu son test sonuçlarında anlamlı bir fark var mıdır? 2) Anlamsal haritalama tekniği ön ve son okuma aktivitesi açısından etkili bir yöntem midir? 3) Geçmiş bilgiyi ve kategori yetisini içeren anlamsal haritalama tekniği kelime yapılandırması açısından geleneksel yaklaşımlardan daha etkili midir?

Bu araştırmada, bir sınıf deney grubu diğer sınıf ise kontrol grubu olarak kullanılmıştır. Deney grubu anlamsal haritalama tekniğini kullanırken, kontrol grubu geleneksel yöntemlere sınırlı bırakılmıştır. Uygulama 6 hafta sürmüştür ve her iki grup da aynı materyali aynı şartlar

altında kullanmışlardır. Her gruba ön test ve son test uygulanmıştır. İstatistiksel sonuçlar T-test ile değerlendirilmiştir. Ön test ve son test sonuçları karşılaştırılmıştır.

Bu çalışmanın sonucu, deney grubu ile kontrol grubu arasında anlamlı bir fark olduğunu göstermiştir. Bu bağlamda bu çalışma, anlamsal haritalama tekniği uygulanan deney grubu kontrol grubundan kelime öğrenimi açısından daha iyi olduğunu göstermektedir



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SUMMARY

This experimental study is designed to investigate the effects of semantic mapping technique on vocabulary learning in comparison to traditional techniques in ELT. The study was conducted at Selcuk University Schools of Foreign Languages. The subjects were 30 pre-intermediate level students in two intact preparatory classes of English.

In this study, the following research questions were investigated: 1) Is there a significant difference between experimental group and the control group on post-test of vocabulary items presented during the teaching process? 2) Is semantic mapping technique as a pre and post reading activity an effective strategy for vocabulary acquisition? 3) Is the semantic mapping strategy which draws on prior knowledge and capitalizes on categorical conceptual frameworks more effective than the traditional approaches for vocabulary building?

To answer the research questions, one class was used as the experimental group and one as the control group. The experimental group used semantic mapping while the control group used traditional approaches. The treatment lasted 6 weeks. Both groups used the same materials under the same conditions. Each group was given pre-tests and post-tests. Statistical analysis of the scores was evaluated with T-test. Pre-test and Post-test scores were compared to measure the effect of treatment.

The result showed a significant difference in favor of the experimental group. The positive findings have suggested that semantic mapping is more effective than traditional approaches for vocabulary learning in English.

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CHAPTER I

I. INTRODUCTION

1.1. Background of the Study

Teaching grammar has always been identified as the most significant task in foreign language instruction, while vocabulary teaching has been shunted; however recent researches indicate the real importance of vocabulary in second language teaching and learning. Although vocabulary knowledge has a vital role in teaching and learning a foreign language, it has not been given the deserved importance. Vocabulary knowledge is the building stone of the language, using vocabulary correctly can compensate for deficiency in language structure in expressing meaning. Harmer (1991) evaluates teaching vocabulary as, “if language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh” (153). Vocabulary plays a major role in language teaching and learning and it is as important as structure of a language. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Wilkins, cited in Lewis, 1993:115).

One of the major challenges in teaching a foreign language is that teaching unknown words and expanding the vocabulary base of second language learners. As Twadel (1973) notes, learning adequate vocabulary is a phase of foreign language learning that has been one of the major problems of any practical foreign language program. Knowing a vocabulary item, especially in a foreign language is much more than simply memorizing the word. It requires a great deal of effort made by both teacher and students; it is not simple to find the proper approach, method or technique that should be carried out through this long process. Different learners use different methods at different times and in different circumstances. To carry out a certain method cannot give proper result as all learners have different comprehension tendency.

Vocabulary has been neglected in programs for language learners during much of the twentieth century. For many years, programs that prepared language learners have given little attention to techniques to assist students to learn vocabulary. In many ESL classes where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes, after months or even years of teaching English, many of the words most needed have never been learned. In fact, “there is no substitute for extensive real-world experience for enlarging and enriching the learner’s knowledge of words in his or her second language.” (Krashen,1982). Until recently, vocabulary teaching is often lowered to a secondary state, but nowadays as Harmer (1991) has explained, methodologists and linguists have increasingly been turning their attention to vocabulary, emphasizing its importance in language teaching and some of the ways in which it is taught and learned.

Several vocabulary teaching strategies have been implemented to improve vocabulary knowledge. Some of them can be listed as; dictionary usage, context, mnemonic devices and word list, these are mostly experimentally validated strategies as effective for general vocabulary acquisition and development, however, the traditional techniques, word lists, root study, translation of the unknown word and dictionary usage mostly failed to place the meanings of the words in the long-term memory. Even if varieties of traditional techniques are used in the classroom for vocabulary instruction, the students cannot keep the meanings of the unknown words in mind for a long time and recall when it is necessary. Using the dictionary and asking the teacher for the definition of the word may increase the learner's dependency on both the teacher and the dictionary. In addition to being the most used aid for vocabulary learning, a dictionary is not helpful in keeping the meanings of the unknown words in mind for a long time. As Scrivener (1994: 89) concludes, the action of noting down the lists of words is no guarantee that remembering will take place. He summarizes that remembering involves four things: putting into storage, keeping into storage, retrieving and using.

Oxford and Crookall (1990) classify common techniques into three categories: (1) de-contextualizing: word lists, visual items and flashcards, and dictionary use; (2) semi-de-contextualizing: word grouping, association, keyword, and semantic mapping; (3) fully

contextualizing: reading, listening, speaking and writing; (cited in Shen 2003). All these teaching vocabulary strategies are required to assist learners to learn new words. It means that it is not easy to cut off vocabulary learning strategies from one another. Nevertheless it is a common belief nowadays that, the use of contexts has positive products to help the learners to obtain target words, recognize the contextual meanings, regain words' meanings, restore them in long term memory and have more appropriate vocabulary use in the four skills. Among the four skills, reading has a particular place in teaching and learning vocabulary as the learner has a chance to infer meanings using contextual clues to guess meanings and make connections between known and unknown words. "There are probably more varied "methods" for teaching vocabulary than for any other aspects of language teaching, but so far no one method seems to have gained general acceptance" (Twadel, 1973:75). The techniques proposed and exemplified in the literature include presentation through demonstration (gestures, action performing), visual aids (pictures, photographs, blackboard drawings, objects, transparencies), verbal explanation (definition, context, translation, word lists and lexical sets). As vocabulary learning is a complex and vital part of students' reading abilities, it is difficult to use each of these techniques at all levels of language teaching.

Semantic feature analysis is one of the techniques which assists students to recall their prior knowledge. As Stoller and Grabe (1993) define, semantic feature analysis is a technique that enables students to learn new vocabulary items in relation to background knowledge. The intention of this technique is to lead the learner to make connection and understand better the similarities and differences between words by categorizing vocabulary. Semantic feature analysis teaches students to make semantic relationships between and among words as well as between their own background knowledge and new information.

Another technique that is related with the learner's background knowledge is mnemonic technique. Key word approach also makes use of the learner's prior knowledge. Using phrase or image which is acoustically and visually similar, the learner creates an associative link between an unknown word and a known word. An unknown word is recoded into a more well-known word in the student's native language. This key word approach consists of the implementation of mnemonic devices.

One of the major fields where vocabulary knowledge is regarded as a vital component is reading comprehension. The important role of vocabulary development in reading comprehension has been acknowledged for many years. In reading comprehension, word knowledge is obviously the most important factor. As learners have a chance to come across new vocabulary items in written texts, these texts are the important sources in language teaching classrooms especially in vocabulary instructions. Therefore teaching vocabulary and reading passages are directly related with each other. Vocabulary and reading are seen as reciprocally developing activities because the use of reading itself is pointed as a mean to develop vocabulary. “The emphasis on acquiring new word knowledge as part of reading instruction is based to a large extent on the fact that comprehension is building bridges between the new and the known” (Pearson & Johnson, 1978: 24). Reading comprehension and vocabulary knowledge are so connected to each other that it is impossible to separate them because vocabulary knowledge is necessary while reading a passage, equally in order to meet new vocabulary items, a reading passage is necessary. The strong relationship between word knowledge and comprehension is further supported by the widely accepted belief that a person’s reading ability is based on a number of underlying component or subskill abilities.

When new concepts are to be learned, they must be related to the concepts already known. Research theorists concerned with the pedagogical impact of schema theory on reading comprehension have provided evidence that a reader’s prior knowledge is an important factor in reading comprehension. The effect of association between new and known in reading comprehension has gained importance that is directly related with vocabulary knowledge which forms the building stone of comprehension in a reading passage. Vocabulary development has gained great importance by means of increasing awareness of the influence of prior knowledge in the reading process. Heimlich & Pittelman (1986) found that, a reader’s vocabulary serves as a means of labeling the ideas that already exist in the mind. As schemata play an integral role in the comprehension process, vocabulary development is an important component of comprehension instruction.

Palmberg (1990) pinpoints two main types of teaching methods to improve vocabulary learning. The first one is teaching vocabulary items through exercises and activities. The second focuses on the associations which are dependent on learner's background of language and their learning experiences. It is important for researchers to investigate ways to improve the direct instruction of foreign language vocabulary.

Besides using context to teach vocabulary, there are other associative approaches. One of these approaches is semantic mapping which is the focus of this study, to teach vocabulary through reading passages by the help of using prior knowledge, schemata and associations. Semantic mapping is designed to lead students to evoke their prior knowledge about a topic and expand that knowledge through new vocabulary acquisition and discussion. "The teachers and students can create a semantic map on the blackboard that graphically displays information within categories related to a central concept and stimulates meaningful word associations". (Stoller, 1994: 3). In this technique, the connections between words are suggested by both students and teachers. As the teacher and student work together, in this technique teaching and learning can be placed in the same process. Semantic mapping is a process for constructing visual displays of categories and their relationships. That is, it is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge. As learners read around the same topic, a schema of related concepts and words are built up and reinforced. Vocabulary content is largely depended on the topics in the syllabuses, therefore, students learn the words in a particular topic or situation. Learning vocabulary by means of reading is more efficient than direct vocabulary memorization. "Because many words are defined by their relationship to other words, it is easier to teach and learn vocabulary in "areas" than through lists of isolated items" (Levis and Hill, 1992: 42). The relationships between or among the meanings of the words make it easy to be understood. Learning theorists such as Crow and Quigley (1995) working in the area of memory and recall, have indicated the superiority of data that have been organized into logical semantic categories

Word meaning is determined by context, schemata, and vocabulary knowledge. Context is the main source to make connections between and among words; this connection is the thing that gives word meaning. When translation fails, the identification of a word connotation is ensured by context. The associations within the words and prior knowledge are mile stones in vocabulary teaching and learning. Learning unknown concepts, making connections between new and prior knowledge may constitute the fundamental base for vocabulary teaching and learning. A network of unified concepts organizes the schemata and words are markers for concepts. In this sense, words are stored in semantically related networks.

Semantic mapping which is the focus of this study assists learners to call up some or all associations that has for the actual or metaphorical object. Through these associations, also termed as a schema and a frame, the concept of given object is instantiated. A word's meaning is constructed by a combination of the many possible associated links on networks for any word with the situational limitations. Stoller and Grabe (1993) point out, semantic mapping activities are signs of how new words are placed into a reader's existing knowledge by the help of diagramming meaning maps and connecting new words to known words. Through semantic mapping technique the learners are actively involved in the learning process which enables them to put new items into long-term memory and recall the stored background knowledge and see the concepts graphically. The active participation of the learner is advantageous in order for unknown items to penetrate into the long-term memory.

Semantic maps can help the learners develop strategies to learn and mentally organize the details. Through the semantic mapping technique, students can use the bubbles and lines to show the mental connections between terms. Semantic mapping has been defined as "graphic arrangement showing the major ideas and relationships in text or among word meanings" (Sinatra, Stahl-Gemakel & Berg, 1984: 22). Three of the most commonly used applications of semantic mapping strategies are 1) for general vocabulary development, 2) for pre and post reading, and 3) as a study skill

technique. In this study, semantic mapping strategy will be used for general vocabulary development and for pre and post reading activities.

1.2 Purpose of the Study

The purpose of this study is to investigate the effect of semantic mapping technique on teaching vocabulary items in EFL through reading passages. In order to find out this, it is necessary to use students as a part of experiment and separate them into two groups as experimental and control group. Afterwards it is vital to find out whether there will be a significant difference between the experimental and control groups. The materials designed for the purpose of teaching vocabulary in EFL classrooms will be conducted to both groups. While experimental group will use the semantic mapping technique, the control group will be left with traditional approaches. This study deals with the preparatory students at intermediate level in English proficiency at the university. In this study, the effectiveness of the semantic mapping will be compared with traditional approaches in order to determine its effects on vocabulary learning for immediate and long-term retention.

This study also aims at investigating whether students can use their background knowledge to get new information through semantic mapping technique. This requires using their previous knowledge while learning new vocabulary items and students in experimental group are supposed to connect the known with the unknown by the help of semantic mapping technique. Therefore, this study is designed to examine the roles of prior knowledge in relationship to vocabulary knowledge.

1.3. Research Questions

In this study, semantic mapping technique will be compared with traditional approaches in order to determine its effect on vocabulary learning in EFL classroom. The study hypothesizes that there will be a significant difference in vocabulary learning between the experimental group where content words will be taught by using semantic mapping technique and the control group that will be taught with traditional approaches.

The research questions for this study are as follows:

1. Is there a significant difference between experimental group and the control group in terms of vocabulary learning on post test of vocabulary items presented during the teaching process?
2. Is the semantic mapping strategy which draws on prior knowledge and capitalizes on categorical conceptual frameworks more effective than the traditional approaches for vocabulary building?
3. Does knowledge of specific vocabulary words affect a student's comprehension of a passage related to that topic?

1.4. Limitations of the Study

This study is limited to the teachers, students and instructional materials in the regular classroom conditions at the preparatory classes at school of foreign languages at Selcuk University. The researcher is the regular classroom teacher, teaching 13 hours a week to the class which has been determined as the experimental group. In the same way, the teacher who will be left with traditional approaches in the class which is determined as the control group is the regular classroom teacher attending 12 hours a week.

The major limitation of the study is that mother tongue inference may affect the subjects' perceptions on some of the target words which have similar pronunciations to Turkish, they have different meanings though. Another important limitation is that some of the target words may have already been known before the treatment by the subjects in both experimental and control groups. These facts may affect the real results. In this study, only content words are treated. That is, function words are not included. The study is also limited to the intermediate level students.

1.5. Significance of the Study

Vocabulary knowledge is necessary for reading comprehension and general communication. It can be described as one of the most important tasks especially in learning a foreign language. Without enough vocabulary knowledge communication and comprehension fail. Therefore in every field of foreign language learning, vocabulary takes the first step of the stairs. The necessity of vocabulary teaching has been neglected and teaching grammar has always been more significant task in foreign language instruction, however, recent researches point the real importance of vocabulary in second language teaching and learning. Although vocabulary knowledge has a vital role in teaching and learning foreign language, it has not been given deserved importance (Allen, 1973). In expressing the meaning, in some situations, using vocabulary correctly can compensate for the lack of grammar knowledge. Vocabulary plays a major role in language teaching and learning.

Recently, the focus of foreign language learning has shifted from grammatical structures to communication. In this sense, vocabulary knowledge has been identified as a significant component of language teaching and learning as vocabulary knowledge is necessary in communication.

In vocabulary learning, it is important for the learner to make an effort and show required interest. If the task does not involve enough effort, the learner may not be interested and pay his/her full attention and enthusiasm. Therefore, instead of

traditional techniques which are not challenging, more effective and enjoyable techniques can be more attractive for the learners.

The semantic mapping strategy can be used as an alternative way to teach vocabulary items. In this technique, the students have active roles in the learning process. As semantic maps are believed to assist the learners in recalling information and relating new information to prior knowledge, the learners are supposed to use their prior knowledge to produce a visual image. Semantic mapping strategy capitalizes on students' prior knowledge through the categorical arrangement of word concepts, do substantially and positively affect general vocabulary knowledge. It is believed that the learners also can get rid of the routine traditional ambience in the classroom situation. As this technique is new for the learners, they will be expected to interest and attend the process, especially the thought of the product which will be their own creations, will courage them to use this technique.

CHAPTER II

II. REVIEW OF LITERATURE

2.1. Definition and Importance of Vocabulary in Language

Definition of word can be easily called as only "word" but, the answer can cover many things like "auxiliaries, verbs, nouns, adjectives, idioms, multiword verbs, etc." Ur defines this term as below and at the end he prefers using "vocabulary items" instead of "words".

Vocabulary can be defined roughly as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example "post office" and "mother-in-law", which are made up of two or three words but express a single idea. There are also multiword idioms such as "call it a day" where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about "vocabulary items" rather than "words".

(Ur, 1996:60)

The importance of vocabulary learning was emphasized by many linguists. For example, According to Wallece (1988:9) "there is a sense in which learning a foreign language is basically a matter of learning its vocabulary." For Read (2001:1) "words are the basic building blocks of language, the units of meaning from which larger structures like sentences, paragraphs and whole texts are formed." Rivers cited in Nunan (1998:117) also pinpoints that "the acquisition of an adequate vocabulary is essential for successful second language learning, the structures and functions we may have learned for comprehensible communication." Nunan (1998:118) states that "The consensus of opinion seems to be that the development of a rich vocabulary is an important element in the acquisition of a second language. According to Harmer (1991:153) "vocabulary is like the vital organs and the flesh of the body whereas structures are the skeleton". Scrivener (1994:73) also states that "vocabulary is a powerful carrier of meaning. Beginners often manage to

communicate in English by using the accumulative effect of individual words". He defends his idea by giving the example below:

A student who says 'Yesterday, Go disco, and friends, dancing' will almost certainly get much of his message over despite completely avoiding grammar - the meaning is conveyed by the vocabulary alone. A good knowledge of grammar, on the other hand, is not such a powerful tool. I wonder if you could lend me your. . . means little without a word to fill the gap, whereas the gapped word - calculator- on its own could possibly communicate the desired message: Calculator?

(Scrivener, 1994:73)

Wallace (1988:9) claims that "learning a foreign language is basically a matter of learning the vocabulary of that language". Not being able to find the word you need to express yourself is the most frustrating experience in speaking another language.

The importance of vocabulary teaching mustn't be understood that we may neglect the grammar. Harmer (1991:154) suggests that "The acquisition of vocabulary is just as important as the acquisition of grammar -though the two are obviously interdependent- and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure."

The words you know determine the degree of proficiency in a language. To express the ideas accurately and for good communication vocabulary knowledge is the basic step. Without words, people can't express themselves effectively.

2.2. Background of Vocabulary Teaching

The place of vocabulary within the curriculum has varied considerably over the years. During the 1950's when audio- lingual method had a dominant influence on methodology, vocabulary teaching was not being given enough importance. "While grammar translation approaches to the teaching of language provided a balanced diet of grammar and vocabulary, audio-lingualists suggested that the emphasis should be strongly on the acquisition of the basic grammatical patterns of the language." (Nunan,

1998:117). But in 1970's it regained its importance under the influence of communicative language teaching. By the 1970's Audio Lingual Method had disregarded, nevertheless, the concept that vocabulary learning was somehow of secondary importance in second language pedagogy had not passed with it. It was during this period that several voices could be heard challenging the current situation.

During 1980's there was a recovery of interest and activity in lexical subjects. Seal (1991:297) explains three developments in the theory and practice of language teaching as the reason of a reassessment of the role that vocabulary can play in second language learning has occurred at this time as follows:

First, the notion that second language learners develop their own internal grammar in predetermined stages that cannot be disturbed by grammar instruction has led some to propose that the traditional teaching of structure should be de-emphasized. At the same time, there has been a shift toward communicative methodologies that emphasize the use of language rather than the formal study of it. These two forces together have led to a view of language teaching as empowering students to communicate, and dearly, one effective way to increase students' facility in communicating is to increase their vocabularies. Finally, within the domain of teaching English for Academic Purposes (EAP), teachers have become increasingly aware that non-native students are significantly disadvantaged in their academic studies on account of the small size of their second language vocabularies. Thus, the de-emphasis on grammar, the newly placed emphasis on communication, and the perceived needs of EAP students have had the effect of elevating the importance of vocabulary in recent years.

(Seal cited in Celce and Murcia, 1991: 297-298)

2.3. Vocabulary Teaching Strategies

In general, the aims of vocabulary teaching cover Palmberg's two teaching methods, one of which focuses on the sense of second language based exercises and activities; the other center of attention is the development of learner's own second

language associations. For instance, as mentioned in the introduction part, Oxford and Crookall (1990) classify common techniques into three categories: (1) de-contextualizing: word lists, visual objects and flashcards, and dictionary use; (2) semi--contextualizing: word grouping, association, keyword, and semantic mapping; (3) fully contextualizing: reading, listening, speaking and writing. (cited in Shen 2003). This classification is presented in figure 1. It is observed in the figure; the more towards the left, the less is learned contexts and in connection with other words, while the further to the right the greater the contextualization of the word.

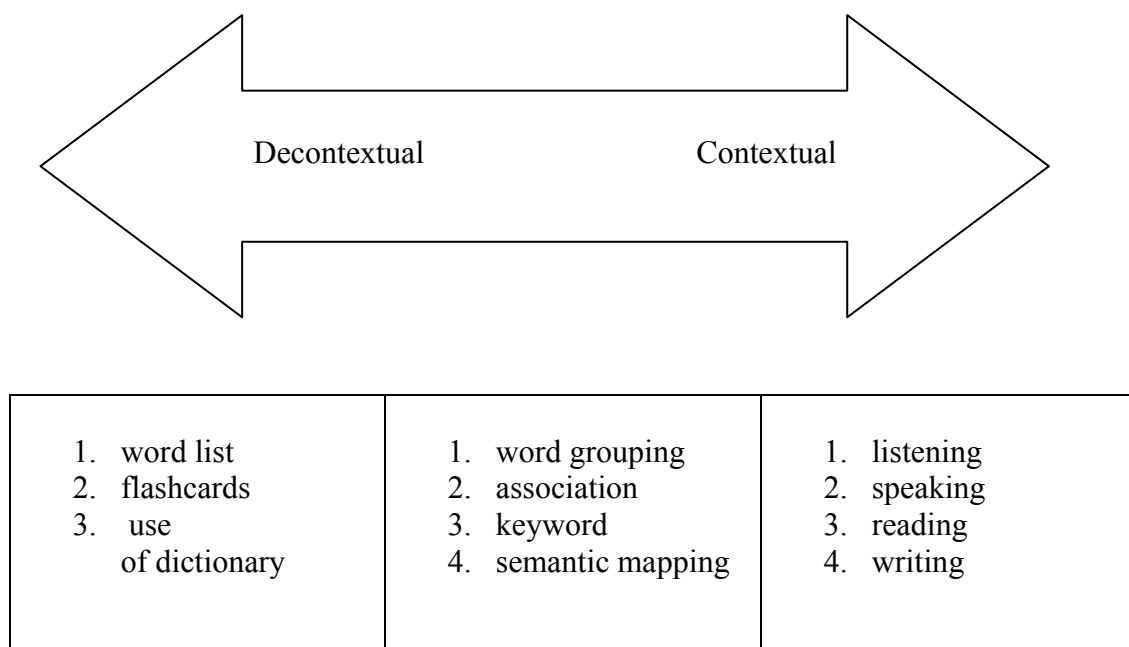


Figure 1: Classification of Common Techniques of Vocabulary Teaching (Shen, 2003:191)

2.3.1. De-contextual Vocabulary Teaching Strategies

Word list technique has been considered as a de-contextual method, and it is the most usual strategy to pick up words in a short time. There are three main types of presentation; in the first one, words may be presented alone without any context, and they are offered only a simple translation or synonyms either in first language or in second

language, in the second one, words are presented with a simple explanation and in the third and last type, words may be extracted from texts, often from written texts. The use of word lists is thought as a quick way to build up vocabulary and achieve a short-term purpose by foreign language teachers and learners. This kind of vocabulary learning just helps to remember particular words for an examination. Carell (1984: 335) mentioned that “merely presenting a list of new or unfamiliar vocabulary items to be encountered in a text, even with definitions appropriate to their use in that text, does not guarantee the induction of new schemata”. She indicated that the efficiency of the teaching of new vocabulary should “be integrated with both the student’s pre-existing knowledge and other pre-reading activities designed to build background knowledge. Word lists, especially with mother-tongue equivalent, are not very useful because learners might not be able to use the new words in any communicative way without further assistance. Word lists are listed in second language with second language synonyms or first language translation and that is rote learning.

Using visual objects and flash cards which can be put the category of visual technique is another technique of de-contextual strategies. In this technique new vocabulary items are presented through pictures. These include drawings or diagrams photographs, pictures from books and magazines, everyday objects and ready flash cards. They are extensively used by teachers as they are practical and easy to reach and as they are ideal for teaching certain vocabulary items such as food, furniture, description of people, jobs, animals, colors these techniques are generally to be used at the lower levels. However, As Seal (1991) notes, while presenting more abstract, conceptual and complex vocabulary items at higher levels, a high-quality, impactful, situational pictures that are cut from magazines, brochures and catalogues can be useful.

Another technique in de-contextual strategies is using dictionary which can be also placed a student-centered strategy. A dictionary is a source of information about words, such as pronunciation, spelling, definitions, synonyms, antonyms and so on. A dictionary also tells whether the word is used as a noun, adjective, verb, adverb, etc. Mono-lingual or bilingual dictionaries are commonly used by second language learners, when the learner has nobody to ask the meaning of any unknown word, or when context clues cannot help the learner to infer the meaning of the word. It is important to consider certain advantages of

using dictionary. A learner who can use a dictionary efficiently will be able to continue learning outside the classroom. Dictionaries are inadequate in assisting the learners to put new vocabulary items in long- term memory as most of the words are forgotten in a short time.

2.3.2. Semi-Contextual Vocabulary Teaching Strategies

Word grouping is the semi-contextual strategy as the word grouping is made through a given context; however, grouping is not made semantically related but thematically related. It differs from word list technique in which words fit under a common theme. Researchers present that; word grouping might be more beneficial than word listing. Hipper-Page (2002) conducted a comparative study between word grouping thematically and semantic word grouping, and the result of this study showed that both word groupings were beneficial to help second language learners learn new vocabulary words.

In semi-contextual strategy, association techniques which allow the learner to have deeper learning process enabling more relations between and among the known and unknown words are used. This technique is widely used by the instructors to teach vocabulary efficiently.

The results of studies in many disciplines have enlarged the understanding of what is truly involved in the learning of second language. The 1980's were notable for the emphasis that researchers/theorists placed on the need to the teach vocabulary using an approach that was fundamentally "associative" in nature. As a result, teachers throughout the country began using methods that stressed context; that is, their methods had as their goal the purpose of getting students to relate their prior knowledge to the new words they were learning. (Svenconis and Kerst, 1995:85).

Key word method is another strategy that is regarded as semi-contextual as it is given through or without context. Thirty years ago, Atkinson (1975) developed a

mnemonic technique based on imagery (as called Keyword Method) for learning foreign language vocabulary. Unlike the mnemonic researchers who studied subjects' recall of arbitrarily selected materials, Atkinson observed subjects' performance on a more ecologically valid task, foreign vocabulary learning. Atkinson keyword method consists of two stages, the acoustic stage and the imagery link stage. These two stages can be illustrated using the Spanish word *carta*, which means (*postal*) *letter*. In the acoustic link stage, the student acquires a keyword, which is a familiar English word that: a) sounds like salient part of the foreign word; and b) ideally, is picturable. For *carta*, a good keyword is *cart*. Then, in the imagery link stage, the student must form a visual image in which the keyword and English translation referents are interacting. Thus, for *carta*, the student might picture a shipping cart transporting a postal letter.

When the student is later asked for the meaning of *carta*, the keyword *cart* is evoked, which in turn re-evokes the image of a cart containing a letter. If both components function as expected, the response letter will be produced.

Semantic mapping technique is another semi-contextual strategy that is designed to lead students to evoke their prior knowledge about a topic and expand that knowledge through new vocabulary acquisition and discussion. "The teachers and students can create a semantic map on the blackboard that graphically displays information within categories related to a central concept and stimulates meaningful word associations". (Stoller, 1994:3). A reading passage which is fully contextual is used to instruct vocabulary. Therefore this technique can be defined as semi-contextual as associations are used by the help of a reading passage. The associations are dependent on learner's background of language and their learning experiences.

2.3.3. Fully Contextual Vocabulary Teaching Strategy

Many theorists and researchers have found that the use of contexts in vocabulary teaching and learning process in terms of receiving target words, recognizing the contextual

meanings, retrieving words and restoring them in long-term memory has a positive results. Contextual learning involves inferring meanings using contextual clues to guess meanings, which lead learners to activate their schematic knowledge and to improve understanding for further vocabulary maintenance. These claims can be similar in all four skills as all of them consist of a certain context. Therefore, native-like contexts are beneficial sources for second language learners as to encounter real use of word enables the learner to employ target words properly.

Contextual strategy gives confidence to the learner to learn a new word in its entire context, not as a partial word. “In order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears” (Judd,1978:73). Guessing the meaning from context is an effective technique of contextual strategy. In this technique, the learner can use context clues and his background knowledge or schemata to guess the meaning of unknown word. “Context can be viewed as morphological, syntactic, and discourse information in a given text which can be classified and described in terms of general features, this is the contextual within the text” (Nation and Coady, 1988:102). Context is the main source to make connections between words; this connection is the thing that gives word’s meaning. According to Wallace (1982), coming across vocabulary in situations and context which are authentic is the best way of developing one’s vocabulary in a foreign language. Vocabulary items become more memorable through context.

2.4. Word Knowledge in Relation to Reading Comprehension

Word knowledge has always been regarded as a significant component in reading comprehension. Early researchers in reading comprehension and in verbal intelligence indicated the importance role of vocabulary in both areas. Pressey (1972) indicates that; a large vocabulary enhanced silent reading performance. Hillard (1974) states that in reading comprehension, after general intelligence child’s vocabulary level is the most significant item. In a study of Albright (1977), it was proved that, knowledge of word meanings again took a significant part in comprehension. In her study, she classified students’ errors in answering questions assessing passage comprehension.

The early factor-analytic studies of reading comprehension focused on identifying the skills or skills areas which are vital for comprehension. Davis, (1968) a notable researcher in this area, factor analyzed nine reading comprehension subskills and noted that two of the components, word knowledge and reasoning in reading, accounted for 89% of the variances in individuals' test scores. (Table 1) word knowledge has been identified as a significant component of reading comprehension not only by Davis (1942) but there are also researches that suggest that word knowledge is the most important component of reading ability. Some of these researchers are Johnson, Thomas- Brownski, & Buss, 1983; Thorndike, 1973-74; Thurstone, 1946.

In the same way, a reading passage is very significant to learn and meet new vocabulary items so vocabulary knowledge and a reading passage are connected to each other with strong links. Stoller and Grabe (1994) point out, vocabulary and reading are seen as reciprocally developing activities because the use of reading itself is pointed as a means to develop vocabulary. Reading passages which assist the learner to enlarge vocabulary knowledge are the main sources in vocabulary teaching of second language classes. Second language learners can increase their vocabulary knowledge more efficiently through reading programs rather than direct vocabulary teaching.

2.4.1. Prior Knowledge and Reading Comprehension

The interest in understanding the relationship between prior knowledge and reading comprehension resulted in an “explosion of research” that has “greatly enhanced understanding of how one’s background knowledge about text concepts functions in reading process” (Beck & McKneown, 1982: 15.). To make inferences about information which are not explicitly presented in the text is necessary to comprehend the text. Inferences which are made in reading process, are necessary to attach parts of the text and to bring prior knowledge to bear on the text. “Without prior knowledge, a complex object, such as a text, is not just difficult to interpret; strictly speaking, it is meaningless” (Adams and Bruce, 1980: 36-37). The reader

who has a strong prior knowledge can construct meaning through inference better and easier than the reader who has a weak prior knowledge; however it should be indicated that the written text should be coherent in meaning as the inference is to be made correctly.

There can be comprehension failures which have various reasons. Johnston (1983) suggests that some type of mismatch between the reader's prior knowledge and the text can cause failure in comprehension. Similarly, Rumelhart (1980) points out three possible reasons for failure to understand a passage. 1) The reader may not have the appropriate schemata; 2) the reader may have the appropriate schemata, but the author presents lacking clues to interpret them. 3) The reader can build a reliable inference in the text, but not the one planned by the author.

Anderson & Spiro (1978) suggest that understanding how prior knowledge influences the comprehension of a text rely on an understanding of the concept of schemata. Schemata are the basic items where all information processing depends. Therefore, reading comprehension can be defined as the "process of using prior knowledge and the cues provided by the writer to construct a model of the meaning of the text which hopefully bears some resemblance to the author's intended meaning" (Johnson & Pearson, 1982: 2). The intention of the sender can be comprehended more properly by the help of prior knowledge of the receiver.

Nine Skills in Reading Comprehension

Skill	Number of items	Mean	Variance
1. Recalling word meanings	60	23.77	134.70
2. Drawing inferences about the meaning of a word from content	20	12.70	10.56
3. Following the structure of a passage	9	4.20	3.01
4. Formulating the main thought of a passage	5	2.97	1.22
5. Finding answers to questions answered explicitly or merely in paraphrase in the content	22	18.10	6.05
6. Having together ideas in the content	42	25.67	32.17
7. Drawing inferences from the content	43	28.46	33.75
8. Identifying a writer's techniques, literary devices, tone and mood	10	6.75	3.46
9. Recognizing a writer's purpose, intend, and point of view	27	15.19	16.54

Table 1: "Research in Comprehension in Reading" by F.B.

Davis, Reading Research Quarterly, (1968: 504).

2.5. Schema Theory

The idea of schema and the related terms of frames, scripts and plans have been highlighted in cognitive science since the mid-1970's. Work by Rumelhart (1981) has constructed proof for schema theory. These researchers analyzed schemata as the mile stones of cognition.

Schemata are employed in the process of interpreting sensory data, in retrieving information from memory, in organizing actions, in determining goals and sub-goals, in allocating resources and in guiding the flow of processing in the system.... Since none of these tasks which schemata are supposed to carry out has reached maturity, it is little wonder that a definitive explication of schemata does not yet exist and that skeptics view theories based on them with some suspicion. (Rumelhalt, 1981: 4)

Cook (1990) argues that people can complete the details which are not directly given by the help of their schemata he gives an example how people can create some scenes although they are not actually given. One of the examples he has presented is; "there was a pineapple on the table. I ate it". Here every person in the world can guess that "it" refers to the pineapple as pineapples are edible and tables are not. However the problem here is that how people know this. This is all related with prior knowledge of people, shared knowledge and world experience. Therefore people have a schema in which it is clear that tables cannot be eaten. Another example given by Cook to prove schema is about a witness telling the court about her actions during the morning in the certain day. She is asked to tell everything.

I woke up at seven forty. I made some toast and a cup of tea. I listened to the news. And I left for work at about 8.30. Such a description might be well enough to satisfy the court. But suppose the witness had said. I woke up at seven forty. I was in bed. I was wearing pyjamas. After lying still for a few minutes, I threw back the duvet, go out of bed, walked to the door of the bedroom, opened the door, switched on the landing light, and walked

across the landing, opened the bathroom door, went into the bathroom, looked in the mirror....(Cook, 1990: 69)

Such a kind of explanation is more detailed than it is not surprising for a person knowing what a person does after waking up. This is about schemata. For instance; “what did the witness eat?” the answer for this question can be inferred easily, although she did not say what she ate. Because she told us that she “made some toast” this means that she ate toast for breakfast. Moreover we can understand it is eaten for breakfast, this knowledge is again related with our schemata as we know morning is the breakfast time.

Brewer and Dahl (1976) point out schema is a requirement for the accurate interpretation in reading process. When appropriate schemata are provided for a text, most subjects have no trouble with comprehension. Schema theory of reading comprehension indicates that good readers have a set of “scenarios” in their heads which they use as they read. These schemata provide them to understand by connecting it to previous concept or idea. A reader’s prior knowledge is vital for comprehension. “The closer the match between the syntactic and semantic information in our heads, the greater the likelihood we will understand the text” (Johnson & Pearson, 1978: 12).

2.5.1. Schema Theory and Vocabulary Development

Johnson, Toms- Brownski & Pittelman (1982) present, one of the hypotheses about vocabulary development. This is known as the knowledge hypothesis. This hypothesis is about making relationship between stored word knowledge and comprehension of discourse. In this theory, the vocabulary words which have been learned previously are retrieved by the reader during the comprehension process so word knowledge functions. Manzo and Sherk, (1991) support this theory “If we think of word learning as an extension of basic language learning, teaching vocabulary may be a relatively simple matter of exploiting experiences as a means of teaching vocabulary and exploiting and using vocabulary as a means of getting the

most from experience”(88). The importance of prior knowledge gained through experiences has a crucial place on vocabulary teaching. The term “clustering” which was used by Bousfield (1953) for the first time in terms of vocabulary teaching is a beneficial way for associating the words when they are listed aimlessly and randomly. In this sense, “clustering” of randomly listed words helps to arrange vocabulary items. A chain of associations is vital for the relationships of the items evoked.

Collins and Quillian (1969) suggest the information-processing hypotheses. One of the processes of these hypotheses is Spreading Activation Models. (Figure 2) This model has a facilitating effect because in the process of associations, links of mental processing is alerted. In this sense, the related sentence is comprehended quicker than an unrelated sentence.

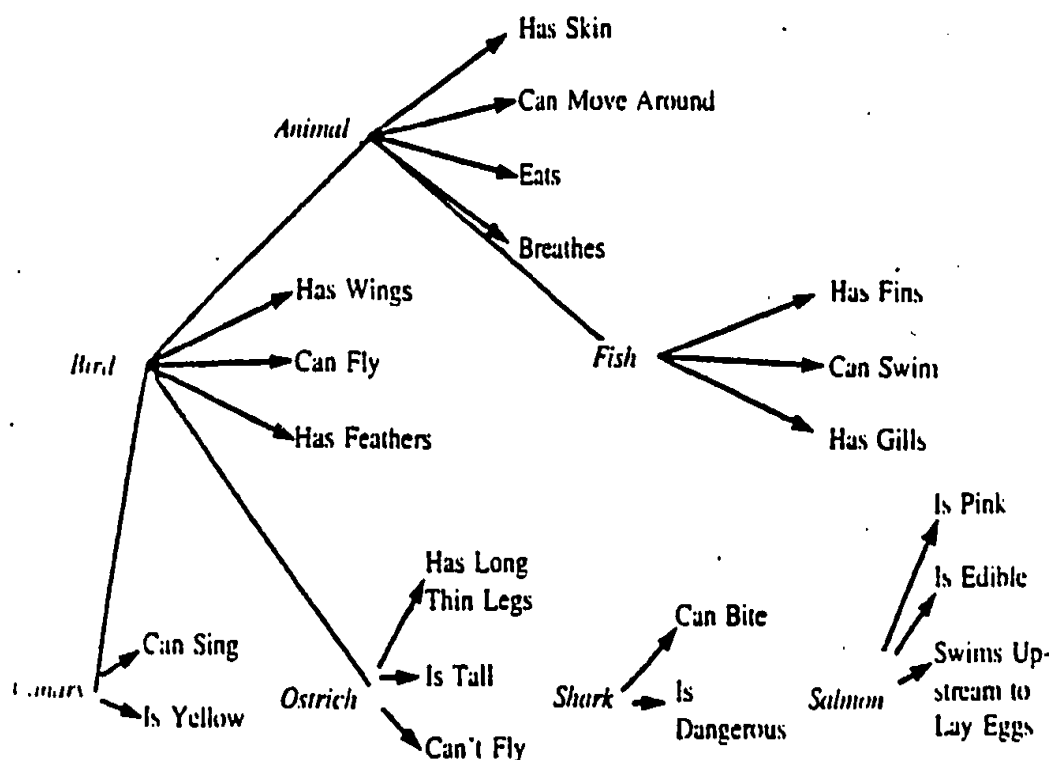


Figure2: Spreading Activation Model: Illustration of the hypothetical memory structure for a three-level hierarchy.

2.6. Vocabulary and Memory Relations

When the number of items or portions of information goes beyond seven, most people have collapse in maintenance of remembering. This type of memory is known as “short- term memory”. This means that, short term retention is consistent. Gairns and Redman (1986) claim that eighty percent of the information we get is forgotten within twenty four hours of initial learning. They also explain that if information is not activated regularly, it is forgotten, the new input gradually die away and disappear in the memory if it is not recalled or repeated. This is called “decay theory”. Unlike short-term memory, the capacity of long-term memory is unlimited, and information in long- term memory is not subject to decay.

The problem for the second language learners and teachers is how to place new input into long-term memory. The learner should be able to retrieve the learned words from memory when they are necessary. When information, or concepts, are active, concepts can become connected to related concepts in order for learning to occur.

2.7. Graphic Organizers

A graphic organizer is an instructional instrument which is used to demonstrate a student or class’ prior knowledge about a topic or section of text. Graphic organizers as vital displays of text integrated into the instructional text to communicate vertical, horizontal, hierarchical, or coordinate relations among concepts. They are put into the text in an intention to assist learning. The aim of using graphic organizers in learning process is to show not only which information is important, but also how the textual information is structured. It is designed to help learners understand relationships between concepts through spatial display of information. As graphic organizers organize information and ideas, they are believed to help learners relate new information to prior knowledge.

2.8. Semantic Map Strategy

Semantic maps as Jonassen (1993) indicates are type of graphic organizers that visually represent relationships among categories of concepts. They include a key concept, or main idea, with categorized concepts related to the key concept. Figure 2 displays the structure of semantic maps and Figure 3 provides an example of a semantic map. The categories related to the central concept and the associations among words are indicated visually in a diagram or "map". "Semantic mapping is not new; it has been around for years under the labels "semantic webbing," "semantic networking," or plot maps" (Heimlich and Pittelman, 1986: 3). It has been regarded as a successful and helpful teaching strategy based on the creation and evaluation of the learner's background knowledge or schemata.

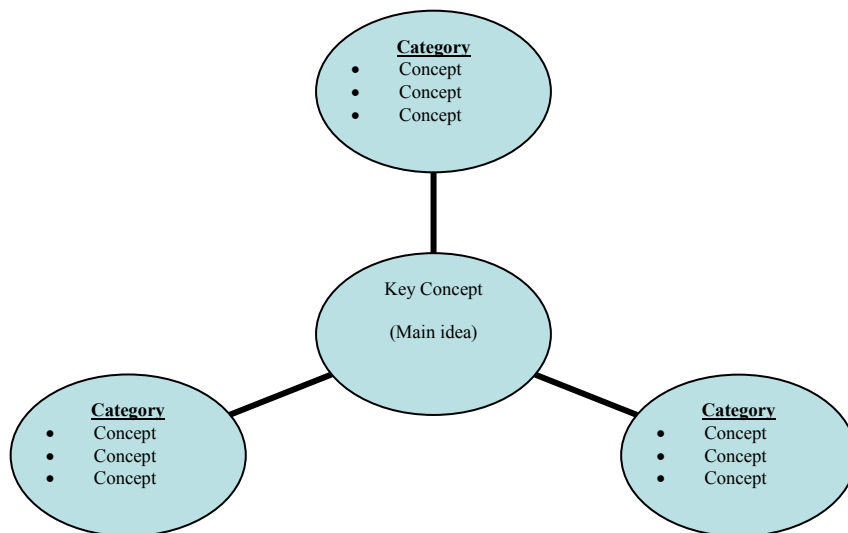


Figure 3: Structure of a Semantic Map

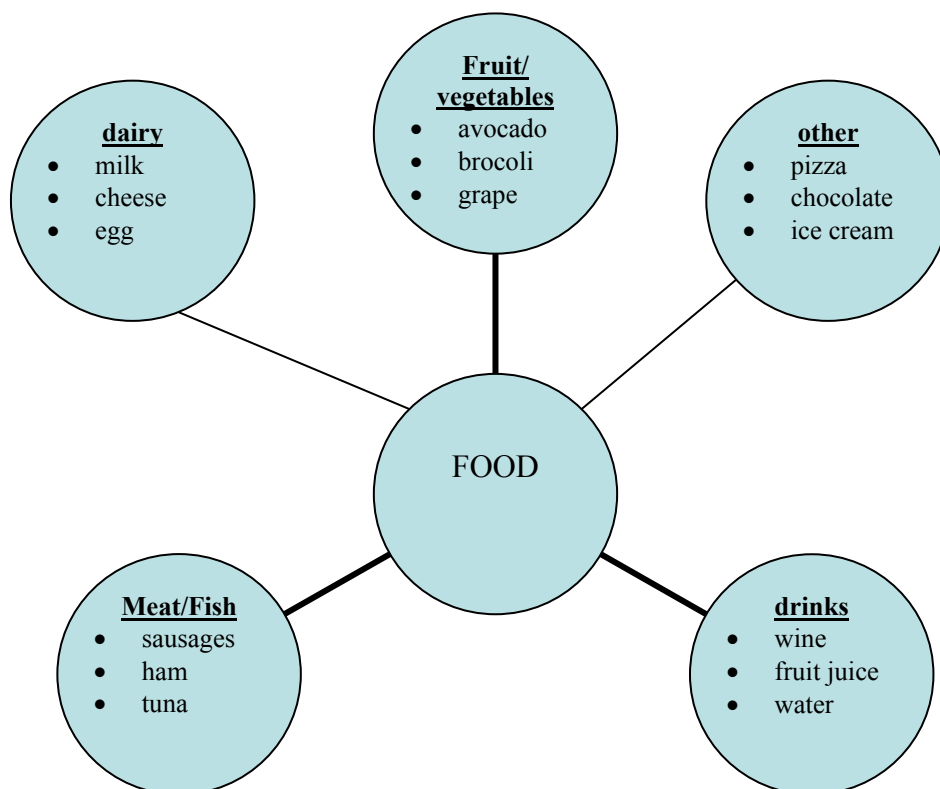


Figure 4: Example of a Semantic Map

There are many different definitions of semantic mapping strategies described by different researchers. Sinetra, Gemakel and Berg (1984; cited in Zaid, 1995:6) describe semantic mapping as “a graphic arrangement showing the major ideas and relationships in text or among word meanings.” Semantic maps can be used to underline the relationships between items, and they are an extremely practical framework for storage of terms. Heimlich and Pittelman (1986:3) define semantic maps as “diagrams that help students see how words are related to one another” According to Stoller and Grabe (1993:34) “Semantic mapping leads to better

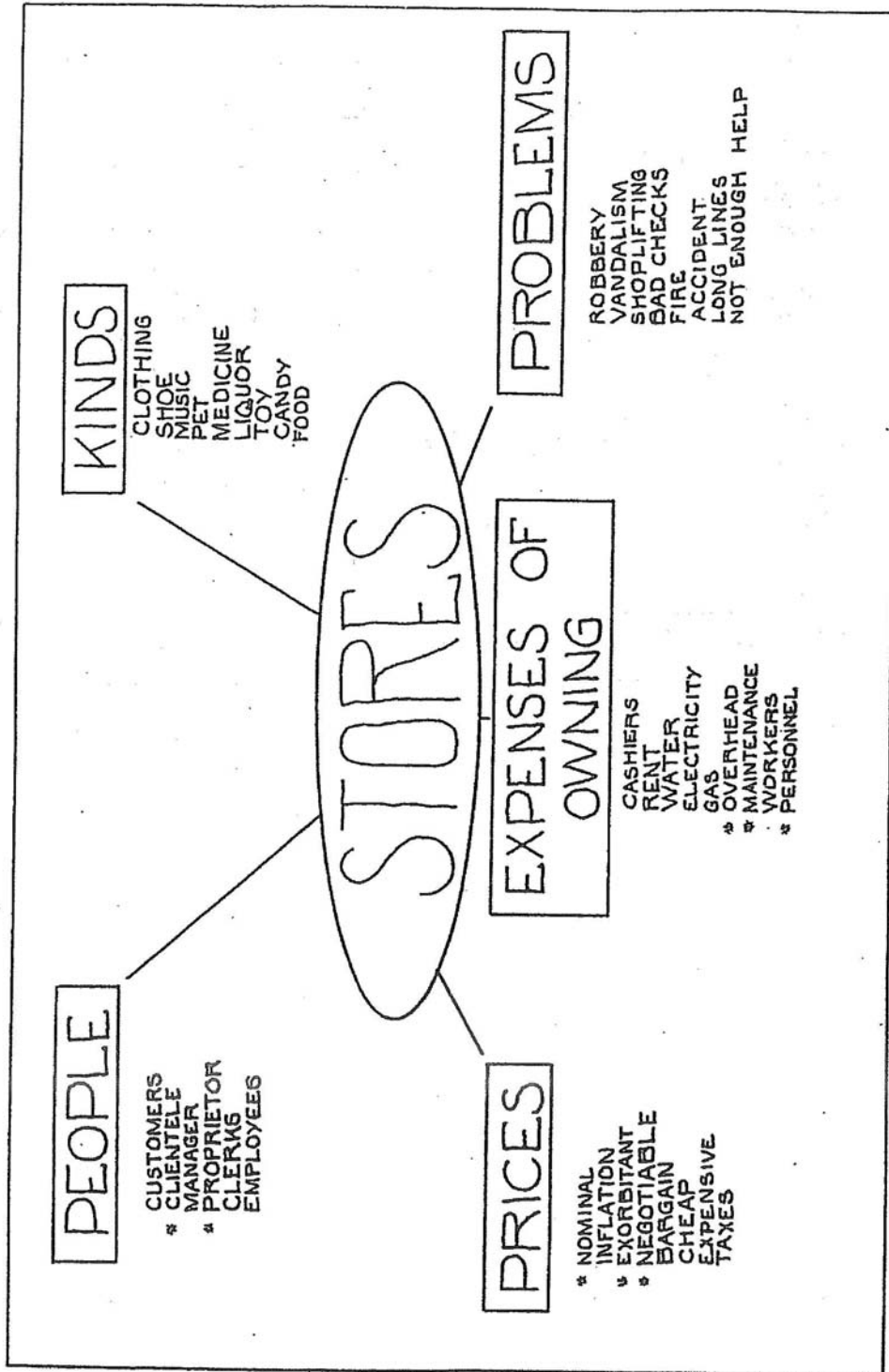
vocabulary retention because new lexical items are introduced in semantic networks". Semantic mapping displays graphically information which is related to a topic or concept and stimulates meaningful word relations. "Three of the most commonly used applications of the semantic mapping strategy are 1) for general vocabulary development, 2) for pre and post reading, and 3) as a study skill technique" (Heimlich and Pittelman, 1986: 5). These strategies are mostly applicable parts of semantic mapping strategy

2.8.1. Semantic Mapping in Vocabulary Development

Perhaps the most widely known use of semantic mapping as an instructional strategy is in general vocabulary development. In this strategy, semantic mapping procedure prepares students to understand, learn, and assess the information to be read. Johnson and Pearson (1984:12-13)) adapt a semantic mapping procedure for vocabulary development. This application is given in figure 5

1. Choose a word or topic related to classroom work.
2. List the word on a large chart tablet or on the chalkboard.
3. Encourage the students to think of as many words as they can that are related to the selected key word and then list the words by categories on a sheet of paper.
4. Students then share the prepared lists orally and all words are written on the class map in categories.
5. Students can gain further practice in classification by labeling the categories on the semantic map. (cited in Heimlich and Pittelman, 1986:5)

Figure 5
Classroom Map for Stores



Note: Words with an asterisk are vocabulary words introduced by the teacher.

(Heimlich and Pittelman 1986: 7)

2.8.2. Semantic Mapping in Pre and Post Reading

“In addition to being effective for vocabulary development, semantic mapping has been demonstrated to be a good alternative to traditional activities used before reading a new passage, as well as after reading a passage” (Heimlich and Pittelman, 1986: 6). In this application, before reading the certain passage, students work on the key concept and think as much as words they can about the key concept by the help of their prior knowledge. After reading the story, students can add words and new categories to their knowledge. “Semantic mapping as a pre and post reading strategy is effective with basal as well as with other reading materials and has been successfully adapted content instruction as well” (Heimlich and Pittelman, 1986: 6) an application of semantic map as a pre and post reading strategy is given in figure 6-7

2.8.3. Semantic Mapping as a Study Skill Strategy

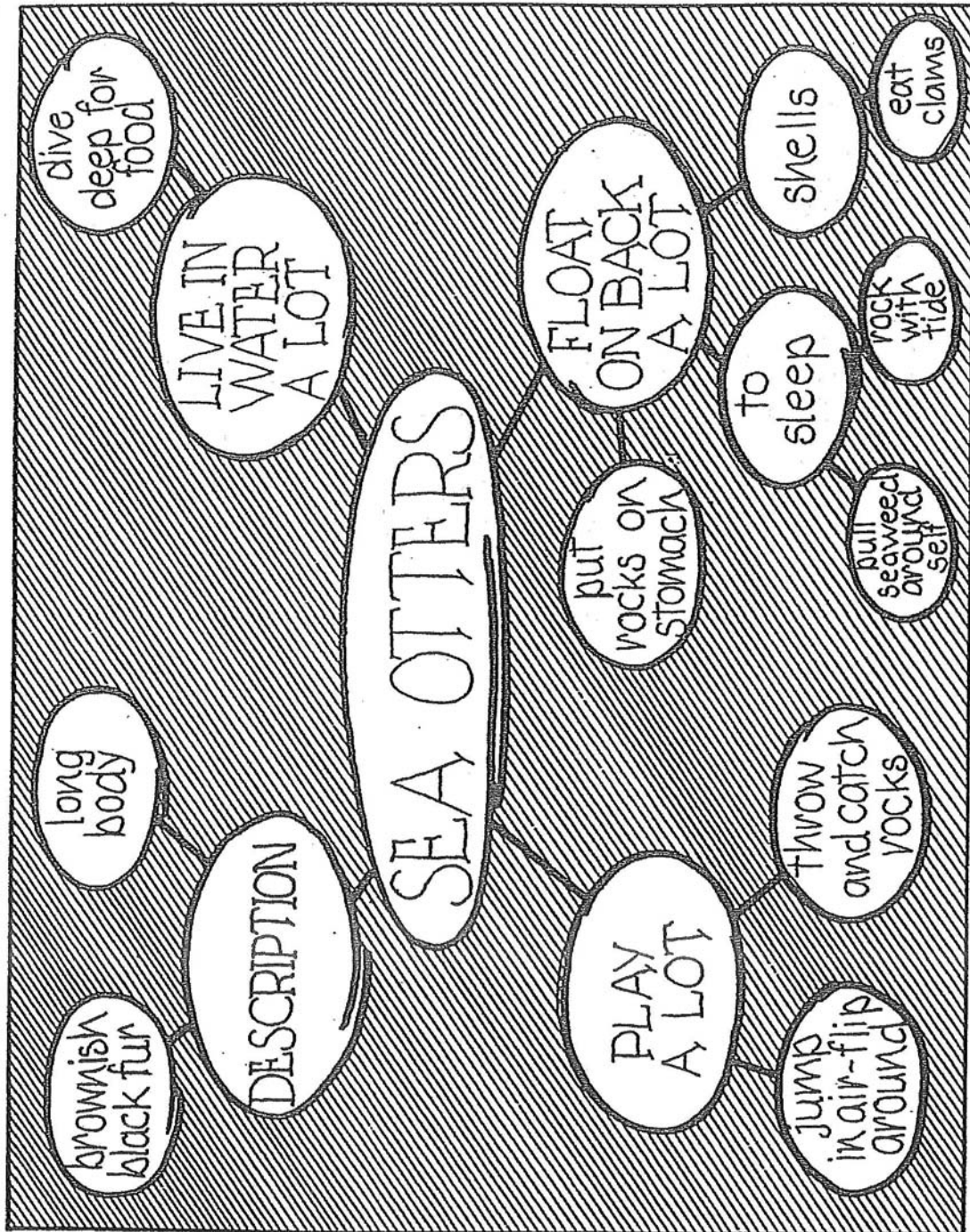
“Hunf (1971) elaborated on the semantic mapping strategy, using it as a study skill to guide the processing of textbook material...In Hanf’s procedure; mapping is used as a study skill technique with either individuals or groups.” (cited in Heimlich and Pittelman, 1986: 6).

There are three basic steps to design a map of content information from a text in Hanf’s procedure.

- 1) Identification of the main idea: The main idea is written on a sheet of paper and a shape is drawn around it.
- 2) Secondary categories: The principal part of textbook chapter will form the secondary categories in the semantic map. Before reading the textbook, students hypothesize what the basic parts of the passage. Labels for the secondary categories are then written on the map.

Figure 6

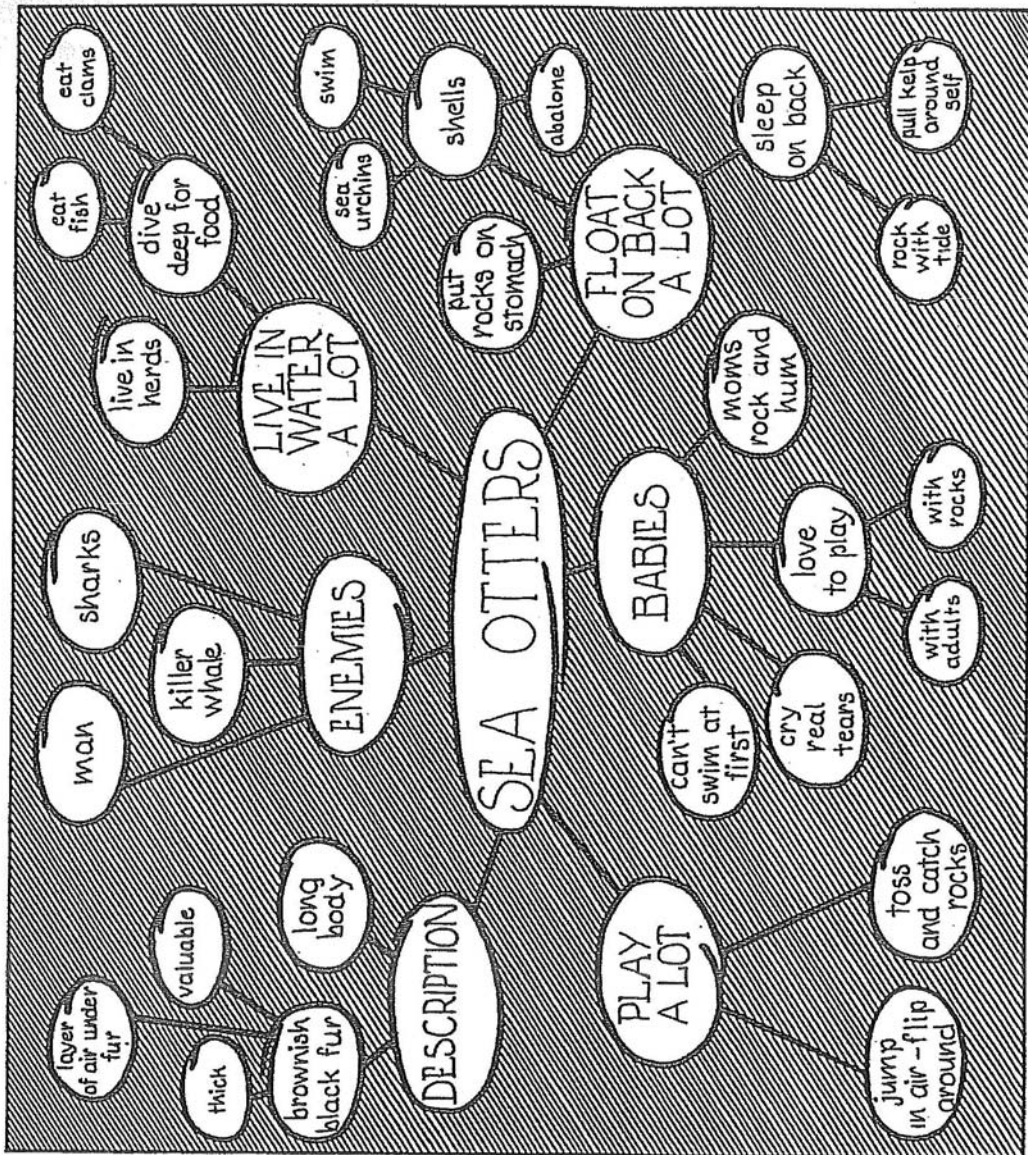
Initial Classroom Map for *Sea Otters*



(Heimlich and Pittelman 1986: 14)

Figure 7

Completed Classroom Map for *Sea Otters*

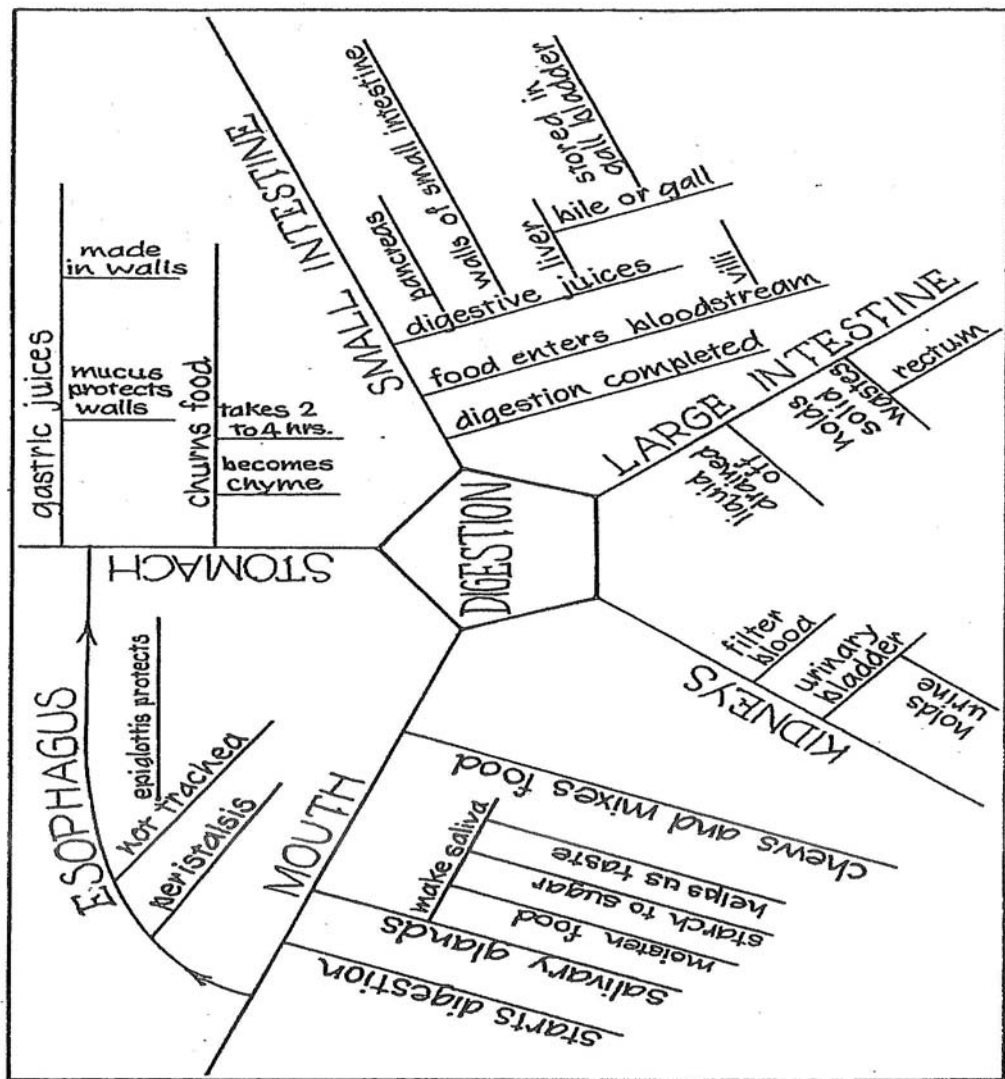


(Heimlich and Pittelman 1986: 15)

3) Supporting details. In this final step of the procedure, students read the chapter for details and complete the map by adding details from memory. (Heimlich and Pittelman, 1986: 8).

An applied semantic map as a study skill strategy is given in figure 8

Figure 8
Completed Classroom Map for Digestion



(Heimlich and Pittelman 1986: 21)

Prior knowledge is an important concept for semantic mapping technique. The major advantage of this technique is that it integrates new information with prior knowledge.

“When we consider the influence of background knowledge upon reading comprehension, we also must consider effective classroom techniques that activate students’ prior knowledge. Semantic mapping is one of these techniques. If semantic mapping is used as a strategy to activate, assess and embellish students’ prior knowledge of a topic before reading, it seems to have considerable merit. (Prater and Terry, 1988: 103).

Vocabulary development should be parallel with schemata or background knowledge-development. Thus, when new words are presented within the schematic frame they can be readily interpreted. Obviously, the value of semantic mapping has been recognized as a result of understanding the important role played by prior knowledge or schemata in the learning process.

In their book, *Semantic Mapping: Classroom Applications*, Heimlich and Pittelman (1986:45) indicate a set of advantages of semantic mapping technique. These advantages are motivating students of all grade levels, integrating thinking with reading, integrating assessment with teaching, and making judgments concerning the appropriate instruction needed. They state:

Semantic mapping appears to motivate students of all age levels and to involve them actively in the thinking-reading process... the process of semantic mapping also allows teachers to assess and interpret what students know as well as to make judgments concerning the appropriate instruction needed. These judgments can be based upon what students demonstrate they already know about a topic, rather than teachers having to assume what the students know. (Heimlich and Pittelman, 1986: 45- 46)

Semantic mapping requires the teacher and the learners cooperate working together to build up a diagrammatic map which indicates the associations between vocabulary suggested by the teacher, vocabulary suggested by the students and

vocabulary found in a reading text. Semantic mapping gives the learner the opportunity to recall, organize and represent graphically the information he reads. Taking part in a semantic mapping process activates students' background information which is about the topic and provides an efficient way to strengthen key words, allowing students to include the new vocabulary into their existing schemata. Semantic mapping assists the learner to learn unknown words through known words in a semantically related network.

2.8.4. The Procedures of Semantic Mapping Strategy

The use of semantic mapping in the classroom may be divided into five phases in general. These are "(1) introducing the topic, (2) brainstorming, (3) categorization, (4) personalizing the map, (5) post-assessment synthesis." (Zaid, 1995: 9). However, Januzz (1995) examines this procedure more detailed and breaks down the steps into fourteen. He explains how to draw and create a semantic map step by step. In Zaid's variation, phases are explained below:

1. Introducing the topic. The teacher declares the topic by drawing a large oval on the blackboard and writes the topic inside of it. This topic is about the passage students will read. Through this, the students can guess the purpose of the reading passage.

2. Brainstorming. The teacher wants the students to think about keywords and ideas which are interrelated to the topic. This fact enables the students to use their background knowledge and experiences. Brainstorming is an application of the schema theory, which is necessary for connecting known and unknown concepts. Thus, prior knowledge can be used as a stepping block to new knowledge. The brainstorming part of semantic mapping gives an opportunity to observe each of the students' schemata so prior knowledge. The keyword and ideas are listed to the one side of the blackboard. In this phase all responses are accepted as they relate to the topic

3. *Categorization.* The teacher supports the students to make connections among their offers. “Category clusters” (Antonacci, 1975 :174) are formed by the students and the teacher together according to the students’ ideas. Then the teacher and students decide suitable headings or labels for each of the clusters or categories of words. When this clustering finishes, the teacher wants the students to make their own copies. In this phase According to Zaid (1995) the students grow experience in practicing some valuable cognitive skills, particularly categorizing and exemplifying and they also learn comparing and contrasting, cause and effect relationships and making inference. This part also can be termed as pre- assignment.

4. *Personalizing the map.* After each student makes his/her own copy, a material such as a reading passage which is about the key concepts of the map, is given. This reading passage consists of more related concepts than the students have listed. As they read, students are to decide what to add or eliminate from the map they have created. In this step, new information is integrated with prior knowledge.

5. *Post- assignment synthesis.* The last part of this procedure is used to record the students’ suggestions from their personal maps on the pre-assignment. After they read the passage and add or eliminate some items, the whole class decides the final shape of the map. The new version, serves as a visual image of the knowledge they gained from the map.

Januzz (1995) examines this procedure in a more detailed way. He explains the application of semantic mapping step by step.

Step one. The teacher chooses the basic key word of the reading passage that students will read for the semantic map they are to work. The teacher writes the key word in the middle of the board.

Step two. The students in pairs or small groups brainstorm words or phrases that are related with the key word. For beginners, the initial associations can be made

in the first language, but then students will need to use their bilingual dictionaries or the teacher will have to provide translation.

Step three. The students write their ideas and phrases on the board.

Step four. When the students finish listing their words, the teacher want them to study on pronunciation, spelling and meaning of these words. If there is a wrong association with the topic, the teacher asks the responsible group why they have listed that word. Crossing out that unrelated words means putting a new word which the students cannot remember or think.

Step five. This step is to create a semantic map. If students have never encountered a semantic mapping procedure, it is significant that the teacher keep important words from the students' brainstorming session add other necessary vocabulary and shape the beginnings of the semantic map. It will be a good pre-reading and discussion exercise.

Step six. The teacher writes the key word and circles it. Then the teacher or one of the students places the subheadings around the key word. This part is the beginning of categorization.

Step seven. The students copy the uncompleted map. They leave lots of space for adding subsequent information.

Step eight. In pairs or small groups, the students decide examples that place under each subheading.

Step nine. The students discuss their ideas and the teacher gets as much information for the map as possible from the whole class. The teacher can add information that the students miss.

Step ten. The students record the growing map on to their notes.

Step eleven. The students read the passage which is about the key concept.

Step twelve. After students finish reading the passage, they add new information which is gained from the reading text. This can be done individually or in small groups. The information extracted from the passage can be guided by the teacher.

Step thirteen. The map is completed by the students on the board with the combined knowledge. Every logical idea is accepted and added into the map.

Step fourteen. Finally the students copy the completed map onto their note.

There are a lot of researchers and theorists who have applied this procedure to conclude its effectiveness. The researches where semantic mapping technique is implemented, have given various results. Johnson, Toms-Bronowsk, and Pitelman (1982) find that semantic maps are more effective than traditional teaching vocabulary. Eylon and Reif (1984) indicate that learners are better at recall and problem-solving tasks when information is presented them in semantic maps.

On the other hand, some research studies applied by Roshan (1997) shows no major differences between control group who are presented the task with semantic maps and experimental group who follow the traditional ways. Moreover Roshan (1997) claims that the mapping strategies confuse the learner. The reason of these different results may be due to the individual differences. Eylon and Reif (1984) state only high achieving learners can benefit from the strategy. Low achieving learners are not benefited from semantic maps.

The researches show different results about semantic mapping strategy but in this study semantic mapping technique is used for several reasons. As Jonassen (1993) states that the semantic mapping strategy is easy to learn and illustrates the relationships among concepts. It also assists the learner to recall the prior knowledge and make connection between known and unknown. This technique helps the learner

put new learned items into long term memory. Finally semantic maps give chance to the learner to use their own creativity and this means that it is somehow student centered strategy.

CHAPTER III

III. METHODOLOGY

3.1. Introduction

The purpose of this experimental study is to investigate the effects of semantic mapping technique on teaching vocabulary items in EFL through reading passages. In this research study, as target vocabulary items are those which are only related with the reading passage on the course book, they are restricted with content words. In this study, the semantic mapping technique is compared with traditional approaches to teach the words that appeared in reading texts.

This investigation was conducted with two groups of EFL students in prep classes at Selcuk University, School of Foreign Languages. They were pre-intermediate level students and all of them were the native speakers of Turkish. Their departments were varied, so after one year program of English as a foreign language at Selcuk University, they were going to study different departments. One group was chosen as a control group (traditional approaches), one as experimental group (semantic mapping technique).

3.2. Subjects

The subjects for the study were students with the pre-intermediate level of English language proficiency at School of Foreign Languages at Selcuk University. Students take a year of intensive English which is 25 hours a week, to get the sufficient knowledge for their academic studies in the following years. The students who took part in this study were going to study at different departments which contain engineering, vet, international affairs, tourism and hotel management, administration, computer programming...etc.

The research was carried out with the students who were between 18-21 years old in two classes which were at the same level. These two classes were taught by the same lecturers therefore there was no significant difference between their knowledge levels. Turkish was the mother tongue of all the students who graduated various high

schools in Turkey. The majority of the students represented the middle socioeconomic class. The study was conducted 30 students overall. In the experimental group, there were 15 students 8 of them were females and 7 of them were males, and in the control group there were 15 students 6 of them were girls and 9 were boys.

3.3. Design of the study

In this study, an experimental research was conducted with the groups of EFL students whose mother tongue was Turkish; they were studying intensive English at Schools of Foreign Languages, at Selcuk University. The research design was a T-test. One of the groups was used as a control group, and one as an experimental group. There were experimental treatments between pre-tests and post-tests. The experimental group was treated with semantic mapping while the control group was thought the content words in the reading passage through traditional approaches. Subjects in experimental group were dialed with pre-test, an uncompleted semantic mapping sample done by the subjects themselves, reading passage, and completed semantic mapping sample about the target words in the passage which was completed by the whole class by the help of teacher and post-test successively. On the other hand subjects in the control group was given pre-test, reading text, and post-test; no treatment was conducted to them. The results of these pre-tests and post-tests were evaluated with T-test and T-test sample table was given in table 2

Group	N	Mean	SD	Df	T	P
Experimental (semantic mapping applied)						
Control (traditional approaches)						

Table 2. T-test Sample Table Used in This Study

3.4. Procedure

1 week prior to treatment the first vocabulary pre-test was administered to the control and experimental groups to obtain information regarding students' knowledge of the target vocabulary words about the topic "holiday". The post-test was given within three weeks of the conclusion of the study. The post-test aimed at measuring the effects of treatment for both groups. All the subjects were pre-tested and post tested with the same instruments. The experimental procedure consisted of 5 stages for experimental group and 3 stages for control group. The stages for the experimental group can be listed as; (1) pretest, (2) treatment (pre-reading semantic map) which included uncompleted semantic maps created by the subjects, (3) reading text, (4) treatment (post-reading semantic map) which included completed semantic maps finalized by the subjects and the teacher together after reading the passage, and finally, (5) posttest. For the control group the stages are determined as; (1) pretest, (2) reading passage, (3) posttest. This period lasted 3 weeks for the first treatment, for the second treatment, the same procedure was conducted. Therefore this study took 6 weeks in total.

3.5. Development of Materials

3.5.1. Development of Topics for Maps

Two topics and two reading materials were selected to be used in the treatment lessons. A primary criterion used in selecting the passages was whether semantic maps could be developed on the topic of the passage. Ten to fifteen potential target words were identified for each passage. As one of this study's aims was to measure if the students could connect their previous knowledge with new one, another criterion was to catch the unfamiliar and familiar words together in passages, so that they could manage to use their background knowledge. The other criterion used in selecting the target words and reading texts was whether a word was important to the overall comprehension of the passage. The first reading text (Appendix 2) which is about "holiday" was taken from course book of the subjects.

The reason of that was to watch how this technique was applicable in the real lesson process. The other text (Appendix 4) which is about “sports” was used from another source, the topic “sports” was the subject matter of the students’ next module of course book though (this module is given in appendix 9). At this point the reason was to observe if they had learned how to apply semantic mapping technique when they encountered an unfamiliar passage from an unfamiliar source and to prove the applicability of this technique in different sources.

Target words were selected from the passages not randomly; they were related to the words that the subjects had learned before the experiment and moreover these target words could be categorized. Categorizing forms the basic stone of semantic mapping technique. The goal while selecting the target words was to monitor how they could categorize the target words although they did not know the meanings, by the help of their previous knowledge. So at this point, the important point was to choose the unknown (target) words which could be directly made connections with the known words. Especially categorizations included both known and unknown words so that they could insert the unknown word into the correct category.

3.5.2. Development of the Vocabulary Pretest and Posttest.

The study was carried out in the spring term of 2010. Prior to the experimental treatment, the prepared vocabulary test was administered to the subjects as pre-test in the same classroom condition (February, 18, 2010). Pre-tests were prepared according to the reading passages that the subjects would read. Fill in the blank type of tests were used to measure their vocabulary knowledge. The first pre-test (Appendix 1) consisted of 15 words for one passage that was related to “holiday”. The second pre-test (Appendix 3) included 11 words for “sports”. These words were given in the boxes and wanted subjects to complete the sentences with these words. The time limit for each test was one lesson time which is approximately 40 minutes. After that for the experimental group the treatment was started. The post-

test, given within three weeks following the last day to more fully measure the effects of the treatment, was the same test as the pretest.

3.5.3. Treatment

In this study two treatments were conducted. After the subjects were given the first pre-test, the experimental treatments were started in both groups. During the semantic mapping period in the experimental group, the control group worked with traditional approaches with the same materials which were reading texts. In this treatment semantic mapping technique was used in pre and post reading process. It is clear in lesson plan (Figure 9). Before treatment started an outline of lesson plan for the practice lesson and the treatment lesson which included in a statement of lesson objectives, a listing of materials required, a set of standard procedures to use to introduce target vocabulary during the development of the maps were prepared by the teacher. This lesson plan was valid for both topics. In the experimental treatment, two reading passages which required two different semantic maps were given to the subjects. In this sense the first text was given and the map was completed and one treatment was finished. After a while the second passage was given and the subjects were expected to apply what they had learned about the strategy by the help of the teacher. One training period for the experimental treatment was 3 weeks. Although in the first treatment subjects had learned how to apply the procedure, lesson plan was necessary for the second treatment, therefore this plan was relevant for both topics for the teacher. Prototypic semantic maps (Figure 11-12) were also prepared for the two topics. This map contained the topic, suggested category labels for the target words, the target words, and suggestions for other possible categories the teacher might use in the lesson. In the “holiday” and “sports” maps, the red bubbles indicated the target words that did not appear in the passages. These words were given by the teacher so that the students could categorize the lists they had formed properly. In this sense, teacher led to the students in the creation process. In their own maps students also used different color pens to indicate the words that did not appear in the text. Moreover another color of pen and board marker were needed in order to mark the target words which could be captured in the passages. In this case

different color evoked more clear shape in the learners mind. In the teacher prepared maps just red color was seen, as the other target words were obtained from the passages.

Outline of Lesson Plan

Semantic Mapping

OBJECTIVE: Students will brainstorm words related to a specific topic.

Students will use their background knowledge to learn new words.

Students will demonstrate an understanding of the target vocabulary words.

MATERIALS: Teacher's copy of the semantic map containing the target vocabulary words.

One blank paper for each student.

Pencil for each student.

Blackboard and board marker.

PROCEDURE: 1. The teacher explains the purpose of the lesson. (To learn the new words)

2. She introduces the topic, writes it in the circle on the blackboard, and has the students write the topic in the circle on their maps. She wants students to brainstorm as many words as they can about the topic then lists the words that students brainstorm on the blackboard.

3. She wants help from students to categorize the words that are listed on the blackboard then writes the words that she has elicited from the students in related groupings on the map on the blackboard. And she adds that, if they want, they can insert more words on their own maps.

4. The teacher tells the students they are going to read a passage which includes many words and ideas that are on their maps. She

then mentions to the students that after they read the text, they will have a chance to add some more new words on their maps. Reading the text takes approximately 20 minutes. The teacher lets the students read the passage on their own.

5. After the students have finished reading the text, they work independently to add more words and categories to their copies of the map.

6. Students share the words they added to their own maps. While the teacher is adding their suggestions to the class map which is on the board, she explains each word in relation to other words which are already on the map.

7. The teacher relates each target word to other words in its respective category and to the material that was presented in the passage. She stresses the target words which are read from the passage and writes these target words with different color of board marker and tells the student that they should do the same thing on their own maps.

8. The teacher wants students to make connections with unknown and known words, and wants them to discuss this in pairs.

9. Finally the teacher collects students' works.

Figure 9: An Outline of Lesson Plan for Semantic Mapping.

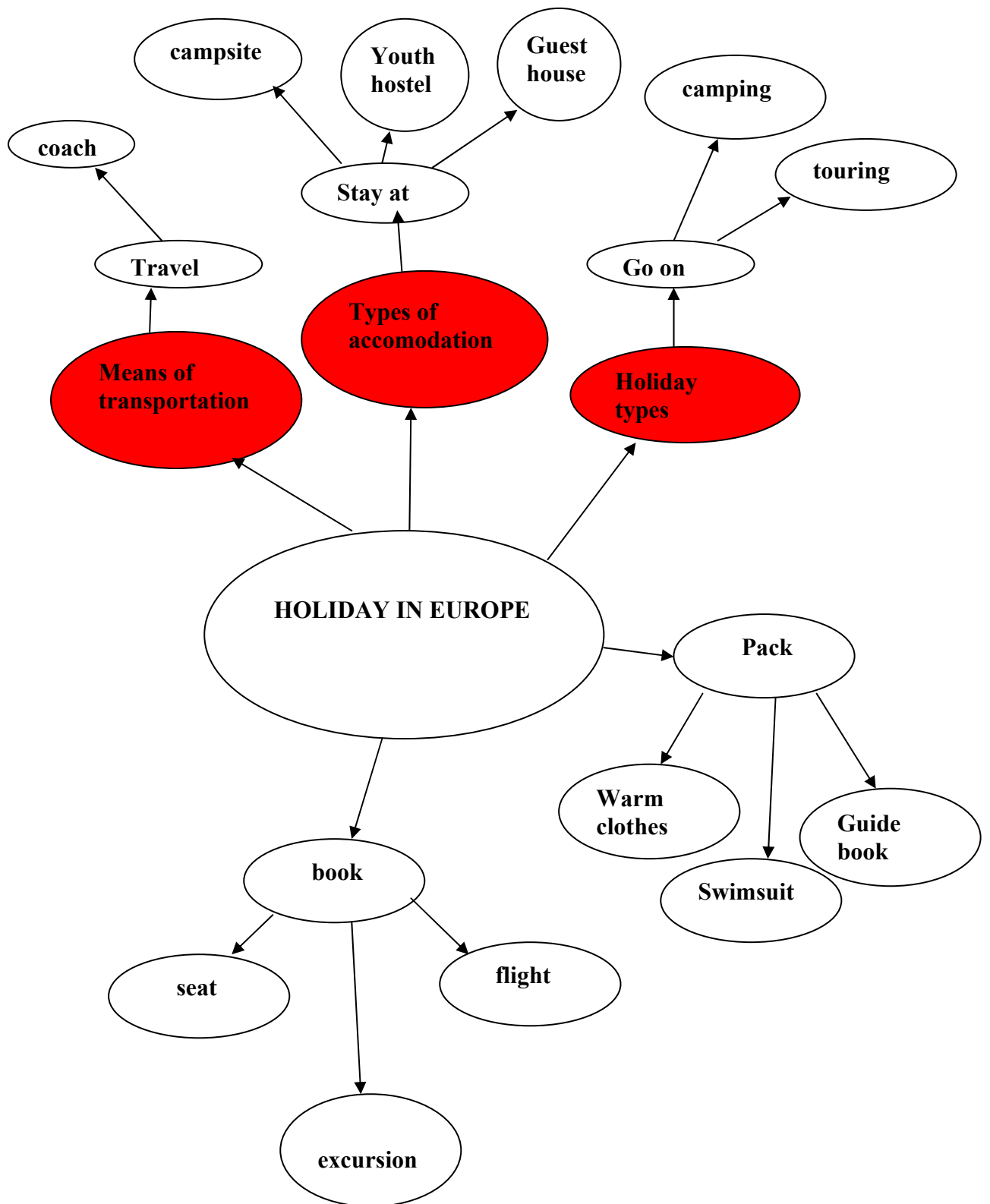


Figure 10: A Prototypic Semantic Map for the Topic "Holiday"

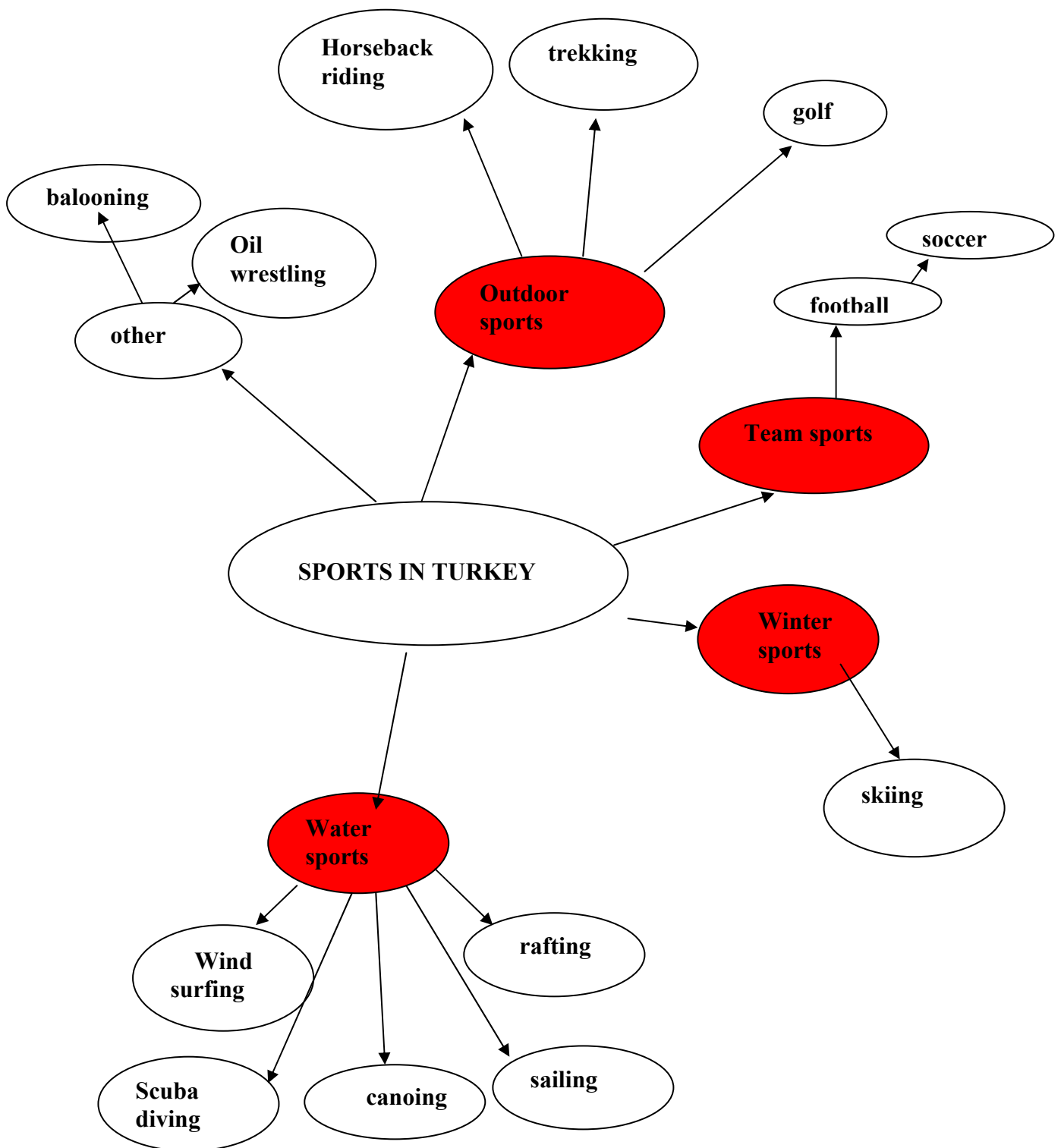


Figure 11: A Prototypic Semantic Map for the Topic "Sports"

CHAPTER IV

IV. DATA COLLECTION AND ANALYSIS

A t-test can be used in comparing the results of two variables. T-test was preferred in this research whether the groups show any difference among themselves. In the tables N shows the number of the subjects took part in the study; Mean gives the average obtained by dividing the sum of the marks of the test belongs to certain group: df (degrees of freedom) shows the difference between the sum of the marks of the placement test according to the name of the group. P value is the most important thing in the t-test showing the significant differences which is the main point of this thesis.

4.1. Pre-test results for the Topic “Holiday”

Group	N	Mean	SD	Df	t	P
Experimental (semantic mapping applied)	15	2,46	0,91	14	-6,73	0,512
Control (traditional approaches)	15	2,20	1,32			

Table 3: The Results of T-test for Pre-test Scores of the topic “Holiday” of the Control and Experimental groups.

A t-test was conducted for the pre-test which is about the topic “holiday” and mean scores (Experimental Group: M: 2,46 SD: 0.91; Control Group: M: 2,20 SD: 1,32) showed no significant differences between the experimental and control groups. T-test calculations were carried out in order to see difference of the means of the two groups. According to the t-test results for the pre-test, there is no significant difference between experimental and control groups at $p > 0,5$ value. This means that group selection was random and neither of the groups had any advantage over one another at the beginning of the study. Table 1 presents the mean scores, Standard Deviations, df, t, P values of the pre-test.

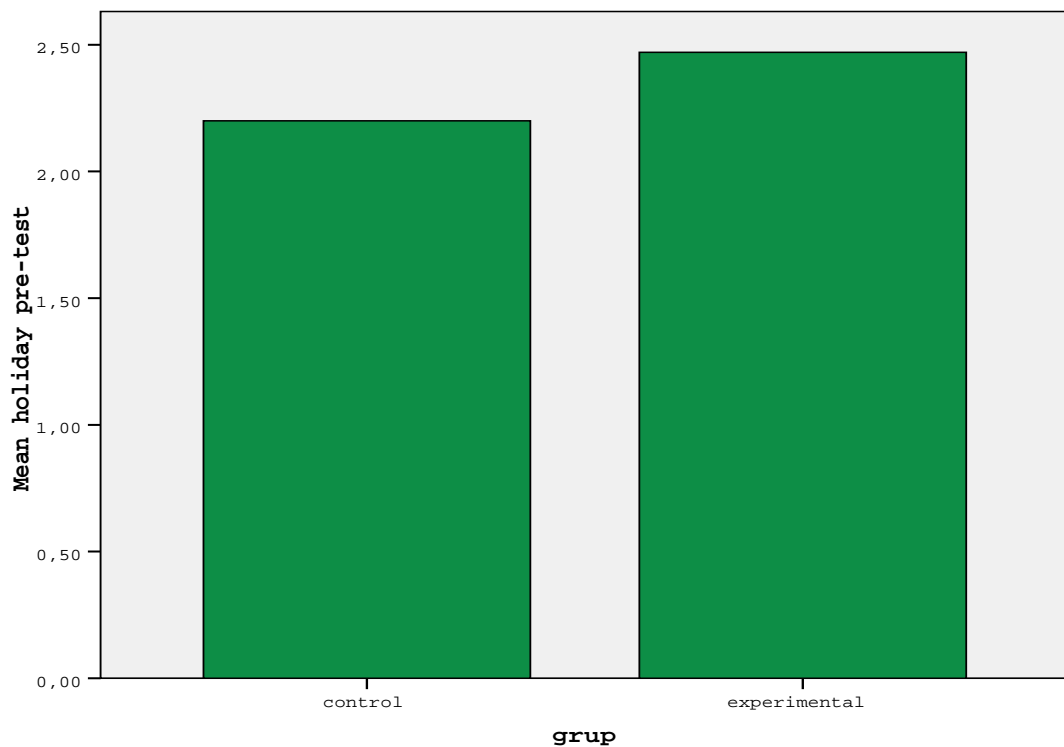


Figure 12: Comparison of the Pre-test Results for the Topic “Holiday”

4.2. Post-test Results for the Topic “Holiday”

Group	N	Mean	SD	Df	t	P
Experimental (semantic mapping applied)	15	13,66	1,23	14	-5,14	0,000
Control (traditional approaches)	15	9,86	2,06			

Table 4: The Results of T-test for Post-test Scores of the topic “Holiday” of the Control and Experimental groups.

A t-test was conducted for the post-test which is about the topic “holiday” and mean scores (Experimental Group: M: 13,66 SD: 1,23; Control Group: M: 9,86 SD: 2,06) showed differences between the experimental and control groups. T-test calculations were carried out in order to see difference of the means of the two groups. According to the t-test results for the post-test, there is a significant difference between experimental and control groups at $p < 0,5$. The significant value for the post-test was found 0,000 in this t-test results. This means that there is a statistical significant difference in performance between experimental and control groups. Table 2 presents the mean scores, Standard Deviations, df, t, P values of the post-test for the topic “holiday”.

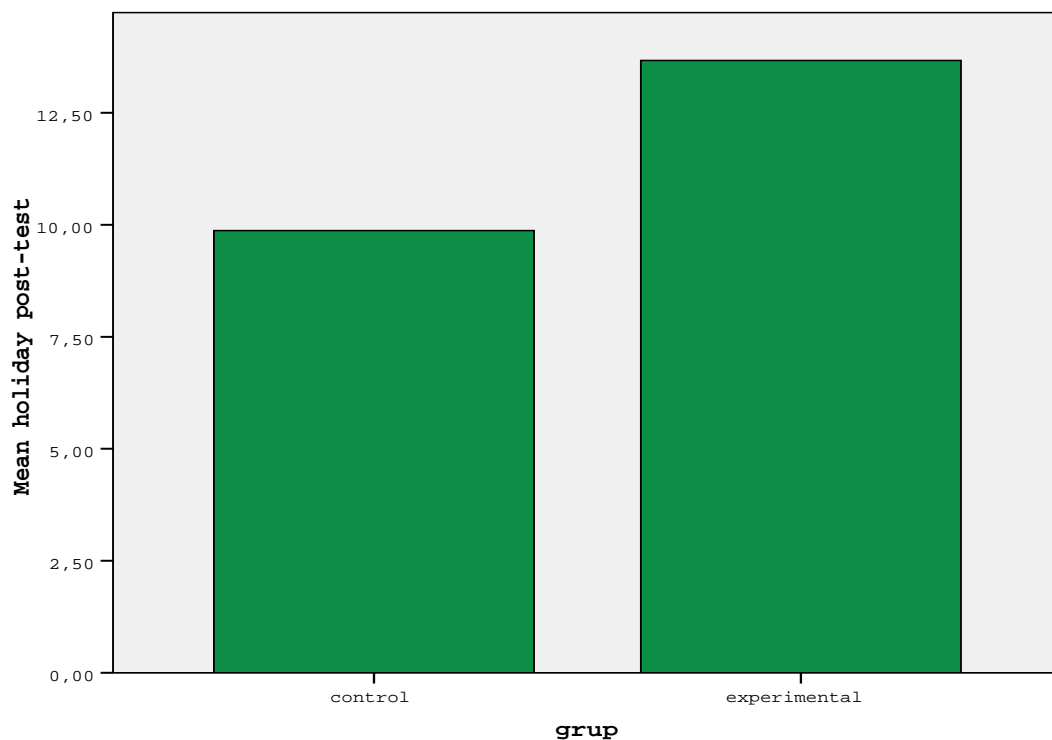


Figure 13: Comparison of the Post-Test Results for the Topic “Holiday”

4.3. Pre-test Results for the Topic “Sports”

Group	N	Mean	SD	Df	t	P
Experimental (semantic mapping applied)	15	1,93	0,79	14	-6,19	0,546
Control (traditional approaches)	15	1,80	0,77			

Table 5: The Results of T-test for Pre-test Scores of the topic “Sports” of the Control and Experimental groups.

A t-test was conducted for the pre-test which is about the topic “sports” and mean scores (Experimental Group: M: 1,93 SD: 0,79; Control Group: M: 1,80 SD: 0,77) showed no significant differences between the experimental and control groups. T-test calculations were carried out in order to see difference of the means of the two groups. According to the t-test results for the pre-test, there is no significant difference between experimental and control groups at $p > 0,5$ value. This means that group selection was random and neither of the groups had any advantage over one another at the beginning of the study. Table 3 presents the mean scores, Standard Deviations, df, t, P values of the pre-test.

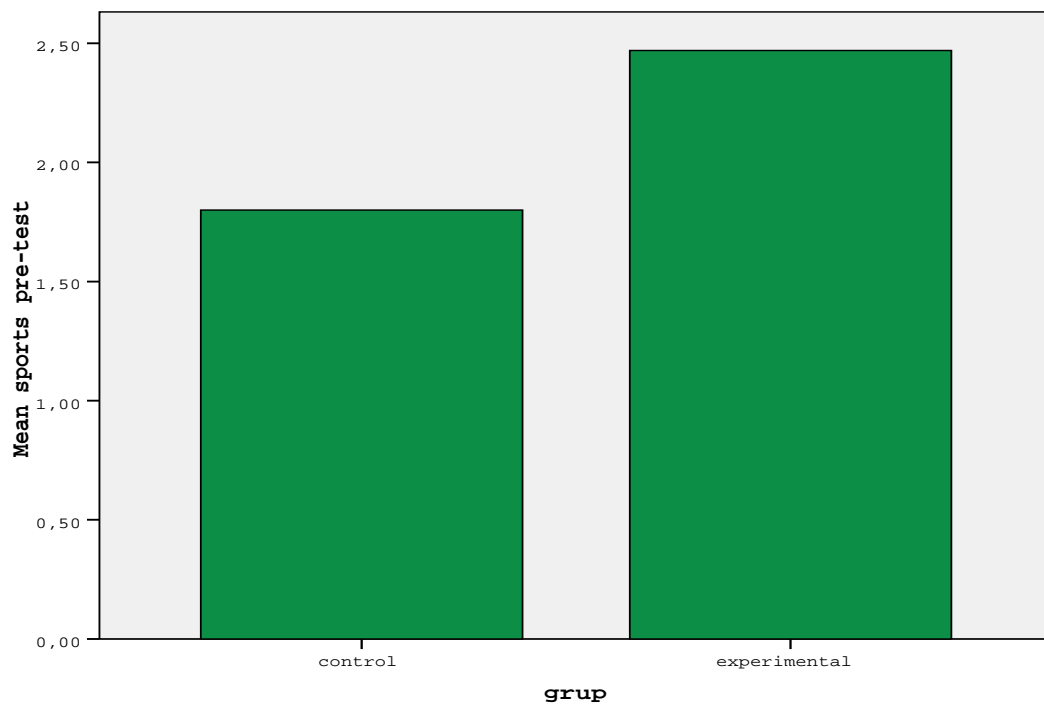


Figure 14: Comparison of the Pre-Test Results for the Topic “Sports”

4.4. Post-test Results for the topic “Sports”

Group	N	Mean	SD	Df	t	P
Experimental (semantic mapping applied)	15	9,80	1,20	14	-5,82	0,000
Control (traditional approaches)	15	7,40	1,72			

Table 6: The Results of T-test for Post-test Scores of the topic “Sports” of the Control and Experimental groups.

A t-test was conducted for the post-test which is about the topic “sports” and mean scores (Experimental Group: M: 9,80 SD: 1,20; Control Group: M: 7,40 SD: 1,72) showed differences between the experimental and control groups. T-test calculations were carried out in order to see difference of the means of the two groups. According to the t-test results for the post-test, there is a significant difference between experimental and control groups at $p < 0,5$. The significant value for the post-test was found 0,000 in this t-test results. This means that there is a statistical significant difference in performance between experimental and control groups. Table 4 presents the mean scores, Standard Deviations, df, t, P values of the post-test for the topic “sports”.

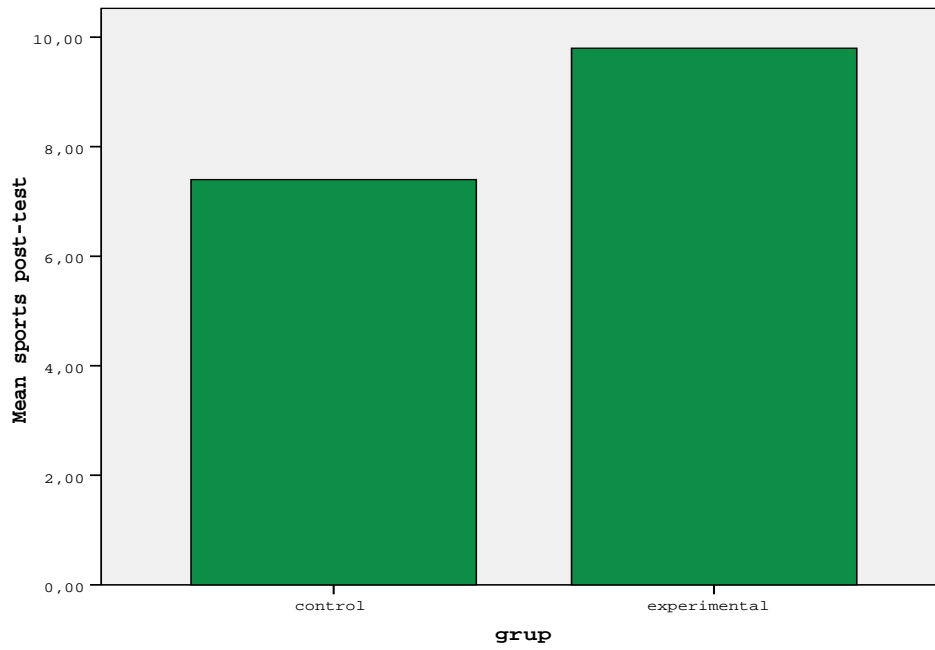


Figure 15: Comparison of the Post-Test Results for the Topic “Sports”

CHAPTER V

V. DISCUSSION

This chapter presents the results of the study and a discussion of findings. In this study, semantic mapping technique was compared with traditional approaches in order to determine its effect on vocabulary learning in EFL classroom. The hypothesis of this study was that there would be a significant difference in vocabulary learning between the experimental group where content words would be taught by using semantic mapping technique and the control group that would be taught with traditional approaches. The discussion of the results is formed through answering the research questions.

The research questions for this study were as follows:

1. Is there a significant difference between experimental group and the control group in terms of vocabulary learning on post test of vocabulary items presented during the teaching process?
2. Is the semantic mapping strategy which draws on prior knowledge and capitalize on categorical conceptual frameworks more effective than the traditional approaches for vocabulary building?
3. Does knowledge of specific vocabulary words affect a student's comprehension of a passage related to that topic?

The T-test results for the “holiday” and “sports” pre tests indicating the success rates of the control and experimental groups, proved that there was no significant difference between experimental and control groups. This means that group selection was random and neither of the groups was at advantage at the beginning of the study.

In this sense the post-test results can be completely valid for answering the research questions.

According to the results of the two post-tests one of which is about the topic “holiday” the other is “sports”, applied on two groups, experimental group got higher mean scores than the control group in both topics. This difference is considered to be statistically significant. In this sense, subjects who were taught the words through the semantic mapping treatment scored significantly higher on the vocabulary test than did the subjects who were left traditional approaches. It therefore appears that if a teacher’s objective is vocabulary acquisition, it would be more efficient to select the semantic mapping strategy. It showed that there is a significant difference between experimental group and the control group on post test of vocabulary items presented during the teaching process.

The results of the present study proved the widely held belief that the more prior knowledge a student has on a particular topic the better he or she will connect the known and unknown words by the help of semantic mapping technique. This technique helps the student put the same category what he or she has already known and the new learned. In this sense, in students’ maps it is actually clear that they can connect their prior knowledge with the new knowledge. In appendices 5, 6 which are maps about the topic “holiday” made by a student, it is observed that the student had already known the words “bus”, “plane”, “hotel”, but he did not know coach, youth hostel, and guest house. At this point the important thing was that he could put the unknown words into the right category by the help of semantic mapping technique and put the meanings of these words into his long term memory. According to the test result of post-test of the topic “holiday”, experimental group was more successful in remembering the new-learned words.

In the first application of the study that is about the topic “holiday”, some of the target words were similar to Turkish pronunciations such as “camping”, “touring”, “hotel”. By the help of semantic mapping strategy these words were placed with the real meanings in the students’ minds. They had learned that camping and touring were types of holiday and were used with the verb “go on”. They were

presented which verbs they had to use with some words they had already known (for instance; room, sun glasses and flight). By the help of categorization they learned to use “pack” and “book” as verbs which had new meanings for them.

Another important point here was that, the students in experimental group could distinguish the words which had the potential to lead confusion, through semantic mapping technique. These words are “flight”, “go to”, “go on”, “campsite”, “beach holiday”, “touring” and “camping”. All these words were put the correct category by the student and after that he could differentiate the words “camping and campsite” “flight” and “fly” “beach holiday” and “beach”.

Some target words had already been known by the students in both groups such as, “travel”, “go”, and “stay”, however, students had lack of knowledge about their usage. After the treatment of semantic mapping strategy, the experimental group grasped the necessity of using the verb “travel” with the preposition “by” when the collocations are about transportation and “stay” with “at” when the collocations are accommodation and finally they could make distinction between the phrasal verbs “go to” and “go on” as their sub categories illustrated directly where they had to be used.

The same findings were examined in the second map that was about the topic “sports”. In this topic, the student had background knowledge about the “Sports in Turkey” that he had already known some of the sports’ names which were similar to Turkish, such as football, tennis, basketball, parachuting, and volleyball. However he was not aware of that whether these sports were team, winter, or outdoor sports, as the student had never been encountered such an application. Through semantic mapping technique, categorization provided a chance to the student to put new terms into their vocabulary knowledge and they could add some new sports names into their word knowledge storage with categorization. The appendix 8 completed by a student in the experimental group indicated the help of prior knowledge which was come out by the help of semantic mapping technique to the development of vocabulary building.

The procedure of semantic mapping emphasizes relating new words and concepts to information that the students already know. During the instruction, not only does this procedure activate a student's prior knowledge base, but it expands the student's knowledge base regarding the specific topic.

The results of the present study, however, do help to prove the widely held belief that instruction in specific words contained within a passage will increase a student's comprehension of that passage. The scores of vocabulary knowledge in experimental group demonstrated in fact the comprehension of the passage. The target words were selected for the comprehension of the total passages. The more target words were perceived the more comprehensible the passage was. In this sense, the aim of this study was about the vocabulary instruction, grammar rules and other structures had already been known by the students. Therefore the indicator of the passage comprehension was that learning the target words by heart. As content words of certain passages were used to measure the effectiveness of semantic mapping strategy in this study, reading comprehension of experimental group was higher in rate than control group. Experimental group was more successful in recalling the words that they had learnt through semantic mapping technique. As vocabulary knowledge and reading comprehension is directly related with each other, experimental group was also more victorious than control group in comprehending the passage.

In this study, the semantic mapping technique has been proved to be effective for teaching English vocabulary through reading passages. The results of this study suggest that students learning English as a foreign language should benefit from semantic mapping procedure in teaching content vocabulary words in reading passages.

The semantic mapping strategy as a pre and post reading technique was proved to be an effective strategy for vocabulary instruction. In this sense, the hypothesis of the study, which is there would be a significant difference in vocabulary learning between the experimental group where content words would be

taught by using semantic mapping technique and the control group that would be taught with traditional approaches, demonstrated the validity.

CHAPTER VI

VI. SUMMARY AND CONCLUSION

6.1. Summary of the Study

This study was designed to examine the effect of semantic mapping technique on vocabulary instruction in reading texts. This study was conducted with 30 preparatory students of EFL in two intact classes at Selcuk University. They were pre-intermediate level students and all of them were native speakers of Turkish. In each class, there were 15 students. One of the classes was used as experimental group and the other as control group. The research design was T-test for pre and post-tests. The experimental group utilized semantic mapping, while the control group worked with traditional approaches to teach content vocabulary words through reading passages.

In chapter I, the identification of the problem which has constituted the basis of the study has been introduced. The characteristics of semantic mapping procedure have been identified in chapter II in the review of the literature. The experimental procedure, and data gathered from the results of the pre and post tests and semantic maps created by the subjects related to the key words or topics have been exhibited in chapter III, and analyzed in chapter IV. In chapter V, discussion of the results was given. In chapter VI, there were the summary of the study, pedagogical implications and conclusion part.

6.2. Educational Implications

In this study, the effectiveness and usefulness of semantic mapping as a vocabulary teaching technique have been proved to help teachers and students who are interested in foreign language teaching and learning. The preparatory students of EFL at Selcuk University were asked if they had found the semantic mapping

procedure valuable. Some expressed pleasure by using their prior knowledge about the texts and related vocabulary by discussing the words in the classroom; some said that semantic mapping was really a very beneficial technique in that they could see the relationships among prior knowledge, experience, categorization, and the reading and new vocabulary words. Some said that the visual shapes enabled them to understand the structuring of the information of the reading passages. The experimenter observed that the majority of the students who had never involved in the lessons seemed to have participated in the activities and assigning homework reluctantly. The fact that the topics of reading passages were selected from their textbooks drew the attention and interest of all the students and made the activities more enjoyable.

6.3. Conclusion

The main aim of learning any language is to take part in communicative situations successfully by means of the target language. In accordance with the tenets of modern methods, today, most new generation foreign language teachers try to enable their students to achieve this goal. The success of the communicative process cannot be measured by the correctness rate of the grammatical rules; instead, the main point is being able to make the listener understand what the speaker means in a way that is intended by the speaker and react without breaking the smoothness of interaction. We, of course, need grammar in order to achieve a complete smoothness in communication; however, the first and the most important element is vocabulary competence as a speaker needs to know the necessary word(s) so as to be able to mention about it and this cannot be achieved by means of memorizing it simply as it is not always easy to recall the memorized word(s) while taking part in a spoken interaction and has the risk of breaking the smoothness of communicative process, or in ways that are adopted by traditional methods.

When asked almost all the students who learn a foreign language and language teachers, they are in favor of communicative methods as they are more effective for the learners to be able to communicate via the target language. However, being in favor of these methods without an efficient application of them

means nothing. If language teachers want to improve the vocabulary of their students, they should be careful about the method or technique that is to be applied. As I have mentioned many other effective methods and techniques can be used with or without semantic mapping and in this study I have analyzed semantic mapping as a modern and effective method that can be applied in foreign language teaching process for improving or forming vocabulary competence.

One of the major challenges in teaching a foreign language is that teaching unknown words and expanding the vocabulary base of second language learners. Learning an adequate vocabulary is a stage of foreign language learning that has been one of the major problems of any practical foreign language program. Knowing a vocabulary item, especially in a foreign language is much more than simply memorizing the word. It requires a great deal of efforts made by both teacher and students; it is not simple to find the proper approach, method or technique that should be carried out through this long process. Different learners use different methods at different times and in different circumstances. To carry out a certain method cannot give proper result as all learners have different comprehension tendency.

In vocabulary learning, it is important for the learner to make effort and give required interest. If the task does not involve enough effort, the learner may not be interested and give his/her full attention and enthusiasm. Therefore, instead of traditional techniques which are not challenging, more effective and enjoyable techniques can be more attractive for the learners.

Semantic mapping strategy was used as an alternative way to teach vocabulary items in this study. In this technique, the students had active role in learning process. As semantic maps were believed to assist the learner in recalling information and relating new information to prior knowledge, the learners were supposed to use of their prior knowledge to produce a visual image. Semantic mapping strategy capitalize on students' prior knowledge through the categorical arrangement of word concepts, do substantially and positive affect general vocabulary knowledge. Through this technique, students could get rid of the routine

traditional atmosphere in the classroom situation. The learners expectedly gave attention to the class and were pleased to see their own creations through which it was provided to learn new vocabulary items.

The reading texts used in this study proved that this technique is applicable; the first passage was selected from the course book, so the results of the first passage vocabulary confirmed its applicability. The other passage taken from another resource also proved that this technique could be valid in other sources. In terms of consuming time this technique was also proper for a classroom application. It does not require extra time; it was equal to usual teaching process. In a regular process, semantic mapping procedure could be applied; moreover the result of the semantic mapping application was more effective and motivating than traditional ones.

The result of this study suggests that foreign language curriculum should have a general program of parallel concept/background knowledge development and vocabulary development. In other words, as Carell (1988) identifies, vocabulary development should be parallel with schemata or background knowledge development. The positive results of this study also suggest that foreign language vocabulary pedagogy should benefit from the inclusion of explicit learning through semantic mapping. Thus, teachers at prep schools of universities can benefit from the results of this study in organizing their lesson plans. Some of the passages in the course book of Schools of Foreign Languages at Selcuk University are suitable for applying this technique and this study has proved this showing the results of the technique.

This research suggested or summarized to the point deals with general vocabulary acquisition and development. Additional research is needed in the area of teaching strategies that facilitate both general and text-specific vocabulary acquisition and development. The present study has demonstrated that the vocabulary teaching strategy that capitalizes on student's prior knowledge through categorical arrangement of word concepts (semantic mapping), do substantially and positively affect general vocabulary acquisition.

In conclusion, although there are different techniques in the presentation of target vocabulary items at different stages of foreign language learning, not a certain technique seems to have gained general acceptance among language teachers and learners. It is impossible to say that one technique is completely adequate or inadequate in teaching and learning vocabulary items in foreign language and also it may be wrong to use merely one technique at all stages. Although semantic mapping has been found as an effective technique for learning target vocabulary, teachers and learners can also make use of other additional techniques for vocabulary teaching.

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APPENDICES

APPENDIX 1

Pre-test and post-test of the topic “Holiday”

Name Surname:

Number:

Class:

Scores from this test will not affect your grades. Thank you for your help. (Bu testten alacağınız puanlar hiçbir şekilde notlarınızı etkileyemeyecektir. Yardımlarınız için teşekkür ederim.)

Yeşim DİLEK

Complete the sentences with the words in the box. Aşağıdaki cümleleri kutu içindeki sözcüklerle tamamlayınız.

Youth hostel	swimsuit	touring	warm clothes	campsite	
camping	sleeping bag	seat	a flight	coach	guest
house	guidebook	book	excursion	pack	

1. Don't forget toyour swimsuit. This is a beach holiday.
2. Foreign teachers are coming from Cambridge University today. They are going to stay at the on Selcuk University campus.
3. When we were in Egypt, we booked a/an to the Pyramids.
4. Oh! I can't find it. Did you pack the I gave you yesterday evening? If not, I'm sorry but we cannot find our way on this big city.
5. When you are in Spain, it's better to a room in a guesthouse. It is cheaper than a hotel.

6. He likes nature. He likes sleeping in a forest too. This is why he goes on a/an holiday every year.
7. If you want to sleep in a tent on a/an, you need to pack a/an
8. How do you usually book your on the coach? On the internet or on the phone?
9. I hope you pack some It's cold here.
10. I like to see different places, so theholiday sounds best for me.
11. I am going to fly New York next week so I have to book tonight.
12. I can't believe that you don't know how to swim. So is that the reason you didn't pack your?
13. There is a strike on the railway station so I think these days, travelling byis safer than travelling by train.
14. I want to go backpacking. I don't have much money and want to meet people from all over the world so I am going to stay at

APPENDIX 2

Reading passage about “Holiday”

HOLIDAY IN EUROPE

Do you like the beach but want a bit more?

Then come on an Active Beach holiday at one of our centers in Greece, Turkey or Croatia. We are the activity holiday experts. All the centers are near beautiful beaches and all offer sailing, windsurfing or waterskiing with our qualified instructors. For a change from the water, you can also book an excursion to a nearby village and visit the colorful markets or eat in local restaurant. At the end of the day, relax in your hotel room or dance the night away at one of our open-air clubs.

Who was King Arthur? Where did he live? Come and see!

Join us on a five- day tour of the west of England. Imagine life hundreds of years ago as we visit ancient Stonehenge, Roman Bath and Tintagel Castle, the home of King Arthur. Learn the history of these amazing places from your guide as you travel in comfort in one of our famous blue coaches. In the evenings we stop at some of the best youth hostels in the country. They have everything you need. You don't even need to pack a sleeping bag!

Are you bored with the usual holidays? Do you want to do something you really enjoy?

Then Fame Camp is for you! Spend a week at Hightree House in Yorkshire and learn how to act, sing, dance, or even be a DJ! Bring your tent and stay at a campsite near the house. Learn with professionals from the entertainment industry and at the end of the week try your new skills in a live performance.

“I had fun and made lots of friends.” (Sam, 17)

“I was nervous about the performance, but I’m very glad I did it.”(Tessa, 18)

How many countries can you see in 21 days?

On our Explore Europe holiday, you can see ten! Watch them go past from the window of a luxury air-conditioned coach and stay at some of Europe’s top campsites on the way. We travel hundreds of kilometers but we always have time to do the important things such as visit the Eiffel Tower in Paris, the historic Sistine Chapel in the Vatican and eat apple strudel in Vienna.

APPENDIX 3

Pre-test and post-test of the topic “Sports”

Name Surname:

Number:

Class:

Scores from this test will not affect your grades. Thank you for your help. (Bu testten alacağınız puanlar hiçbir şekilde notlarınızı etkileyemeyecektir. Yardımlarınız için teşekkür ederim.)

Yeşim DİLEK

Complete the sentences with the words in the box. Aşağıdaki cümleleri kutu içindeki sözcüklerle tamamlayınız.

Oil Wrestling	trekking	windsurfing	canoeing	golf
rafting	scuba diving	skiing	horse riding	
ballooning	sailing			

1. There must be lots of interesting creatures under sea. So I want to go and see all of the undersea animals.
2. When we went on camping holiday, my friends wanted to do both.....andon the closest river on our campsite but I couldn't because they seemed really dangerous.
3. If you want to play, you should have a lot of money and time. It is a really elegant and expensive sport. In order to score, you have to throw a small ball into a small hall with a stick.
4. My friend wants to go Alps for..... because she thinks that this is the most suitable mountain to be better at this sport.

5. In fact.....as a sport dates back to Ottoman Empire and has a great importance for Turks. The soldiers learned this sport when they were very young, so we won lots of wars by the help of their success at this sport.
6. Have you ever watchedcompetition live? I have watched once I went to Kırkpınar, it was an interesting experience for me. I haven't seen anybody who has covered his body with oil.
7. I like sea very much so I want to go this summer, I want to travel the whole Mediterranean coast.
8. Have you ever been in Cappadocia? You can experience of flying with The landscape is incredible.
9. You like walking so why don't you gowith your friends? It might be enjoyable.
10. I think it is difficult to find a proper place to go..... there should be wind but no wave on the sea.

APPENDIX 4

Reading passage about “Sports”

SPORTS IN TURKEY

Scuba Diving

Mediterranean and Aegean coasts are the best places to dive. Diving for purposes of sport, with proper equipment and in non-restricted areas, is possible. Foreign divers should have official documentation of their qualification, training. The limit for diving is 30 meters. For educational purposes, this limit is extended to 42 meters. As an achievement, a young Turkish woman Yasemin Dalkilic broke several world records.

Rafting & Canoeing

Turkey's rivers provide perfect conditions for canoeing and rafting, for both beginners and experienced, because of their length, depth and water regime. Some of the best rivers for rafting are: Coruh, Barhal, Berta, Firtina, Colak, Koprucay, Manavgat, Dragon, Goksu (Silifke), Zamanti, Goksu (Feke), Kizilirmak and Dalaman Cayi. Especially Coruh river (grade 5 and 4) is rated as one of the Top 10 white water rafting places in the world. 4th World Water sports Championships was held here in 1993 with about 300 competitors from 28 countries. Kayaking is also getting popular in some of the rivers.

Sailing and Boat Trips, Gullet Cruising

Turkey has four bordering seas; the Black Sea, Marmara Sea, Aegean Sea and Mediterranean Sea, so it not surprising that sailing is a popular sport in Turkey.

There are many cruising charters available. Gulets are traditional motor yachts and gulet holidays are becoming increasingly popular..

Football

Football (Soccer) is Turkey's national sport and is played everywhere. Some of the well known teams are: Fenerbahçe, Galatasaray, Besiktas and Trabzonspor. At this stage Turkish football is at a very important point. Turkish national teams are struggling with the strongest teams in the world and are getting more and more successful results.

The A-National Team was qualified for the 17th FIFA World Cup in 2002 in Korea/Japan reaching semifinals and they became the third best team of the world. In this Cup, the goal scored by Hakan Sukur at the 11th second of the match played between the Turkish and the Korean national teams was recorded in the Guinness Book of Records as "the earliest goal scored in a world cup match". Lately, during the Euro 2008 Cup, Turkey played in the semifinals again and became one of the "best 4 teams of Europe".

Golf

In recent years, as golf courses with international standards have opened up, Turkey has become an elite golfing centre where players from around the world can meet in an environment of quality and prestige. Especially the area of Belek, 30km east of Antalya, is a potential for golf tourism with the unique bonus of the cultural, historical and natural sightseeing of the region.

Skiing

Winter sports resorts in Turkey are generally located in forested mountains. The following ski centers are easily accessible by road or by Turkish Airlines domestic flights: Bursa Uludag, Antalya Saklikent, Bolu Kartalkaya, Erzurum Palandöken, Kars Sarikamis, Kayseri Erciyes, Ankara Elmadag, Ilgaz Dagi, Zigana Gümüşhane.

Horseback riding

Since ancient times, Turks are always known as "horse people". A heritage from Old Turkic States came to our days as Javelin game played especially in Erzurum and Erzincan; wooden javelins are thrown at horsemen of opposing teams to gain points. Cappadocia is named as the country of horses. There are riding clubs in the big cities such as Ankara, Istanbul, and Izmir.

Wrestling/Oil Wrestling

Wrestling is another national sport in Turkey. The country has many European and World champions. But the most interesting type of wrestling is Oil Wrestling in Kırkpınar, near Edirne. That sport is very traditional as it is practiced since the Ottoman Empire and has a history of more than 400 years.

Windsurfing

Cesme, Bodrum and Datca as well as Antalya, have ideal wind conditions for windsurfing. Turkey's Aegean shores are among the best windsurfing areas in the Mediterranean. For windsurfing and sun-bathing summer months are ideal. Alacati has a low area that extends 500 meters out from the beach. Combined with flat water, no wave this is a perfect place to improve technique, speed surfing and freestyle. It is an ideal place to learn to water start. The wind in Alacati (in Cesme) is an accelerated Meltemi that is directed through the hills. It's windy all the time, most reliable in the summer.

Trekking/Backpacking

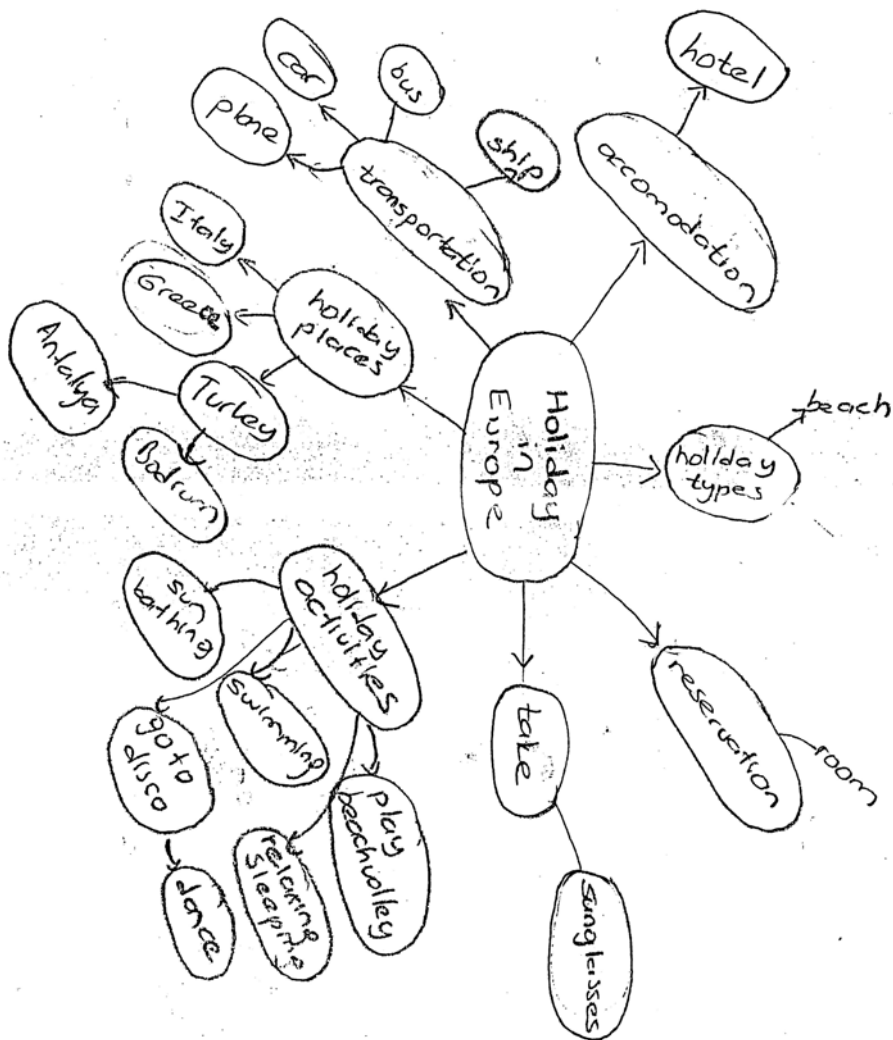
Trekking or Backpacking mainly takes the form of hill walking; the country is made for backpacking. There are lots of trekking routes all around Turkey. Plateau hiking is another popular form of trekking. The plateaus of Turkey are unique so to list all the areas for trekking is impossible.

Flying & Ballooning

Parachuting, paragliding and single engine flights are provided for as well as services that provide instruction courses. Best areas are Fethiye, Eskisehir, and Pamukkale. Hot air Balloon rides can be taken daily over Cappadocia near Nevsehir. Each flight is a fantastic experience as you float intimately amongst the fairy chimneys and fly over the magnificent Cappadocian landscape. They usually carry between 6 and 16 passengers and depart very early in the morning to catch the sunrise and gentle winds, lasting for about 1-1.5 hours.

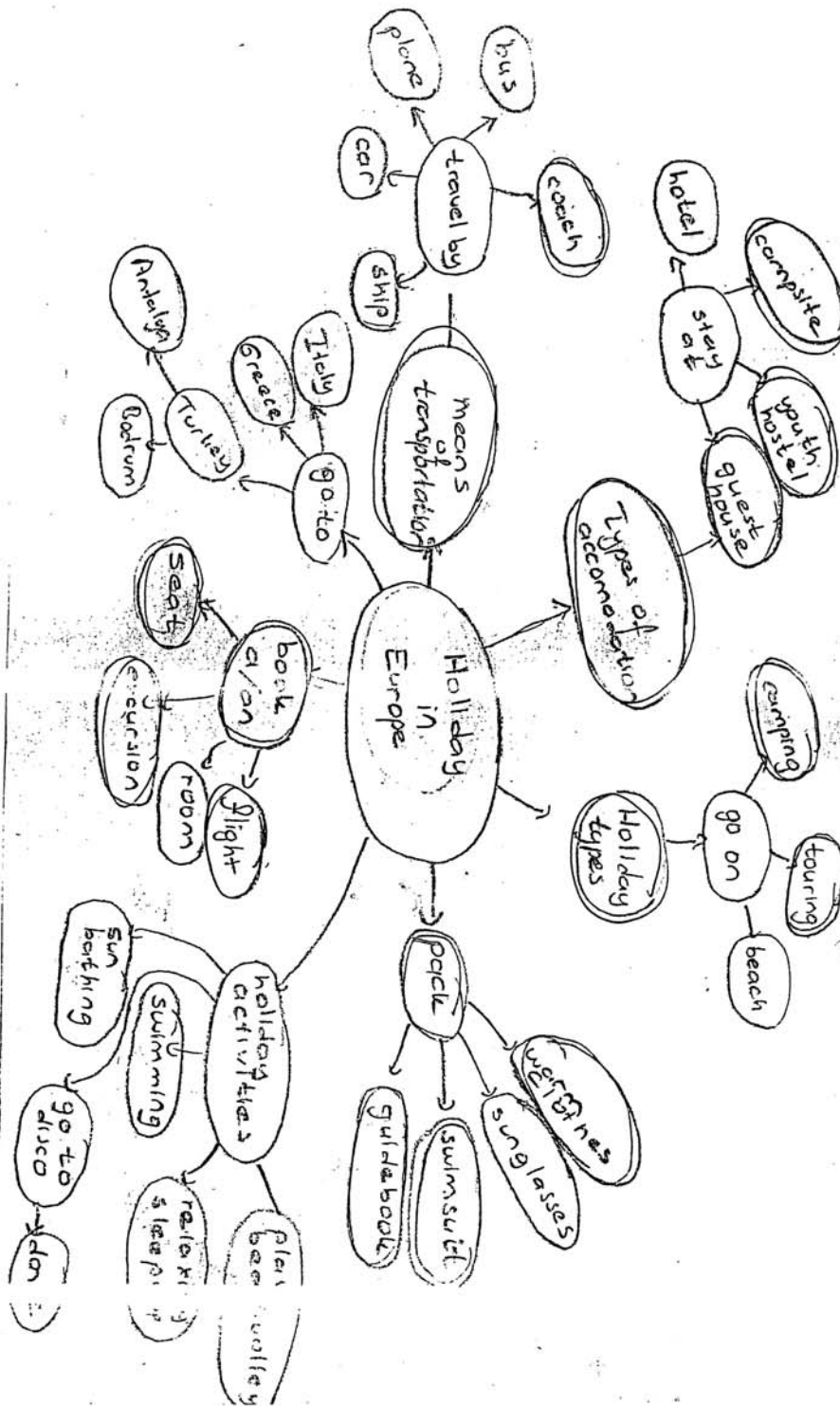
APPENDIX 5

INITIAL STUDENT MAP FOR HOLIDAY



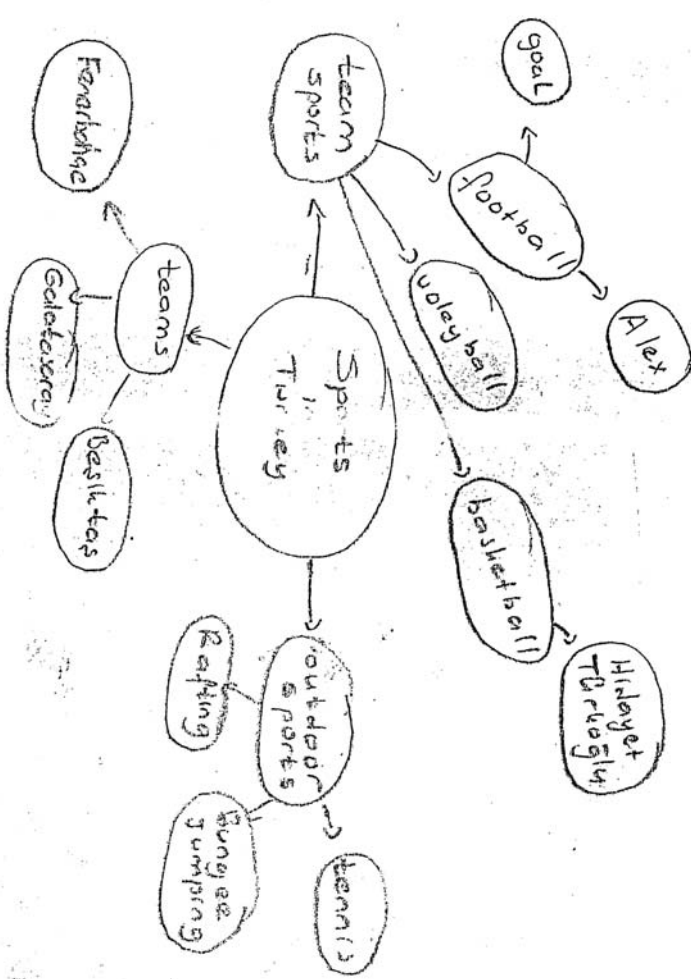
beach volleyball
 disco
 dance
 Antalya
 Bodrum
 sleeping
 hotel
 room
 sun bathing
 relaxing
 plane
 bus
 Great
 Italy
 sunglasses
 reservation
 beach
 ship

APPENDIX 6



COMPLETED SEMANTIC MAP FOR HOLIDAY

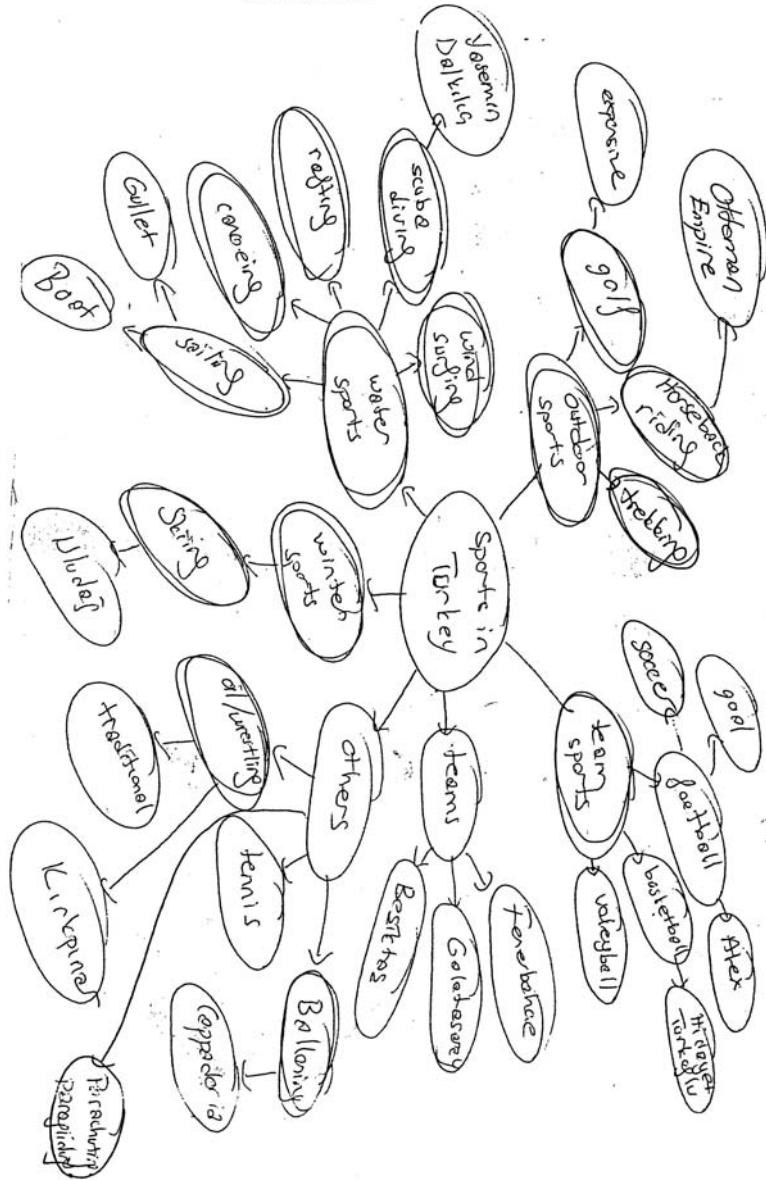
APPENDIX 7



football
 volleyball
 basketball
 goal
 alex
 beşiktaş
 fenerbahçe
 galatasaray
 haydet turkoglu
 rafting
 tennis
 bungee-jumping

INITIAL STUDENT MAP FOR SPORT

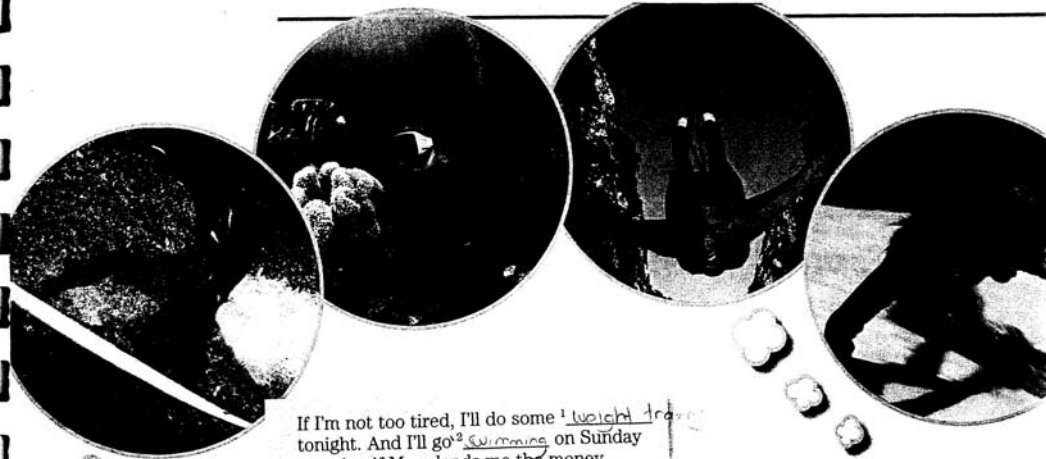
APPENDIX 8



COMPLETED SEMANTIC MAP FOR SPORT

APPENDIX 9

THE SUBJECT OF NEXT MODULE IN STUDENTS' COURSE BOOK

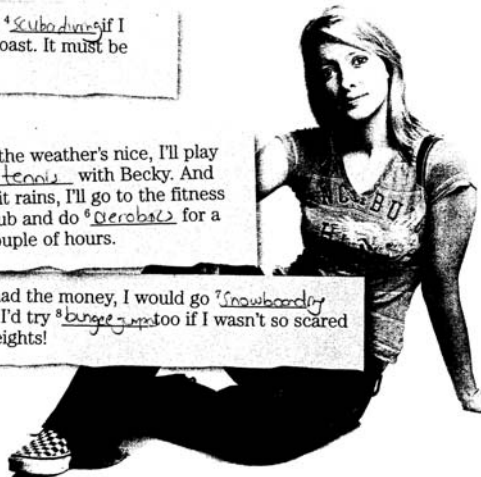


If I'm not too tired, I'll do some ¹weight training tonight. And I'll go ²swimming on Sunday morning if Mum lends me the money.

I would try ³surfing and ⁴scuba diving if I didn't live so far from the coast. It must be great fun!

If the weather's nice, I'll play ⁵tennis with Becky. And if it rains, I'll go to the fitness club and do ⁶aerobics for a couple of hours.

If I had the money, I would go ⁷snowboarding. And I'd try ⁸bungee jumping too if I wasn't so scared of heights!



GRAMMAR AND SPEAKING

In pairs, check these sports. Which sports can you see in the pictures above?

- aerobics bungee jumping snowboarding
- tennis horse-riding rock climbing
- surfing volleyball kick boxing
- scuba diving swimming weight training

In pairs, decide which of the sports in Exercise 1 are:

- team sports.
- indoor sports.
- martial arts.
- dangerous or extreme sports.
- outdoor sports.
- played with a racket.
- most popular in your country.



T.C
SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Özgeçmiş

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Doğum Tarihi:	06.07.1983		
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Öğrenim Durumu			
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İlköğretim	Özel Gündoğdu Koleji		Konya
Ortaöğretim	Özel Gündoğdu Koleji		Konya
Lise	Meram Anadolu Lisesi		Konya
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Yüksek Lisans			
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