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A COMPARATIVE STUDY INTO THE EFFECTS OF TWO DIFFERENT TECHNIQUES USED TO LEARN VOCABULARY BY TURKISH LEARNERS OF ENGLISH AT PRIMARY LEVEL

MA THESIS

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ABSTRACT

This study aimed to explore the effectiveness of two techniques for the young learners who were learning English vocabulary as a foreign language at primary level.

The study was carried out at a primary school in Biga with forty six Turkish learners of English as a foreign language. In the first part of the study, there was an experimental study. One of the groups was taught the new words through pictures whereas the other group was taught these words through context. Pre-test was applied to the learners before the study in order to find out whether they already know these words or not. In addition, post-test and delayed post-test were applied to the learners in order to find out the results at the end of the study. In addition, in the second part of the study, the study was conducted through survey research methodology. In the study, data were collected from the primary school learners by means of questionnaires, in which learners dealt with questions in order to determine the techniques that they used for learning the new vocabulary items more effectively and for remembering them for longer time. The questionnaires were developed by the researcher herself.

The data were filled through the computer by using statistical Package for Social Sciences (SPSS 10.00) and descriptive statistics and one-way analysis of variances (ANOVA) were used to analyze the data. Descriptive Statistics showed that out of 46 learners, 30 learners mostly learnt by means of repetition. This result showed that this technique was the most frequent one used so as to learn vocabulary. The following frequent techniques were; learning words with their mother tongue equivalents, learning within the games and exercises. On the other hand, the results showed that the learners used the technique; repetition for remembering the vocabulary for longer time, as well.

Then, t-Test Group Statistics showed that the group that was taught the new words by means of the pictures was more successful than the other group in all tests. They did well in most of the questions whereas the other group that were taught the new words through the context did better in only the first, second and fourth questions in the pre-test in the pilot study and in the only the first, second and fourth questions in the post test. In addition, they did better than the other group in only the first and fourth questions in the delayed post-test. In the other questions, as written above, the group that was presented the new words through the pictures was more successful.

This study concludes that the group that learnt the new words through the pictures was more successful and learnt more effectively than the other one that learnt the new vocabulary items through the context.

ÖZET

Bu çalışma ilköğretim seviyesinde yabancı dil olarak İngilizce öğrenen öğrencilerin kelime öğreniminde kullandıkları hangi tekniğin daha etkili olduğunu belirlemek amacıyla oluşturulmuştur.

Çalışma, İngilizce öğrenen ve Biga Kocagür ilköğretim Okulunda öğrenim görmekte olan 46 öğrenci ile gerçekleştirilmiştir. Bu çalışmanın birinci bölümünde deneysel bir çalışma yer almıştır. Çalışma öncesinde bir ön-test uygulanarak öğretilecek kelimelerin önceden bilinip bilinmediği test edilmiştir. Öğrencilerin bu kelimeleri bilmediklerinden emin olunduktan sonra kelime öğretimine geçilmiştir. Yeni kelimeler bir gruba resimlerle öğretilirken diğer gruba parça içerisinde öğretilmiştir. Çalışma sonunda son test ve belirli bir süre sonra yine ikinci bir son test uygulanarak çalışma sonucunda elde edilen sonuçlara ulaşılmaya çalışılmıştır. Çalışmanın ikinci bölümü ise inceleme ve araştırmaya dayalı bir metot (survey research methodology) kullanılarak gerçekleştirilmiştir. Yukarıda belirtilen hedefler doğrultusunda araştırmacı tarafından iki tane anket hazırlanmıştır. Çalışmanın verileri Biga ilçesi içinde bulunan Kocagür İlköğretim Okulu yedinci sınıf öğrencilerine sunulan bir anket ile toplanmıştır. Anketler sonucunda öğrencilerin hangi teknikleri kullanarak yeni kelimeleri daha iyi öğrendikleri ve hangi tekniklerle bu kelimeleri daha uzun süre akıllarında tuttukları tespit edilmeye çalışılmıştır. Anketler araştırmacının kendisi tarafından hazırlanmıştır.

Elde edilmiş olan veriler tanımlayıcı istatistikler (descriptive statistics), t-test ve ANOVA teknikleri kullanılarak SPSS (10.00) ile analiz edilmiştir. Tanımlayıcı istatistikler göstermiştir ki 46 öğrenci içinden 30 öğrenci tekrar yöntemiyle daha fazla kelime öğrenmektedir. Tekrar yöntemini takip eden ve sıklıkla kullanılan diğer yöntemler ise; kelimeleri Türkçe tanımlarıyla, oyunlar ve alıştırmalar içerisinde öğrenmedir.

Ayrıca, tanımlayıcı istatistikler göstermiştir ki; yeni kelimelerin resimlerle öğretildiği grup bütün testlerde daha başarılıdır. Bu grup birçok soruda daha başarılı iken, diğer grup ön çalışmada yapılan testte; sadece birinci, ikinci ve dördüncü sorularda, son testte; birinci, ikinci ve dördüncü sorularda, en son yapılan testte ise sadece birinci ve dördüncü sorularda başarılı olabilmiştir.

Bu çalışmada yeni kelimeleri resimlerle öğrenen grubun, yeni kelimeleri parça içerisinde öğrenen diğer gruptan daha başarılı olduğu ve daha etkili bir öğrenme gerçekleştirdiği sonucuna ulaşılmıştır.

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ABBREVIATIONS

ANOVA :Analysis of Variance

Ls : Learners

Ts Teachers

RQ : Research Question

SPSS : Statistical Package for Social Sciences

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TER ONE
INTRODUCTION

1.0 INTRODUCTION

In this chapter, after some information about the background to the study, the purpose of the study and research questions, significance, assumptions and limitations of the study will be given in details. Lastly, the chapter will end with the organization of the thesis.

1.1 BACKGROUND TO THE STUDY

Both teaching and learning new vocabulary items are complex processes. Each requires learners and teachers to try and study hard. Brumfit (1984) states that what is taught does not necessarily equal to what is learnt and teaching a form does not automatically help the learning of the form. So there have been studies about learning and teaching vocabulary. It is a very broad topic and has many constituents and it has been studied by various researchers, for many times.

Ur (1996) states that vocabulary can be defined as the words that are learnt in the foreign language. As it is stated, a language can initially be learnt through learning the vocabulary. And then, new information can be acquired via the existing knowledge; vocabulary or at the same time with vocabulary.

Vocabulary can be defined as; “building blocks of language, the units of meaning from which the larger structures such as sentences, paragraphs and whole texts are formed.” (Read 2000:1).

In short, it can be said that vocabulary refers to knowledge of word meanings and our vocabulary is the combination of the words we understand, know and use.

Doğan (1996) states that most of the learners at all levels; Secondary School, High School or University were unfortunately quite poor at vocabulary learning, in the past. She claims that being not equipped with the necessary strategies was the result of this. Various methods and approaches have been developed about language learning and vocabulary. These methods and approaches gave way to the new strategies especially for learning vocabulary. Each of these strategies has contributed much to learning. As a result of this, the conditions about vocabulary learning have changed much since the recent ages. Cabrera and Bazo(2002)point out the importance of developing new techniques in accordance with the needs and expectations of young learners; techniques different from the traditional ones that have been used in language classrooms for decades. There have been many innovations and these innovations replaced the traditional techniques and strategies.

Furthermore, the innovations in this area required the learners and teachers to develop themselves in vocabulary learning and teaching. Sökmen (1997) claims that the language teachers have the responsibility for choosing the best techniques to help their learners to store and retrieve new vocabulary items in the target language. Different from the traditional ones, the modern teachers have begun to read and learn about the innovations about learning vocabulary by following the foreign, contemporary publications about English teaching. So, most of them learnt about the vocabulary teaching techniques, as well. But, this is not enough. They have to insert these techniques as; learning through pictures and contexts in their lessons as much as possible.

New methodologies in early language education emphasize that the young learners will learn the target language faster and better if they enjoy learning. Certainly, they will learn English more happily when the activities are specially prepared for them and equipped with enjoyable& motivating vocabulary learning techniques as these activities will prepare an enjoyable atmosphere. Throughout this thesis, the techniques; teaching vocabulary through context and visuals will be stated. They are both important in learning vocabulary. Er (2001) claims that contexts are very important for the learners. They help the learners to learn how to contextualize. Wallace (1982:30) asserts that "Words very seldom occur in isolation". They mostly take place throughout a context. So, the learners have a chance for contextualization.

Pictures, on the other hand, are also one of the important techniques for learning vocabulary. Tekin(2004) claims that pictures are versatile resources for introducing new words. Through pictures, learners can visualize what they learnt.

It is a fact that vocabulary is everywhere in a language. So, why should it not be taught more enjoyably by means of pictures and contexts that are inserted into the activities?

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The main aim of this study is to compare the effectiveness of the two vocabulary teaching techniques; teaching through context and pictures.

Another purpose of this study is to find out which techniques do the learners use for acquiring new words and remembering them for longer. There are various techniques for learning new words. The learners use them whether consciously or unconsciously. This study will shed light on the techniques which are mostly used by the learners. But, the vocabulary learning process does not end

with acquiring new words. Especially, the groups of young learners forget them after a very short span of time. This is one of the significant problems of Turkish primary language education. Based on the results of this study, by which techniques do the learners remember these words for longer time will be found out. Therefore, a significant aim of this study is to make suggestions depending on the research results in order to diminish the possibility of forgetting the new words that the young learners have learnt by explaining the techniques that help the learners to remember for longer time.

The results of the tests and questionnaires will help to find answers for the research questions, below.

RQ 1: Which group of the learners will do better; the group that will learn the new vocabulary items through context or the other group that will learn through pictures?

RQ 2: Which techniques do the learners use more as they are learning vocabulary?

RQ 3: Which techniques do the learners use more in order to keep the vocabulary in their mind.

1.3 SIGNIFICA NCE OF THE STUDY

Learning a language, especially English is very important nowadays because English is a language that is spoken everywhere in the world .So, because of the necessity of knowing this language, great importance is given to teaching it. The researchers are working to find new and effective ways for this teaching process. Lowering the starting age of the learners is one of their attempts. Keski (1999) states that the learners should start learning the target language when they are young because after a certain period, their listening and speaking abilities

deteriorate. When the age of learners is low, the proportion of their learning increases. So, as it is known that young learners are more successful in learning a language, English lessons have started to be given at primary level. Cabrera and Bazo(2002) claim that this is one of the most important issues of most European primary schools. The situation is the same in Turkey. The teaching of English as a foreign language begins from the fourth year of teaching.

Learning a language is a process which undergoes a constant change. It always requires innovations that involve the new teaching techniques. Especially, when the teachers are teaching young learners, they should follow the innovations more carefully and involve the techniques in the activities that correspond to the learners' needs and expectations, as much as possible. The learners are interested in various techniques. For example; young learner groups like pictures too much. The effect of them on the learners can not be ignored. Allen (1983) claims that the parts that are related to the whole are seen in pictures and this helps learners to create and see associations. By this way, the learners have a chance to visualize the words and this provides a more effective learning. He further comments that pictures often come before words in successful learning of vocabulary. So, pictures make the learning process easier, as well.

Seeing the words in the contexts attract their attention, as well. Doğan (1996) claims that the young learners are interested in learning the words in accompany with the others. The effect of them on the young learners can not be ignored, either. When learning is in connected discourse, they comprehend more easily. On the other hand, when they meet a very difficult task and have problems with comprehension, they are demotivated. So, learning the words in a context will help them to learn more effectively by facilitating their learning.

All of the techniques that are used for learning vocabulary are used by most of the learners. But, whether the learners learn the vocabulary items efficiently through context and visuals is not clear. So, this study will be useful because the effects of using these two techniques (on teaching vocabulary) will be

proved. The result that has been proved, that the Technique; Repetition is better to use, will affect learners' ideas & learning styles and this certainty will reflect both on the learners' process of learning and success. So, there is a need for this study in order to provide and prove the truth.

1.4 ASSUMPTIONS OF THE STUDY

This study firstly assumes that the participants will attend the activities willingly and actively. If they are not willing attendants, this will affect the results of the study negatively and will lead to wrong results.

The study secondly assumes that the learners have approximately the same background and the differences arousing from their physical, social and theoretical backgrounds will not affect the results of the study because the differences among them will affect the results, as well.

The third assumption is that the students will read the questions before answering. They are expected to give sincere answers. In order to test their sincerity, one of the items in one of the questionnaires is; 'Please do not answer this question'.

The fourth assumption is that the results of the experimental study will reveal the effects of the different activities that will be used in the two groups. It means that their different levels of success will be interpreted by means of the different activities and the interpretations will lead to some results.

The last assumption is that all the learners are interested in English.

1.5 LIMITATIONS OF THE STUDY

The first limitation of the study is the size of the sample because only a limited number of learners attended the study. The study was conducted with the

learners who were in a primary school in Biga. For this reason, the data collected may not reveal the effectiveness of all learners. So, the results of the study may not be generalized to the larger groups of learners because the number of the participants may not be enough for a generalization.

The second limitation is that only few words were taught during the study. As result, the results may not reflect real- life teaching experience in language classrooms. More words were aimed to be taught but as it would take longer time to finish the units that the words were involved in and as the time would affect the results of the study negatively, only these words were taught.

The third limitation was that the study was done in only one school. There may be differences in other parts of the country so the data reached by means of the questionnaire may not reveal the views of students in all parts of the country. In addition, some of the students may not have answered the questions, sincerely. They may have been reluctant to do it and they may have done it as they were wanted to do. So their answers may not have revealed their sincere and real thoughts about learning vocabulary.

During the collection of the data, there may have been problems affecting the reliability of the study. The problems affecting the collection of the data may have affected the analyzing stage of the data that involves the analysis of the questionnaire and the quasi-experimental study.

Despite these limitations, the study will be able to answer important questions related with the language classrooms and the findings of the study will be able to reveal information on the area of learning vocabulary.

1.6 ORGANIZATION OF THE THESIS

There are four chapters in this thesis.

Chapter One involves the introduction part. Information is given about the background, purpose, significance, assumptions and limitations of the study. In addition, the research questions are involved in this chapter.

Chapter Two involves the literature review. It gives information about the young learners and goes on with their language development. It also presents the factors that affect the success and performance of these learner groups. Then information about vocabulary is given. Learning vocabulary is discussed by means of the question;' What is Learning Vocabulary?' The chapter goes on by giving information about the development of vocabulary and the techniques of teaching it.

Chapter Three is a methodology chapter. It presents the methodology in details. Information is given about the pilot study, its results and the procedures. Pilot study is followed by the information about the main study. Subjects and setting, materials and procedures, the procedures for data analyses and limitations of the study are given in details.

Chapter Four involves the findings of the main study, interpretation of the data that was collected by means of questionnaires and quasi-experimental study. In addition, it ends the thesis by means of the conclusions and implications about teaching English to young learners by means of pictures and contexts.

CHAPTER II
LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter, after the young learners and the factors that affect the success and performance of them are described, information about vocabulary, the development of it by means of the approaches and methods and the techniques of learning it through visuals and verbal techniques will be explained. Following these steps, the chapter will end with the assessment of young learners.

2.1 YOUNG LANGUAGE LEARNERS

Tekin(2007)claims that young learners are those who are learning a second or foreign language and who are doing so during the first six or seven years of formal schooling. He adds that young learners are the children who are in primary or elementary school. The age of them change between six and twelve years. These years can vary according to the countries. But, besides the chronological age, there is also developmental age to consider. (Reilly & Ward 1997). This may change according to the individual and the support she or he has received either at home or at school.

"Any school-aged child exposed to culture and language, is considered a linguistically and culturally diverse student". Wifrey (2006:26 cited in Gottlieb).

According to him; young language learners are a subgroup of learners who have been identified through assessment as having levels of English language proficiency and academic achievement. Zehir (2002) claims that learning begins from the moment a child is born. She adds that all individuals have preferences for ways to learn. They all learn in a different way. In addition, children develop gradually but it has not got the same speed for all of them. Some of them develop early whereas some later. The important thing is that the teachers should be aware of the characteristics of young learners and take this into account in their teaching and assessment. Zehir (2002) asserts that teachers engaged in this critical job must be 'well-informed' and 'well-equipped'. The teachers are the only ones, who can see how far up the ladder their individual pupils are (Scott & Ytreberg 1990).

The children have some features that differentiate them from the other learner groups. Zehir (2002) claims that it would not be a mistake to assert that the teaching of adults and the teaching of children, both in techniques and attitudes, are completely different from each other. The children are more enthusiastic and lively. They will try to do something whether they have understood why or how. They are often less embarrassed while talking in a second language and this helps them to have a native-like accent. But, on the other hand, Inan (2006) states that they lose interest more quickly. So, the activities should always attract their attention and she adds that they should be motivated as the quality of learners' performance will likely to be influenced by their motivation besides other factors as; interest in, knowledge of, specific content areas covered during the assessment, their native language, gender, status, occupation, age, experience, linguistic, social, psychological development, education and their familiarity with the test format.

(Reilly& Ward 1997) state that the young learners;

- have a well developed eye-hand coordination
- learn how to sort, classify, match things and recognize the odd-one out easily
- can use their imagination to create stories
- learn the concrete concepts easier than the abstract ones

- may not always understand the rules, but they know that the rules help them to feel secure
- understand situations more quickly than they understand the language being used
- use language skills long before they are aware of them
- understand through hands and eyes and ears. The physical world is dominant at all times
- are logical. What you say first happens first. 'Before you turn off the light, put your book away' can mean 1. Turn off the light and then 2.

In addition to the characteristics written above, learner characteristics can be grouped under four periods as: *individual attention, attention span, the silent period and pre-school teaching* (Reilly& Ward 1997).

Individual attention;

Young learners need the individual attention of teachers, mostly. The teachers can do this while they are drawing or writing something. The teachers can go around the class and elicit some vocabulary. The learners tell about their problems more confidently when they see that their teachers are interested in what they do. In addition, the teachers can note down what they enjoy doing. By this way, the enjoyable activities can be tried when the learners are not interested in the activities.

Attention span;

The teenagers or adult learners can listen to the teacher longer but for the young learners, the attention span is very short. They can begin to talk with their peers or even wander around the class just a few minutes after the activity starts. But this span may be lengthened by making changes every five to ten minutes.

The silent period;

'It is important for the language teachers to remember that young learners may spend long time absorbing language before they actually produce anything' (Reilly& Ward 1997). They shouldn't be forced to talk. Although they seem that

they are not learning anything, it will soon be noticed that they have taken the information in. So, enough time should be given to them.

Pre-school teaching;

As the syllabus is not as strict as the other groups of learners', the lessons will be more enjoyable. In addition, as the learners are less inhibited, they are more imaginative.' The young learners are curious about everything, keen to learn and very receptive' (Reilly& Ward 1997).So, they will be able to receive the information easily. But, the young learners may be selfish and uncooperative. So, the teachers should be patient and not forget that they are young and this is one of their characteristic features.

Whiting and Edwards (1998) claim that the young learners have responsibilities like the other group of learners. Firstly, they have to learn new motives involving the acceptance of goals. Success is important for them like the other groups and immediate rewards are given to them for good performance. But the problem is that the parents and the teachers always give future time for rewarding them about the future success. (Their rewards are mostly; books, computers, bikes and etc). This is not that that kind for the other learner groups. They can not be motivated by such rewards because it is difficult to change their decisions and plans. This is a step that differentiates young learners from the other groups of learners.

Secondly, they have to learn how to perform individually. 'The promise of future goals, the desire for the approval of the teachers, and the rewards and the privileges resulting from good performance are granted to each learner as an individual' (Whiting and Edwards 1998:240). So, they try for their own and in order to acquire the things that are in the last sentence, they learn to perform individually.

Thirdly, they have to learn to manage competition with their classmates. They have to follow up their peers' marks and performance and study more in

order to be more successful than their classmates. This is especially for the young learners that are not relatives and neighbors because if they have known their peers for a long time, this will affect their attitudes and they will not compete with them. So, for success, they should be taught to manage competition with their classmates.

Finally, each learner has a different background. When the learners start school, they have to learn about each other's moral and ethnic values. After some time, they will develop friendships with them and as a result will have to behave in a way in order to be accepted to the mixed group. If they are accepted to the mixed group and have a familiar environment, this will be good for them. If the situation is just the opposite, this will affect their learning negatively. So the teachers should monitor the environment of the learners as much as possible and help their learners.

2.1.1 YOUNG LEARNERS' LANGUAGE DEVELOPMENT

As stated above, there have been many developments on the young learners' language since the recent ages. "No applied linguist can begin to propose principles of language planning, classroom methodology…before informing himself or himself on what second language researchers have so far uncovered about the real language development of young learners" (Williams 1984:204). As a result, the innovations that involve the development of young learners should be followed beside the steps about language learning.

Each child, as a result each learner is different from each other both physically and psychologically. This difference creates different situations for their learning and life. They may be going to state or private schools. They may be learning English as a second or a foreign language. They may be having lessons either in small schools /classes or in big ones. They may have learnt English before or they may have met English for the first time. They may have a chance to

be with native speakers or not. So, it is natural to have differences between them. Zehir (2002) claims that worldwide change in teaching English to young learners has also caused numerous debates and disagreements about how to teach them in the best way. But these differences and disagreements should not be allowed and these should be prevented from affecting their learning. 'The key to success is whether the teachers can create a positive and supportive learning environment in spite of the learners' differences' (Shaoxiang 2005). There is a common assumption that living in an English speaking country is the best way to learn English. But, not everyone, however, can experience such an opportunity. So, the effects of the differences and some limitations should be tried to be diminished as much as possible.

Williams (1984) claims that there is a natural order of learning. That is the young learners learn a language along the same route or in the same order whether they learn their first or second language. A hypothesis (by Dulay & Burt 1973; Krashen 1982; Felix 1981) proposes that teaching differently, by means of strategies and techniques, can not change this order. It can be deduced from this fact that; the learners have a control over their learning. Williams(1984) states that what is taught doesn't necessarily equal with what is learnt. Teaching a form doesn't always help the learning of a form. It seems that the way learners learn a language may have some similarities with the way learners pick up a language in a natural learning environment with no lessons (Pica 1985; Felix and Hahn 1985; Lightbrown 1985; Ellis 1985 etc.).What the teachers do is to facilitate their learning, development of the language and the learning strategies as how and when to teach are important for their learning processes.

To summarize, the learners' language development should be followed carefully by the teachers and necessary facilitations should be provided by them in order to promote their learning.

The Sequence of Development of the First Language;

Learning a language is a complex process. When a child's language learning process is monitored, it is understood that it is a difficult process that requires much effort. Tough (1984:213) says just the same; "From experiences of learning other languages at lager ages, there is much that indicates that learning a language is not easy". The child can learn the mother tongue without having much difficulty but it is not the same for the second language learners because all the children learn their mother tongue successfully whereas the rate of the second language learners decreases. But, the period of learning the first language can shed light on the acquisition of the second language. These years can be monitored and the steps can be applied in much the same way as they learn their first language. Social and cognitive developments are important in those years. Both social and cognitive developments help the babies to interact with others. Tough (1984) claims that their aural and visual simulation develop but the babies firstly learn the voice of the people around them. Later on, the people's faces come into view. In this way, they develop their social interaction. This way of development occurs in the third and fourth months of life. Around the sixth and seventh months of life, they begin to produce small range of sounds. They try to communicate by reaching, pointing, smiling, frowning, crying. In this way, they determine the responses of the people round them. Also the people around them use their gestures and facial expressions. By this way, the situations for the development of the first language are created. Later on, they begin to recognize the concrete world and new meanings are established as they are aware of different attributes. The people around them unconsciously create a language that has a present context and concrete illustration. They help the children by a higher pitch of voice, slower and more clearly articulated speech, grammatical modification or simplification, frequent repetition of a phrase, repetition of what the child has said, often in corrected or elaborated form. Such talk is called 'Motherese Talk' and it helps the children to identify the 'adult form' (Snow, 1972; Snow and Ferguson 1977; Nelson 1973 ; Newport 1976 cited in Tough 1984:216). When they are about twelve and eighteen months, they begin to use little range of words. As the time goes on, they succeed in putting words together and forming sentences. In accordance to this, as the children get mature, the adults

change their way of talking and use of language accordingly. As a result, the people around them help the children to identify the intuitive strategies that enable them to learn to operate rules governing the rules they are acquiring (Tough 1984).There have been debates whether the people help the children to create correctness in the use of linguistic structures or to enable them to communicate. Recent research supports have shown that the second one is the basic aim of the interaction and the first one has begun to be established after the second one has been succeeded. Firstly, the children imitate the words that they have heard. Secondly, they repeat the words that they have heard. By the help of imitation and then repetition, they expand their vocabulary repertoire besides learning the lexical and syntactical function of words. This interaction results in conversation and the children can express their thoughts and feelings after a period of time. As the time goes on, they will be able to differentiate the meaning from the linguistic structures and learn about their functions.

Tough (1984) points out that during the 1960s, a number of studies have been done in order to find out the aspects of the development of the first language. By means of these studies, it has been claimed that the children begin to use one word utterances and use these words to communicate by differentiating them by intonation and gesture. Then, they begin to use two-word utterances that are known as telegraphic utterances. (Brown& Fraser 1963). The results of the studies show that learning is not haphazard, even in these very early stages. All children adopt similar principles in their attempts to differentiate the rules of the language they are acquiring (Slobin 1973).A study was carried out by Gordon Wells and his team at Bristol University between 1972 and 1981.The study involved children between the age of eighteen months and ten year-olds. The study recorded children's samples of talk at home and in the following years at school. The result was that although there were differences among the children because of various characteristics of talk at home, it was found out that language development included the same stages whatever the rate of development was (Wells 1985 cited in Tough 1984).

Recently, it has been thought that when the learners are five years old, their first language acquisition was complete. But the following theories found out that; children learn some of the skills after they are six or seven years old. It is claimed by Cameron (2001) that the children learn some of the structures later than the others. For example, Relative clauses are learnt and used by the children when they start their school because this structure is related more with the written language. So, they have little experience of them in their early years. Cameron (2001) adds that children have difficulty in using words that express logical relations between ideas as; but, yet, although, unless…etc. They can succeed in using them after they are ten or more.

In brief, the children use certain structures before the others and there are common features in the development of a first language whatever the language being acquired.

Young Learners' Learning a Second Language;

During the last 20 years, much importance has been given to the young learners' learning a second language. That period has been compared with the period of learning the first language. As a result, similar patterns have been found out that when younger children are acquiring English as their first language as children are learning English as a second language.

From the studies, it can be concluded that there are some universal processing strategies that are used both for learning a first language and second language. (Tough 1984). It has been found out that children refer to the rules that they have acquired their first language as they are learning a second language. They do it unconsciously because they learn many of those rules, intuitively. In brief, the knowledge of first language learning guides those who help young learners to learn a second language.

Tough(1984) claims that although young learners have a potential for learning a language, this potential can only come into play if they are immersed

in experiences of the language being used. So it is vital for young learners to see and hear the second language being used. The children acquire the first language by experiencing it. As children have a chance to use the language, the situations for acquiring the second language should look like as much as possible, those of living in a family where two languages are daily used and where the children are actively involved in both languages. In addition, they learn a second language better than adults. Cameron (2001) supports this idea and claims that the children's mechanisms that help them to learn their first language help them to learn the second language, as well. He claims that older learners learn the language differently and can never achieve the same level of proficiency.

When the children are learning their first languages, their communication is supported by facial expressions, body movements, tone of voice and gestures. The same should be done for the second language learners, as well. This helps them to get the meaning what they hear, and learn about the sounds, rhythms and stress of the second language which are different from their first language. When the children have a chance to meet such encounters, they become familiar with them and are motivated to use them for communication.

The teachers should help learners to be actively involved in the activities and address them individually as the parents do. They should adjust their own talk intuitively to encourage the learners for communication and often repeat the things that have been learnt (as repetition is a prominent feature of parents). As the parents do, the teachers should talk more slowly and articulate more carefully in order to prevent any confusion and discourage the learners to respond confidently. In addition, they should give the necessary talk about the learners' sentences both to the addressed learners and the others in the class. Parents monitor and intuitively recognize whether the children are ready to take other steps forward (Taylor 1990). The teachers should do the same and see whether the learners can take a new step. This can be succeeded by means of frequent interaction. By the help of interaction, they can take clues from each child's behavior as to what the new step will be. (Tough 1984). It is an important process

that needs much sensitivity on the part of the teachers and it is essential that the teachers award their learners (as the parents do). This will add to the pleasure in the activity, itself. In addition, the teachers should have a learner -centered perspective. In the core of this perspective, they should place the learners. Cameron (2001) states that learning about children's perspective should be seen as central to effective teaching.

Most importantly, it should be remembered that the period of the process can change according to each learner and may extend to two or three months and in some cases, much longer as the psychological and physical variations will affect their learning speed. At whatever age the young learners are, they will have acquired their first language so they will have developed skills and strategies in learning a language. In addition, they will have learnt a wide range of concepts and well- developed meanings. This will add their learning a second language. Tough(1984) claims that once the young learners begin to use the elements of the second language to communicate, they will intuitively be searching for a means of expressing already established meanings in the second language besides creating links between the first and second language.

As it is written above, the young learners are trying to create links between their first and second language. They may intuitively be searching for structure characteristic of their first language. But, this may discourage and demotivate them when they see the differences and irregularities in the structures of both languages. But, as young learners are already experienced language users, their expectations can be amended after some time by means of an endeavor. In this aspect, teachers have much responsibility for this amendment. They should be aware of the differences between the features of both languages that are contrary to learners' expectations and they should give examples and make explanations that give clues to the differences in order to supply them with certain information that helps them to identify the different regularities of the second language. Articulation of the sounds is an example for this. The teacher should make the

articulations of the sounds clear by the movements of the mouth. In that way, the learners will have clearer information about the production of them.

Tough(1984) points out that studies about young children that are bilingual result in that the contexts in which each language is used should be certainly differentiated , either with adults or particular situations. As a result, learners can be aware of the differences and regularities between the two languages and get used to them, soon. In addition, the importance of using the first language during this period shouldn't be underestimated both for promoting intellectual development and learning. This will ultimately contribute to their competence in using the second language.

There have been current approaches to language teaching and these are the versions of a structural and communicative approach. Forms are vital for Structural Approaches whereas communication is important for the Communicative Approach. In the process of learning the language, the learners use the language for a real purpose: that is communication. So, the learners have life-like reasons for using the language. But, how they will use the form for communication is problematic for the young learners. Williams (1984) claims that the young learners soon understand what form they are expected to practice but still have little idea of how to deploy the form in real communication. But, it shouldn't be forgotten that young learners learn by doing, by being actively involved in their learning. So, it can be said that communication has to be asserted into their activity based learning as much as possible.

In addition, motivation and attitude are very important for their learning. Saltık (2005) claims that motivation is a state of cognitive and emotional arousal. When the learners are motivated, they will be more successful as a result of having a positive attitude towards what they are doing and when they voluntarily want to do it. It has been proposed that motivation is more important than aptitude or method (Gardner and Lambert 1972).

> Motivation is responsible for;
> "Why people decided to do something
> How long they are wiling to sustain the activity
> How hard they are going to pursue it".
> (Dörnyei, 2001: 8 cited in Saltık 2005:29).

In conclusion, motivation should be given enough importance when the young learners are being taught the language and the new words. Positive attitudes and needs for communication should be created fro them and besides the positive effects of the first language, learners should be able to benefit from the other steps that help them to learn the second language easier and better, by the help of the teachers.

2.1.2 FACTORS THAT AFFECT THE SUCCESS AND PERFORMANCE OF YOUNG LANGAUGE LEARNERS

There was limited knowledge about young learners in the past. Waksler (1991) claims that the adults were carrying out plans and projects that young learners were included, whether willingly or unwillingly and they weren't taking into account their perspectives. But, there have been many studies about these kinds of learners and these studies have shed light on the factors that affect the success and performance of them. There are various factors that have effect on them but these factors are directly related to the teachers and parents.

Most importantly, the teachers have a role on students' learning. They should know the techniques of teaching language well, besides being able to monitor the learners' progress both from the point of education and their psychology. But, it is claimed that although there is a growing trend in many countries for learners to start their language learning at a much younger age, the teachers are not trained well enough for this(Reilly & Ward 1997).The reason for this is that the teaches are mostly trained to teach adults or teenagers. In addition to this, another problem is the lack of English teachers stated by (Reilly & Ward

1997). Although some teachers do not know enough English, they are asked to teach English in English lessons. This situation unfortunately affects the learners badly.

The young learner groups are affected more when compared to the teenager or adult groups. Because of their small age, they may be affected by the class atmosphere or the atmosphere at home. Yıldırım (2000) claims that the learning environment needs to provide a setting that incorporates stability and familiarity. Zehir (2002) adds that the teachers should talk to their learners and have an eye-contact with them as much as possible. She argues that non-verbal behavior can be a message. So, the teachers should make use of it and create an atmosphere that the learners will feel comfortable and confident. They should not allow the learners' peers to discourage the other ones. They should give each one a chance to express them.

The teachers have some expectations from the learners so the learners behave as they are expected to; they fail or may be successful according to the expectations. As a result, the teachers should not expect much from them. It should not be forgotten that even a good word that is about an expectation can help learners to be motivated and it can cause miracles. The goal should be to set up a positive and supporting learning environment and help the learners to become more effective and independent. To achieve this goal, their characteristics, their learning needs and attitudes, their feelings towards English learning should always be taken into account.

In addition, the young learners' parents are important for their success. The learners may have some problems at home. In those kinds of situations, no method will be able to arouse their success. So, the teachers should meet learners' parents in order to learn the problems. If they do not have a chance to meet them outside, they may invite the parents to schools. They may even want parents to attend the lessons and monitor their children.

One of the most widely known debates is whether to use the mother tongue or not. In some schools, the education authority may not allow the mother tongue to be used in English classes. But, they are not told to what extent they should or should not use it. Shaoxiang (2005) proposes that when the mother tongue is used appropriately, it not only helps children express their ideas clearly when they are not ready to do so in English, but also helps them in various ways in their language learning. They adjust to and become familiar with the environment in which the second language is used. They can establish trust in the teachers who have taken over their care.

Reilly & Ward (1997) state that the mother tongue should be used especially in the early stages. The reasons are;

Security;

For anyone of whatever age, especially the younger ages, learning a language is traumatic. For some learners, it may be easy both for some it may be nerve-racking. As they have been with their parents and the people that they know well, they may not feel themselves confident enough when they are in a class atmosphere for the first time. They need some time to adjust to the class atmosphere and their teacher. Yılmaz (2003) asserts that a further concern with the teachers' role is that the teachers need to build confidence and competence in their learners. If the teachers add learning a new language to these existing problems, the learners will be terrified and discouraged. So, the teachers should allow their learners to use their mother tongue initially and after some period of time they should help them to use English more and more.

Need for Communication;

As the young learners will need more to communicate, they should be given permission to talk and express themselves. Yılmaz (2003) states that the teachers have two roles in the classroom. The first role is to facilitate the

communication process between all learners and the second role is to; act as an independent participant within the learning and teaching group. The young learners are more active according to the adult learners so when they are active in the lessons, their performance will be higher and the teachers will have a chance to learn how the students feel and what they think of the lessons and the topics they are learning and talking about. By this way, the activities can be related to their interests. Dolls and puppets can be used for these types of activities because they help and encourage learners to speak both to their teachers and class-mates.

Giving Instructions;

When the young learners are learning a new thing, especially a language, they need instructions to be given. But there are debates whether to give instructions. Opinions are divided between the researchers who maintain that instruction can assist learning a language, and those who claim it can not. Yılmaz (2003) claims that teachers are typically required to acquire a less teacher centered classroom. So, the instructions shouldn't be more than needed. A study made by Grossman and Clark (cited in Williams 1984) results in that the learners learn better when they are told where to store the information. These instructions may be given by their parents while they are learning their mother tongue, as well. Besides that study, results from researchers such as Ellis (1984) suggest it may be that instruction helps only when the child is ready to acquire the form that is when the form is in 'the zone of proximal development' of the child.

During the lesson period, the teacher may have difficulty and spend a lot of time in telling the situation or information. On the other hand, just a few words will help the teacher to get the meaning across. So, in these kinds of situations, the teacher may use the mother tongue after telling it in English for the first time. Then, when the learners are familiar with the structure and word phrases, the teacher may use English while giving the instructions.

There may be similarities between the first and second language. For example, the word 'appartamento' in Italian is similar to the word apartment. In

addition, the words; ‘garden & giardino’, ‘balcony and balcone’ are in the same group. When the learners benefit from these similarities, it will be easier for them to learn the words. In addition, there are some international words in all languages as: taxi, hamburger, t-shirt, jeans and cinema. The teachers can use them in order to teach the language more easily and help learners to be more successful, as well.

In brief, using English words that are similar to the mother tongue affect the performance of the young learners. The learners may remember these kinds of words more easily. But, the teachers should not use too much equivalents because the learners will then get used to these translations and they may seek for them in all words.

But, there are some disadvantages of using the mother tongue, as well;

Thornbury (2002) states that there may be false friends in a language. False friends are the words that may appear to be equivalent but in fact different from each other. For example; ‘historia’ means ‘story’ and ‘pupil’ means ‘pet’ in Polish. Thornbury (2002) adds that in addition to the false friends, there may be strangers in a language. Strangers are the words that have no equivalents in a language.

Being able to use their body language and body language is very crucial for the teachers. Instructions, stories, songs and rhymes can be accompanied by mime and gestures and gestures help the teachers to show the meaning in an easier way. (Reilly & Ward 1997). In some of the countries, the gestures are used more often. In these countries, the teachers can exploit if they are familiar with them.

The teachers should try to make surprises during the lessons. Without surprises, they can not engage the learners in the activities. Considering the syllabus, it is difficult to involve surprises in the lessons but considering the positive effects of them on the children and their learning outcomes; it will be worth teachers’ efforts.

In addition, the teachers should be able to carry children's desire to communicate into foreign language learning as communication is very important for a language class. Shaoxiang (2005) proposes that the teachers should make use of the abilities children bring with them to the language classroom. "...but the teachers have to start from where the learners are, to use what they already know and help hem go back and forth across the bridge from everyday discourse into educated discourse (Yıldırım 2002:9). So, the teachers should be aware of them initially. Then, following this, the teachers should be sure about what the learners need and try to keep their motivation high and cater for differences in learning needs.

Zehir (2002) claims that teaching English to young learners is not just choosing a course book and following it step by step. So, the teachers should try to enrich the learning process with different activities and materials. In addition, they should involve the young learners in the learning activities as much as possible, keep their interest and supply them with opportunities to use the language. Whatever the situations are, there is something that the teachers can do for their learners. In brief, the negative effects of the factors should be tried to be diminished as much as possible.

2.2 VOCABULARY

Ur (1996) states that vocabulary can be defined as the words we learn in the foreign language. As it is stated, a language can be learnt through learning the vocabulary, first. And then, new information can be acquired via the existing knowledge; vocabulary or at the same time with vocabulary.

Vocabulary can be defined as;

"Building blocks of language, the units of meaning from which the larger structures such as sentences, paragraphs and whole texts are formed." (Read 2000:1)

"A microcosm of human consciousness" (Vygotsky cited in Thornbury 2002:1).

In short, it can be said that vocabulary refers to knowledge of word meanings. Our vocabulary is the words we understand, know and use.

Vocabulary can be learnt via receiving or producing it. But in fact; what is learning vocabulary?

Learning is getting something new and it depends on learners' motivation, desires and needs for the word. Saltık (2005) claims that motivation is interrelated with desire and needs for the word. "It is the factor which incites a person's will to do something (Lott 1978: 87 cited in Saltık 2005:28). Without these interrelated terms, learning can not occur as they are necessary for learning a language.

Hatch & Brown (1895) state that learning can't be considered as a simple throwing of a switch between knowing & not knowing; rather there is a continuum of knowledge about a word and learners can be anywhere along the continuum. It can be reached from this statement that learning can occur in a very short time or take more than the expected time.

Cameron (2001) states a metaphor about learning vocabulary. He claims that learning vocabulary is not like ticking off items in a shopping list when they have been bought. It is more like the continuing process of trying to keep a house clean. Cleaning or learning can be done one day but needs doing again the next.

Learning vocabulary is, in fact ;

- Recognizing it in its spoken or written form

- Recalling it at will
- Relating it to an appropriate object or concept
- Using it in the appropriate grammatical form
- Pronouncing it in a recognizable way
- Spelling it correctly in writing
- Using it with the words it correctly goes with
- Using it at the appropriate level of formality
- Being aware of its connotations and associations.

(Wallace 1982: 27)

Thornbury (2002) claims that learning vocabulary is like moving to a new town. It takes time to create connections and turn acquaintances into friends. As it is known, an acquaintance can be forgotten whereas a friend can't. Çekiçel (1999) claims that unless vocabulary is taught meaningfully and through a mental process of reasoning, they can not be acquired in a way that as to be recalled and used appropriately whenever necessary. So, in the process of learning vocabulary, lengthening the period of keeping the information in mind is important and in order to diminish the possibility of forgetting the words, the teachers should help the learners.

Learning is remembering because when learners can't remember what they have learnt, it can not be considered that they have learnt the words. Cameron (2001) points out that learning words is not something that is done and finished with. Learning words is a cyclical process of meeting new words followed by meeting those words again and again each time extending knowledge of what the words mean and how they are used in the foreign language. Each time they meet the words, they will add new conceptual meanings to them.

As it is seen above, it is a rather more complex process than it might at first sight appear and can not be done once and then completed. It is a kind of memory task in addition to including creative and personalized use. It includes numerous steps and these steps are each vital in order to succeed in learning new

words and being able to use them effectively. Learning never stops. Even in our first language, we are continually learning new words and in addition, learning new meanings for the old words.

But, how is vocabulary learnt?

Thornbury(2002) states that there are three steps in learning vocabulary.

Labeling;

Labeling means; mapping words onto concepts. For example, the children learn the concept of dog. Afterwards, they learn that not all animals that have four legs are animals. They may be cows, cats or something else. After differentiating the dog, they have to extend their knowledge about the dog. For example, they begin to learn about the dogs in cartoons, toy dogs, pictures of them or the other people's dogs.

Categorizing;

Labeling is not enough for learning a language. The children have to put the information that they have acquired in an organized way. The mind of a person does not store the information randomly. There is a mental lexicon in our brain. Thornbury(2002:17) defines this lexicon as ; ' an overlapping system in which words are stored as 'double entries'- one entry containing information about meaning and the other about form'. By means of this lexicon, we can store the information and get it back when we need it. But, there may be some confusion, sometimes. The words that are similar may be confused because the interconnection between them may prevent the information from being taken from the right place.

Network Building;

The lexicon can be thought as a network. In order to reach the information that is needed, a way should be followed. Through this way, many words are seen and activated. For example, for remembering an animal, a person should have to

remember all other animals that are in her/his mind. Another example is that, in order to remember a fruit, all other fruits have to be revised. This is the system of mind that is called *Network Building.*

While learning a second language, the learner will benefit from the existing conceptual system that the words encode.

Brown & Hatch (1895) state that there are two types of learning.

1. *Intentional Learning*; this is designed, planned or intended by teachers or learners.
2. *Incidental Learning*; this is the random one.

The studies show that learners can not learn all the words intentionally. They learn most of the words by reading or watching and reading & watching are incidental types of learning.

Brown & Hatch (1895) state that there are five steps in learning vocabulary. The learners need these steps so as to succeed in intentional or incidental learning.

Encountering new words;

This is the first step in learning new words. Learners can encounter while reading& watching, listening to radio, using dictionaries. This is the incidental step. In this step, the words the Ls are interested in are paid more attention and learnt better. (For example; animals, food and etc.)Encountering the new word initiates the learning process. Encountering the new word causes the new word to enter the learner's short- term memory.

It should not be forgotten that the *frequency* of encountering affects the learners' learning, as well. Thus, situations for the learner's encountering new

words should be increased as much as possible in order to attract the learners' attention and initiate their learning.

Getting the word Form;

This step involves the recognization of vocabulary; both visually and auditorily. This step is essential for retrieving the words as form helps to remember these words by involving initial sounds, final sounds and number of syllabus. Form of a word, in addition, involves the pronunciation, spelling, length and complexity of it. Many words exist in English which sound similar but which are spelt differently (and vice versa). So, it is important for the teachers to draw the learners' attention to the relationship between the sound and spelling. This step helps the learner to build up the memory of the word and make the word available for use in the longer term.

Getting the Word Meaning;

This step is related with the idea of vocabulary learning. In this step, the definitions of the words are asked and Ss are asked to explain them.

Adult Learners are more interested in details but children prefer to learn the whole. For example, the learners call truck, lorries= car whereas the adult learners call each one with the correct name/ label.

Consolidating word form & meaning in memory;

The materials as; flashcards, puzzles, learning vocabulary drills are beneficial for connecting form & meaning in memory. These materials can be enhanced by;

- creating mental linkages
- applying images & sounds
- reviewing well
- employing actions

By using the techniques above, young learners will learn more and more easily and won't be limited with few words only. As they have a chance to get more global in their interests through the internet, television, video and computer games, they will be able to consolidate the new words in their memory.

Using the Word;

This is the last step and the most essential one.

Brown & Hatch (1895)state that this step is the guarantee that prevents words fading from memory once they have been learnt. The usage of a word makes learners feel comfortable & confident. Because when they use a word, they're sure that they have learnt it and can use it without getting help from any sources. The learners' choice shouldn't be ignored here and they should be given a chance to choose the words that they will need and use in their following education process.

Vocabulary is the core of a language and the names of all the things form the constituents of vocabulary in a language. For being able to go on our lives, we have to name everything. 'Names are essential for the construction of reality for without a name, it is difficult to accept the existence of an object, an event, a feeling...etc. By assigning names, we impose a pattern and a meaning which allows us to manipulate the world' (Taylor 1990:1). A name, in general vocabulary, helps us to have a better and organized life. We can understand each other well and can stay away from chaos by means of vocabulary. So, both learning and teaching it have a crucial role for being able to live and communicate in a society.

Teaching vocabulary starts with the young learners and goes on with the adult learners. There are levels of vocabulary and each level is suitable for various learner groups. For example; beginning readers use their oral vocabulary to make sense of the words they see in print. Experienced teachers of English that teach it as a second language know very well how important vocabulary is. They should

be aware that learners must learn that speakers and writers of English use. Fortunately, the need for vocabulary is a point that both learners and the teachers agree. It is important because it helps learners to develop their reading, writing, speaking and listening skills. By means of vocabulary, they can understand what is being said or written. In addition, they can convey their problems by the help of vocabulary. They can ask questions and express their emotions.

Vocabulary can be met everywhere; either outside or in the classrooms; in the books, dictionaries. In order to understand what they intend to, readers must know what most of the words mean before they can receive what they are reading.

The importance of Vocabulary has been stated by some linguists, as well:

"When students travel, they don't carry grammar books, they carry dictionaries." (Krashen in Lewis1993: iii).

“Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.” (Wilkins, D. cited in Thornbury 2002:13)

> ‘If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!’(Dellar& Hocking cited in Thornbury 2002:13).

In brief, vocabulary is essential for learners’ learning and without it, they can’t improve themselves. As a result of not being able to improve themselves, they won’t be able to communicate because their communication will break down when they don’t use the right word.

2.2.1 DEVELOPMENT OF VOCABULARY TEACHING

It is stated by Schmitt (1997) that records of second language learning go back to the 2nd century when Roman children studied Greek. Since Romans, people have been learning second languages. Considering this, there have been many various approaches and methods to language learning, each having different views about vocabulary. Vocabulary has differing characteristics in the various approaches. Sometimes, it has been given much importance whereas it has been neglected sometimes. Schmitt (1997) states that language teaching methodology has swung like a pendulum between language instruction as language analysis and as language use.

Vocabulary has been neglected during much of the twentieth century. The programs have given little attention to techniques for helping learners to learn English. Some books seemed to be giving the message that the learners could learn the words that they needed without getting any help. Allen (1983) points out tat teachers were sometimes told that they should not teach any words before the learners had mastered the grammar and the sound system of the language. Pronunciation and grammar were emphasized whereas little attention was given to vocabulary. It was even thought by some methodologists that, as the meanings of the words could not be adequately thought, it was better not to try to teach them.

There have been many ideas and studies about vocabulary. As a result of these studies and the ideas, various techniques and methods have been developed. Vocabulary has moved to center stage in foreign language teaching in recent years, back by substantial and increasing research' (e.g Carter& Mc Carthy 1988; Coady & Huckin; 1997; Schmitt & Meara 1997; Singleton 1999; Read 2000 cited in Cameron 2001).

The instances will be mentioned, below.

2.2.1 1 Grammar Translation Method (GTM)

It took place in the late 1400s. It dominated European and foreign language teaching from the 1840s to the 1940s. Reading and writing were important for this method and speaking & listening were neglected. The emphasis was on grammar rules and accuracy.

It was assumed that most of the learners would not need to use the language so the learners were taught to translate only (in order to translate, grammar was explained in native language, paradigms were given to memorize, bilingual word lists were given).

In terms of vocabulary;

Zimmerman (1997) states that for this method;

- bilingual word lists (vocabularies) were used as instructional aids rather than as reference and were used as a part of grammar & reading.
- in the lessons, two or three long columns of new vocabulary items with native language equivalents were given.

The basic aim of this method was to develop grammar and vocabulary was used as a tool for developing the knowledge of grammar. Word lists and language equivalents served for that aim.

In Coady & Huckin (1997), the same is stated as that;

- GTM requires learners to be exposed to a wide literary vocabulary that was selected according to its ability to illustrate grammatical rules (Rivers 1981).
- Direct vocabulary instruction was included only when a word illustrated a grammatical rule (Kelly 1969).
- Bilingual dictionaries were used as reference tools during the period of GTM methodology (Kellly 1969).

In brief, it can be said that vocabulary selection was based solely on the reading texts used, and words were taught through bilingual word lists, dictionary

studies, synonyms, antonyms and memorization. It was emphasized that grammar should be emphasized more than vocabulary because vocabulary was already being given too much time in language classrooms. In addition, it was proposed that the specialists in that time feared learners would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered. Consequently, teachers were led to believe it was best not to teach much vocabulary.

But GTM received many objections. The most important objection was in the mid-1800s.As a response to these objections; vocabulary lists were prepared in that period. In these lists, verbs were given with their collocations in the semantic fields. But again there were objections. (Thomas Prendergast was one of the men that that objected to these vocabulary lists).

As a response to these objections again, Zimmerman (1997) states that, in his manual; *The Mastery of languages*, he listed the most English common words, based on his intuitive judgment. But this was not enough. Ranking vocabulary according to its frequency was objected again and did not influence language teaching and as GTM was focused on the ability to analyze the language rather than its use and emphasis on reading & writing, communication didn't develop. Unfortunately, it depended on the knowledge of language not the language itself.

So, GTM was criticized many times by many linguists and this criticism leaded to the need of other methods.

2.2.1.2 Direct Method (DM)

It was begun to be known towards the end of the 19th century. In the early 1920s, M. Berlitz, the main advocate of this method began to give importance to the spoken form of language and modern conversational style. This method originally came up from the observation of a child's language acquisition. There

was no translation in this method. For DM, interaction was very important for natural language acquisition and it was proposed that word meanings could be taught *only* through experience, that they could not be taught adequately in a classroom. Furthermore there was truth in the belief that experience was the best vocabulary teacher. Through experience with situations in which a language was used by speakers or writers, it could be deduced that many of the meanings of a word would not correspond to the meanings of its so-called equivalent in another language.

Schmitt (1997) states that listening was the primary skill in DM. (listening came first and then speaking, writing and reading followed it). There were no grammar, no mother tongue and no translation. As it is stated above, it imitated how a nature language was learned.

In terms of vocabulary;

- To the advocates of this method, vocabulary was the core of language and, hence, grammar was peripheral. In brief, vocabulary was emphasized over grammar.
- Concrete vocabulary was taught through pictures& demonstration whereas abstract vocabulary was taught by means of the elations of ideas (Rivers 1983;Richards &Rodgers 1986 cited in Coady & Huckin 1997).
- It was taught that vocabulary would be learnt naturally through the interaction during the lessons.
- Everyday vocabulary &sentences were used. Reading was improved by means of practice & speaking.

The basic aim of this method was to develop listening and then speaking. So, vocabulary was given much importance but;

DM was criticized like GTM because

- The similarities between Language 1& Language 2 were oversimplified.
- The vocabulary was simple and familiar. For example, in Berlitz's lessons, only the objects in the classroom, clothes, and parts of the body were taught. (Howatt 1984:206.cited in Coady & Huckin 1997).
- It was thought to be trivial. Especially, it wasn't taught in normal schools of America or Europe but it was used in the Berlitz Schools(Howatt 1984 cited in Coady & Huckin 1997).
- It required teachers to be proficient.
- It didn't pay any attention to the differences between learning Language 1 and Language 2 as it was making associations within the Language 2 rather than using students' Language1 in teaching vocabulary.
- It usually resulted in fluency with no accuracy.
- Since inductive learning played the key role in DM, the students needed too long time to process the grammatical rules and the meaning of vocabulary items.
- It proposed that learners could master the language by learning a certain amount of English Words. They ignored the fact that, in addition to knowing English words and their meanings, one must know also how the words work together in English sentences.

Because of the limitations above, DM wasn't seen sufficient enough and new methods have been developed in the following eras.

2.2.1.3 Reading Method/ Situational Language Teaching

Reading Method was born in the 1920s&1930s in the United States and Situational Language Teaching was born in Great Britain and developed by Michael West.

The aim of the Reading Method was to develop the skill; reading. West gave importance to vocabulary skills in order to improve reading. He criticized DM because he stated that DM gave too much importance to speech without supplying guidelines for choosing content.

In terms of vocabulary;

> The primary thing in learning a language is the acquisition of vocabulary and practice in using it (which is the same thing as 'acquiring'). The problem is what vocabulary is; and none of these 'modern textbooks in common use in English schools have attempted to solve the problem.
>
> (West 1930: 514 cited in Coady)

It was advised by West (1930) that word frequency lists should have been used in order to choose and rank vocabulary in materials for learners. But these lists should have been chosen carefully. If not; foreign learners couldn't have knowledge of one thousand words even after 3 years of study.

This lack of knowledge might have aroused because of the reason that;

1. The activities did not improve speaking.
2. The words that the learners learnt were not used and not beneficial to them.
3. Learners were servants of the words they learnt but not masters.

This method was also criticized. Coady & Huckin (1997) states that learning vocabulary more than needed in the early periods made learners feel less secure.

> 'Excessive vocabulary learning early in the course gives learners the impression that the most important thing about learning a language

> is accumulating new words as equivalents for concepts which they can already express in their native languages….
> (Rivers 1968/1981: 254 cited in Coady and Huckin 1997).

The number of vocabulary was important for the learners. Giving only necessary words would help learners to concentrate on their tasks but on the other hand, giving an excessive amount would demotivate them. So, new words should not be too much so as to get learners' attention, and so as to be reused for supplying retention.

In conclusion, it is proposed by most linguists that learning a language is not equal with learning new words. Learning a language is more than learning new words so teachers shouldn't allow their learners to exaggerate the role of vocabulary but should give enough importance at the same time. Teachers are the responsible ones that will provide this balance.

2.2.1.4 The Audio lingual Method

This is a method known as the World War II Method. As there was great need to learn the language in a very short time in that period, this method was developed by the linguist; Leonard Bloomfield.

In this method, "structures were taught using repetitive drills". There was little or no grammatical explanation. Grammar was taught inductively. Skills were sequenced; that was, the students listened, spoke, read and wrote.

In terms of vocabulary;

- Vocabulary was strictly limited and learned in the context & through the lines of the dialogue.

- The words which were chosen were taught either because they were easily demonstrated, or because they fitted neatly into the ‘structure of the day’(Thornbury 2002)
- The spoken vocabulary was given attention only.
- The vocabulary; that was needed for the language, not about the language, was taught.
- Freeman (1986) states that the major objective of language teaching was for learners to acquire the structural patterns. They would learn vocabulary afterward.

This method was criticized because;

Parrot-like memorization was useful neither for the students nor the teachers. This way of learning prevented learners’ using their creativity and caused lack of motivation. As a result, it aroused various problems. So, some deficiencies of this method caused new methods to be created.

2.2.1.5 Silent way

In the early 1960s, cognitive psychologists argued that language could not be considered a product of habit formation, but rather of rule formation. They claimed that language must be a procedure that learners used their own thinking or cognition to discover the rules of the language they were acquiring.

So, a method called ‘Silent Way’ aroused.

Caleb Gattegno was the originator**.** It was developed in the early 1970s. It was advocated by this method that; learning was facilitated if the learners discovered or created rather than remembered and repeated what was to be

learned. Learners were independent from the teachers and they developed their own inner criteria for correctness (Freeman 1986).

Learning was facilitated by accompanying physical objects and by problem solving involving the material to be learned.

In terms of vocabulary;

- Teacher was silent and color-coded word charts & colored rods were used.
- It went along with oral statements and responses.
- Learners expanded their vocabulary by word charts.

But, it was criticized because the charts and rods were not enough for teaching some nouns. There weren't any problems with teaching concrete nouns but it was impossible to teach abstract ones with these charts and rods.

2.2.1.6 Suggestopedia

It was developed in the late 1970s. Georgi Lozanov was the originator. It was developed to help learners eliminate the feeling that they could not be successful and thus to help them overcome the barriers to learning.

In terms of vocabulary;

- Soft music, soft comfortable chairs and dim lighting in the classroom, acting "childlike", names and characters "in" the target language were used for teaching vocabulary.
- Vocabulary was emphasized. Large number of words could be acquired through this method.
- Vocabulary for speaking communicatively was important.

But, it was criticized because it was difficult to create a suitable environment for applying this method and it required efficient and courageous teachers that would use in their lessons.

2.2.1.7 Community Language Learning

It was developed by Charles A. Curran. The teachers were advised to be aware of the students' needs and feelings during the lessons and considered their learners as whole person. Non-competitive, non-threatening environment should have been created by them. The learning procedure depended on individual speaking and recording of this speaking. Later the recorded sentences were transcribed on the board and examined. In this method, learners were wanted to learn to use the language communicatively.

This method was criticized because it was advocated that lack of textbooks and letting students choose the topics would cause lack of control and the students would feel that they were not learning anything useful (without textbooks, especially).

In terms of vocabulary;

- Vocabulary was based on the language the learners generated.
- Understanding and speaking the language were important.
- So, kind of vocabulary was determined by the learners firstly and then teachers prepared themselves for teaching.

It could be easily said that vocabulary was important for this one but the difference was that it was determined by the learners and the teachers prepared themselves according to the vocabulary determined by the learners.

2.2.1.8 Total Physical Response

Asher was the founder of this method and it was developed in the 1960s. It was advocated by this method that children initially listened and after a silent period of listening, they began to speak and delaying speech reduced stress.

This method was criticized because it was not very appropriate for adults and learners at intermediate and advanced levels and it was hard to teach abstract words.

In terms of vocabulary;

- Grammatical structures and vocabulary were emphasized over other language areas.
- Imperatives were given as single words or multi-word chunks.
- Understanding the spoken word was more important than its production.

2.2.1.9 Communicative Approach

In the 1950s, Chomsky attacked the idea of behaviorist Audio-lingual and he asserted the importance of cognitive factors and abstract rules that were assumed to be innate.

Chomsky stated that language existed in the individual, apart from communicating needs, and called(unconscious)mental grammar of a language ; competence, and the actual use of it; *performance*. But he did not mention about the language use in real communication.

On the other hand, (Hymes 1972 cited in Coady & Huckin 1997) mentioned about communicative competence. He gave more importance to sociolinguistic & pragmatic factors considering language use and a change from accuracy to appropriateness (how suitable language was for a particular context) was seen.

Communicative competence was the internalized knowledge of the situational appropriateness of language (Hymes 1972 cited in Coady&Huckin 1997).Using the language was more important than the usage of the language.

This approach set the stage for a major re-think of the role of vocabulary (Thornbury 2002).By means of recognizing that the words have a potential of meaning making, they became a learning aim. The course books began to include activities that were based on vocabulary. For example, in 1984,in the introduction to their to their Cambridge English Course, Swan & Walter (cited in Thornbury 2002:14) wrote that ‘ vocabulary acquisition was the largest and most important task facing the language learner.

Zimmerman (1997) states that learning was not a habit formation. The importance to given structures passed to communicative proficiency. In brief, the aim of CLT was to make communicative competence the goal of teaching and to develop the four skills that attribute to communication. So vocabulary was not the basic aim.

But there were some opposite ideas. For example Rivers (1983) states that for communication, words needed more attention because words helped learners to convey meaning.

Learners could understand ungrammatical utterances by the help of accurate vocabulary rather than accurate grammar & inaccurate vocabulary.

There were *two* systems or categories of meaning involved in communication proposed by Wilkins (1972 cited in Coady & Huckin 1997).

The first one was; *Notional Strategies*; concepts such as time quantity, space

Second one was; *Functional Strategies*; acts such as requests, denials.

However, little attention was given to vocabulary in theoretical or methodogical publications about notional & functional syllabi but language functions were emphasized over forms. As a great many sentences could be generated from only one rule, the teaching of grammar was considered to be more productive. A sentence by (Thornbury 2002) supported the idea that grammar multiplied while vocabulary added to the information already existing.

2.2.1.10 The Natural Approach

It was developed by Krashen and Terrell. Its aim was to help beginning learners to develop their oral communicative abilities. For this approach, comprehensible & meaningful inputs were more important than grammatically correct production.

It was recommended by Zimmerman (1997) that relevant & interesting input should be provided for the understanding of messages. This would be better for learners' learning and free voluntary reading could be considered as relevant &interesting input.

In terms of vocabulary;

Vocabulary was essential for the language acquisition process. Acquisition would not take place without understanding vocabulary. (Krashen & Terrell 1983 cited in Zimmerman 1997).By means of vocabulary, true acquisition might be provided. So vocabulary was important for this approach.

Thornbury (2002:14) examined the daily place of vocabulary in some course books.

'Strong emphasis on vocabulary , with a particular focus on high frequency, useful words and phrases' (from *Cutting Edge Intermediate*).

> 'Well-defined vocabulary syllabus plus dictionary training and pronunciation practice including the use of phonetics (from *New Headway English Course*).

> '…a strongly lexical syllabus, practicing and presenting hundreds of natural expressions which students will find immediately useful' (from *Innovations).*

Since the recent ages, much has been changed about the teaching of vocabulary. In the past, the course books only involved activities for grammar and aimed to be proficient in vocabulary. But, much has been developed. Even if grammatical syllabus is dominant in most course books, vocabulary has a vital role, as well.

As seen above, there have been innovations about vocabulary and the process of learning it by means of the different approaches and methods throughout the age. As a result of this, much has changed and the information that has been gathered from these studies has shed light on today's vocabulary learning.

2.2.2 TECHNIQUES of TEACHING VOCABULARY

Vocabulary has a crucial role in vocabulary teaching. Kurt (1992) claims that it is so crucial that it must be independent from the other areas of language. It must be independent because it is a broad area of language that has many branches and each branch of it requires much effort and time.

Doğan (1996) claims that it has not received the value it has deserved and for a long time and it has been a neglected area. Teachers have always used long and boring definitions as sources. They scattered masses of new lexical items on the blackboards. Learners have been asked to memorize lists of words without being given opportunities to practice them. Then many problems concerning vocabulary have occurred. But, after some time, the linguists have begun to study about vocabulary. They tried to find out what it included and required and what teaching vocabulary is, indeed.

Seal (1991) cited in Brown & Hatch (1995) divides vocabulary teaching into planned and unplanned teaching.

Unplanned Vocabulary Teaching

It occurs when teachers meet a word that is new to their learners and when they feel that they have to clarify it. Seal suggests three Cs for these types of situations.

1. Teachers *convey* the meaning (via mime or synonyms).
The teacher is very boring. He speaks too slowly and I yawn and want to sleep.
2. Teachers *check* that their meaning has been understood (by gestures).
Do you like boring lessons & Teachers?

3. Teachers *consolidate* the information by getting learners to link the word to other contexts.
Work in pairs and ask him/her what the most boring thing is according

to her? Why?

But these three steps are essential if the word is a high frequent one. If it's not an important one, only giving the definition is enough.

In addition to the teachers' efforts, the learners can learn many of the first words through interaction with the people around or the stories that are read in young learner classrooms. These will provide learners to be able to learn incidentally and indirectly. Especially, information about the plot and characters of a story will help the learners to create thematic field besides using the new words that have been learnt.

Planned Vocabulary Teaching

Teachers especially follow the course books and teach the structure or vocabulary that is involved in the course books. So, the course books should be chosen carefully. (Most of the course books choose the vocabulary according to curriculum.

Since the 1970s, textbooks have begun to give more attention to communication. So, words necessary for housing, shopping filing out job applications have begun to be involved. Also, social situations are created by the help of vocabulary because the topics are chosen from daily life (pollution, traffic, social rights etc.).

In brief, whether planned or unplanned, teaching vocabulary is an important step that can not be ignored, in language learning.

2.2.2.1 Visual Techniques

There are some techniques that are can be used as visual ones. These techniques will be mentioned below, in details.

2.2.2.1.1 Real Objects

In a classroom atmosphere; windows, doors, walls, floors, desks and clocks ate the real & existing objects. The learners may be asked to look at them, point to them or walk to them. Besides seeing them, the situations for touching them may also be created. When the sense of touch is added to the sense of sight, the association between the object and the object will be strengthened and it will strengthen the process of learning, as well. In spite of these existing objects, if the teachers insist on teaching by means of the textbook, this is nothing but a waste of excellent opportunities. They are especially useful for teaching concrete vocabulary (food, clothes), places actions & activities (sports; climbing, swimming). But the teachers should be careful about using them especially, they should be careful about the clothes. When the examples are given from the clothes of the members of the class, the members may feel uncomfortable. But, this problem doesn't occur with less personal belongings as; sunglasses, wallets bags, umbrellas…etc. So, they should be used instead of clothes. On the other hand, the real objects don't need to be limited within the classroom. Objects as; scissors, toothbrush, soap, pillow, and any other objects of many colors and sizes and of various materials can also easily be supplied from other sources as for example from the teachers' houses.

2.2.2.1.2 Pictures

> "A picture is worth a thousand words is a well-known saying in English and there are similar sayings in almost every language of the world. It is obvious that one good picture can tell more than many words; in other words, what words can not explain, pictures can"
>
> (Tekin 2004:53).

Pictures are easy to use and as they have numerous effects on the learners so the teachers prefer to use them, mostly. The use of them is not a new concept. They have been used for a long time as it is known that they can help make the learning experience more memorable. They can be prepared by the teachers or learners. They are easy to draw or prepare because they do not require any artistic skills. But the teachers especially prefer to use the ones that have been made by the learners in addition to the photographs, drawings or diagrams on the board.

Köksal (2004) states that teachers can use blackboards or whiteboards as visual aids, as well. This is beneficial for the learners. However, the learners shouldn't be allowed to be so dependent on the board. The teachers should decide on them carefully. On the other hand, moving images from TV, video or computer and boards can be used with pictures as visuals. Köksal (2004) adds that the teachers can encourage students to be more actively involved in the learning process through the use of films, which also enable students to be entertained while they are learning the language in question. They always serve as valuable aids to both teachers and learners.

Allen (1983) claims that the pictures that have been created by the learners, have certain advantages as;

- They cost little or nothing.
- They are available even in places where no other pictures can be found.
- They don’t require space for storing and filing as pictures from other sources do.
- Sometimes, the poor language learners may be able to draw well. The courage to draw well will reflect on their learning and they may be encouraged to learn and as result be successful

Tekin(2004) asserts that the pictures can be used well or poorly. If the teachers use pictures that present a single, clear activity or object and explain without changing the semantics of them, there will not be any misunderstandings. In addition, if the teachers help the learners to interpret what they see, the learners

will learn better and the pictures will be more beneficial to them. So, whether the pictures are used well or poorly depends on the teachers and their role is crucial here as in any other situations.

When the learners draw a picture, they are aware of the words that the teacher will tell them in English. So, the meanings are in their minds before they are given the English words. The learners are active and successful in these kinds of activities because especially the young ones are fond of drawing and their interest gets higher when they are allowed to draw on the board. So the value of pictures for the young learners is undeniable. In addition, pictures not only help them to understand the words. They also help them to remember. They provide firstly; comprehension and then; retention.

By means of a picture, the teachers can show a situation or a scene in which there are several things and people. Especially for the young learners, the picture of a single object or a person will be easier to focus attention on. When the use of each word for communication has been taught after their attention is drawn to the picture, they will have mastered the vocabulary. In order to master the vocabulary, they may be wanted to make their own picture dictionaries. In addition, they may be asked to prepare posters related to the theme for the classroom wall. These posters may be about clothes, tools, types of house…etc. They may do these activities in groups and by using their drawings; they will be far away from using their mother tongue, always. Tekin (2004) claims that pictures are versatile resources for introducing new words whereas real-life objects can not be brought into the classroom. They may be heavy to carry or require time to provide. But, pictures do their jobs easily and save much laborious explanation. His saying supports the idea that pictures ate are easy to learn and supply.

To sum up, visuals require no special equipment and as they give learners personal reasons for feeling that English words for familiar objects are beneficial and necessary to learn, they have various effects on their learning.

2.2.2.1.3 Mime & Gestures

Mime & Gestures help teaching the words by using parts of the body. Learners can be used as helpers in situations where mimed actions by teachers are not considered proper. In each class, there will be learners that are volunteers for taking roles in the activities. These volunteers will indeed enjoy performing and their peers will feel more comfortable when they see their friends actively involved in the activities. Then, most of the members of the class will attend the lesson and will be able to express themselves more clearly and comfortably.

2.2.2.2 Verbal Techniques

There are some techniques that can be used verbally. They are given in details, below.

2.2.2.2.1 Use of Illustrative Situations (oral or written)

This technique is used for more abstract situations.

For example; for teaching; 'I don't mind' Teachers can give that context:

There are two songs in the cassette. Ahmet likes both of them. Teachers ask ; do you want to listen to X or Y?

Ahmet; I…….

Then by means of the answer, the teacher can clarify the meaning and check whether it has been understood or not. If the teacher understands that the learners have not understood, the teacher can give more numerous examples. This type of technique will be beneficial for the learners because they will have a chance to learn abstract words and situations more easily.

2.2.2.2.2 Use of definition

In order to clarify the meaning of a word, the teachers usually give the definitions. But, it may be limited for the young learners as they have a limited knowledge of vocabulary. Then the words can be defined partly by using their mother tongue. The definitions will help them activate schemas or networks that will in turn help understanding. For example, if children know hospital, mentioning it in the definition of an ambulance will help them construct a meaning and activate scenarios connected with the word; hospital.

2.2.2.2.3 Synonym

'Synonyms are the words that share a similar meaning' (Thornbury 2002:9). Definitions are not enough in some situations. In these types of situations, definitions are clarified by synonyms. They cooperatively make the meaning clear.

Synonyms are similar but they are rarely the same. They can be seen interchangeable but there are some situations that one will be preferred over the other. For example; old, antique, ancient, aged (that mean not new) are synonyms but they have small differences that affect their preference. So, the teachers should be careful as much as possible as they are teaching new words by means of synonyms.

2.2.2.2.4 Contrast & Opposites

It can be used by the learners as well but the teachers have to clarify them in some situations. As Thornbury(2002) states, the relationship between them

isn't always black and white and the notion of 'oppositeness' is troublesome'. For example; Ts can state that the opposite of sweet is sour but they have to add that opposite of sweet wine is not sour wine, and the opposite of sweet tea isn't sour tea. Another example is that; the opposite of an *old* woman is a *young* woman but the opposite of an *old* record player is a *new* one, not a *young* one.

In spite of the confusions that may be aroused by the opposite words, they can be used as convenient teaching sources especially when the ts clarify the meanings as much as possible.

2.2.2.2.5 Collocations

Collocation means association between the words. Thornbury(2002) points out that two words are collocates if they take place with more than chance frequency. They are especially in the same neighborhood and learnt mostly together because they are mostly in the same context and even in the same sentence. 'Second- hand' & 'record-player' are examples given by Thornbury(2002). They are collocates and one word of it can not be changed with a single word.

They are used together at all times and when we get the meaning of them and see one word of it, we search for the other one that is always used with the other word.

2.2.2.2.6 Homonyms

'Words that share the same form but have unrelated meanings are called homonyms' (Thornbury 2002:8). Like in 'I *like* reading books' and 'I look *like*

my mother'. They are written and pronounced the same but their meanings are totally different. They arouse confusion whilst learning a language but they can be considered as valuable and rich sources of a language.

The level of homonyms may be difficult for the young learners but the teachers should find out and use some low-leveled ones for the young learners.

2.2.2.2.7 Homophones

There are also some words that are spelled differently but pronounced the same as; 'Hoarse & horse', 'discrete & discreet', 'aloud & allowed'. They have literally the same sounds.

There are many homophones in English. The teachers can benefit from them and involve them in the activities as much as possible in order to get the attention of the learners.

2.2.2.2.8 Polysemes

Polysemes are the words that have multiple but related meanings.

There are example sentences;

> We have a *fair* size garden (quite large)
> She was only a *fair* cook (average)
> The sun's rays can be very harmful, beating on unprotected *fai*r skin (pale)
> This *fair* city of ours (beautiful)
> It will be *fair* and warm (dry and pleasant)
>
> (Thornbury 2002:8).

The teachers can use them in order to prevent the learners from only memorizing the meanings of the words. By means of polysemes, the learners can understand that some words may have different meanings when they are used with different word groups. So, by means of this

technique, the way of their approach to different words develops unconsciously.

2.2.2.2.9 Hyponyms

Hyponyms refer to the words that have relationships between the meanings. A hyponymous relationship is a kind of relationship as it is between '*hammer& tool'* and '*apple& fruit'*. So, a hammer is a hyponym of tool and apple is a hyponym of fruit.

As the young learners are keener on learning concrete nouns, this technique will help them to learn the new concrete words more easily by grouping them under some sub-headings.

2.2.2.2.10 Scales

Some new words can be taught by the help of some different leveled contrast words as; hot- warm- cool-cold –freezing. This way of teaching helps learners to learn more words at the same time and promotes their learning unconsciously.

By means of this technique, the learners will have a chance to promote their learning by linking these words to the associated words. This technique enlarges the number of the words that the learners have acquired.

2.2.2.2.11 Examples of the type

These are essential for teaching the members of the group as vegetables or meat. Carrots, lettuce or etc…can be given as examples for the vegetables and steak, fish, chicken can be as examples for meat.

By this way, the learners have a wide area of learning as they have a chance to acquire the new words with their examples, at the same time.

2.2.2.2.12 Translation

The translation of a new word takes away from the child any need or motivation to think about the meaning of the new word or to keep it in mind. It has been criticized by many linguists but it can't be denied that it is needed in some situations especially with the young learners. It is time saving (although it has some disadvantages, as well).But, most importantly it shouldn't be forgotten that the learners can get used to receiving the translations if the teachers mostly give them after the words. So, the teachers should be careful about this and should try not to give the translations as much as possible for promoting learning.

2.2.2.2.13 Guessing Words in Context

Er (2001) states that words and sentences in a text do not stand in isolation but operate together with what has gone before and what comes after. There are some collocations that the words are usually used with. So, when the words are taught in their existing environment, the learners will have less difficulty in learning them and their chance to remember them will be increased.

Wallace (1982) states that language teaching programmes aim to teach approximately 2000 words but estimates of the vocabulary of educated native speakers change very widely. The estimates change between 100.000 and 200.000 words including the passive words. Then the result is that only a small percentage

may have been taught to them. What about the other ones? May they have been learnt from a dictionary or learnt from being exposed to them. The answer is of course no, because such a number of words can not be taught that easily. The learners may have guessed them. The learners may have guessed through the context or they may have found out similarities between the structures of the foreign language and their mother tongue. So, as resulted from the findings; contexts should be involved in the lessons within a special training as an integral part of the syllabus as much as possible.

The learners may be reading a story with great enjoyment. In these kinds of situations, they won't want to be bothered about such details like the new words that they do not know the meanings of. So, they will create some associations between the unknown and unknown words instead of looking at the dictionary. Wallace (1982:33) adds that 'learners shouldn't be told more about the meanings of words than they need to know to understand the context'. So, they should be given the texts or the books that are within their vocabulary range in order to guarantee that they do not decide to give up. Selçuk (2006) adds that encountering some unknown words might not hinder the general comprehension of a text. To sum up, ensuring that the learners have a general understanding of the passage should be enough for the teachers.

If the teachers have more expectations about vocabulary, they can look for the words which the learners may not know but which are supported by the context and their meanings can be inferred.

There are examples given by Wallace (1982:51).

> For example, the word is '*prospector'*.
> The teacher asks; *what are these men looking for?*
> The learners answer; '*gold'*.
> The teacher; '*yes, these men are prospecting for gold'*. *'So, what is a good prospector?'*....

In this example, the learners have been given ample information to infer the meaning and to use the word productively.

Selçuk(2006) claims that in some situations, the learners may not infer the words from the texts, easily. The teachers may want them to look at their dictionary. But it may not be beneficial and enough for them. Preferably, the young learners use the small pocket size ones but they often do not provide sufficiently accurate information to serve the learners' needs. Furthermore, these kinds of dictionaries distract the learners from the texts and may be misleading because it is not always possible to find the needed meanings, in the dictionaries.

Brown & Hatch (1895) state that once learners have learned two or three thousand words, they can infer the meanings of the words through the context. The keyword technique is a beneficial one because it strengthens learning by putting words in a meaningful sentence, using pictures, synonyms or similar words. This technique is not used for concrete nouns only. It can be used for abstract ones, too. It can be used both for young learners & adults. But, there are some techniques for it.

Clues to help Guessing;

Karaarslan (1996) states that guessing means drawing conclusions as to word meaning by following certain rational steps in the face of the evidence, available. For guessing; Brown & Hatch (1980)) advise to give definitions, use learners' experience of the world and opposite words as clues.

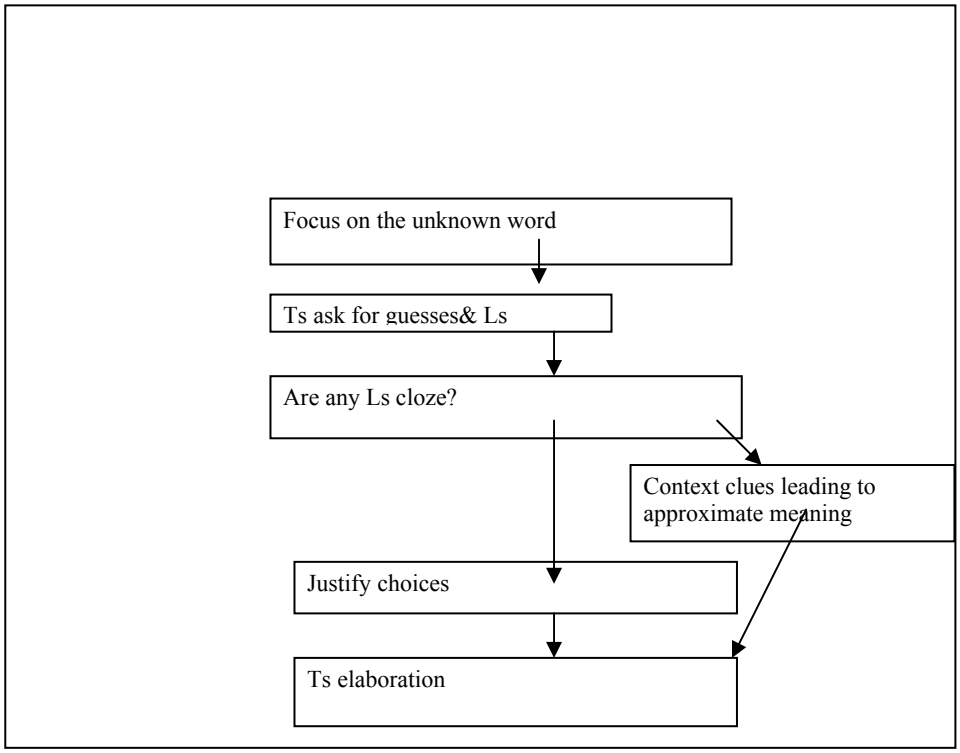

Figure 1. Bruton and Samuda's Guessing Procedure (cited in Nation 1990)

When we look at the table, we see that the learners firstly focus on the words when they are faced with the context. Context creates discourse for the learners. Then, they begin to seek clues to the words' meanings. During this period, the teachers ask them questions. The questions help them to guess by means of justifying the choices.

The guessing starts very early and it is followed by justification & elaboration. The guessing strategy can be used in classes cooperatively or also given to learners for homework (this time individually).

Selçuk(2006) claims that guessing is a process that includes

- Deciding on the unknown word's part of the speech
- Having a look at the immediate context of the word and simplifying it grammatically if necessary
- Having a look at the wider context of the word-the relationship

with adoining sentences or clauses
- Guessing
- Checking the guess

(Selçuk 2006:26)

The last step; checking the guess is very important. Whether the word fits into the context determines the correctness of the word. The teachers should check whether the learners' guess is correct or just the opposite.

The learners' ability to guess from the context shows that learners can be their own best teachers. But, they should be encouraged and exposed to the target language in an appropriate way. Appropriateness is important as the learners do not have a chance to be exposed to the language outside the classroom atmosphere as the native speakers are. So, appropriateness should be provided within the texts and situations. The teachers can create appropriateness by devising their own vocabulary questions rather than to follow the textbook because textbooks are concerned with testing vocabulary rather than teaching it. For example, multiple-choice questions are mostly seen in the textbooks but as it is known they serve more for testing vocabulary, they should be tried to be replaced with the other ones. In order to make the lessons more interesting and livelier and to be able to teach the words efficiently, the teacher should devise their own techniques or styles.

Wallace (1982) claims that there is a legitimate question that is used by most of the teachers in most of the lessons. This is; 'Does *anyone know meaning of this word*? 'or '*What does it mean?'*. These questions save a lot of time but they should not be used excessively because if it is, some of the members of the class will wait for the hardworking ones to answer and they will not try for anything. As a result, they will have passive roles and be certainly lazy. So as to prevent this, the teachers should find out the ones that have guessed and after this, they should help the other remaining ones guess, too.

Especially the young learners note down the words that they have learnt. It is a good behavior. But what about the following one? Do they look at them at regular intervals? Or do they stay there as just a jumble of sentences? Repeating the words that they have learnt is not a usual behavior of young learners. Something interesting should be done for them. Some of the teachers use vocabulary cards for teaching vocabulary. The teachers want them to write the words on one side and the equivalents or explanations on the other side. They can be arranged alphabetically either by target word or translation or they can be rearranged by topic. After some time, these cards become a kind of word-bank on which the learners draw according to their vocabulary needs. Contexts can be involved on these cards, as well. Then, the learners will have a chance for a better learning by means of learning aids that are enhanced by contexts.

Mother tongue is also important whilst using contexts. 'A meaning bridge can be provided between the target word and its L1 translation (Wallace 1982:62). This may be a different and beneficial technique for the young learners. Wallace (1982) states that it doesn't matter how ridiculous the bridge is. The state of being ridiculous may not be important but the important thing is that how much the bridge can be visualized in the learners' minds. On the other hand, the learners especially the young ones may know what the words refer to but they may not explain their meanings with the limited number of words that they know. In these kinds of situations, they can be allowed to use their mother tongue. If not, they will lose their courage and won't want to take part in the activities and as a result, in the lessons. It shouldn't be forgotten that encouraging has a very crucial role in the young learners' success and learning process.

Wallace (1982:62) gives an example illustrating this technique. This is a technique that teaches the numerals in a different way by the help of the mother tongue.

The numerals and the equivalents are;

One- bir

Two- iki

Three- üç
Four- dört
Five- beş

The first word *(bir)* sounds like 'beer' so the learner might think of ordering *one* very large beer.

The second word (*iki)* contains two 'eyes' so tat might be the connection there.

The third word *(üç)* has three extra marks (two dots and the cedilla under the letter 'c').

The fourth word *(dört)* is pronounced something like *'dirt'* and *four* rhymes with '*door'*, so the
learners might think of an old door very heavily encrusted with '*dirt'*.

Similarly *five* rhymes with hive and the word '*beş'* looks rather similar to the word '*bees*' (although
It is pronounced very differently), so we have the bridge: *five- hive-bees-beş.*

This technique may seem difficult and time consuming. But, Wallace (1982) states that it makes the learners think about what they are trying to remember. It might be better than mindless repetition as he states and associating a link between the target word and the translation might help the learners to store the information of vocabulary more easily and for a longer time.

To sum up, the teachers can not teach new items of vocabulary in isolation. They have to give a meaningful context for the word in order to help the learners foster knowledge of vocabulary and acquire information from the text by relating it to what they already know in order to construct a meaning of the text as a whole.

2.2.2.2.14 Using Mnemonic Techniques

When learning a new word, some Ls need ways in order to remember it easily and as a result create. This technique is called a mnemonic technique. Nation (1990) gives an example. For example; when an Indonesian learner wants to learn word ‘parro’, he finds a similar mother tongue vocabulary, for example; ’parit’ meaning ‘ditch’. Then, he imagines a parrot standing on a ditch. This will help them to remember the word ‘parrot’.

The learners can be motivated to benefit from the mother tongue as in the examples. This technique will help them to learn more easily and to keep the new words in their mind for longer time.

2.2.2.2.15 Making Deductions form the Word forms

‘Form involves how a word is pronounced and how it is written’ (Cameron 2001; 86). Cameron (2001) claims that the spoken forms have priority for the young learners. They have the priority because young learners can master the written forms after they have developed their reading and writing skills. By means of the forms of the words, learners can guess the category of a word (whether, it is noun, adjective, or etc). (West 1953 cited in Nation 1990).

In order to help the learners, the suffixes can be given for generalization. For example; derivational suffixes as; ness; creates nouns, -en creates verbs, -ty / ity creates verbs as well, and lastly -less creates adjectives. When learners know these suffixes, the Ls can receive the word easily and can break into its constituent parts. Then they can find out the relationship between meaning and the forms of the words. As well as the form of the word, the learner must have a clear and specific understanding of what it denotes or refers to. Clear meaning requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

On the other hand, the internal structures of the words help the learners to infer the meaning. They also create contexts for the learners. For example; the words are; '*unquestionably and endless'*. The teacher can draw the learners' attention to the use of '*un*' and '*less*' and help them to guess that '*unquestionably means without question and endless means without end'*. Another example is*; 'catch your breath'*. As it is known, this is an idiom. But, from the component words of it and the context that it forms, the learners can elicit what its original meaning is because it is a '*transparent'* idiom as Wallace (1982) claims.

These examples may be difficult for the young learners but the teachers may choose simple words and structures for the young learners and may make the activities easier by helping the learners to guess the meanings from the contexts. The learners should be taught to take risks.

2.2.2.2.16 Paraphrase

Using a dog's house for a kennel; or a thing you dry your hands on for a towel are the examples for paraphrasing. Paraphrasing helps learners to store the information more strongly and to keep it in their mind for longer time as it provides them to store the information with some key words.

By means of this technique, the learners have to keep the definitions of the words in their minds. The teachers should help the learners to keep the English definitions instead of the mother tongue. By this way, the learners will learn more words and keep more new words in their minds.

As seen above, all the techniques require the learners to do some mental work in order to construct a meaning for the new word. The amount of mental work affects how well a new word is engraved in a memory. It can be claimed that the more learners have to think about a vocabulary, the more likely they are to remember it.

2.3 SUMMARY

This chapter was a discussion of the young learners and their learning vocabulary. Following this, after having given description of assessment, process of the young learners' assessment and discussed some basic issues related to the assessment of vocabulary, the next chapter will be devoted to the methodology of this study.

CHAPTER THREE
THE METHODOLOGY

3.0 INTRODUCTION

This chapter mainly focuses on how the research has been carried out in order to determine the effectiveness of the two techniques that were used in teaching new words. First of all the research questions are presented. Then this chapter continues presenting the methodology used in the research. Finally the methods of data collection in the main study with the setting, materials and instruments, procedures and analysis are presented.

3.1 RESEARCH QUESTIONS AND SUMMARY OF THE METHODOLOGY

This study involves two parts; the pilot and the main studies. The main aim of this study is to find out the effectiveness of the two techniques; teaching through contexts & visuals. In addition, this study aims to find out the techniques which are mostly used for learning vocabulary and remembering for a longer term

by the learners. The primary and post tests and the results of the questionnaire will help to reach results at the end of the study.

The results of the tests and questionnaire will help to find answers for the research questions, below.

RQ 1: Which group of the learners will be more successful in learning the new words that are presented to them; the group that will learn the new vocabulary items through context or the other group that will learn through pictures?

RQ 2: Which techniques do the learners use more as they are learning vocabulary?

RQ 3: Which memory strategies do the learners use more for remembering the new words that they have learnt?

3.1 PILOT STUDY

The pilot study was carried out in order to have experience before the main study. It was aimed to be aware of the difficulties that might be met in the main study. Another aims of it were to avoid making the same mistakes, to gain more practice in preparing the materials and applying the study in the classroom. Lastly, the pilot study was expected to be beneficial for monitoring the learners' attitude towards the study.

New words were chosen for the pilot study. Before teaching them to the learners, a pre-test was firstly applied to them in order to find out whether they had known these new words. As they had known the meanings of some of the words, they were replaced with some other words. After it was found out that they had not known these words, by means of the pre-test, the teacher as a researcher

began to teach the new vocabulary items to the learners. After the items were taught, the researcher applied a post-test to the learners. In addition, after two weeks, a delayed post-test was applied. By means of these tests, some results could be reached at the end of the study and these results helped to reach some implications for the main study.

In addition, the questionnaires were piloted by the researcher before they were administered in order to prevent any misunderstandings and ambiguities. Bell (2003:84) gives the reasons for piloting the questionnaire as follows:

> *"... to get the bugs out of the instrument so that subjects in the main study will experience no difficulties in completing it and so that you can carry out a preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data are analysed."*

Therefore, the questionnaires were piloted to avoid any difficulties in gathering the necessary information. The colleagues that were students of master of degree at the same time were asked to express their opinions about whether the questionnaires were suitable for the levels of the young learners. In addition, they were asked whether the time to answer the questionnaire was long or short, or whether there were any obscure questions and instructions. The responses from the colleagues enabled the researcher to revise the questionnaire before administering. In addition, after the colleagues expressed their opinions, the questionnaires were applied to five learners that were in the sixth class. The responses from these learners enabled the researcher to revise the questionnaires before administering, too.

3.2.1 SUBJECTS AND SETTING

Subjects;

The students that were in the seventh classes were chosen for the pilot study. There were twenty three students in each group and the number of the two groups was the same. As each group was taught the new words by different techniques, both of them acted as the experimental groups of this study. In addition, the level of the two classes was almost the same according to the English exam results of the previous year.

Setting;

The students of the seventh classes of Kocagür Primary School were chosen for this study. That school was chosen because the researcher worked as a teacher there and it was the most suitable one in terms of the numbers of the students, their social & linguistic background when it was compared to the other schools.

3.2.2 MATERIALS AND PROCEDURES

Ten words were chosen randomly from the course book. Pictures were used and prepared for one group. The materials used in this group were mostly flashcards that were prepared and hanged on the board or shown to each learner one by one by the teacher. On the other hand, the other group was taught the new words through the context. The contexts were prepared by the researcher and they were either read or written on the board. The words that the learners were not familiar with were clarified by the teacher. Then the students could guess the meanings of the words by means of the context.

Table; 1 List of the words used in both groups in the pilot study.

Fence (n)	*Fall off (v)*
Street (n)	*Title(n)*
Flu(n)	Bracelet(n)
Measles(n)	Climb(v)
Drop(v)	Expensive(adj)

3.2.3 ANALYSIS

There was one research question for the pilot study. The results of the pre and post tests were analyzed in order to answer this question.

RQ 1: Which group of the learners will be more successful in learning the new words that are presented to them; the group that will learn the new vocabulary items through context or the other group that will learn through pictures?

The pre-test was applied before the study and following it, the post study was applied just after the new words have been taught. After a week, in order to find out how much the learners remember, a delayed post-test was applied.

Table; 2 Descriptive Statistics by groups, t-test and p-values (t-test of the pilot study)

Items	Class	n	Mean	Std.D	t	Sig.
Question 1	7/A	23	,6957	,4705	1.201	.057
	7/B	23	,5217	,5108		
Question 2	7/A	23	,6087	,4990	1.173	.0571
	7/B	23	,4348	,5069		
Question 3	7/A	23	,7391	,4490	1.533	.015
	7/B	23	,5217	,5108		
Question 4	7/A	23	,5652	,5069	0.580	.606
	7/B	23	,4783	,5108		

Question 5	7/A	23	,7826	,4217	-1.225	.013
	7/B	23	,9130	,2881		
Question 6	7/A	23	,3478	,4870	-3.685	.009
	7/B	23	,8261	,3876		
Question 7	7/A	23	,6087	,4990	-2.533	.000
	7/B	23	,9130	,2881		
Question 8	7/A	23	,8261	,3876	-2.152	.000
	7/B	23	1,0000	,0000		
Question 9	7/A	23	,9565	,2085	-1.000	.042
	7/B	23	1,0000	,0000		
Question 10	7/A	23	,9130	,2881	-1.447	.003
	7/B	23	1,0000	,0000		

In Table 2, it can be seen whether there is an insignificant difference for each question between the tests that were applied to the first and second group. A reading of this table reveals that the difference between the two experimental groups was statistically significant with respect to the results of the tests.

As can be seen in Table 2; there is a meaningless difference between the questions; one, two and four. The first group has a mean grade of 0.6957 for the first question, 0,6087 for the second question and 0,5652 for the fourth question whereas the other group has a mean of 0,5217 for the first question, 0,4348 for the second question and 0,4783 for the fourth question. Such a difference is not statistically significant which indicates minimal differences ($p<0.5$).

The first question involves the new word; ‘street’
The second question involves the new word; ‘measles’
The fourth question involves the new word; ’fall off’

This difference may be because of the two different techniques. They may have learnt these words by means of context better and for the other group the pictures may not have been effective enough. So, this may have affected their

success and the result. The result is that; the group that was taught by means of context was more successful in these three questions.

On the other hand, there is a meaningful relationship between the questions; three, five, six, seven, eight, nine and ten.

The third question involves the new word; ‘expensive’
The fifth question involves the new word; ‘fence’
The sixth question involves the new word; ‘drop’
The seventh question involves the new word; ‘flu’
The eighth question involves the new word; ‘title’
The ninth question involves the new word; ‘bracelet’
The tenth question involves the new word; ‘climb’

A general look at the results shows that; the second group that was taught by means of pictures was more successful than the other group. They did better in seven questions whereas the other group did well in only three questions.

It can be claimed that the learners learn better by means of pictures. They have many advantages as Allen (1983) states. He states that pictures help the learners to be more motivated in the activities and this motivation helps them to be more successful in the activities. In addition, he adds that they cost little or nothing. This is one of the most important advantages of the pictures because they can be provided easily whenever needed and this is a necessity of the sources for the teachers.

3.2.4 IMPLICATIONS FOR THE MAIN STUDY

Some results could be reached at the end of the pilot study; the findings of the pilot study revealed that the ten words were too few in order to reach reliable results. So, more words were chosen for the main study. The chosen ten words

were taught in a lesson, but as for the main study, more words were chosen from the book that took place in different units because teaching more words and reaching results at the end of their teaching process would give more chance for a better generalization.

Some of the students forgot writing their names. These created confusions. In the main study, the names were checked one by one to be able compare their post and memory test results without any confusion.

In conclusion, the pilot study was useful because it prevented the occurrence of the same mistakes from being repeated. By means of it, the same problems could be avoided.

3.2 MAIN STUDY

The main study consisted of two parts; one of which was the quasi-experimental study; and the other was the descriptive part of the study that involved administration of two questionnaires to 46 learners that were in seventh classes in a primary school in Biga. In each class, there were twenty three students. The pre-test, post test and the questionnaires were applied to them.

3.3.1 SUBJECTS AND SETTING

Subjects;

The study was carried out on two groups that were in Kocagür Primary School. The groups were the seventh classes; 7/A and 7/B. There were 12 girls and11 boys in 7/A whereas there are 11 boys and 12 girls in 7/B. The number and the gender of the students were approximately the same in both groups.

The seventh grade learners were chosen for this study because these classes were mostly suitable for the study. They were the most suitable ones because there were twenty three learners in each class and their level of success was approximately equal to each other when the results of the exams of the last year were compared. The eighth class learners weren't chosen for this study because they were more far away from being young learners. Younger learners; the sixth classes weren't chosen as well because their level of English would not be enough for the study as they did not have a chance to learn English from the fourth class continually because of both the lack and change of English teachers. In brief, as young learners were needed, the up-grade leveled learners weren't preferred. The younger learners could be chosen but in order not to face important problems, they were not preferred. Their possibility of having difficulties in understanding the basic structures and spending a lot of time for making them familiar with the new structures are some of the important problems and these misfortunes would prevent the study from reaching its aim. Thus, it was the best to choose the seventh grade learners for this study.

The questionnaires were applied to the same students in the same groups.

Table: 3 Distributions of Seventh Grade Students

Gender of Students	Number
Female	24
Male	22
Total	46

Table: 4 Distributions of the Students that Took Part in the Main Study.

	Gender	Number
Experimental Group 1	Male	11
	Female	12
Experimental Group 2	Male	11
	Female	12

The reason why few students were chosen for this study was that there were two seventh classes in the school and in each class, there were only twenty three students.

The book that was determined by the Ministry of Education was chosen as a source and the words were chosen from that book. As the book that was prepared for the seventh classes was chosen, the tests couldn't be applied to the sixth or eighth classes. In addition, as the students needed to be taught the words either by pictures or through the contexts by the teacher herself in each lesson, the study couldn't be applied to the students that were in other schools in Çanakkale.

Setting;

Kocagür Primary School was chosen for this study because it had two seventh classes that had the same level and number of learners. It was a great chance that the students had the same level of success and the number of the students was the same. In most schools, the 'A' classes are more successful than the 'B's. But, it was not the same in this school. On the other hand, that kind of feature of a school would not have been appropriate for this study. So the classes in that school were preferred and they were the best to apply this study.

3.3.2 MATERIALS AND PROCEDURES

Materials;

Same words were taught to both groups but they were taught with different materials. One of the groups was shown pictures of the words whereas the other group was taught the new words through the context.

Flash- cards were prepared for one of the groups before the lessons. As they were young learners, colorful ones were preferred in order to attract their attention and they were sticked on colorful cartoons, as well.

For the other group, contexts were prepared before the lessons, as well. They were prepared carefully in order to attract the learners' attention, as well. They were either read or written on the board by the teacher.

Table; 5 List of the words used in both groups in the main study.

present(n)	*collect(v)*
wallet(n)	*stamp(n)*
steak(n)	*pale (adj)*
tablets(n)	*full(adj)*
selfish (adj)	*empty(adj)*
ignore(v)	*mend(v)*
on foot(adv)	*license(n)*
marble(n)	

Procedures;

For this study, a quasi-experimental research design was used. For the purpose, two seventh-grade classes were chosen and they were compared with each other. They had pre-tests initially and after it was found out that they had not heard about the vocabulary items before, they were taught these items. One group learnt these items through pictures. On the other hand, the same new words were practiced and presented by means of contexts in the other group. Then, both groups had post-tests. These post-tests were applied in order to find out the differences between these two groups that learnt the same words by means of different activities. Following these, the two groups had delayed post tests after two weeks in order to find out which group remembered more than the other one.

Two questionnaires were applied in the main study after the tests. There were seventeen questions in the first questionnaire and fifteen questions in the second questionnaire.

In these questionnaires;

- first aim was to find out how the learners learnt the new words
- second aim was to find out what kinds of techniques were used by the learners most frequently both to learn the new words and to keep them in their minds for longer.

The results of the quasi experimental study were analyzed by SPSS (Statistical Package for Social Sciences) for Windows (ver.14.0). The data obtained through questionnaire were analyzed via "descriptive statistics" and "correlation" by using SPSS (Statistical Package for Social Sciences).

The Questionnaires

Implementation of the Questionnaires;

Before the questionnaires were applied, they were piloted firstly with help of some colleagues. In addition, in order to find out whether the items were clear and the time was enough, they were applied to five 6th class learners. After it was found out that the items were clear and they could be applied to the learners without any problems, the reliability of them was found out by SPSS. After it was found out that they were reliable enough, they were applied to the learners. First of all, the aim of them was explained to the learners in details. They were told how to answer the questions. In addition, they were asked to read the instructions carefully and it was explained by the researcher in order to prevent any misunderstandings.

Furthermore, the researcher convinced the participants about the confidentiality of the information they were expected to give in the questionnaires.

There were seventeen questions in the first questionnaire and there were fifteen questions in the second questionnaire. Before the questionnaires, the learners were asked to tick the right column, which defined the participant's opinions. A five-point Likert scale was used for these statements. The scale was labeled as "I totally agree," "I agree" "No idea," "I don't agree," "I totally disagree."

As a research method, a questionnaire was chosen because applying a questionnaire has many advantages. Sibel (2004) claims that it can not be denied that questionnaires are effective tools as they permit the researcher to control the content and centre on the questions and the answers of a large number of participants. Lovell & Lawson (1970) point out that questionnaires are effective tools for collecting certain information concerning perspectives and opinions of the individuals. Therefore, questionnaires are commonly used to collect the certain information. Mouly (1970:242) comments on this popularity by saying "questionnaires permit access to a wide coverage of population, and the selection of a large representative sample from this population." Skehan (1989: 11) states that "Questionnaires are commonly used to investigate individual differences such as attitudes, motivation, learner strategies and personality."

The learners were given questionnaires in order to find out by which techniques they learnt the new words better and by which they were able to keep them in their mind for a longer span of time.

Administration of the Questionnaires;

In this study, in order to determine the techniques that were mostly used for learning vocabulary and keeping them in mind for longer time, the researcher

used a questionnaire. The questionnaires were administered in a primary school in Biga.

Questionnaires designed by different researchers were examined in the literature review. The most suitable one was the one that was prepared by; Sabriye Şener. She used the items involving the techniques of learning vocabulary. But as the questionnaire questions would be asked to the young learners in this study, using the items of her questionnaire would not correspond to the level of young learners. So, by means of literature review, the items were determined and asked in a way that the young learners would understand easily.

Although the researcher worked in that school as a teacher, a letter explaining the aim of the questionnaire, showing that official approval was given by the Ministry of National Education and promising confidentially, was shown to the head master of the school. But, as the learners were young, it was not shown to them.

3.3.3 PROCEDURES FOR DATA ANALYSES

The study covered a period of six weeks. The new vocabulary items were introduced by means of different techniques in both experimental groups. In the first four weeks of the study, the new vocabulary items were presented by means of pictures to one group and by means of context to the other group.

The researcher gave a pre-test before introducing the new words to be sure that none of the learners knew the words in advance. After enhancing that they didn't know these new words, the researcher began to present the new words. After finishing them all, a post test was applied to them in order to find out how much they learnt. After two weeks, the delayed post test was applied to them in order to find out how much they remembered. The results of the tests were then analyzed to see the differences between the groups. In both groups, both the

materials and activities were different from each other for measuring the effectiveness of the two techniques.

The second part of the study involved the questionnaires that were applied to 46 learners. These questionnaires were prepared in order to find out the techniques that were mostly used for learning vocabulary items and for remembering them for longer period. Then, the data collected from the questionnaires were entered onto the computer and analyzed with SPSS (Standard Package for Social Statistics) for Windows (ver 14.0). The findings were interpreted in the light of the following research questions.

RQ 1: Which group of the learners will be more successful in learning the new words that are presented to them; the group that will learn the new vocabulary items through context or the other group that will learn through pictures?

RQ 2: Which techniques do the learners use more as they are learning vocabulary?

RQ 3: Which memory strategies do the learners use more for remembering the new words that they have learnt?

The research questions were analyzed one by one. The First Research Question was answered by means of the data collected from the results of the tests. By means of the tests, which technique was more effective than the other one and which group of learners was more successful could be found out.

In the Second Research Question; the data obtained from the questionnaire were analyzed to find out the techniques that were mostly used by the learners for learning vocabulary.

In Research Question Three; the data obtained from the questionnaire were analyzed to find out the techniques that were mostly used by the learners for keeping the new vocabulary items in their minds for longer time.

3.3.4 LIMITATIONS OF THE STUDY

Sampling;

The questionnaires were applied to only 46 students and the quasi-experimental study was done in only one school in Biga. So the results of the questionnaire and the tests reveal the views of only some of the seventh class primary school students.

Data Collection;

The first limitation was that only few words were taught during the study. As result, the results may not reflect real- life teaching experience in language classrooms.

The second limitation was that the study was done in only one school. There may be differences in other parts of the country so the data reached by means of the questionnaire may not reveal the views of students in all parts of the country. In addition, some of the students may not have answered the questions, sincerely. They may have been reluctant to do it and they may have done it as they were wanted to do. So their answers may not have revealed their sincere and real thoughts about learning vocabulary.

Data Analyses;

During the collection of the data, there may have been problems affecting the reliability of the study. The problems affecting the collection of the data may

have affected the analyzing stage of the data that involves the analysis of the questionnaire and the quasi-experimental study.

Despite these limitations, the study will be able to answer important questions related with the language classrooms and the findings of the study will be able to reveal information on the area of learning vocabulary.

3.4 SUMMARY

This chapter was about the methodology of the study. The subjects and settings of the pilot study and the main study were explained in details. In addition, the results of the pilot study and the main study were analyzed in accordance to the findings.

Finally, it described the statistical analysis of the data.

CHAPTER FOUR
DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

4.0 INTRODUCTION

This chapter presents the summary of the study and the methodology. After presenting these, findings of the statistical analysis of the data that were acquired from the main study will be given in details.

4.1 SUMMARY OF THE STUDY

4.1.1 AIM OF THE STUDY

This study aimed to find out the effectiveness of the two Techniques' effectiveness on learning new words. In addition, this study aimed to find out the techniques that the learners used more both for learning and remembering the new vocabulary items.

The research questions that the study addressed are as follows:

RQ 1: Which group of the learners will do better; the group that will learn the new vocabulary items through context or the other group that will learn through visuals?

RQ 2: Which techniques do the learners use more as they are learning vocabulary?

RQ 3: Which techniques do the learners use more in order to keep the vocabulary in their mind?

The hypotheses of the study are as follows:

H1- The group that will learn the new vocabulary items through the context will do better (because they have a chance to see the new words used in a discourse).

H2- The techniques that the learners use most frequently when they are learning vocabulary are; learning by means of the new words' synonyms and antonyms (because mostly, the learners like to learn new words by means of their synonyms and antonyms and the way they like learning is mostly preferred and used frequently by them).

H3- The techniques that the learners prefer to use in order to remember the vocabulary that they have learnt is; the one that involves the activities that involve games and songs (because especially the young learners remember more when they learn kinesthetically and learning through games gives them a chance to learn kinesthetically).

4.1.2 SUMMARY OF THE METHODOLOGY

In the first part of this research study, there was an experimental study. There were two groups for the study and each group was taught the new words through different techniques as; through pictures and through context. Before the

words were taught, a pre-test was applied in order to find out whether the learners had known the words. After it was found out that the learners were not familiar to the words, the words were begun to be taught. After the teaching process was over, a post test was applied to find out how much the learners could learn. After a period of two weeks' time, a delayed post test was applied to find out how much they remembered the words that they had learnt. By means of the results of the tests, some significant results could be reached at the end of the study. In the second part of this research study, a survey methodology was used. Questionnaires were used and they were prepared by the researcher, herself. Since the aim of the research was to collect information from the seventh grade learners in order to find out the techniques that were most frequently used by the learners and that helped them to be more successful, the survey methodology was thought to be most appropriate. The questionnaires were administered after they were piloted and their results leaded to important and significant results at the end of the study.

The data were filled through the computer by using statistical Package for Social Sciences (SPSS 10.00) and descriptive statistics.

4.2 FINDINGS and DISCUSSION

The tables below show the statistical values of the findings. These values are given under each research question and corresponding to the research questions, the results gathered from the tables are discussed in details.

4.2.1 DISCUSSION OF FINDINGS FROM RQ1

RQ 1: Which group of the learners will do better; the group that will learn the new vocabulary items through context or the other group that will learn through visuals?

Table; 6 t-test of the Post Test

Items	Class		Mean	Std.D		Sig.
Question 1	7/A	3	,6957	,4705	.201	057
	7/B	3	,5217	,5108		
Question 2	7/A	3	,6087	,4990	.173	0571
	7/B	3	,4348	,5069		
Question 3	7/A	3	,7391	,4490	.533	015
	7/B	3	,5217	,5108		
Question 4	7/A	3	,5652	,5069	.580	606
	7/B	3	,4783	,5108		
Question 5	7/A	3	,7826	,4217	1.225	013
	7/B	3	,9130	,2881		
Question 6	7/A	3	,3478	,4870	3.685	009
	7/B	3	,8261	,3876		
Question 7	7/A	3	,6087	,4990	2.533	000
	7/B	3	,9130	,2881		
Question 8	7/A	3	,8261	,3876	2.152	000
	7/B	3	1,0000	,0000		
Question 9	7/A	3	,9565	,2085	1.000	042

	7/B	3	1,0000	,0000		
Question 10	7/A	3	,9130	,2881	1.447	003
	7/B	3	1,0000	,0000		

In Table 6, it can be seen whether there is an insignificant difference for each question between the tests that were applied to the first and second group.

There is a meaningless difference between the questions; one, two and four. ($p < .01$)

The first question involves the new word; ‘street’

The second question involves the new word; ‘measles’

The fourth question involves the new word; ’fall off’

This difference may be because of the two different techniques. They may have learnt these words by means of context better and for the other group; the pictures may not have been effective enough. So, this may have affected their success and as a result, the group that was taught by means of context was more successful in these questions.

There is a meaningful relationship between the questions; three, five, six, seven, eight, nine and ten.

The third question involves the new word; ‘expensive’

The fifth question involves the new word; ‘fence’

The sixth question involves the new word; ‘drop’

The seventh question involves the new word; ‘flu’

The eighth question involves the new word; ‘title’

The ninth question involves the new word; ‘bracelet’

The tenth question involves the new word; ‘climb’

A general look at the results shows that; the second group that was taught by means of pictures was more successful than the other group that was taught by means of contexts. They did better in seven questions whereas the other group did well in only three questions.

Zehir (2002) claims that when teaching young children, there can be much less reliance on the written word. The use of flash cards, pictures and various objects can free the teacher to be more observer and facilator and free the children to use the language in order to communicate. So, it can be claimed that pictures have advantages both for the teachers and the learners and the learners learn better by means of visuals. Visuals help them to be more motivated in the activities and this motivation helps them to be more successful in the activities.

Table; 7 ' t' Test of the Delayed Post test

There are fourteen questions in the post-test. This post test was applied after the words were taught to the learners by means of different techniques.

Items	Class	n	Mean	Std.D	t	Sig.
Question 1	7/A	23	,6522	,4870	.000	.057
	7/B	23	,6522	,4870		
Question 2	7/A	23	,6087	,4990	-.608	.000
	7/B	23	,6957	,4705		
Question 3	7/A	23	,6522	,4870	1.340	.241
	7/B	23	,8261	,3876		
Question 4	7/A	23	,8261	,3876	.000	.009
	7/B	23	,8261	,3876		
Question 5	7/A	23	,4348	,5069	.580	.000

	7/B	23	,5217	,5108		
Question 6	7/A	23	,8261	,3876	-.864	.606
	7/B	23	,9130	,2881		
Question 7	7/A	23	,6957	,4705	.321	.083
	7/B	23	,7391	,4490		
Question 8	7/A	23	,4348	,5069	2.941	.523
	7/B	23	,8261	,3876		
Question 9	7/A	23	,4348	,5069	293	.001
	7/B	23	,3913	,4990		
Question 10	7/A	23	,4783	,5108	.876	.571
	7/B	23	,6087	,4990		
Question 11	7/A	23	,4348	,5069	.290	.331
	7/B	2 3	,4783	,5108		
Question 12	7/A	23	,6522	,4870	3.425	.606
	7/B	23	1,0000	,0000		
Question 13	7/A	23	,6522	,4870	3.425	.000
	7/B	23	1,0000	,0000		
Question 14	7/A	23	1,0000	,0000	3.425	.000
	7/B	23	1,0000	,0000		

The first question involves the new word; ‘steak’

The fourth question involves the new word; ’present’

In these questions, the first class was more successful than the other one. It may have been because of the context that the words had been involved. It can be revealed from this table that there is a meaningless difference between these questions; one and four ($p<0.05$).

As Table: 7 shows; there is a significant relationship and meaningful difference between the questions two, three, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen. ($p>0.05$). The second group that was taught the

new words through the pictures was more successful than the other one. It can be reached that the learners had a chance to visualize during the learning process and that helped them to be more successful than the other group.

The second question involves the new word; ‘marbles’

The third question involves the new word; ‘stamps’

The fifth question involves the new word; ‘wallet’

The sixth question involves the new word; ‘empty’

The seventh question involves the new word; ‘license’

The eighth question involves the new word; ‘tablets’

The ninth question involves the new word; ‘ignore’

The tenth question involves the new word; ‘on foot’

The eleventh question involves the new word; ‘pale’

The twelfth question involves the new word; ‘mend’

The thirteenth question involves the new word; ‘collect’

The fourteenth question involves the new word; ‘full’

According to the table;

A general look at the results shows that the group that was taught by means of context was successful in only two questions; in the first and forth questions.

In the other twelve questions, the group that was taught by the pictures was more successful. The concise result was that the group that learnt through the pictures was more successful than the other group as they did better in nearly all of the questions.

Table; 8: The Differences between the Total Scores of the Pre-test in the pilot study and Post Test

Level of Total Success	Class	n	Mean	Std.D	t	Sig.
Total Score of Pre-test	7/A	23	7.0435	2.7713	.834	0.090
	7/B	23	7.6087	1.6986		
Total Score of Post-test	7/A	23	8..3478	2.6732	2.218	0.776
	7/B	23	10.0870	2.6443		

The table above shows the total scores of the pre- test and the post- test.

It can be reached from the table that; in both tests that the second group that learnt the new vocabulary items through pictures did better than the first group that learnt the new words throughout the context. To sum up, learners were more successful when their learning was enhanced with pictures. The same results could be reached as in the previous table. Tekin (2004) claims that a picture is worth a thousand words is a well-known saying in English and there are similar sayings in almost every language of the world. It is obvious that one good picture can tell more than many words; in other words, what words can not explain, pictures can. As it is seen, Tekin's sentence supports the values that were reached in the study.

Table 9: The Differences between the Total Scores of the Post-test and Delayed Post Test

Level of Total Success	Class	n	Mean	Std.D	t	p
Total Score of Post-test	7/A	23	7.6522	2.6902	-3.252	0.219
	7/B	23	10.1304	2.4736		
Total Score of Post-test memory	7/A	23	8..3478	2.6732	-2.218	0.776
	7/B	23	10.0870	2.6443		

When we look at the table, we can see the success levels acquired from the post test and delayed post-test.

According to the results, the second group that learnt through pictures did better than the first group that learnt the new words throughout the context. This is the same result that was reached from the last table.

So, it can be concluded in brief that; the second group that learnt the new vocabulary items through pictures did better than the first group that learnt the

new words throughout the context in all of the tests as they remembered more and was more successful in the delayed post-test than the other group.

Table 10: The Differences between the Total Scores of the Three Tests(Pre-test, Post-test and Delayed Post-test)

		Sum of Groups	df	Mean Square	F	Sig.
Pre test(in the pilot study)	Between Groups WithinGroups Total	3.674 232.435 236.109	1 44 45	3.674 5.283	0.695	0.409
Post test	Between Groups Within Groups Total	70.630 293.826 364.457	1 44 45	70.630 6.678	10.511	0.002
Posttest memory	Between Groups Within Groups Total	34.783 311.043 345.826	1 44 45	34.783 7.069	4.920	0.032

Differences between the total scores of the three tests can be seen in this table. According to the results that are shown in the Table 10, the second group that learnt the new vocabulary items through pictures did better than the first group that learnt the new words throughout the context, in all of the tests.

The results of the t-test of the pre-test in the pilot study show that; the second group that was taught by means of pictures was more successful than the other group. They did better in seven questions whereas the other group did well in only three questions. Zehir (2002) claims that using visual aids in teaching English is very important. But it is rarely possible to find an adequate course book containing all the extras one may need. But, looking at the results one can understand how pictures are important in learning new words. So, the teachers should involve pictures in their lessons as much as possible in order for their

learners to be more motivated and more successful and supply materials so as to improve their learning and remembering the words for longer time.

On the other hand, a general look at the results of t-test of the post test showed that the group that was taught by means of context was successful in only two questions; in the first and forth questions. In the other twelve questions, the group that was taught by the pictures was more successful. This doesn't mean the learners can not learn when they learn through context. Learning through context is also advantageous and beneficial for the learners but when compared with the other technique, it is a little bit less effective.

4.2.2 DISCUSSION OF FINDINGS FROM RQ2

RQ 2: Which techniques do the learners use more as they are learning vocabulary?

The table below shows which techniques are most frequently used by the learners.

Table 11: Learners' Responses to Whether They Use Each Vocabulary Learning Technique

Table11 shows the proportion of the learners according to their vocabulary learning techniques.

Items	**I Totally Agree**		**I Agree**		**No Idea**		**I Disagree**		**ITotally Disagree**			
	Count	**%**	Count	**%**	Count		Count	**%**	**%**		$\overline{X}$	**Ss**
1	15	32.6	22	47.8	6	13.0	3	6.5	---	---	4.0652	0.8538
2	17	37.0	13	28.3	13	28.3	3	6.5	---	---	3.9565	0.9651
3	12	26.1	16	34.8	14	30.4	2	4.3	2	4.3	3.7391	1.0421
4	30	65.2	12	26.1	4	8.7	---	---	---	---	4.5652	0.6550

5	24	52.2	10	21.7	9	19.6	1	2.2	2	4.3	4.1522	1.0948
6	11	23.9	20	43.5	9	19.6	6	13.0	---	---	3.7826	0.9641
7	4	8.7	9	19.06	18	39.1	10	21.7	5	10.9	2.9348	1.1036
8	4	8.7	13	28.3	15	32.6	11	23.9	3	6.5	3.0870	1.0714
9	16	34.8	11	23.9	9	19.6	7	15.2	3	6.5	3.6522	1.2861
10	25	54.3	9	19.6	9	19.6	1	2.2	2	4.3	4.1739	1.1016
11	24	52.2	20	43.5	2	4.3	---	---	---	---	4.4783	0.5865
12	24	52.2	17	37.0	5	10.9	---	---	----	----	4.4130	0.6856
13	22	47.8	18	39.1	5	10.9	---	---	---	---	4.3043	0.8398
14	5	10.9	14	30.4	18	39.1	7	15.2	2	4.3	3.2826	1.0036
15	3	6.5	15	32.6	15	32.6	6	13.0	7	15.2	3.0217	1.1641
16	16	34.8	15	32.16	10	21.7	3	6.5	2	4.3	3.8696	1.1077
17	12	26.1	8	17.4	15	32.6	4	8.7	7	15.2	3.3043	1.3641

There are seventeen questions in this questionnaire.

This questionnaire aims to find out which techniques do the learners use for learning new words. There are seventeen questions in this questionnaire. After a brief explanation about how to answer the questions, the learners were asked to answer the questions, sincerely.

Al the learners involved in the study answered all the questions.

The first item is; I learn the new words by their English concise definitions (as in a dictionary).

47.8 % of the learners said ‘I agree’ and 32.6% of them said ‘I totally agree’. The answers show that most of the students learn new words by means of their definitions because nearly 80% of them agreed with the idea. It means that learning by the Turkish definitions of the words is also supported by the English definitions of the words.

The second item is; I learn the new words by the pictures.

37.0 % of the learners said 'I totally agree' and 28.3% of them said 'I agree'. This result shows that more than half of the learners (65%) learn new words by means of the pictures. It can be concluded that most of the learners prefer learning visually and they are mostly visual learners. But the thing that attaches attention is that 28.3% of them have no idea about the item. This shows that unfortunately they do not know how they learn or they are not sure about whether they are successful in learning by means of pictures or not.

The third item is; I learn the new words better when I hear them.

Approximately, 60% of the learners agree with this item. It can be deduced that the learners learn audio-lingually besides learning visually and they are audio-lingual learners. This shows that the teachers have to be aware of the multiple intelligences and include them in their activities, as much as possible.

The fourth item is; I learn the new words by repetition.

65.2 % of the learners totally agree with this idea. It shows that the learners need to repeat the information that they have gathered. Especially, when the learners are learning new words, it can be noticed easily that they forget them after a short span of time. So, they need repetition in order to be able to learn them and at the same time remember for longer .

The fifth item is; I learn the new words better when I write them.

52.2 % of them totally agree with the idea. This means that half of the learners learn better when they write them. In English the spelling and pronunciation of each word are different so this feature of the language may reflect on the learners and their learning techniques. Thus, considering the

learners that prefer to learn through writing, writing activities should be inserted into the lessons as much as possible.

The sixth item is; I learn the new words when I use them in sentences.

Approximately, 67 % of the learners agree with the idea. As seen form the result, it is a technique that is preferred by most of the learners because 67% is a big percentage. This item gives the learners a chance to practice the new word and this helps them to learn more effectively.

The seventh item is; I learn the new words with their synonyms.

21.7 % of the learners do not agree with the idea and 10.9 % of them do totally disagree with the idea. This is a different result form the expected one because it is thought by most of the linguists that learning through synonyms is a good technique. But this result provides a different conclusion. Considering this conclusion, the learners should be get used to learning new words by means of their synonyms by means of different activities that are involved in the lessons.

The eighth item is; I learn the new words with their antonyms.

32.6 % do not have idea about the idea. 23.9 % do not agree with the idea. As it is seen from the result, it is also a technique that is not preferred by the learners. Similar to the synonyms of the words, learners should be helped to learn the new words by their antonyms.

The ninth item is; I learn the new words better by means of songs.

34.8 % totally agree and 23.9 % of the learners agree with the idea. It shows that nearly 60% of the learners prefer to learn by means of songs. It shows that the learners enjoy learning by means of songs.

The tenth item is; I learn the new words through the games.

54.3 % of them totally agree with the idea. It shows that the learners prefer learning by means of games. As the learners, especially the young ones are learning new words, they are unconsciously and most importantly, actively involved in the activities. Being involved in the activities help them to be concentrated in the lessons more and as a result to learn more effectively.

The eleventh item is; I learn the new words better when I translate them to my mother tongue.

52.2 % of them totally agree with the idea. 43.5 % of them agree with the idea. It can be concluded that the mother tongue is important for especially the young learners to acquire a language. When learning new words by means of the mother tongue is supported by learning the new words by means of the English definitions of the words, the learners will have a chance for a better learning.

The twelfth item is; I learn the new words through the exercises.

52.2 % of them totally agree with the idea and 37.0 % of them agree. This result reveals that the learners can learn better when they have a chance to use the new words within the exercises. The exercises help the learners to practice what they have learnt and this helps them to be successful.

The thirteenth item is; I learn the new words better by memorizing them.

47.8 % of them totally agree with the idea and 39.1 % of them agree. This shows that memorizing is a technique that is mostly preferred. It is stated by Williams (1983) that memorization kills the creativity but it is a technique that is mostly used by the learners. Hence, the teachers should try to diminish the role of memorization in learning. This can be succeeded by involving various techniques in the learning process by the teachers.

The fourteenth item is; I learn the new words though matching them with some signs (semantic mapping, associated ideas and collocations).

39.1% do not have any idea about this item. From this percentage, the result that they mostly do not use this technique can be reached. It may also be concluded that; as this technique is a difficult one, the learners don't use this technique so much. But, the usage of this technique should be increased by the teachers.

The fifteenth item is; I learn the new words by reading stories (extensive reading)

13.0% do not agree and 15.2 % of them totally disagree with the item. This is also a technique that the learners do not use so much because only 32.6 % agree with the item. On the other hand, 32.6% do not have idea. But, Selçuk(2006) claims that reading activities have a significant effect on the learners' success. So reading activities should be included in the process of learning new words by the teachers, as much as possible.

The sixteenth item is; I learn the new words when I see the realia.

Nearly 67% agree with the item and 21.7 % do not have idea. It is a technique that is also proposed by many linguists. Rudman (1983) is one of them. He claims that learning through realia has many advantages. The possibility of reaching them easily both by the teachers and learners most of the time is one of the most important advantages of it.

The seventeenth item is; I learn the new words when I see them in the context.

Nearly 43.5% agree with the item. This is a technique that is preferred by nearly most of the learners but, on the other hand, 32.6% of them do not have idea

and 24% disagree. It can also be added that by the other half of the class, it is a technique that is not used so much. Karaarslan (1996) asserts that following some rational steps in order to reach some conclusions is necessary for learning through the context. The reason why half of the learners do not use this technique may be arousing because of these steps. The teachers should help the learners to follow these steps, consciously. Then the learners will use this technique because they will have a chance to learn and know what to do (the steps were written beforehand).

As understood from Table 11, there is frequency in the options "I Agree" and "I Totally Agree" especially in the questions; five, eleven, twelve, thirteen. In addition, the answers given to the questions in the questionnaire showed that the most frequently techniques that the learners used for learning vocabulary were; learning through repetition, mother tongue equivalents and the exercises as most of the learners totally agreed with the items in these questions.

4.2.3 DISCUSSION OF FINDINGS FROM RQ3

RQ 3: Which techniques do the learners use more in order to keep the vocabulary in their mind?

Table 12: Learners' Responses to Whether They Use Each **Memory Strategy**

Table12 shows the frequencies of the learners' memory strategies that are used for keeping the new words in their mind for a longer time.

Items	**I Totally Agree**		**I Agree**		**No Idea**		**I Disagree**		**I Totally Disagree**		$\overline{X}$	**Ss**
	Count	**%**	Count	**%**	Count	**%**	Count	**%**	Count	**%**		

1	12	26.1	26	56.5	6	13.0	1	2.2	1	2.2	4.0217	0.8297
2	12	26.1	24	52.2	10	21.7	---	---	---	---	4.0435	0.6978
3	18	39.1	14	30.4	7	15.2	7	15.2	---	---	3.9348	1.0832
4	9	19.6	14	30.4	15	32.6	8	17.4	---	---	3.5217	1.0053
5	9	19.6	18	39.1	13	28.3	5	10.9	---	---	3.6304	0.9969
6	8	17.4	10	21.7	13	28.3	12	26.1	3	6.5	3.1739	1.1982
7	7	15.2	14	30.4	10	21.7	10	21.7	5	10.09	3.1739	1.2526
8												
9	18	39.1	11	23.9	10	21.7	5	10.9	2	4.3	3.8261	1.1982
10	23	50.0	7	17.4	9	19.6	2	4.3	4	8.7	3.9565	1.2988
11	26	56.5	17	37.0	2	4.3	---	---	---	---	4.4565	0.7805
12	6	13.0	14	30.4	8	17.4	2	4.3	1	2.2	3.1957	1.1666
13	18	39.1	17	37.0	8	17.04	2	4.3	1	2.2	4.0652	0.9753
14	9	19.6	15	32.6	15	32.6	4	8.7	3	6.5	3.5000	1.1106
15	20	43.5	13	28.3	7	15.2	3	6.5	3	6.5	3.9565	1.2103

Al the learners involved in the study answered all the questions.

The first item is; I keep the new words in my mind; by their Turkish definitions.

56.5% agree with the idea and 26. 1% totally agree with the idea. It shows that the learners keep the vocabulary in their mind for longer time by the Turkish definitions of the words.

The second item is; I keep the new words in my mind; by their concise English definitions in the dictionaries.

52.2% agree with the idea and 26. 1 % totally agree with the idea. It can also be said that concise English definitions of the words are used as much as the mother tongue equivalents. It can be concluded as well that the learners use this technique; both for learning new words and remembering them for longer time.

The third item is; I keep the new words in my mind; by means of pictures.

39.1% totally agree and 30.4% agree. It means that nearly 70% of the learners use pictures as one of memory strategies. It means that this is the learners' favorite technique as nearly all of them use it for keeping the words in their mind for longer time.

The fourth item is; I keep the new words in my mind; by the sentences or context that they are involved.

Nearly 50 % of the learners agree with the idea. It means that half of the learners use contexts for remembering the words. Brown and Hatch (1980) claim that seeing the words in a discourse helps the learners to remember the words more easily. Thus, it is not surprising the proportion of the usage of this method, so high.

The fifth item is; I keep the new words in my mind; by categorizing them into some groups (fruits and vegetables….)

39.1% agree but 28.3% have no idea. This is a clear technique and it is mostly thought by the teachers that the learners divide the words into groups while learning them. But this result shows that 28.3% of them do not use this technique. Therefore, the learners should be helped to be clearer about this item and they should be encouraged to use this technique more and more.

The sixth item is; I keep the new words in my mind; by their synonyms.

28.3% have no idea and 26.1% disagree. This is a surprising result as the one above because it a technique that is thought to be used much by the learners.

The seventh item is; I keep the new words in my mind; by their antonyms.

21.7% have no idea and 21.7% disagree. In addition, 10.09% totally disagree. This is a surprising result as the teachers believe jut the opposite. Thus, the learners should be encouraged to use the synonyms and antonyms of the words for remembering them more and this can be succeeded by the teachers by inserting these in the activities as much as possible.

The eighth item is; please do not answer this question.

None of the learners gave answer to this item so it can be deduced that all the learners read and gave answers to the items both carefully and sincerely.

The ninth item is; I keep the new words in my mind; by means of songs.

39.1% totally agree and 23.9% agree. This shows that nearly 63% of the learners are musical learners. Therefore, it can be deduced that there are multiple learners in each class. So different techniques should be included in the activities considering the multiple learning theory.

Learning through games, repetition; I keep the new words in my mind; by means of games.

50 % percent of them totally agree with the idea. This means that when they learn new vocabulary items by means of games, they can remember them for a longer span of time. On the other hand, 8.7 % have no idea. It can be concluded as that there are some learners who are not certain how they keep the new words in their mind but they should be helped to be accustomed to using this technique by the teachers because this a beneficial technique proposed by most of the linguists.

The eleventh item is; I keep the new words in my mind; by regular repetition.

56.5% totally agree and 37% agree. This is a very beneficial technique. As seen from the results, most of the learners prefer to use it.

The twelfth item is; I keep the new words in my mind; by relating them to my own life.

30.4% agree 17.4% have no idea. The young learners always give examples from their own lives in the lessons and it is believed that they associate a link between their lives and the information they get. So this result is a surprising one.

The thirteenth item is; I keep the new words in my mind; by memorizing them after dividing into some meaningful parts.

39.1% totally agree and 37. 0% agree. Memorizing the new words after dividing them into some meaningful parts is technique that is most frequently used by most of the learners.

The fourteenth item is; I keep the new words in my mind; by relating them to different objects and symbols. .

32.6% agree and 32.6% do not have idea. This shows that most of the learners use this technique and it is an expected result as it is most widely known that different symbols and objects help the learners in various ways

The fifteenth item is; I keep the new words in my mind; by visualizing them by means of realia.

43.5% totally agree and 28.3% agree with the item. Visualization is the technique that is almost known and used by all the teachers, even by the traditional ones. The result is as expected and shows that nearly 70 % of the learners use this technique.

As understood from Table12, there is frequency in the options 'I Agree' and 'I Totally Agree' especially in the questions; 10, 11 and 15. These are the items that involve the techniques; remembering through the games, repetition and songs. It can be concluded that these are the ones that are mostly used for keeping the vocabulary in mind for longer.

To sum up, the answers given to the questions in this questionnaire reveal that the most frequently techniques that the learners use for remembering the vocabulary for a longer period are; remembering the new words by means of repetition, games and their symbols.

4.3 CONCLUSION

The main objective of this study was to collect data about the effectiveness of the two vocabulary techniques. The study also aimed to find out the techniques that were mostly preferred by the learners for a better learning and for remembering the new vocabulary items for longer time. The result is that; the techniques were different for the learners but they soon got used to the activities that involved these techniques. During the learning process, they were all actively involved in the activities. They enjoyed the lessons and their enjoyment enhanced their motivation. As a result, they learnt the new vocabulary items better and this could change their idea that English and learning new vocabulary items were too difficult for them.

The answers given to the questions in the questionnaire revealed that learners were aware of all the vocabulary learning techniques. But, the techniques

that were mostly chosen by them were the ones that were familiar to them. In fact, most of the teachers had never used different techniques in their English lessons, before. As they had always been taught by means of the traditional ones, they got used to learning by means of them. But, it unfortunately prevented the learners to be able to learn new vocabulary items through different and enjoyable techniques. As a result of this, they had always difficulty in learning vocabulary and they soon forgot the ones that they could learn successfully.

The results of the first questionnaire that was applied to the learners show that; 65.2 % of the learners prefer to learn by repetition. It means that out of 46 learners, 30 of them prefer this technique.

The percentages are nearly the same in the second questionnaire. The results gathered from the learners responses in both questionnaires show that the repetition is the technique that is most frequently used by the learners both for learning and remembering vocabulary. 56.5% of them totally agree and 37% of them agree with this item. As seen from the results, most of the learners prefer to use this techique. In brief, approximately all of the learners are on behalf of this technique and this shows that it is a very beneficial technique, for them.

The data collected by means of the tests and questionnaires were analyzed by means of certain statistical techniques in relation with the aims of this study.

In the light of the findings, it can be claimed that the group that the new words were presented by means of pictures was more successful than the other group. In addition, it can be claimed that repetition is the most preferred technique both for learning and remembering vocabulary.

Finally, the researcher observed that the learners who had a chance to learn the new words by means of different techniques willingly participated in the lesson. Therefore, it can be claimed by depending on the researcher’s observation

that the learners enjoy learning by means of pictures and context and it can also be added that they learn new words better both in the short and long term.

4.4 IMPLICATIONS

The results of the study have important implications. The implications of this study can be discussed in two categories; implications for early language learning & young language learners and language teachers.

4.4.1 IMPLICATIONS FOR LANGUAGE LEARNING AND YOUNG LEARNERS

The main implications of this study for early langue learning are that;

- It can be claimed that young learners are mostly interested in different vocabulary learning techniques that are involved in the lessons.
- They enjoy the lessons more when they have a chance to learn the new vocabulary items by means of various pictures.
- If different contexts are presented to them, they actively participate in the lessons. But, whether the contexts interest them is very crucial to them.
- The findings of the study showed that the learners that were taught the new words by means of pictures was more successful than the other one that was taught the new words by means of the context.
- Depending on the findings, it can be asserted that most of the learners preferred to learn the new words by the technique; repetition.
- In addition, depending on the findings, it can be asserted that most of the learners preferred to use the technique; repetition for remembering the words for a longer period.

4.4.2 IMPLICATIONS FOR TEACHERS

The study has certain implications for language teachers. They can be given as a list, below.

- The study was applied to the seventh classes and learning the foreign language starts from the fourth classes. It means that they have been learning English for about three and a half year. But, they were not familiar with these techniques. After some activities, they got used to them. It shows that the language teachers do not use modern techniques in teaching English. Just the opposite can be claimed as that most of the teachers still prefer using the traditional ones. But, they should change their teaching styles as much as possible and should integrate the activities that include these activities into their lessons.
- If they insert the techniques into their lessons as much as possible, their learners will have a chance for a better learning and the learners will be more successful. So, the teachers should keep in mind that techniques like learning by means of context and pictures play an important role in the lives of young learners.
- If the learners are presented the new vocabulary items by means of these techniques, the learners will learn better in the long term and will have a chance to remember them in the long term.
- Finally, teachers who do not have enough knowledge about the importance of the techniques for teaching new words should develop themselves.

4.5 IMPLICATIONS FOR FURHER RESEARCH

This study was conducted with only two groups of learners in a small village of a town. From many vocabulary learning techniques, only two of them were chosen and the effects of them on learning vocabulary could be measured for practical purposes.

Keeping these limitations in mind, new researchers can carry out a study with a larger group of learners from a wider and social educational background and can choose more techniques and try to find out the techniques of them on vocabulary learning after a detailed investigation.

On the other hand, the groups of young learners were chosen for this study. A similar study could be carried out with older language learners. This will contribute to different research area.

In conclusion, the findings of this study imply that further research should be carried out about this issue.

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APPENDICES

Appendix 1: The Questionnaires Used in the Study

1. Öğrenci Anketi

Değerli Öğrenciler;

Bu anket Yabancı Dildeki Yeni Kelimeleri hangi yöntemlerle öğrendiğinizi tespit etmek üzere hazırlanmıştır. Lütfen kutucuklara 'x' koyarak işaretleyiniz. Anketin üzerine herhangi bir şey yazmayınız, sorulara olabildiğince içten cevap veriniz.
Şıklarda doğru yanlış yoktur ve cevaplarınız notlarınıza yansımayacaktır. Teşekkür ederim.

Hülya ÇETİN

İngilizce Öğretmeni

	İFADELER	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katıl-mıyorum	Tamamen Katılmıyorm
	Yeni İngilizce kelimeleri					
1	ingilizce sözlük tanımlarıyla öğrenirim.					
2	resimlerle öğrenirim.					
3	duyduğumda daha iyi öğrenirim.					
4	tekrar ederek öğrenirim.					
5	yazarak öğrenirim.					
6	cümle içinde kullanarak öğrenirim.					
7	eş anlamlarıyla bağdaştırarak öğrenirim.					
8	zıt anlamlarıyla bağdaştırarak öğrenirim.					
9	şarkılarla daha iyi öğrenirim.					
10	oyunlarla daha iyi öğrenirim.					

11	Türkçe'ye çevirerek öğrenirim.					
12	alıştırma yaparak öğrenirim.					
13	ezberliyerek öğrenirim.					
14	farklı simgelerle bağdaştırarak öğrenirim.					
15	hikayeler okuyarak öğrenirim.					
16	gercek hallerini gördüğümde öğrenirim.					
17	okuma parçası içinde gördüğümde öğrenirim.					

2. Öğrenci Anketi

Değerli Öğrenciler;

Bu anket Yabancı Dildeki Yeni Kelimeleri hangi yöntemlerle aklınızda tuttuğunuzu tespit etmek üzere hazırlanmıştır. Lütfen kutucuklara 'x' koyarak işaretleyiniz. Anketin üzerine herhangi bir şey yazmayınız, sorulara olabildiğince içten cevap veriniz.

Şıklarda doğru yanlış yoktur ve cevaplarınız notlarınıza yansımayacaktır. Teşekkür ederim.

Hülya ÇETİN

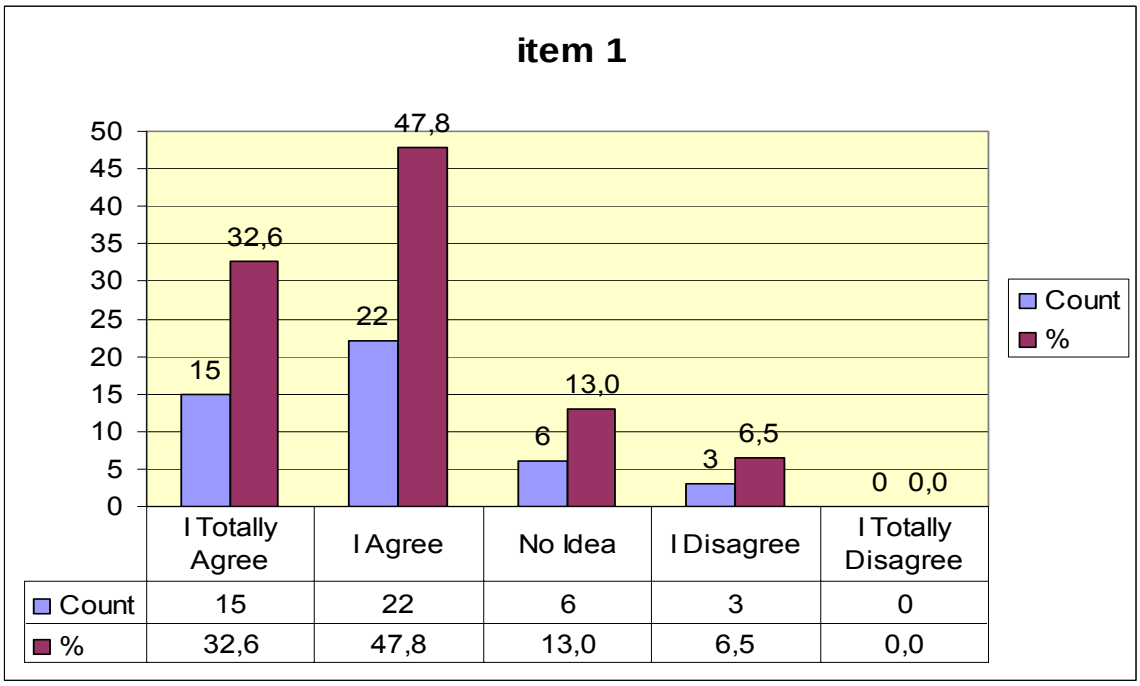
İngilizce Öğretmeni

İFADELER		Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Tamamen Katılmıyorum
	Yeni öğrendiğim İngilizce kelimeleri					
1	Türkçe anlamlarıyla aklımda tutarım.					

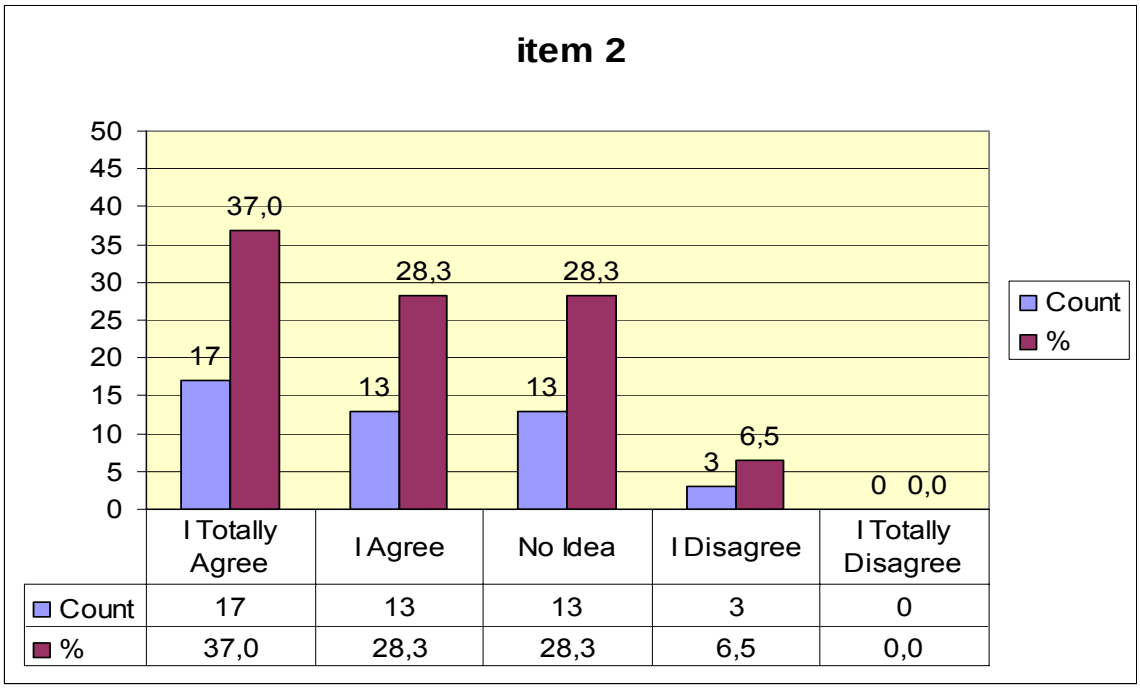
2	ingilizce sözlük tanımlarıyla aklımda tutarım.					
3	resimleriyle aklımda tutarım.					
4	içinde kullanıldığı cümle veya parça ile aklımda tutarım.					
5	Sınıflayarak aklımda tutarım(meyveler, sebzeler…)					
6	eş anlamlarıyla bağdaştırarak aklımda tutarım.					
7	zıt anlamlarıyla bağdaştırarak aklımda tutarım.					
8	Lütfen bu soruyu cevaplamayınız.					
9	şarkı içinde gördüğümde aklımda tutarım.					
10	oyun içinde kullandığımda aklımda tutarım.					
11	düzenli tekrar yaparak aklımda tutarım.					
12	Özel yaşantımla bağdaştırarak aklımda tutarım.					
13	Anlamlı parçalara ayırıp ezberliyerek aklımda tutarım.					
14	farklı simgelerle bağdaştırarak aklımda tutarım.					
15	gerçek hallerini gözümün önüne getirerek aklımda tutarım.					

Appendix 2: Figures

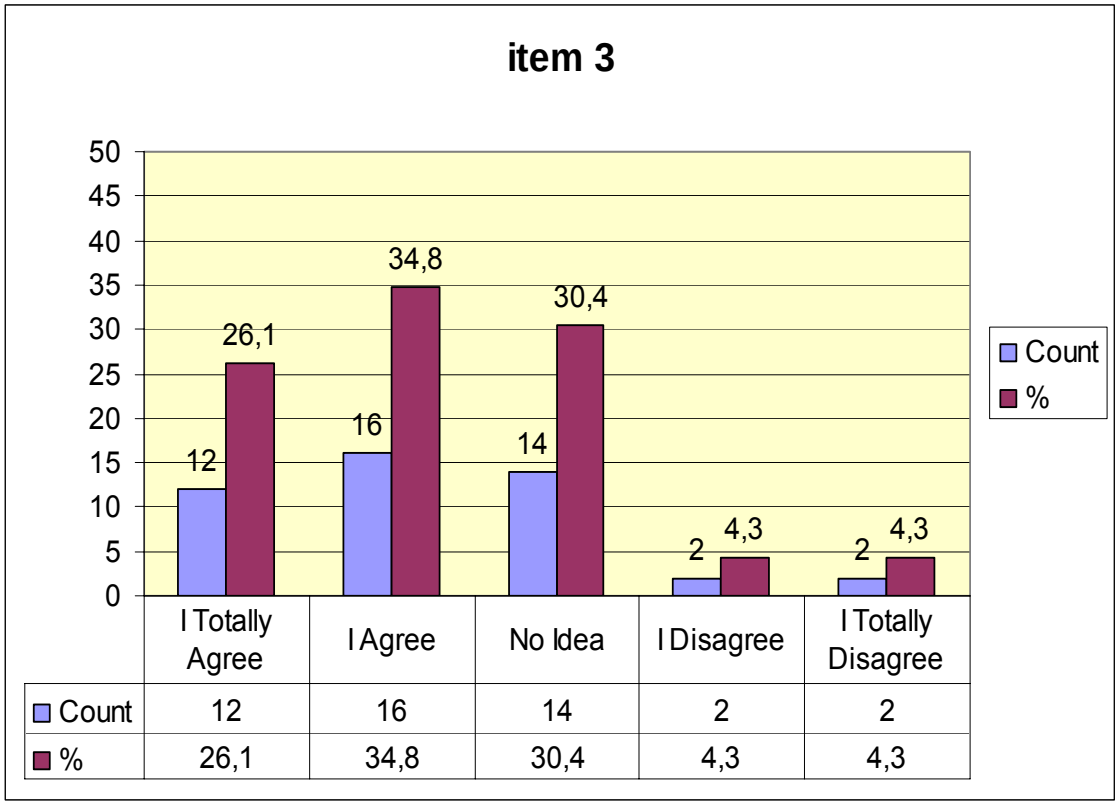
1. The following figures show the responses of the learners' to the items that are about learning vocabulary



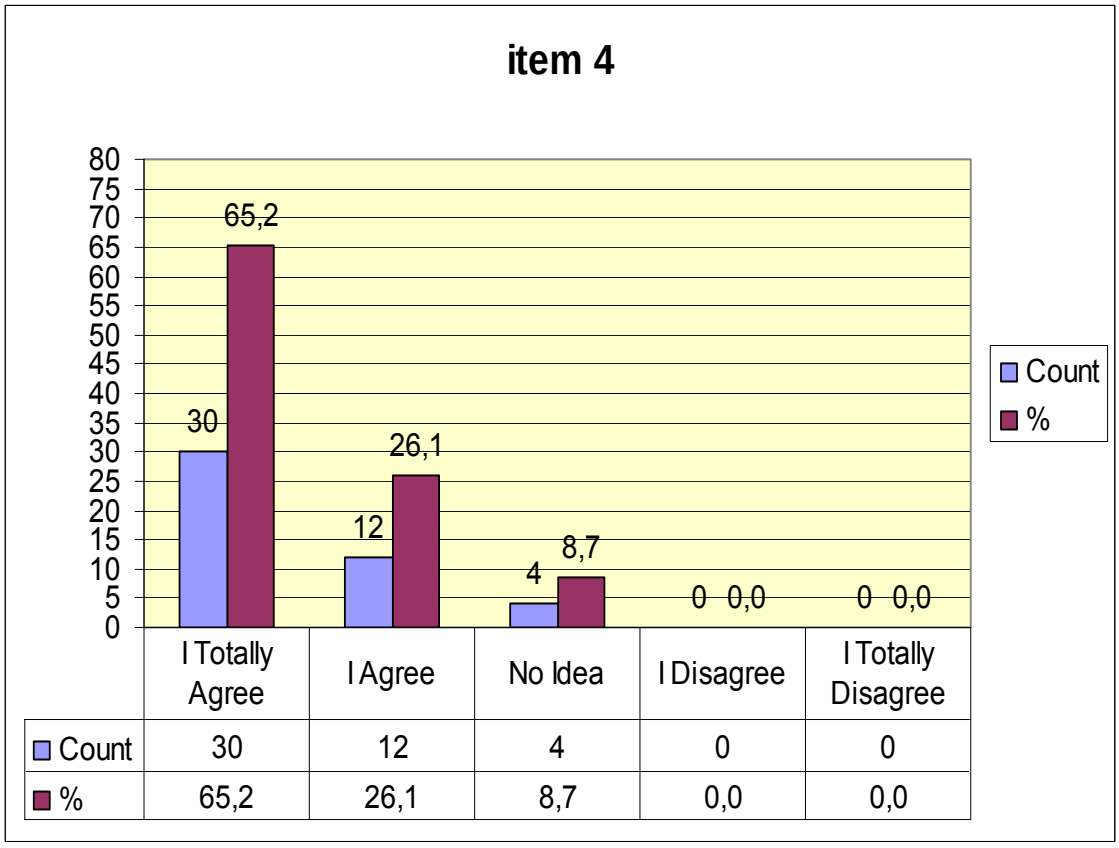
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	15	22	6	3	0
%	32,6	47,8	13,0	6,5	0,0



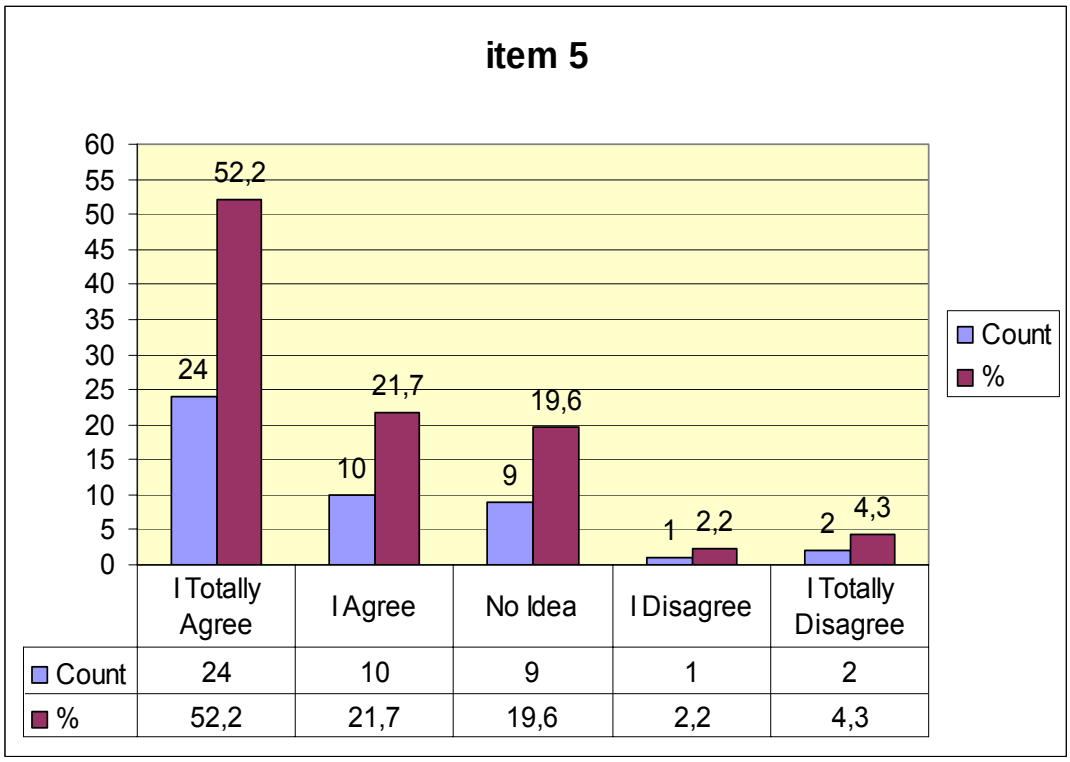
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	17	13	13	3	0
%	37,0	28,3	28,3	6,5	0,0

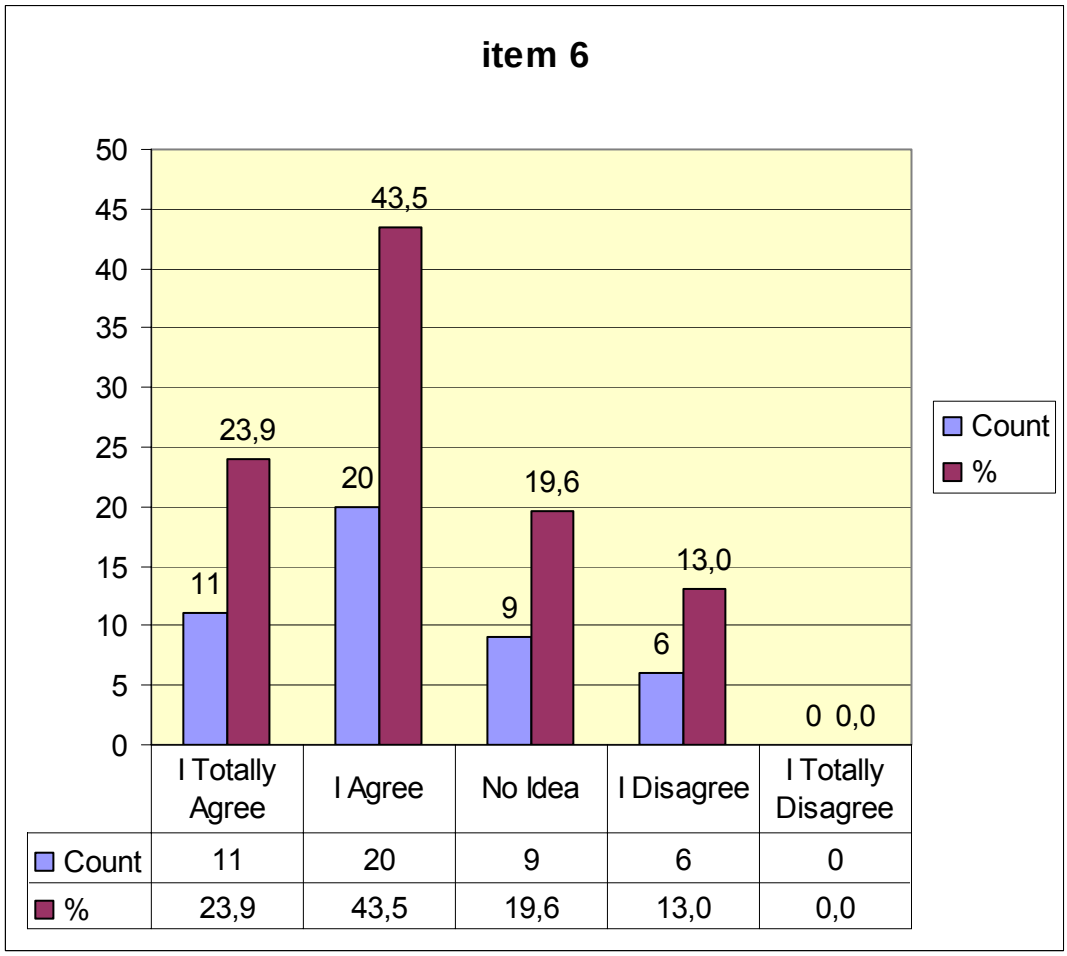


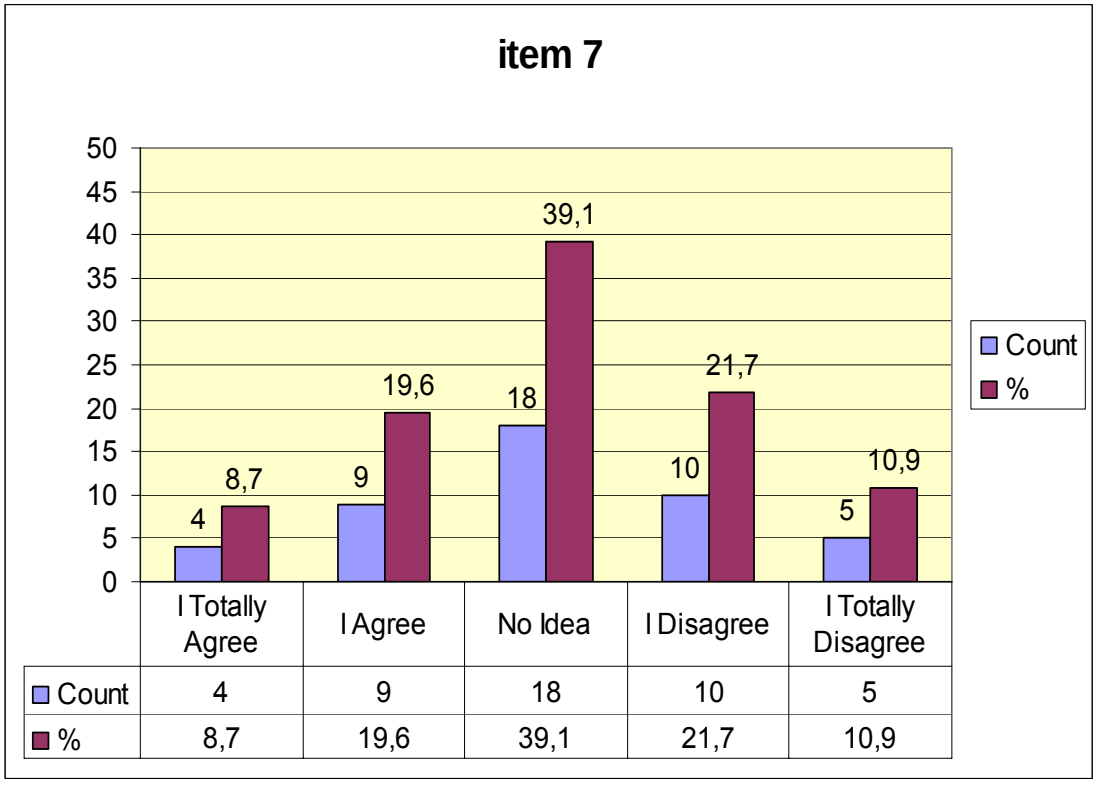
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	12	16	14	2	2
%	26,1	34,8	30,4	4,3	4,3



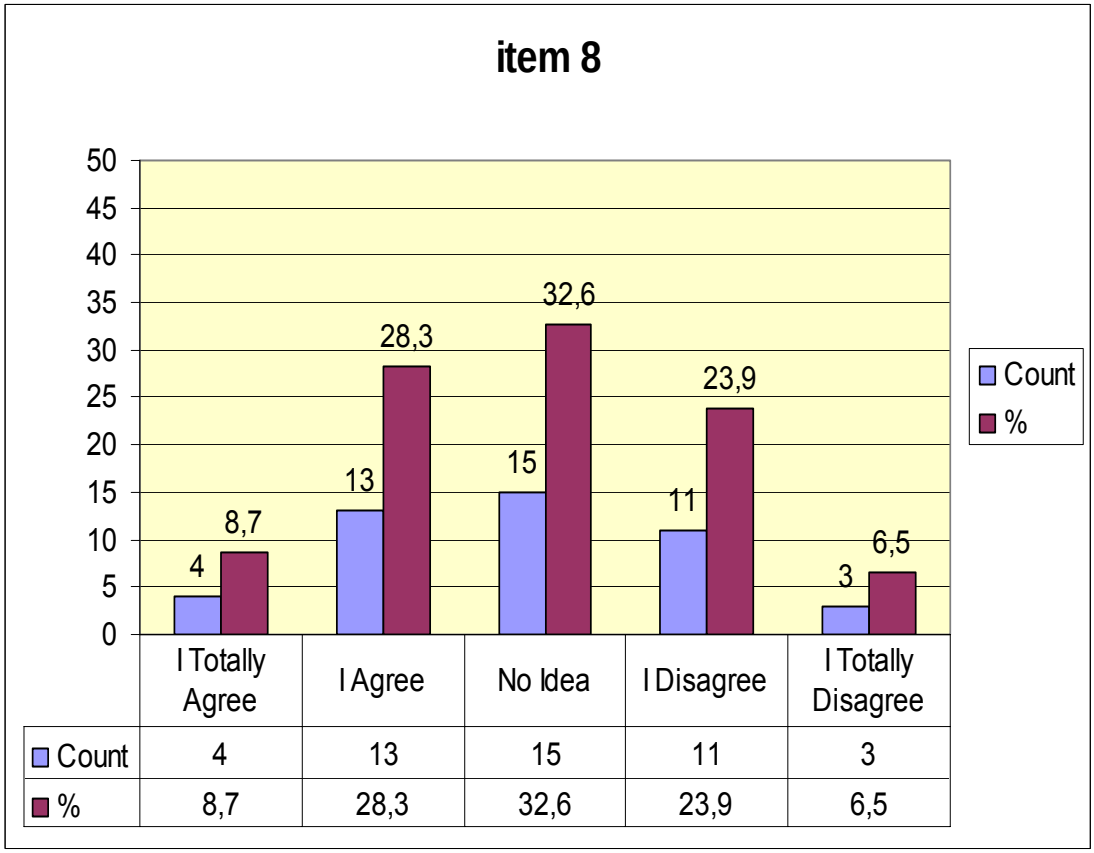
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	30	12	4	0	0
%	65,2	26,1	8,7	0,0	0,0


item 5
60
55
50
45
40
35
30
25
20
15
10
5
0
52,2
24
21,7
10
19,6
9
1
2,2
2
4,3
Count
%
I Totally Agree
I Agree
No Idea
I Disagree
I Totally Disagree
Count 24 10 9 1 2
% 52,2 21,7 19,6 2,2 4,3

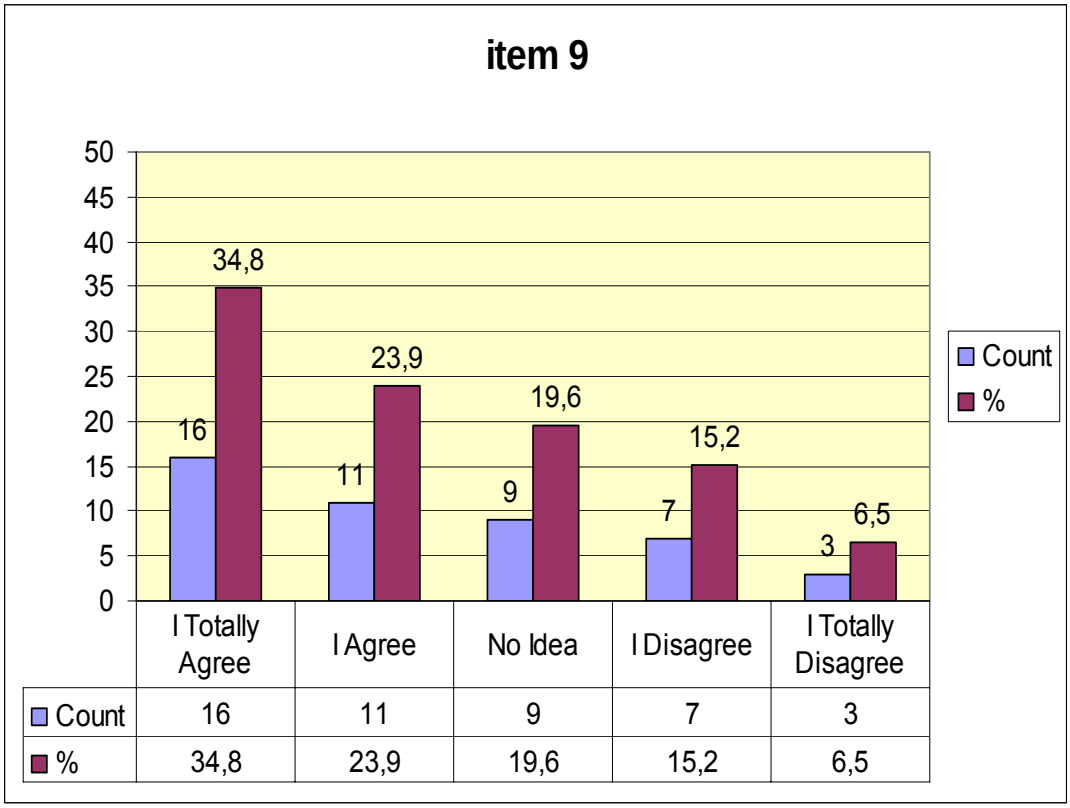

item 6
50
45
40
35
30
25
20
15
10
5
0
43,5
23,9
11
20
19,6
9
13,0
6
0 0,0
Count
%
I Totally Agree
I Agree
No Idea
I Disagree
I Totally Disagree
Count 11 20 9 6 0
% 23,9 43,5 19,6 13,0 0,0

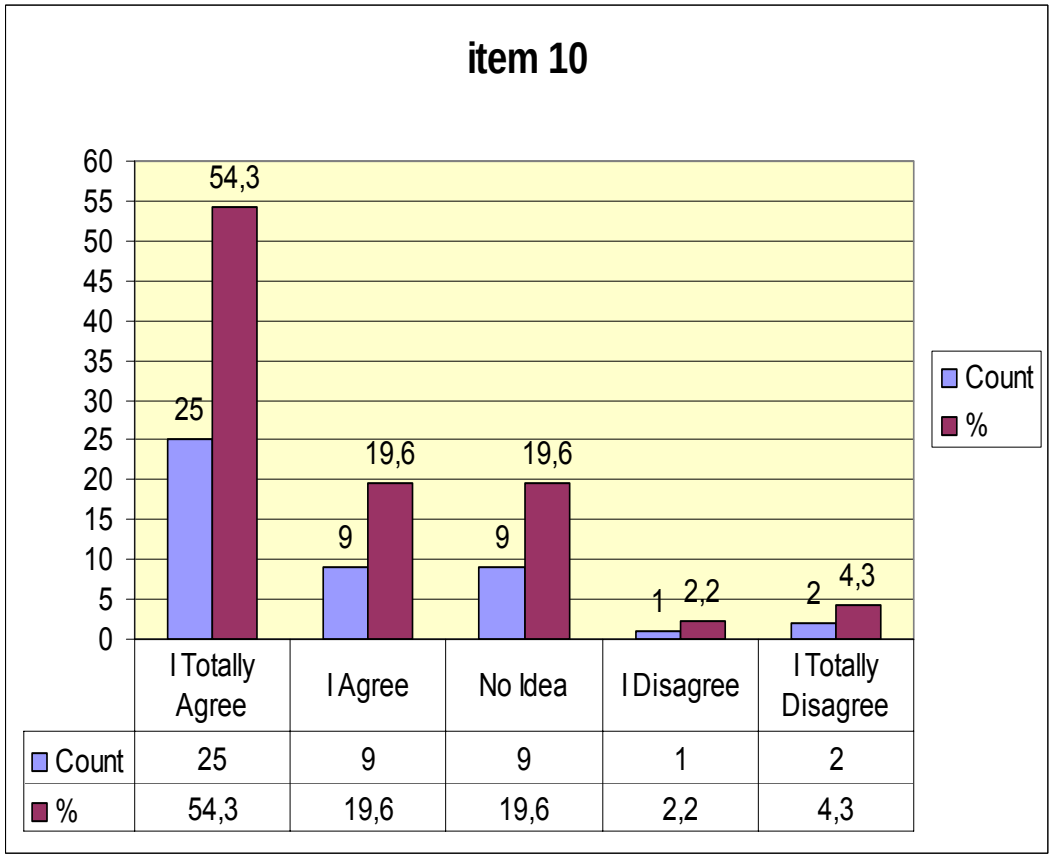


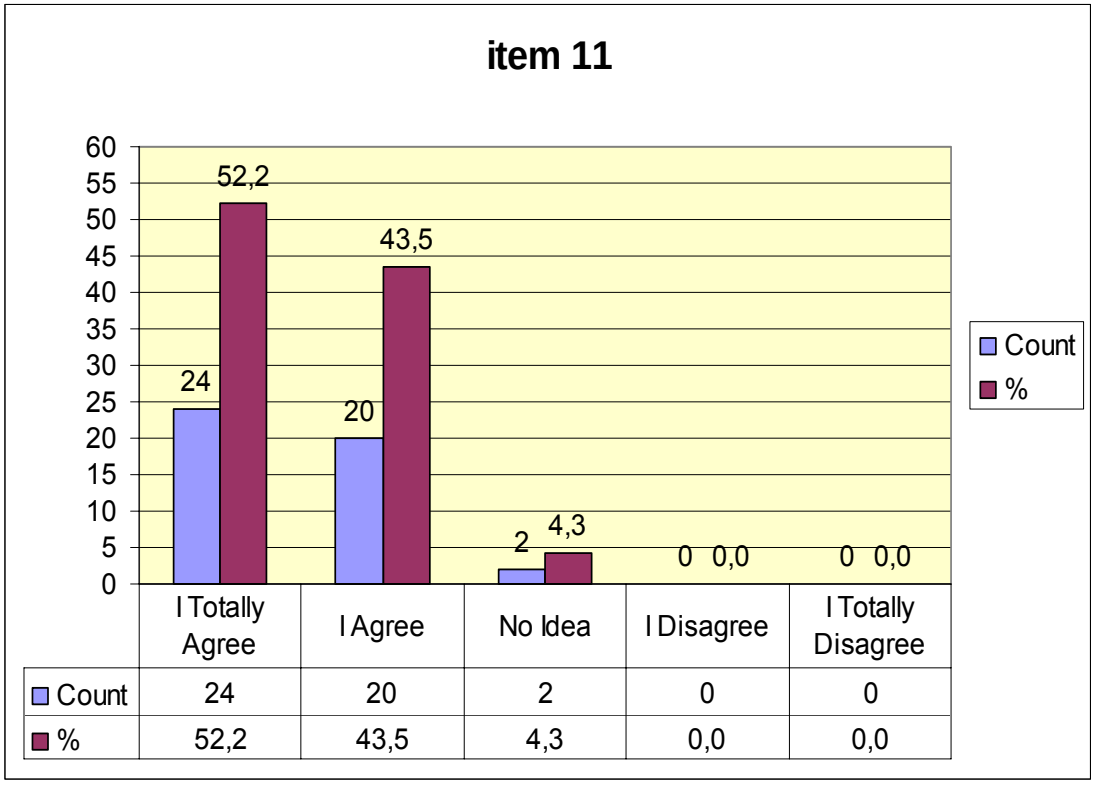
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	4	9	18	10	5
%	8,7	19,6	39,1	21,7	10,9



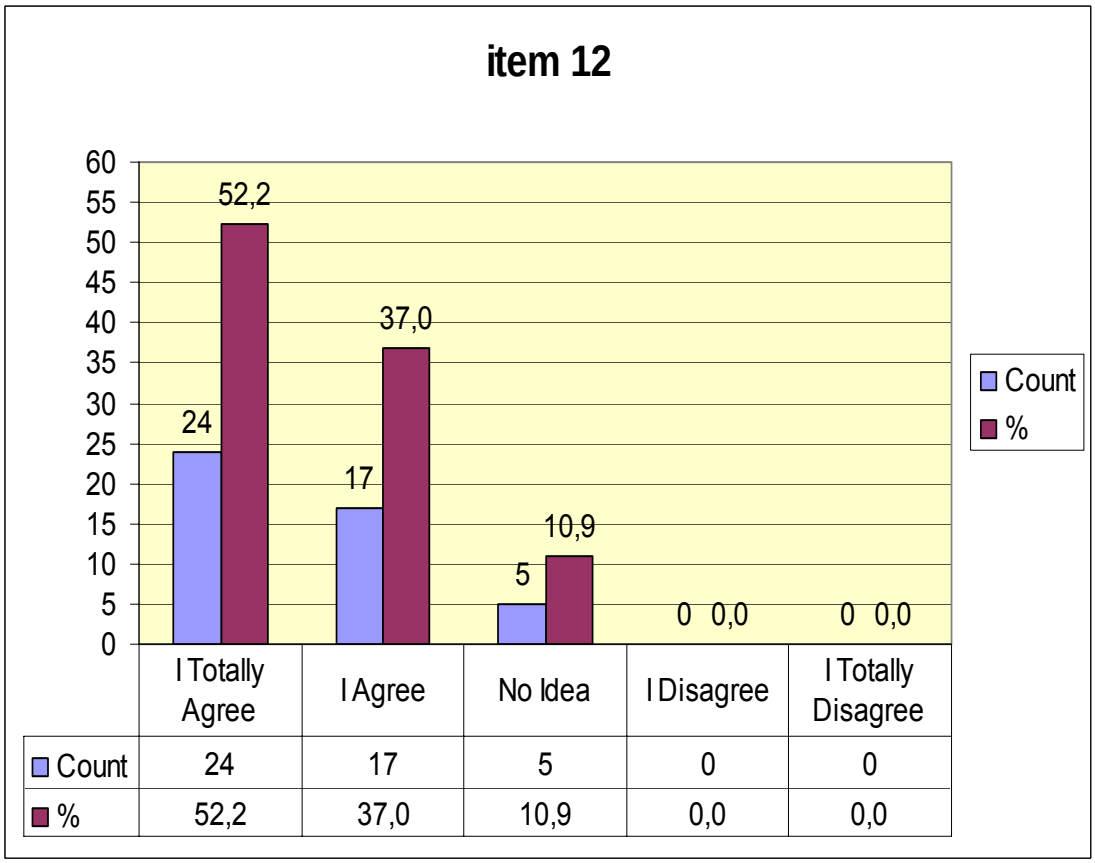
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	4	13	15	11	3
%	8,7	28,3	32,6	23,9	6,5


item 9
50
45
40
35
30
25
20
15
10
5
0
34,8
23,9
19,6
15,2
6,5
16
11
9
7
3
Count
%
I Totally Agree
I Agree
No Idea
I Disagree
I Totally Disagree
Count 16 11 9 7 3
% 34,8 23,9 19,6 15,2 6,5

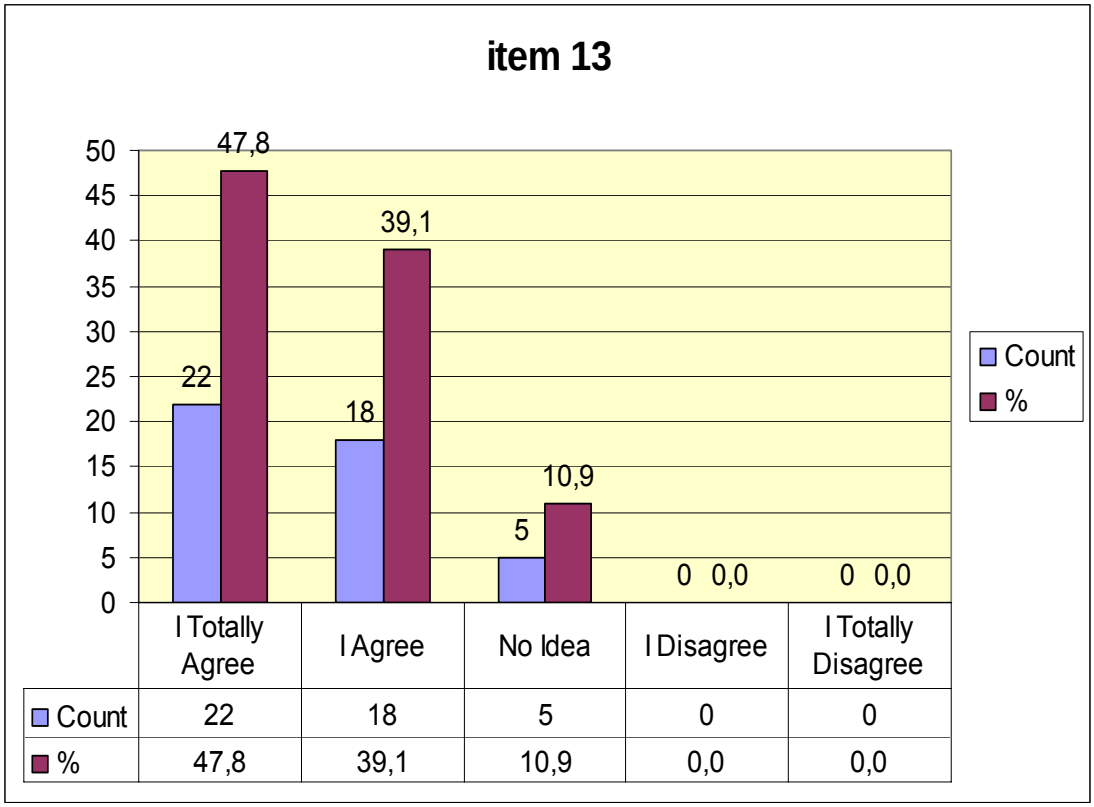

item 10
60
55
50
45
40
35
30
25
20
15
10
5
0
54,3
19,6
19,6
2,2
4,3
25
9
9
1
2
Count
%
I Totally Agree
I Agree
No Idea
I Disagree
I Totally Disagree
Count 25 9 9 1 2
% 54,3 19,6 19,6 2,2 4,3



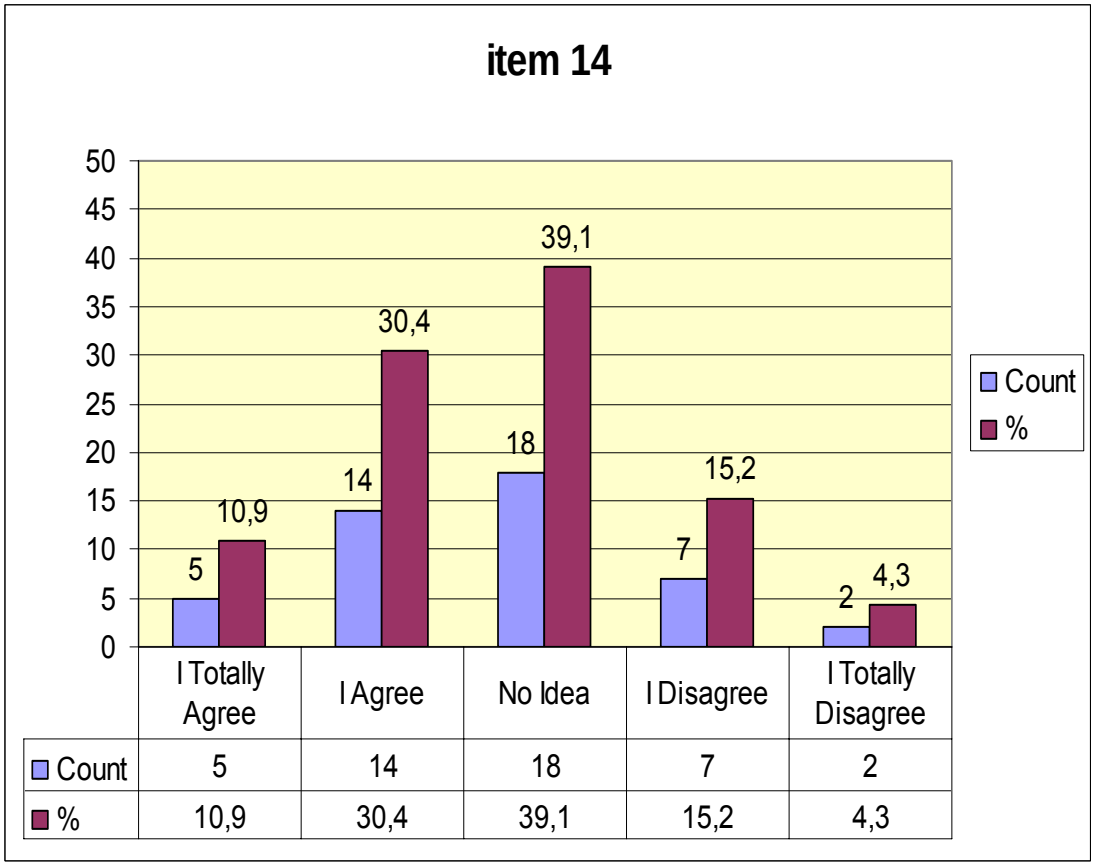
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	24	20	2	0	0
%	52,2	43,5	4,3	0,0	0,0



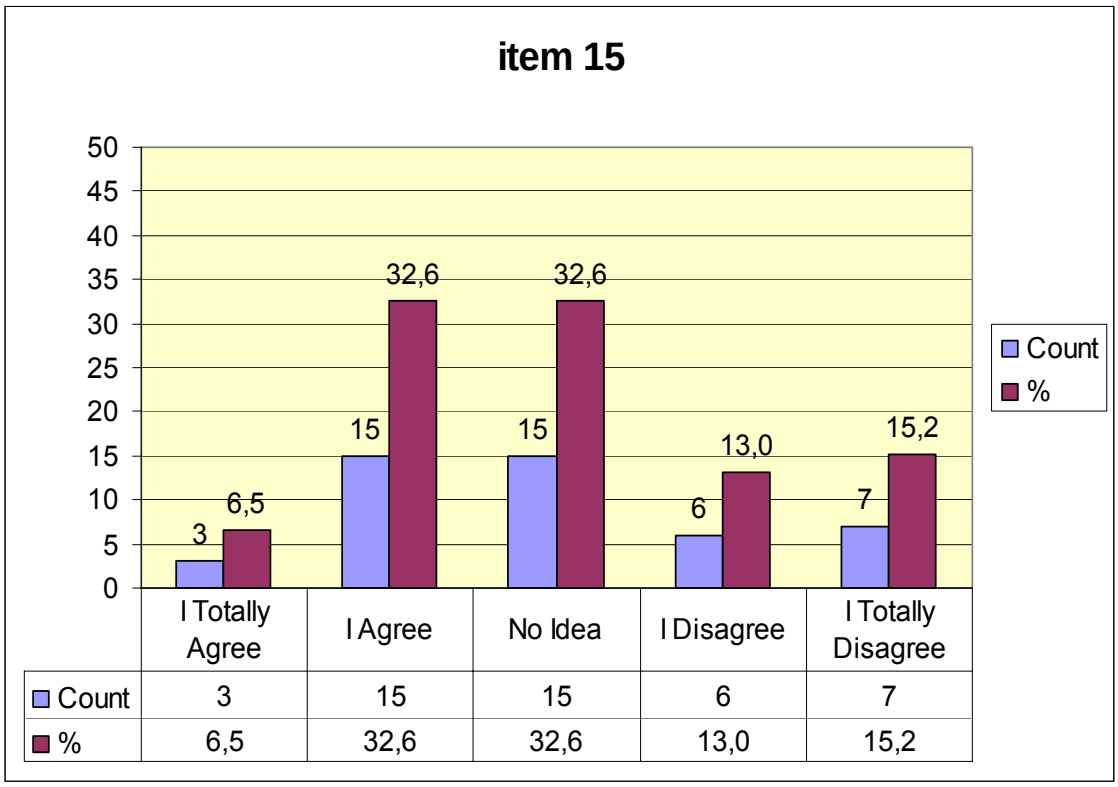
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	24	17	5	0	0
%	52,2	37,0	10,9	0,0	0,0



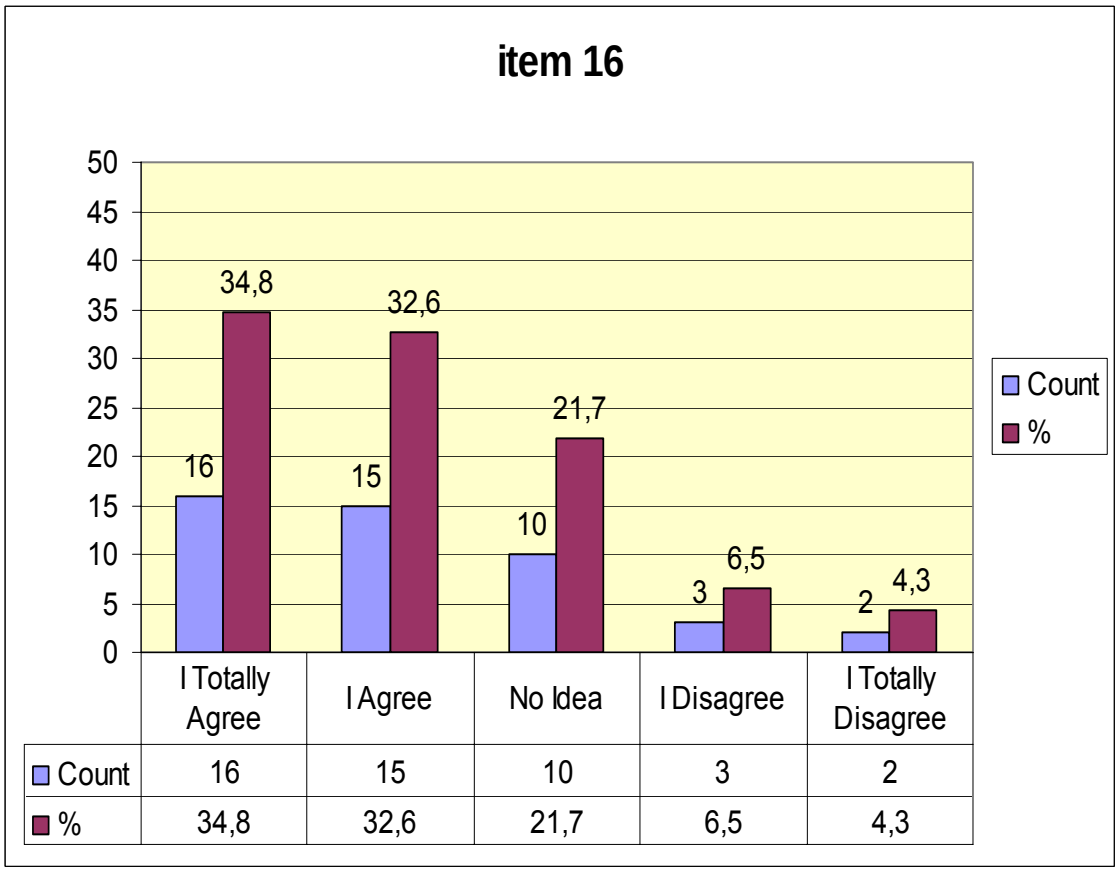
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	22	18	5	0	0
%	47,8	39,1	10,9	0,0	0,0



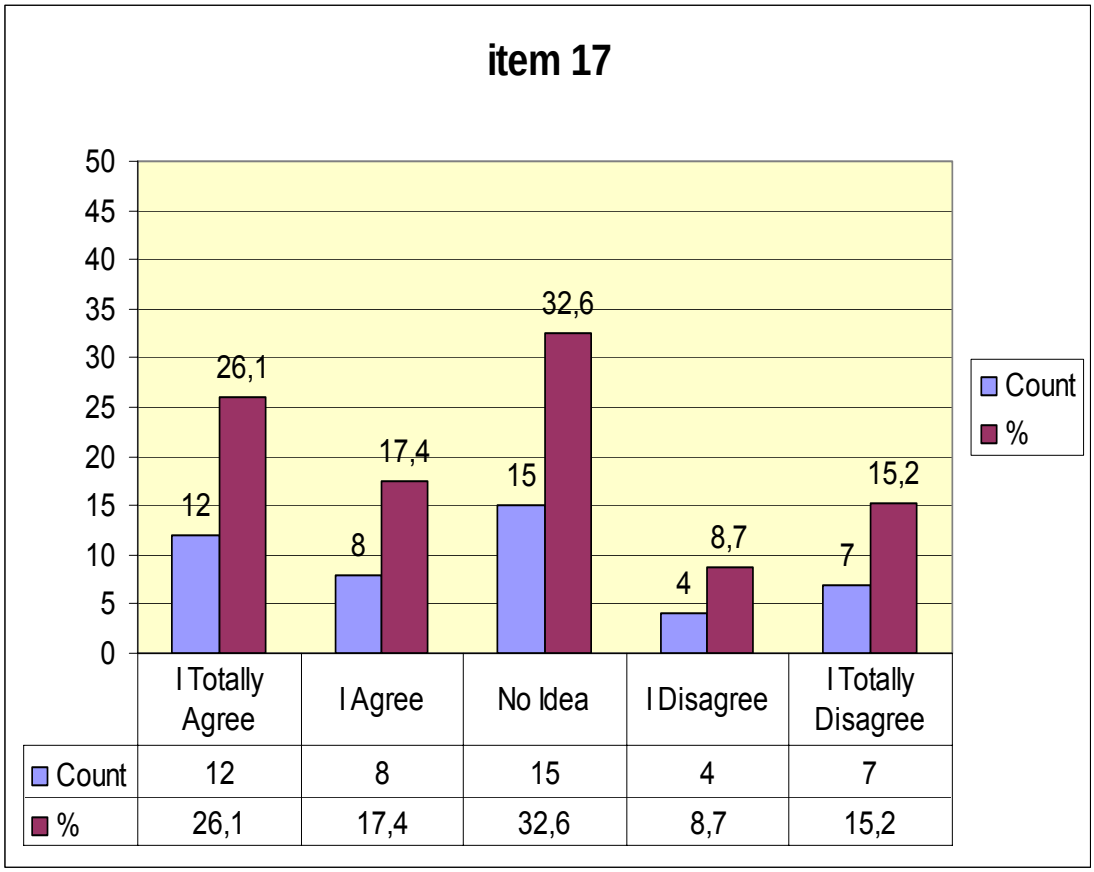
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	5	14	18	7	2
%	10,9	30,4	39,1	15,2	4,3



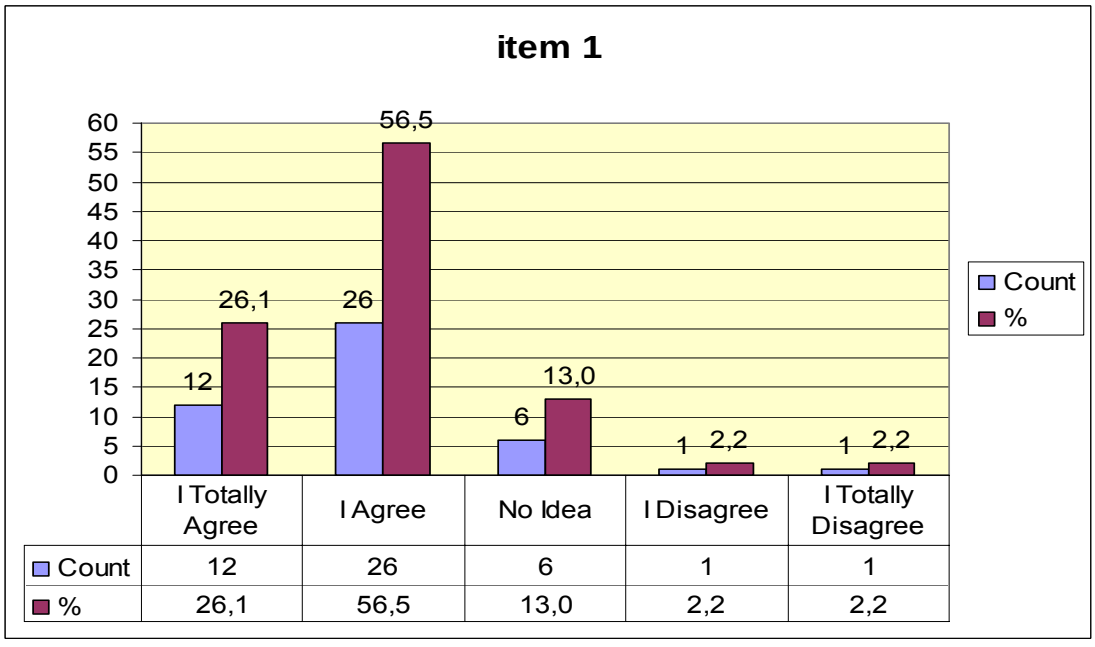
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	3	15	15	6	7
%	6,5	32,6	32,6	13,0	15,2

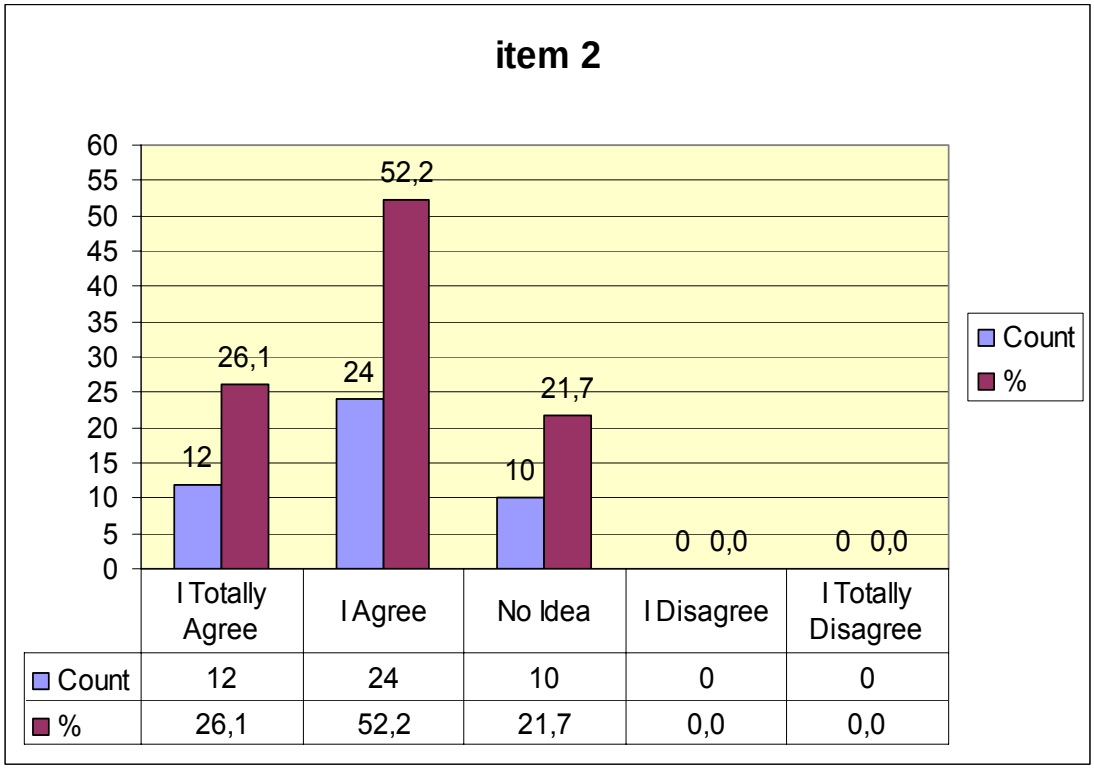


	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	16	15	10	3	2
%	34,8	32,6	21,7	6,5	4,3

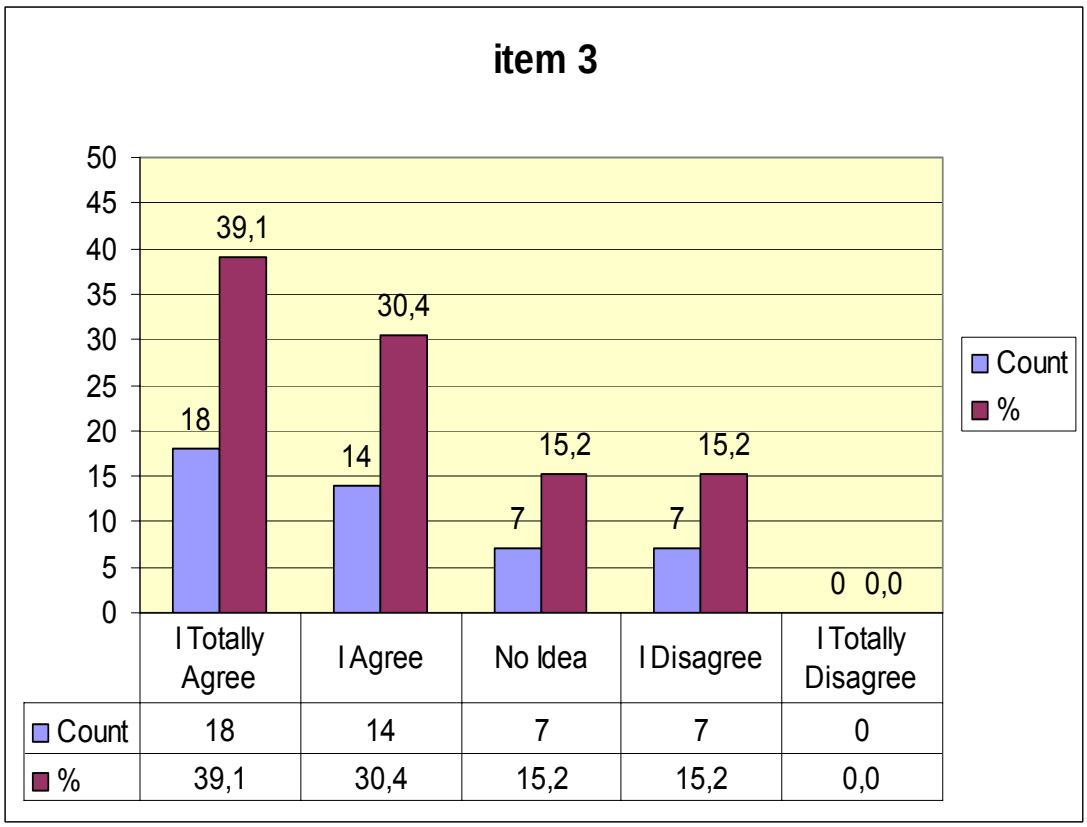


2. The following figures show the responses of the learners' responses to the items that are about remembering vocabulary for longer time.

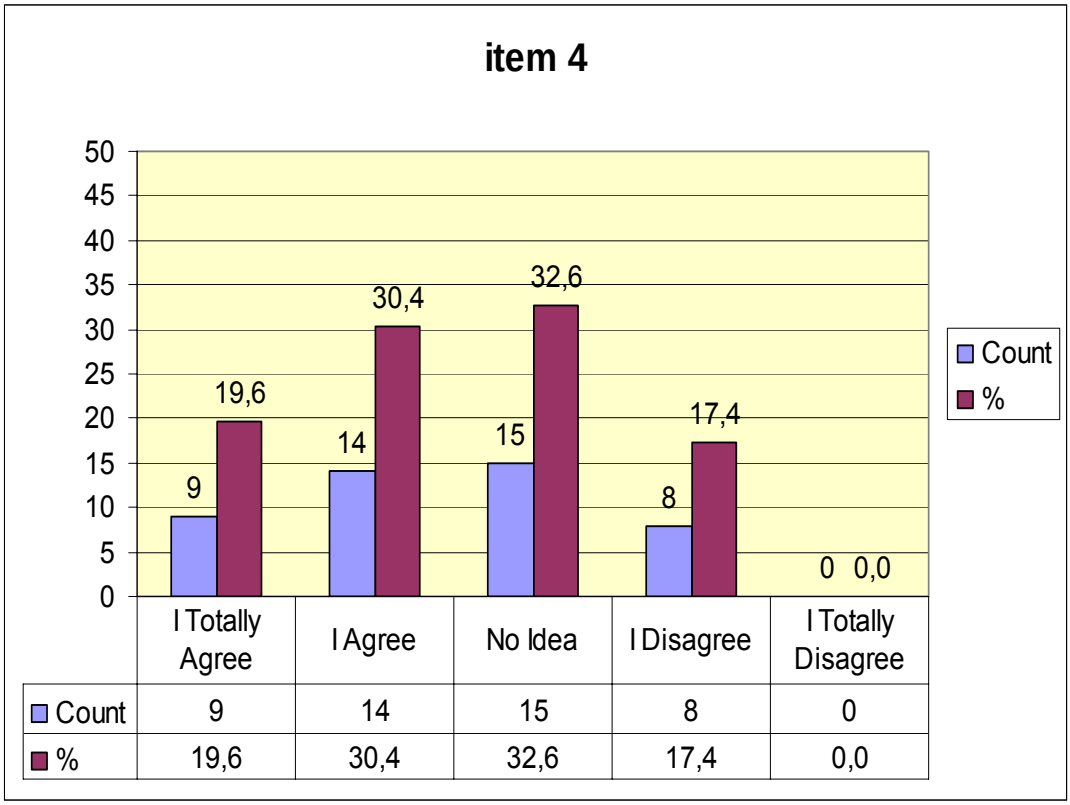




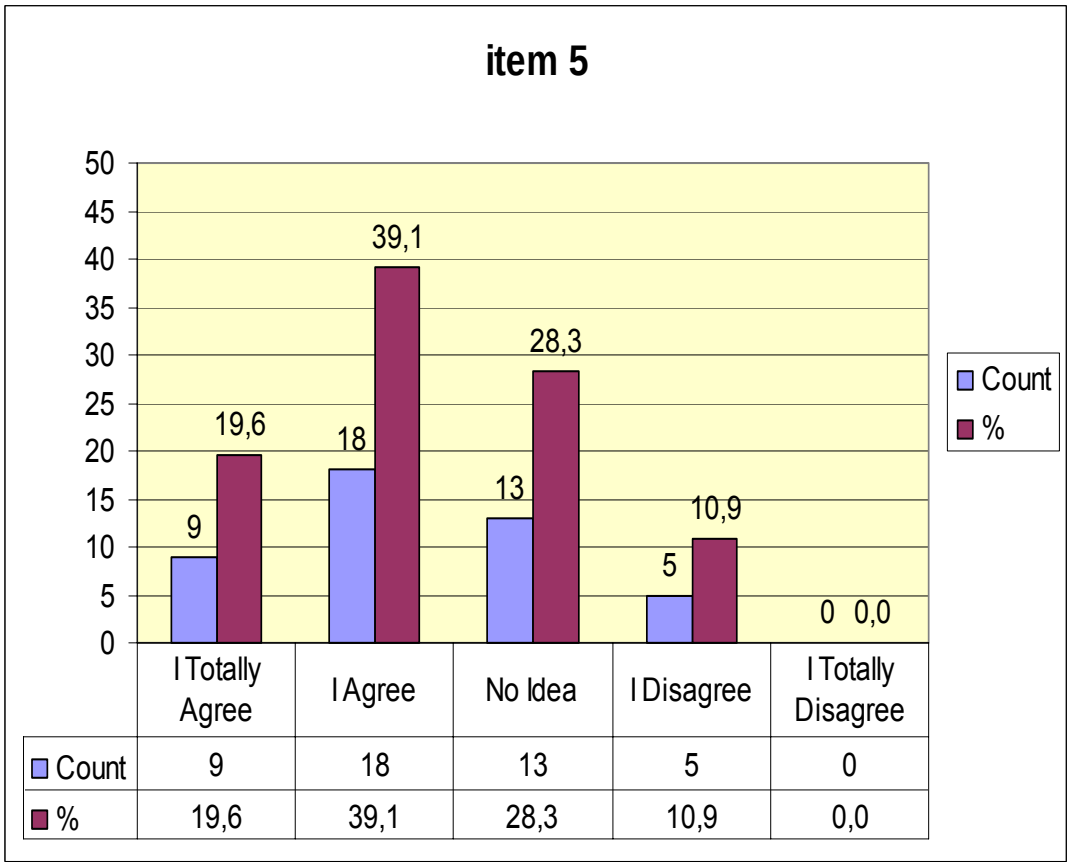
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	12	24	10	0	0
%	26,1	52,2	21,7	0,0	0,0



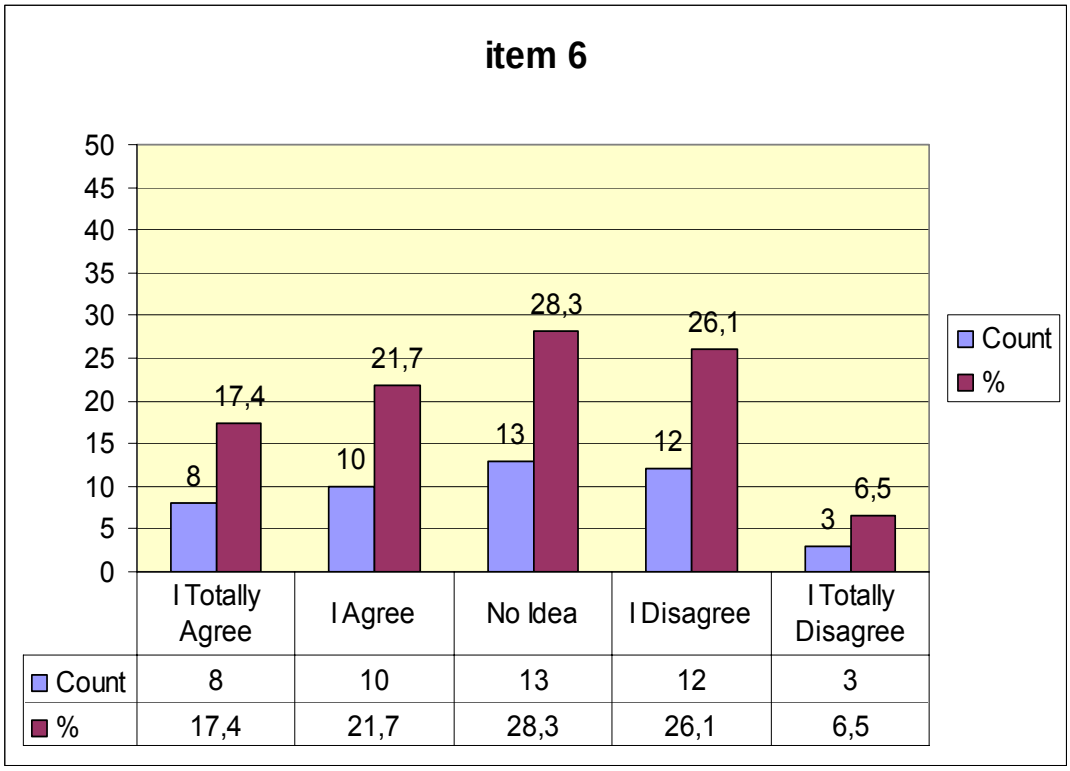
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	18	14	7	7	0
%	39,1	30,4	15,2	15,2	0,0



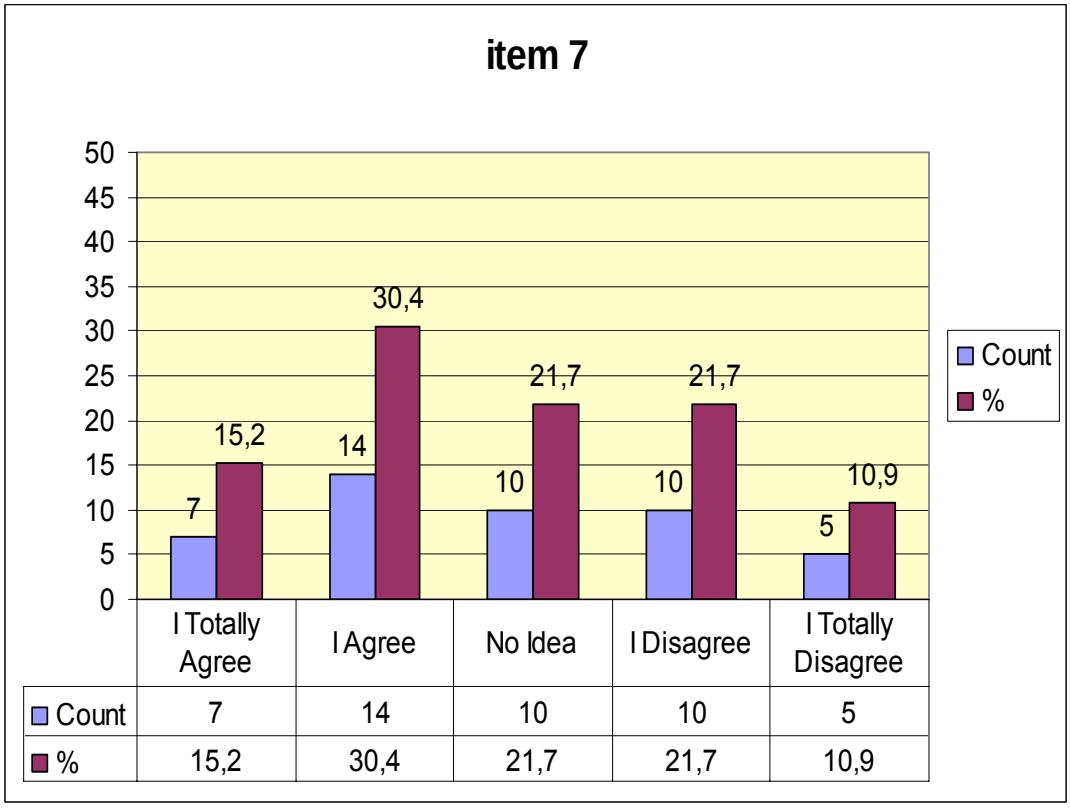
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	9	14	15	8	0
%	19,6	30,4	32,6	17,4	0,0



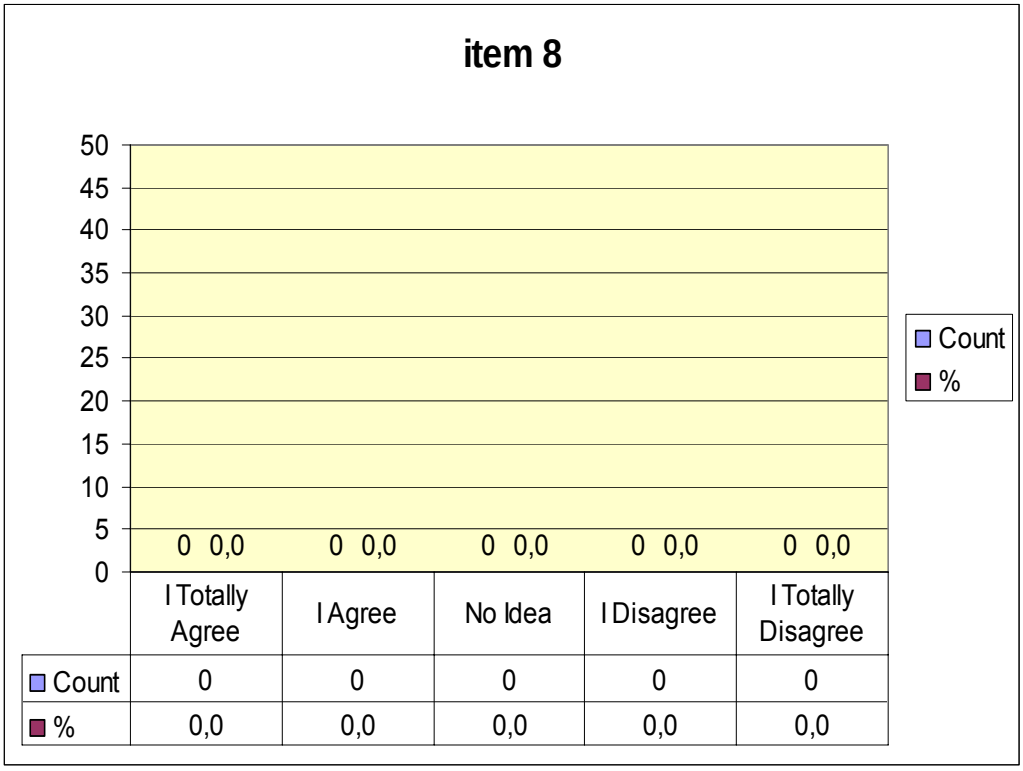
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	9	18	13	5	0
%	19,6	39,1	28,3	10,9	0,0



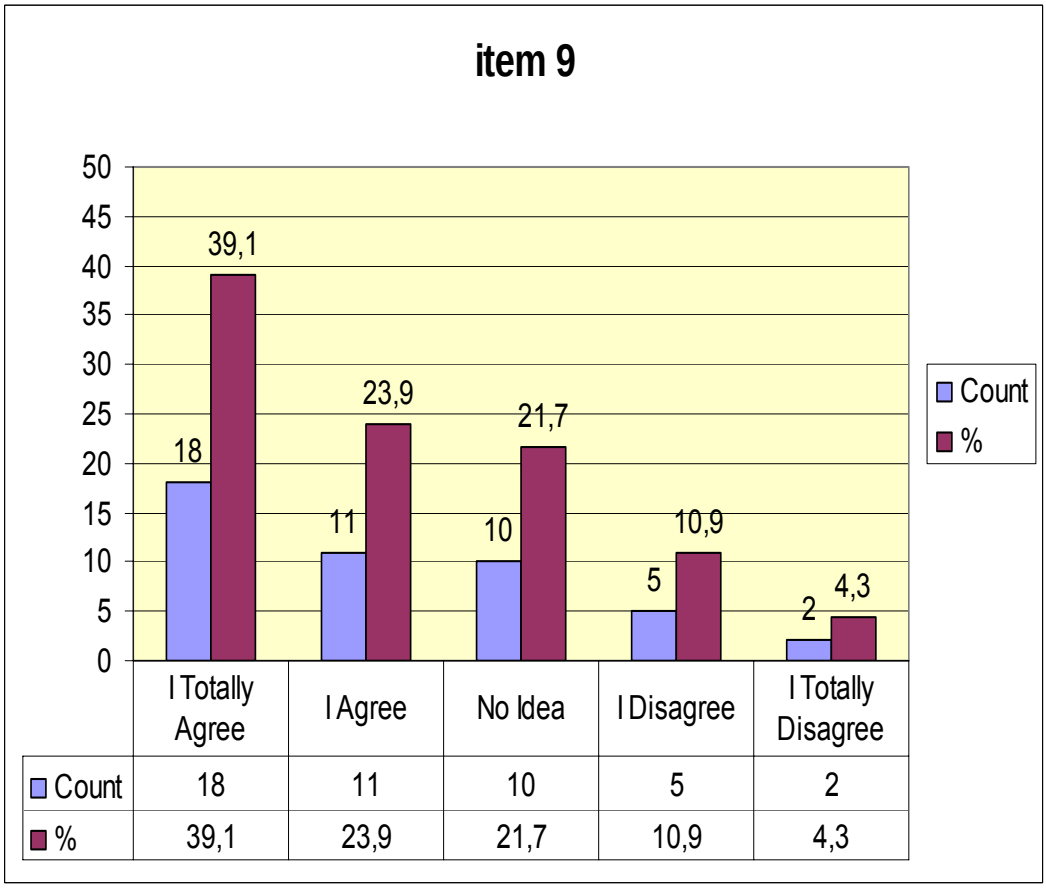
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	8	10	13	12	3
%	17,4	21,7	28,3	26,1	6,5



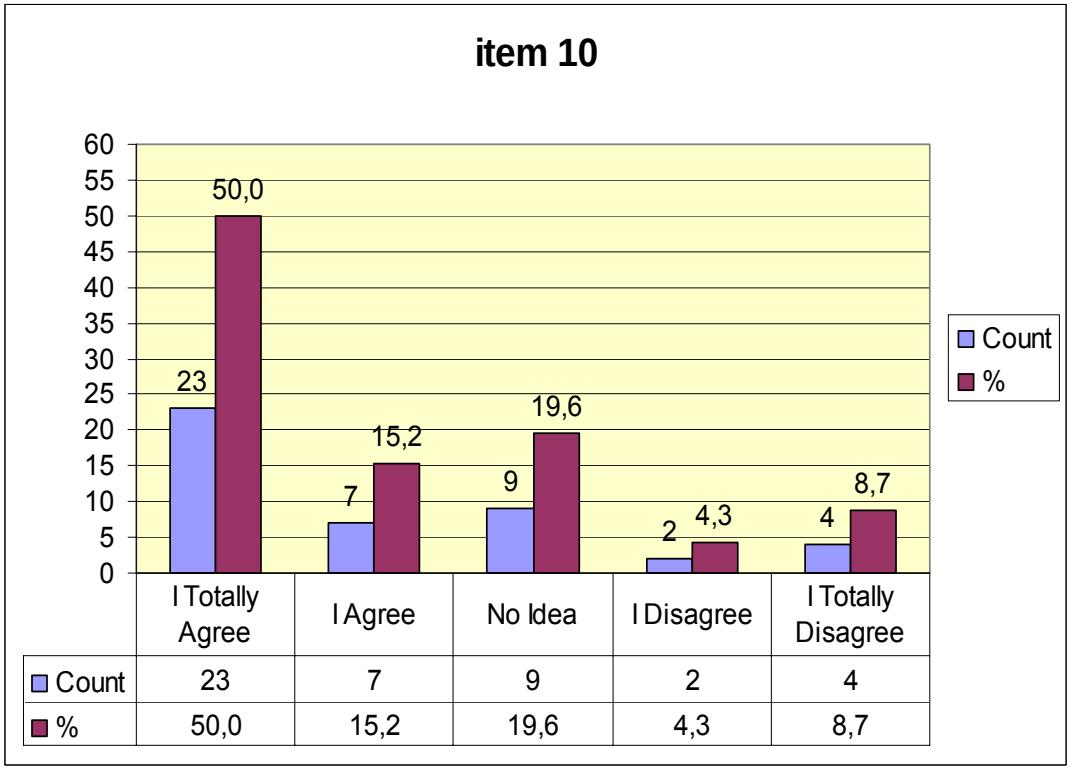
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	7	14	10	10	5
%	15,2	30,4	21,7	21,7	10,9



	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	0	0	0	0	0
%	0,0	0,0	0,0	0,0	0,0



	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	18	11	10	5	2
%	39,1	23,9	21,7	10,9	4,3



	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
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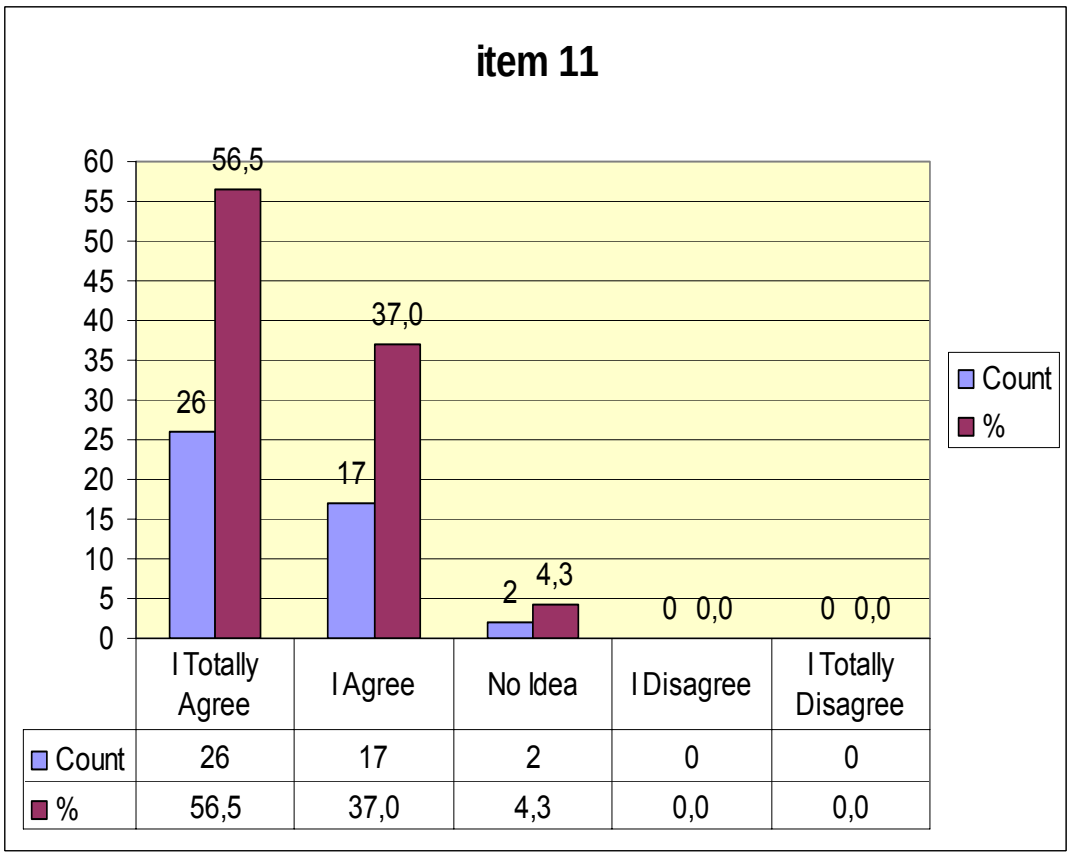
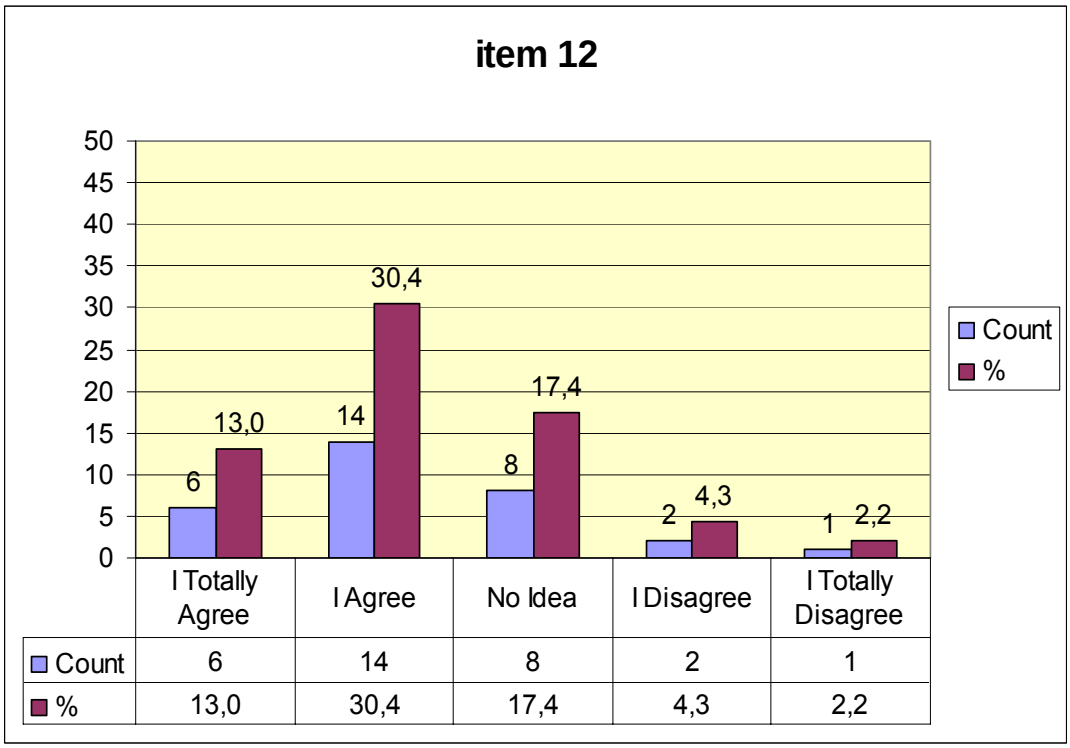
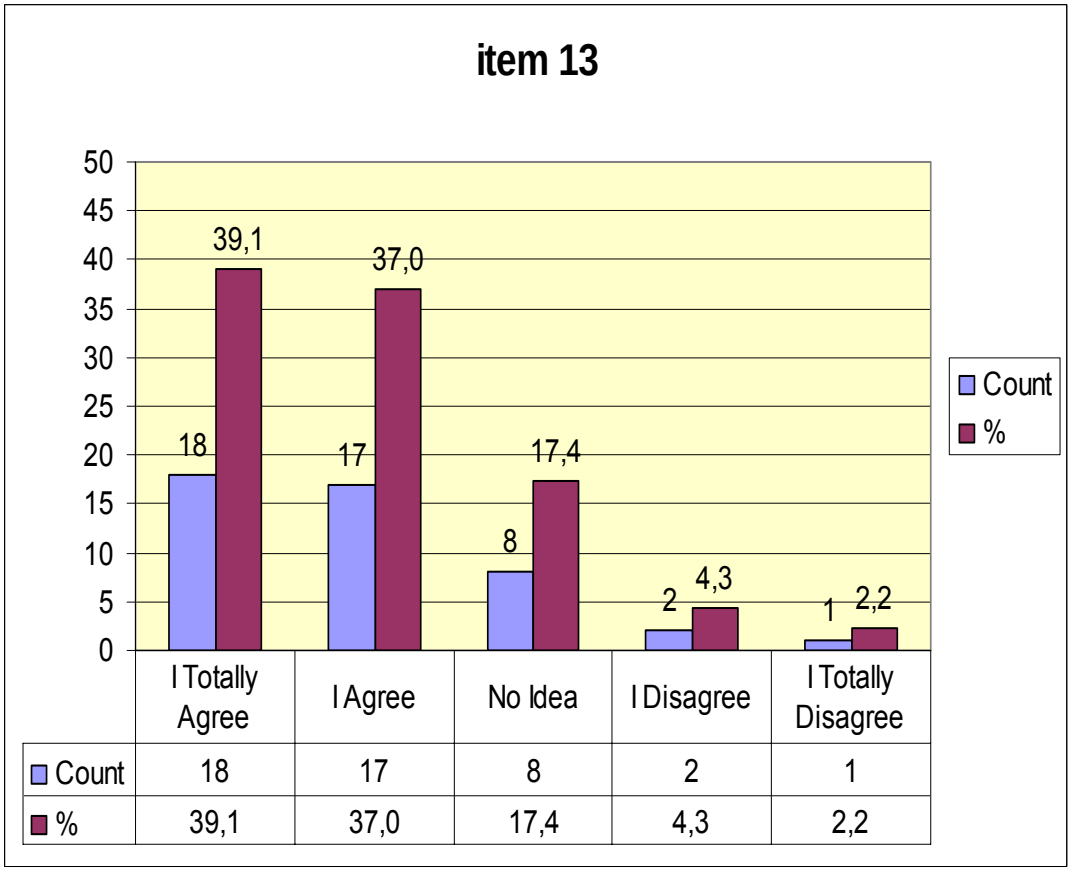
%	50,0	15,2	19,6	4,3	8,7



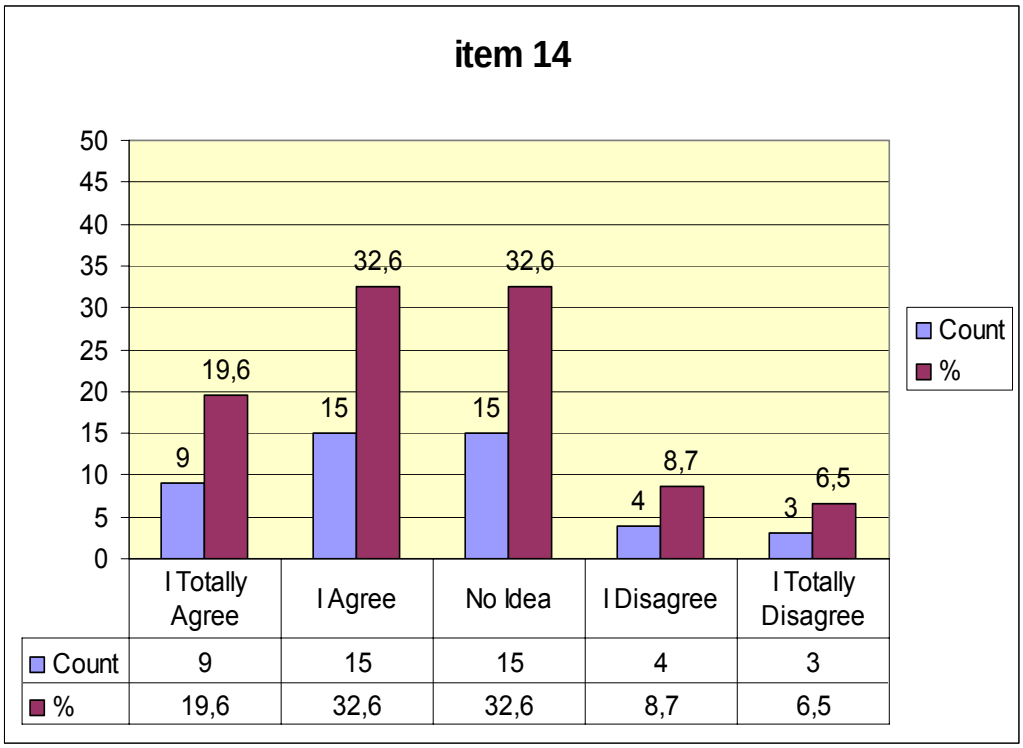
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	26	17	2	0	0
%	56,5	37,0	4,3	0,0	0,0

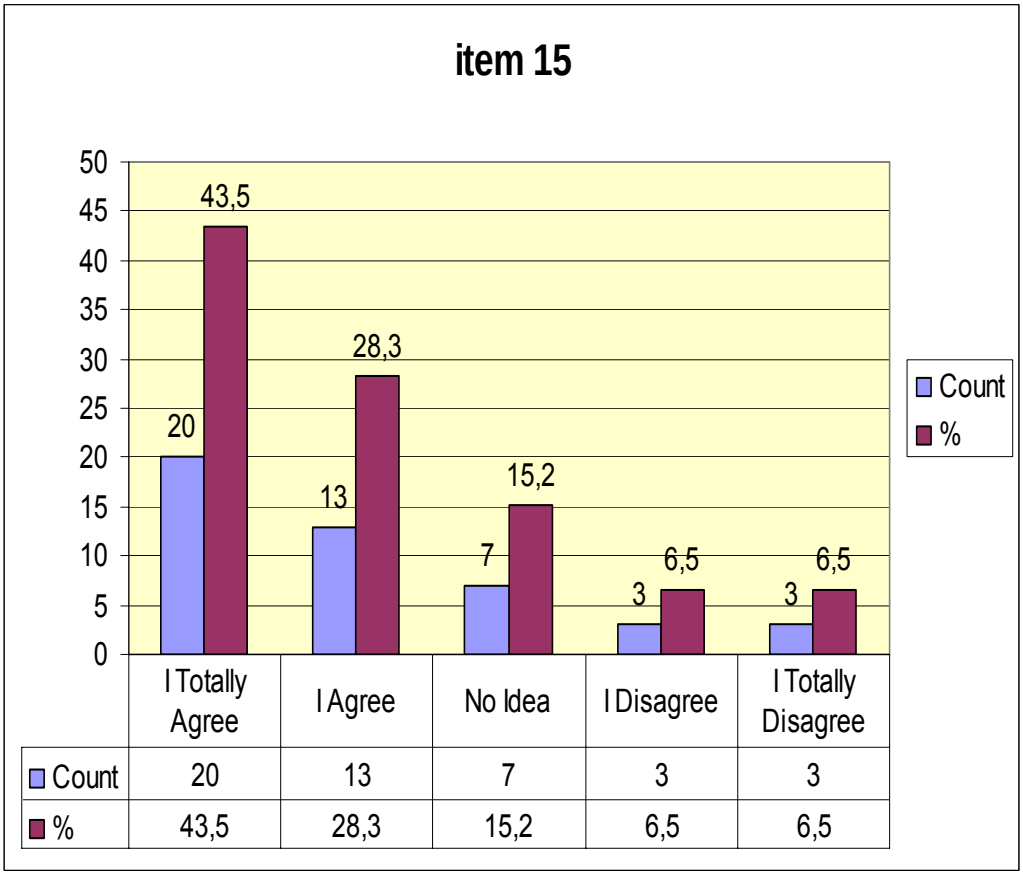


	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	6	14	8	2	1
%	13,0	30,4	17,4	4,3	2,2



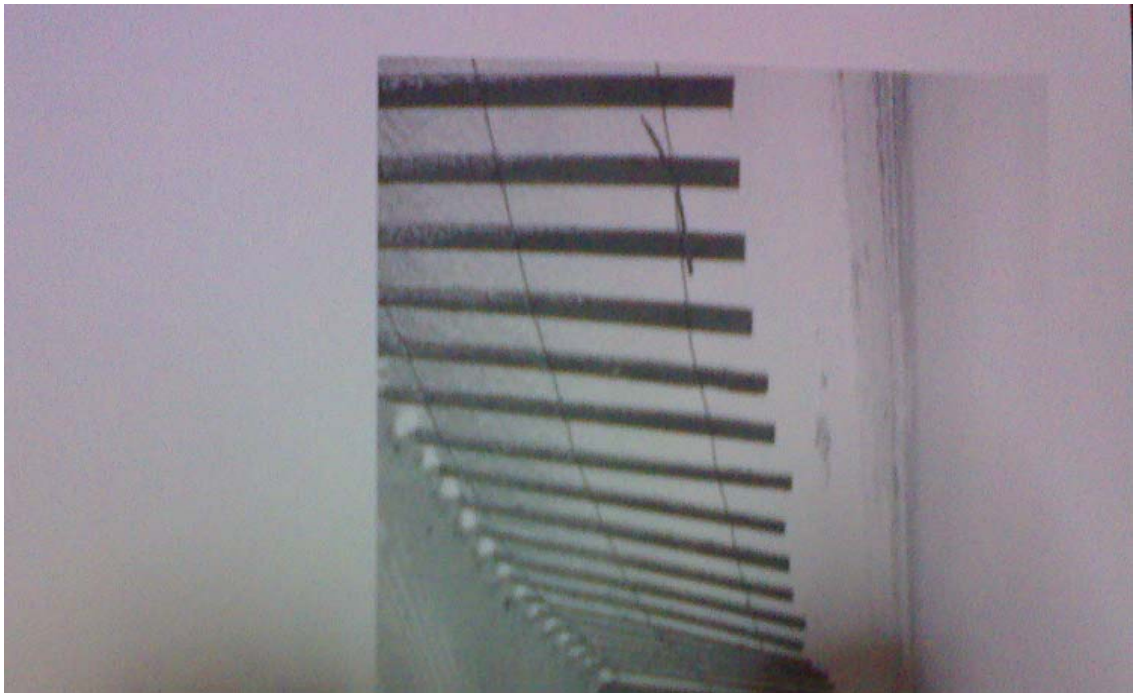
	I Totally Agree	I Agree	No Idea	I Disagree	I Totally Disagree
Count	18	17	8	2	1
%	39,1	37,0	17,4	4,3	2,2



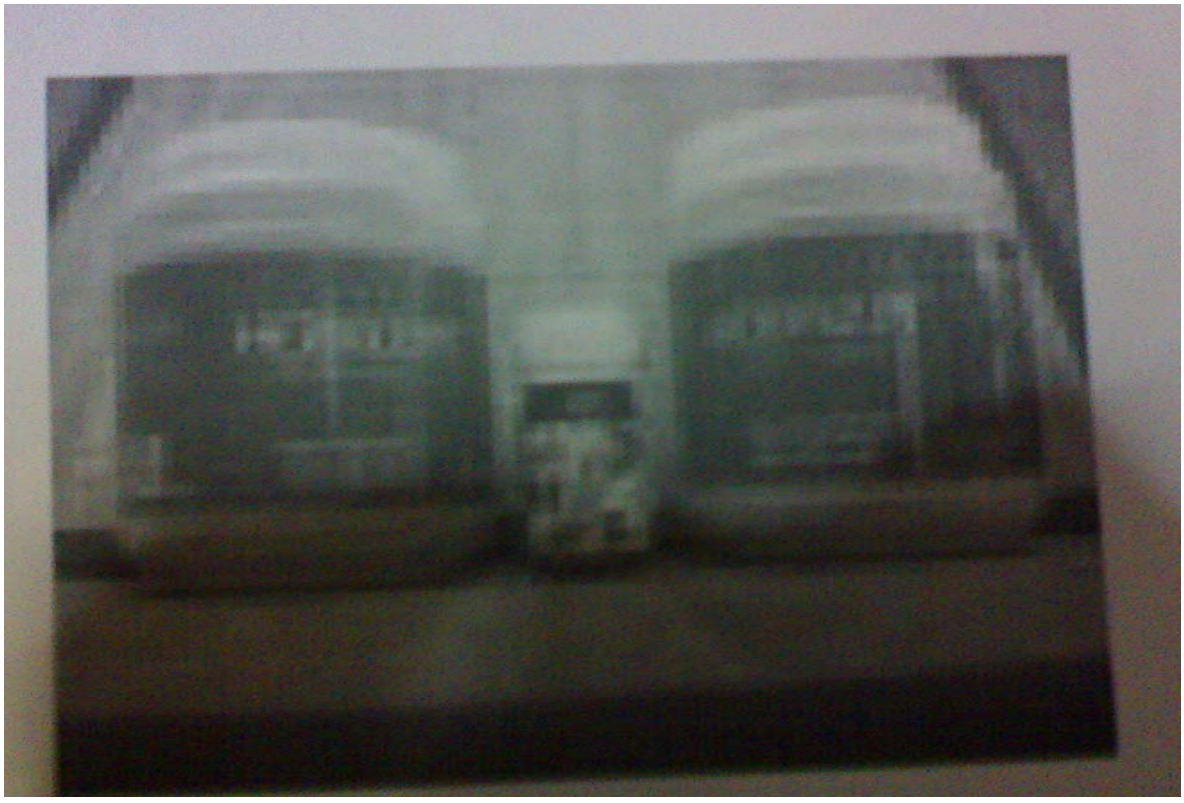


Appendix 3: Samples of Flashcards Used in the Study

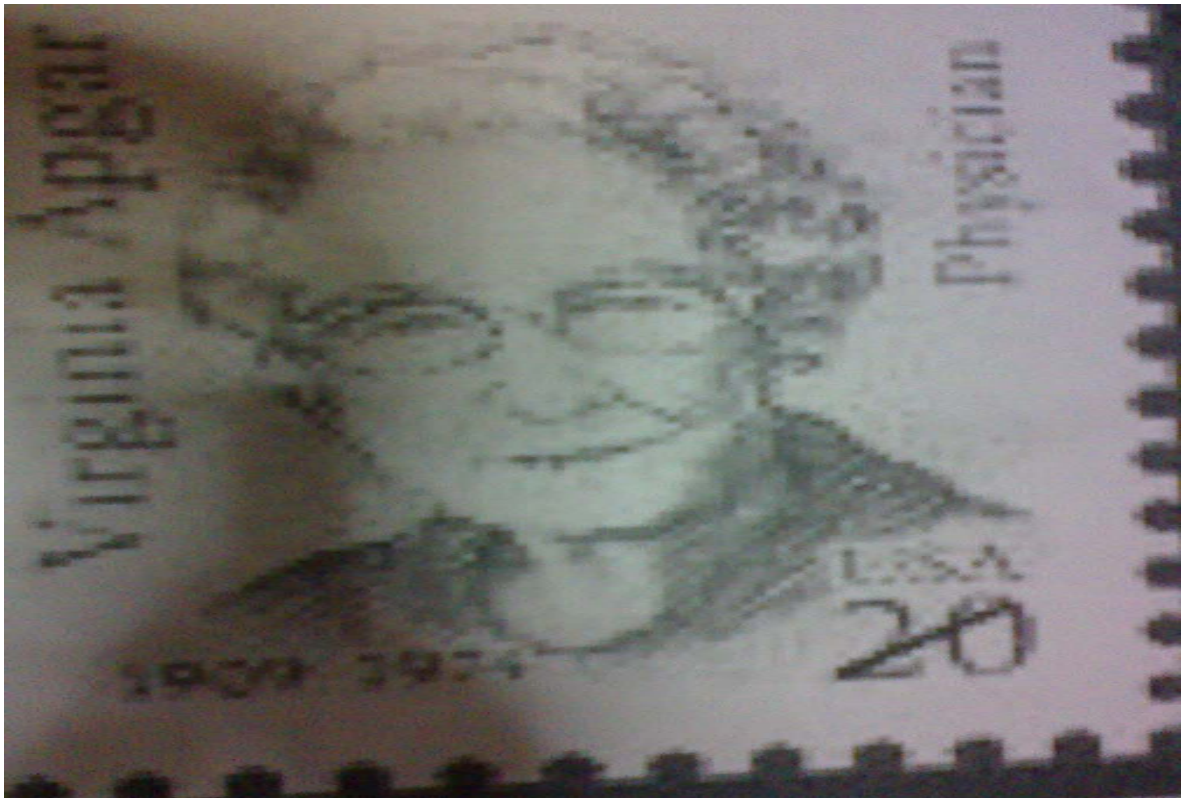
1. Flashcards of the pilot study

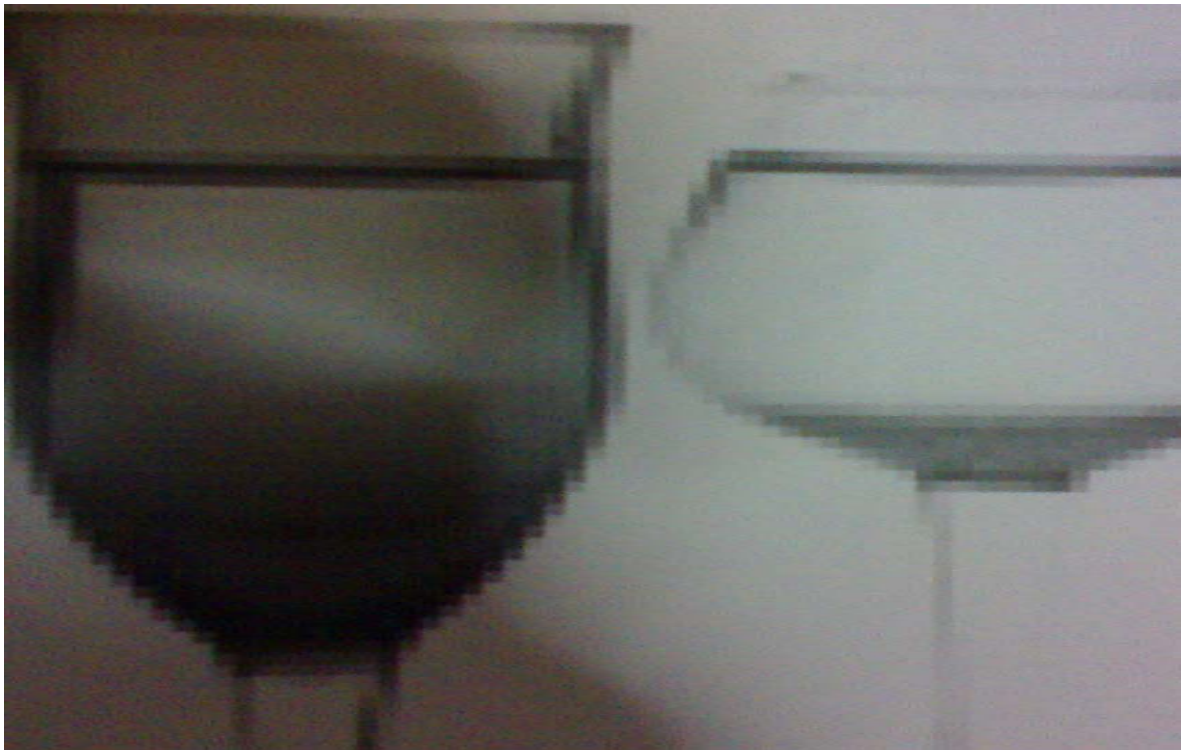


2. Flashcards of the main study



claim Images


Virginia Apgar
1909 1974
USA
20



Appendix 4: Legal permission from the Ministry of Education for carrying out this study

T.C.
ÇANAKKALE VALİLİĞİ
İl Milli Eğitim Müdürlüğü

16.05.2007* 0876

SAYI : B.08.4.MEM.4.17.00.07-311-
KONU : Anket Uygulaması

VALİLİK MAKAMINA

İLGİ: a) Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma desteğine Yönelik İzin ve Uygulama Yönergesi
b) Çanakkale 18 Mart Üniversitesi Öğrenci İşleri Daire Başkanlığının 01/05/2007 tarih ve 3462 sayılı yazısı

Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans öğrencisi Hülya ÇETİN tarafından " İlköğretim Düzeyinde İngilizce Öğrenen Türk Öğrencilerin Kelime Öğrenmelerinde İki Farklı Tekniğin Kıyaslanması" konulu tez araştırması için 21-27 Mayıs 2007 tarihleri arasında, İlimiz Biga Kocagür İlköğretim Okulu 7. sınıf öğrencilerine anket uygulaması yapılması isteği, Müdürlüğümüz Araştırma Değerlendirme Komisyonunca incelenmiş olup uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde; Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Tezli Yüksek Lisans öğrencisi Hülya ÇETİN tarafından " İlköğretim Düzeyinde İngilizce Öğrenen Türk Öğrencilerin Kelime Öğrenmelerinde İki Farklı Tekniğin Kıyaslanması" konulu tez araştırması için 21-27 Mayıs 2007 tarihleri arasında, İlimiz Biga Kocagür İlköğretim Okulu 7. sınıf öğrencilerine yönelik anket uygulaması hususunu;

Olurlarınızı Arz ve Teklif ederim

Mürsel YILMAZ
Milli Eğitim Müdürü

OLUR
16/05/2007

Hasan ŞENSES
Vali a.
Vali Yardımcısı

FORM: 2

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Hülya ÇETİN
Kurumu / Üniversitesi	Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği
Araştırma yapılacak iller/ilçeler	Biga
Araştırma yapılacak eğitim kurumu ve kademesi	İlköğretim 7. Sınıf Öğrencileri
Araştırmanın konusu	İlköğretim Düzeyinde İngilizce Öğrenen Türk Öğrencilerin Kelime Öğrenmelerinde İki Farklı Tekniğin Kıyaslanması
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez Çalışması
Veri toplama araçları	Anket
Görüş istenilecek Birim/Birimler	Kocagürı İlköğretim Okulu 7. sınıf öğrencileri
KOMİSYON GÖRÜŞÜ	
UYGUNDUR	
Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır.
Muhalif üyenin Adı ve Soyadı:	Gerekçesi;

KOMİSYON

17./05/2007
Komisyon Başkanı
İbrahim BAYAR

Üye
Zekiye KILIÇ

Üye
Hakan GÜRBÜZ

Appendix 5: Samples of Contexts Used in the Study

The contexts were sometimes written on the board whereas they were sometimes dictated to the learners. In addition, they were sometimes enhanced with the activities that would attract the attention of the learners. The contexts were tried to be prepared in the easiest form by the researcher but as the words were aimed to be taught to the young learner groups, the learners had difficulty in understanding some structures and the words that were involved in the sentences. They were helped to understand the contexts and the parts that caused confusion and misunderstandings as they were given clear and brief explanations.

To sum up, the learners were helped to guess the meanings of the new words from the contexts and everything was done so as to provide a better and easier learning, by the researcher.

1. Contexts of the pilot study

I like horses very much and I have got a horse. They are very fast animals. They always jump over the fence. My horse is very fast and it jumps over the fence, too. But a fence can be very high and it can injure itself while jumping. So, our fence that is around our garden is not high.

Be careful. You are in the street now and there are cars around you. So, wait for the green light. The streets are always dangerous because there are many cars in the streets and there is always traffic, especially in big cities.

I am ill today. I have got flu. I always sneeze. I am sometimes or cold. I always have to clean my nose. I think I have to go to the doctor.

I am ill this week. I have got the measles. There are red spots on my body and my face. Red spots are the signs of the illness; measles.

Be careful. Don't drop the vase and break it. It is a beautiful vase. My mother likes this vase too much. If you drop it, she will get angry with you, then.

Be careful. Don't fall off the ladder and injure your body. If you fall off, you will drop the basket, too.

Read the title carefully, please. The title is about the paragraph and it gives information about it. There are always titles at the beginning of the paragraphs and they give information about the paragraphs, books and etc.

I like this bracelet too much. It is green, red, blue and yellow. This is always on my wrist and I always remember to wear this bracelet on my wrist.

Don't climb the tree. It is very high. If you fall off, you will injure yourself and your mother will get angry. So, stop climbing this tree because it is very dangerous.

This vase is very expensive. Be careful and do not drop it. If you drop, we can't buy it again because it is very expensive and we don't have enough money for buying it again.

2. Contexts of the main study

Today is Sally's birthday. She is going to be thirteen years old today. In her every birthday, her parents buy a present for her. When she gets the present, she becomes very happy and thanks her parents by kissing them.

I am not happy today because my wallet isn't with me. I think it is at home. It is very important for me because without it, I can't buy anything and I keep all my money in it.

I like eating meat too much but I like eating fish and chicken only. I don't like steak. It is red& unhealthy and when I think about my health, I try not to eat it.

I live in a small town. We don't go anywhere by car. We go on foot because I like walking too much. I think going on foot is healthy for all the people.

I have twins and they are two years old. Unfortunately, they like playing with marbles. Marbles are interesting to them because they have a pretty circular shape and there are different colors in it. I am afraid that they will swallow them because my twins are very young. So, I do not allow them to play with marbles.

I like trees and flowers to much. I like walking in the forest among the trees. I like collecting apples from the trees. I collect them one by one and put them in the basket and give them to my mother. She becomes very happy.

We go to the post office for posting a letter. The officer sticks stamps on the envelope. Without a stamp on the envelope, it is not possible to send a letter. There are different pictures on a stamp. I sometimes keep them for a long time because I like stamps too much.

You look pale today. What is the matter with you? Are you ill? Go to the doctor and take some pills or sleep because your face is very pale.

There are two glasses on the table. One of them is full of water but the other glass is empty. I want the empty glass because I am not thirsty and do not want to drink water. You can get the full one because you are thirsty and want to drink water.

Alice‘s father is a mechanic. He mends cars. When the cars have problems, the people take them to the mechanic. The mechanic mends them and the people can drive their cars to home without having any problems, anymore.

Having a license is necessary for driving a car. When the people don’t have a license when they are driving a car, the traffic policemen punish them and these people can’t drive anymore. Only with a license, a person can drive a car.

A person should not ignore the people around her/him. We can see a person but may not want to talk to her and behave as we don’t see her and ignore her. But ignoring somebody is not a good behavior and makes the people around us unhappy.

Never be a selfish person. It means only thinking of you. You should be aware of the people around you, think of them and not only think of yourself and in short not be selfish because it is going to make you and the people around you unhappy.

Appendix 6: Exam Questions of the Pilot and Main Study

2007 EĞİTİM ÖĞRETİM YILI KOCAGÜR İLKÖĞRETİM OKULU 2. DÖNEM

KELİME SINAVI

Name- Surname: **Class: 7/** **Number:** **Grade:**

AŞAĞIDAKİ KELİMELERİN TÜRKÇE ANLAMLARINI YAZINIZ

1. Fence (n)
2. Street (n)
3. Flu (n)
4. Measles (n)
5. Drop (v)
6. Fall off (v)
7. Title (n)
8. Bracelet (n)
9. Climb (v)
10. Expensive (adj)

2006-2007 ACADEMIC YEAR KOCAGÜR PRIMARY SCHOOL
THE SECOND TERM 7 TH CLASSES WRITTEN EXAMINATION QUESTIONS

Name: ***Surname:*** ***Number:*** ***Class:*** ***Grade:***

A) Fill in the Blanks with; street, fall off, measles and expensive.

1. There is a traffic problem in Istanbul. The…… are always full of cars.
2. My brother has got ……now. There are red spots on his face.
3. This t-shirt is too…….I can't buy it because I don't have enough money.
4. Be careful. Don't …….the ladder. You can break your arm or leg.

B) Choose the Correct Answer

1. I am not tall so I can't jump over the ……because it is too high.

a) television b) school c) fence d) plane

2. Be careful. Don't……the vase because it is too valuable for my mother.

a) make b) draw c) clean d) drop

3. I am not going to school today because I am ill; I have got …….

a) homework b) flu c) friends d) visitors

C) Match the Words with their Turkish Equivalents

1. title ( ) a) tırmanmak
2. bracelet ( ) b) başlık
3. climb ( ) c) bilezik

Hülya ÇETİN
Teacher of English

2006-2007 EĞİTİM ÖĞRETİM YILI KOCAGÜR İLKÖĞRETİM OKULU 2. DÖNEM
KELİME SINAVI

Name- Surname: **Class: 7/** **Number:** **Grade:**

AŞAĞIDAKİ KELİMELERİN TÜRKÇE ANLAMLARINI YAZINIZ

1. present(n)
2. wallet(n)
3. steak(n)
4. tablets(n)
5. selfish (adj)
6. ignore(v)
7. on foot(adv)
8. marble(n)
9. collect(v)
10. stamp(n)
11. pale (adj)
12. full(adj)
13. empty(adj)
14. mend(v)
15. license(n)

2006-2007 ACADEMIC YEAR KOCAGÜR PRIMARY SCHOOL
THE SECOND TERM 7 TH CLASSES WRITTEN EXAMINATION QUESTIONS

Name: ***Surname:*** ***Number:*** ***Class:*** ***Grade:***

Answer the Questions With the Words in Parenthesis (stamp, marble, steak)

1. What is the thing that is red and made from animals' meat?.....

2. What is the thing that is played by children?.....

3. What is the thing that is sticked on the letters by postmen?.....

Choose the Correct Answer

1. The people buy……to each other on important days.
a) present b) table c) mark d) happiness

2. The people are very unhappy when they lose their…… because they keep all the important things in it.
a) house b)clothes c) wallet d)money

3. The baby began to cry when it saw the bottle ……. because the baby was too hungry and wanted to drink milk.
a) successful b) sad c)wonderful d)empty

4. My father can not drive a car because he hasn't got a ……..
a) telephone b) license c) class d)camera

Fill in the Blanks with; *pale, ignore, tablets* and *on foot*.

1. Doctors give ……too ill people to help them feel better.
2. My friend saw me but he ……..me because I made him angry.
3. My father doesn't have a car so he goes to work ……..
4. You look…… Are you ill?

Match the Words with their Turkish Equivalents

1. mend	( )	a) dolu
2. collect	( )	b) tamir etmek
3. full	( )	c) toplamak

Hülya ÇETİN
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