ÖZET /

Yabancı dil öğretimi programlarında kelime öğretimine gereken önem verilmemektedir. Ders saatleri içerisinde de gereken zaman kelime öğretimi için ayrılmamaktadır. Bu durum göz önüne alınarak öncelikle bu alanla ilgili literatür incelemesi yapılmıştır.

Daha sonra Anadolu Üniversitesi Mühendislik Mimarlık Fakültesi'nde hemen hemen aynı İngilizce dil seviyesine sahip birinci sınıf öğrencilerinden iki ayrı grup oluşturularak bir gruba şimdiye kadar alışıla gelmiş kelime öğretimi yapılırken diğer gruba deneysel ve sistematik teknikler uygulanmıştır.

Araştırma öncesi ve sonrası her iki gruba verilen test sonuçlarına göre alışıla gelmiş kelime öğretimine devam edilen grup öğrencileri az bir ilerleme kaydederken deneysel ve sistematik tekniklerin uygulandığı deney grubu öğrencileri diğer gruba karşın çok daha fazla ilerleme kaydetmişlerdir.

Bu araştırma kelime öğretimi ile ilgili alanda yapılacak çalışmalara ışık tutması beklenilen önerilerle sonuçlandırılmıştır.

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ABSTRACT

This thesis is an attempt to make a general survey in vocabulary teaching and to follow systematized techniques in the area of vocabulary teaching and learning with the helping students who have learned a little English, but need to make a fresh start.

Chapter I is an introduction which presents the scope of the thesis.

Chapter II includes a berief review of the emphasis given to vocabulary by different methods and researchers.

Chapter III deals with vocabulary learning and problems in learning meaning.

Chapter IV presents vocabulary teaching and categorize lexical items into two different groups, productive vocabulary and receptive vocabulary.

Chapter V involves in the techniques followed in the experimental group and the control group and this chapter is an t-test analysis based on the data collected from the vocabulary tests which were given to the students of the Faculty of Engineering, Anadolu University, Eskişehir.

Chapter VI maintains some conclusions reached in the t-test analysis and in the previous chapters and makes some suggestions for further research.

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CHAPTER I

INTRODUCTION

For many years, programs in ELT gave little
attention to techniques for helping students learn
vocabulary. Pronunciation and grammar were emphasized
but there was little or no emphasis on vocabulary
instruction. The situation is not much different among
the teachers in the Faculty of Engineering. The main
purpose of this study is to draw attention to the
importance of vocabulary development for the freshmen
students of the Faculty of Engineering.

1.1. PURPOSE AND SCOPE

From the point of English as a forein language,
the aim of the Department of English in the Faculty of
Engineering is to teach the students enough English in
a four-year program to enable them to follow the academic
studies in their own fields. The order of priority of
language skills can be listed as the development of
reading, speaking, writing and listening. The importance
of vocabulary has been realized and research has been

done to some extent concerning the vocabulary needs of.
the students of different fields.

Last year colleagues spent considerable time and
effort to the development of material to meet these needs
and one booklet, aimed at presenting the essential vocab-
ulary items of the textbook Encounters to the freshmen
students through crossword puzzles and word games, were
prepared.

In addition to these efforts in material develop-
ment when colleagues came together for the discussions
of lexical problems, such questions were raised:

    i. Which English words do the freshmen students
       need to learn?

  ii. How can so many needed words be taught in two
      years

 iii. Why are some words easier than others to learn?

  iv. Which aids to vocabulary taching are available?

   v. How can we encourage the freshmen students for
      their own vocabulary learning?

  vi. What are some good ways to find out how much
      vocabulary the students have actually learnt?

Despite the booklet for vocabulary development, the
freshmen students seem to be insufficient in vocabulary

because of several reasons. Firstly there is a strong belief in most colleagues that vocabulary must be learnt rather than taught. The second reason, some teachers believe that words should not be taught before their students mastered the grammar. Especially when there is a time constraint, the teacher usually gives priority to the teaching of grammar structures or to the practice of certain skills and expects the students to handle the new vocabulary items himself. Finally, some teachers are not usually disposed to spending any class time to activities aimed at vocabulary development.

In the light of these facts and taking the needs of our students, the time constraints and the problems of the teachers into consideration, the purpose of this study is to make a general survey and follow a systematized technique in vocabulary instruction.

The thesis also hopes to attract the attention of the teachers who have doubts about whether the students can be helped in their difficult task of vocabulary learning

As mentioned before, the chief purpose of the English Department in the Faculty of Engineering is the development of the reading and speaking skills. This means that emphasis should be on the development

of both their receptive and productive vocabulary

The scope of the study is limited in certain respects. The lexical items considered in this study are the ones given in vocabulary list in their textbook <u>Encounters</u>. From the point of English level of the students, they have little English and need fresh start. In other words, they are 'false beginners'.

This study does not deal with the psychological factors such as the age of learning or motivation.

Idioms and technical words were left out of the scope of this study, mainly because the purpose of the department is limited.

CHAPTER II

REVIEW OF LITERATURE

The goal of the first part of this chapter is to
analyze how different methods emphasize vocabulary teaching.
The results of this analysis will be compared with the results
of the research findings.

2.1. GRAMMAR - TRANSLATION METHOD

Grammar- translation usually consists of the fol-
lowing activities :

I. Explanation of a grammar rule,with example
   sentences.

2. Vocabulary is presented in the form of a bilin-
   gual list.

3. A reading selection, emphasing the rule presented
   in (I) above and the vocabulary presented in (2).

4. Exercises are designed to provide practice on the
   grammar and vocabulary of the lesson. These
   exercises emphasize the conscious control of
   structure and include translation in both
   directions, from native language to the target
   language and from the target language to the
   native language.

The grammar- translation approach emphasizes the study of grammar by the use of long explanations given in the mother tongue. In this approach translation is the major purpose and vocabulary is taught at great lenght. Thus, textbooks include long lists and vocabulary and learners have to memorize these lists along with their equivalents in their native language. Besides that, they have to spend a long time looking up words in the dictionary. Learners are assumed to learn the language if they succeed in translation.

2.2. AUDIO - LINGUAL METHOD

Audio- lingual language teaching was firmly grounded in descriptive linguistics affected by the learning theories of behavioristic psychology. Behaviorism maintains that the learner shows an active response to stimuli selected by external factors, and if the proper reinforcement is given, behavior will change. Leonard Bloomfield (1942) and Charles Fries (1945) were among the advocates of the descriptive school.

Fries (1945) claims that the main problem in language learning is not that of learning vocabulary items, but it is, first, the mastery of the sound system. He states that only after the sound system has been achieved, the learner should concentrate on the features of arrangement that constitute the structure of the language until they become automatic habits. Fries offers the following conclusion :

> "Of course these things can not be learned
> in a vacuum. There must be sufficient vo-
> cabulary to operate the structure and rep-
> resent the sound system in actual use. A
> person has 'learned' a foreign language
> when he has thus first, within limited
> vocabulary mastered the sound system, and
> has, second, made the structural devices
> matters of automatic habit ....The exten-
> sion of his control of cotent vocabulary
> will then occur and with increasing ease. "
>
> (1945:3)

Lado (1945) notes that audio-lingual pattern drills

focus the students' attention away from the new structure.

For example, the student may think he is learning vocab-

ulary an exercise such as :

That is a .... (key, knife, pencil,etc.)
          (cued by pictures, as in Lado and Fries,1958)

but in reality, according to audio -lingual theory, the

student is making the pattern automatic.

In audio-lingual textbooks, dialogues are used to

introduce new structures and new vocabulary. Vocabulary

is strictly controlled in the elementary stages as more

emphasis is given to learning the sounds and the inton-

ation patterns. While students study the dialogues by

mimicking the model the teacher or the tape provides,they

also learn the vocabulary and the new structures. Thus,

vocabulary is learned in context as opposed to the trad-

itional approaches where the words are presented in the

form of lists. The same vocabulary items appear in the

drills which follow the dialogues.

2.3. COGNITIVE CODE

Cognitive psycohologists emphasize the role of the mind as an active agent in learning, as opposed to behaviorists who claim that learning is a process of acquiring new behaviors through conditioning and reinforcement,giving much emphasis to the role of the environment.

The influence of cognitive psycology on linguistics led to the development of a new school referred to as transformational -generative linguistics. Chomsky had an important role in the foundation of this school. The purpose of transformational generative linguistics is an understanding of the total language process.

As cognitive teaching emphasizes understanding and not habit formation, the format of cognitive textbooks is different from that of audio-lingual ones. In order to enable the students to comprehend the concepts involded, priority is given to conscious learning. There is renewed interest in teaching vocabulary. New vocabulary is presented in context. Visual aids, definitions, explations are used to teach meaning. Using the native language to convey meaning of new vocabulary items is also permissible.

2.4. CURRENT VIEWS ON VOCABULARY TEACHING

As it can be seen, for many years, methods gave little attention to technigues for helping students learn vocabulary. Something else accounts for today's concern with the learning and teaching of vocabulary. That is the fact that scholars are taking a new interest in the study of learning and teaching of vocabulary, such as :

Wilkins (1972) is against the delay of vocabulary teaching except when the aim of the course is to give mastery of the language in the long run. He does not accept the idea that vocabulary would be initially less important than grammar in cases where there is a social need to use the language. He emphasizes the fact that while without grammar very little can be conveyed,without vocabulary nothing can be conveyed. Therefore, Wilkins suggests that considerable consideration should be given to vocabulary from the beginning.

Judd (1978) argues that massive vocabulary teaching should begin as soon possible, and the status of lexical knowledge should be given greater emphasis, especially at the university level. He disagrees with that vocabulary would be an extra burden in the earlier stages and claims that there is no incompatibility between vocabulary instructions and grammar teaching.

CHAPTER III

LEARNING VOCABULARY

3.1. KINDS OF WORDS

It seems useful to write about distinction between different kinds of words before going into a discussion of vocabulary learning in a foreign language. Researchers divided words into different categories:

Fries (1945) divided words into four categories:

Content words: are the words that function as symbols for things, for actions and for qualities, that is; nouns, verbs, adjectives

things: book, door, chair
actions : go, read, play
qualities: good, calm, rainy

Function words: are the words that show grammatical relationships, that is; articles, prepositions

articles   : a, an, the
prepositions : in, on, at, from and so on.

Substitute words: are the words that can substitute

personal pronouns   : I, you, he, she, it, we, they
possessive pronouns : mine, yours, his, hers, its, ours, theirs
relative pronouns   : which, that, who, and so on.

Words distributed in use according to grammati-
cal matters:

auxiliaries   : can,have,is,does and so on
connectors   : and,but,so,if etc.
adverbs of time : since,after,until etc.
adverbs of purpose : in order that,so that etc.
adverbs of cause : for,because,since etc.
question words   : when,where,whose etc.
intensifiers   : enough,very,some etc.

Wallace (1982) categorized words into two groups:

<u>Structure words</u> : are the words that primarily
operate as a means of express-
ing grammatical relations and
are almost "empty" of meaning
when they are considered in
isolation. Modal verbs (e.g.
may,can,do etc.),pronouns,
conjuctions,prepositions and
certain adverbs (e.g. very,
rather etc.)

<u>Content words</u> : are the words that function as
symbols for the phenomena of the
real word. They include nouns,
verbs,adjectives and adverbs
formed from adjectives (e.g.
beatifully).

Although the research   mentioned above have
divided words into different categories,they all gave
the name "content words" to the big group of words
containing nouns,verbs,adjectives. Words which are used
to express grammatical relations are called "structure
words" or "function words". The number of content words
in any language is usually much larger than the function

words that show grammatical relationships. As noted
before,content words are unlimited in number. When a
new idea or concept is developed,a new word is formed
to express it. These wrods also show difference in mean-
ing according to the contexts in which they occur.

3.2. PROBLEMS IN LEARNING MEANING

Learner has some difficulties in vocabulary
learning because of the false assumptions and beliefs
and also because of the nature of vocabulary itself.

Fries (1945) summarizes the basic false assump-
tions as fallows:

a. Words of different languages are simply
   different sets of symbols of the same things.
   Therefore,all that is necessary is to learn
   a new name for each item. (This may be true
   only for highly technical wrods.)

b. A wrod is a signal meaning unit.

c. Ther is only one real or basic meaning for
   each word,all others are figurative or
   illegitimate.

Wilkins (1972) mentions the same kind of fallacy
of the nonlinguist. He points out that foreign language
learning is sometimes considered as a matter of learning
a new set of words and their inflectional characteristics.
Such an assumption,Wilkins continues,identifies vocabulary
laerning with the task of remembering which of the forms
in the new language correspond to the concepts the learn-
er already possesses. The belief that for every word
in the native language ther is an exact equivalent in
the foreign language originates from the comman view
that all languages have vocabulary systems composed of

different words which refer to reality in the same way. Thus, the learner tries to substitute new words for those which he knows. This strategy, resulting from the belief mentioned above, is an oversimplification of the complex task of vocabulary acquisition and leads to failure in foreign language learning.

Vocabulary learning is a difficult process and causes problems to the learner because it involves leaning the denotative, connotative meanings of words and finally the semantic relationships between words.

3.2.1. DENOTATIVE MEANINGS OF WORDS

Denotation refers to the arbitrary relationship between words and the classes of objects or concepts (Wilkins,1972). Some words have a clear concrete denotation and, therefore, do not pose much difficulty to the learner. For instance: technical words.

1. Television
2. Hair-dryer
3. Telephone

Words, including those which seem to have straightforward meanings, can have a wide range of denotations according to the context. Tadwell (1980) explains the phenomenon of polysemy (many-meaningness) by quoting the slogan "Words do not have meanings; people have meanings for words." and then expanding it to "People do not have a meaning for a word; people have meanings for words." To support his slogan Twaddell gives two different meanings of the noun table in two sentences:

4. She looked at the table and decided it would not go well with her other furniture.
5. She looked at the table and quickly found the square root.

Wallace(1982) quotes five different meanings of the noun <u>table</u> from the Longman Dictionary of Contemporary English and gives an example for each.

Twaddell(1980) states that memorizing pair of words in two languages diminishes vocabulary development due to the phenomenon of heterosemy (lack of one-to-one correspondance between the meanings that speakers of language A have for one of their words and the meanings that speakers of language B have for one of theirs.) An example can be given from the language pair English and Turkish to clarify this point. There is a Turkish word <u>oynamak</u> and there is an Enlish word <u>play</u> (a game) but that word in English is also applied to the playing of an instrument.

Words which have the same pronunciation and/or spelling but different meanings are called homonyms. Wilkins(1972) claims that homonyms may not cause much difficulty to the learner as long as they have clearly different denotations as can be seen in the use of well:

6. He brought some water from the well.
7. He speaks English well.

According to Wilkins a problem arises from the learner when differences of meaning are not so clear-cut. The same lexical item may be used to denote very different types of objects and yet be considered by the native speaker to be obviously logical extensions of the "basic meaning". The following are given to

illustrate his point:

8.	kapıyı kapamak	close the door
	ışığı kapamak	turn off the radio
	yolu kapamak	block the road
	yüzünü kapamak	cover one's face
	perdeyi kapamak	draw the curtain
	çukuru kapamak	fill up a hole
	zarfı kapamak	paste up an envelope
	sözü kapamak	conclude speech

The danger for the Turkish learner here is that he will learn the word <u>close</u> to mean <u>kapamak</u> and he will assume that it can be used in all other cases where <u>kapamak</u> is used in Turkish.

In some cases the word may sound known to the learner just because he knows a word which is phonetically similar to the one he has heard. That is to say, there are pairs of words in English which are similar in sound (not identical as in the case of homonyms) but different in meaning.

9. Ship - Sheep
10. Major - Mayor
11. Application - Implication - Complication
12. Comprehensive - Comprehensible

Laufer(1981) suggests that these words should be referred to as synophones and she claims that these are difficult for the learner because they would lead to misunderstandings resulting from the confusion of sound patterns.

Some synophones differ in a single phoneme (9) If one of the phonemes of the pair does not exist in the native language it becomes difficult for the learner

to distinguish the meaning. In cases where the pair of
phonemes is distinguishable the leaner confuses the
lesser knownof the pair with its better known counter-
part (10).

Other synophones differ in more than one phoneme
(11). These are words with the sameroot of Latin origin
with various prefixes, but the word without the prefix
does not have ameaning in English. There are also words
with a root more than one meaning and a suffix with a
familiar function (12).

These and many other words cause confusion even
when they appear in context. As Laufer notes:

> For all the validity of context
> as an aid to the comprehension
> of unknown words. It seems that
> its importance should not be
> overestimated in the case of words
> which seem familiar to the student.
> He may try to guess a completely
> unkown word by context but when he
> is sure about the meaning of the
> word, the context often takes a
> back seat. (1981:198)

3.2.2. CONNOTATIVE MEANINGS OF WORDS

In addition to the denotative meanings of words,
it is essential to learn their connotations: the meaning
whichconveys a feeling or judgement. In other words,
connotation is concerned with the attitudes, such as
approval or disapproval,of the language user. Here are
the examples to clarify the term connotation:

13. Skinny - Sıska
14. Jean is a communist
    (Communist has favourable and
    unfavourable connotations in
    the Soviet Union and the United
    States respectively.)
15. Are wives invited to the party?
16. Partiye karılar davetlimi?
    (Are the broads invited to the party?)

Some words may have similar denotations and conotations in the leaner's own and foreign languages. In that case they are relatively easy to learn (13). The difficult ones are those that have similar denotations, but widely different connotations. Examples can be provided from the language of politics (14).

Lado (1972) mentions a group of words which are especially difficult to learn: words which are harmless in connotation in the foreign language but are offensive in thenative language and vice versa. Lado states that learnersavoid using the words which have bad connotations in their first language even if they are harmless in the foreign language for fear of setting off the same reactions they produce in their native tongue. For example, a Turkish student learning English might avoid the use of the word wife without a possesive adjective like "my" or "his" in a context where it would be perfectly appropriate (15). Because the literal translation into Turkish would sound vulgar (16). Conversly, the leaner will use the words which are harmless in his native language without realizing their effect in the foreign language. For instance, an American who is learning Turkish might use the word <u>karı</u> without a possesive adjective if he is unaware of its bad connotation in Turkish (16).

3.2.3. RELATIONSHIP BETWEEN WORDS

Words can be related to each other in terms of their meanings. Since words are not comprehensible solely in terms of their referents, it is important to study these semantic relationships. Only two of these semantic relationship, synonyms and antonyms, will be studied here since they are the most frequently used relationships when teaching meaning and vocabulary expansion.

A:<u>Synonymy</u>: Words which sound different but have the same or nearly the same meanings are called synonyms. It has been said that there are no perfect synonyms. Fromkin and Rodman (1978) state that the degree of semantic similarity depends to a great extent on the number of semantic properties they share. <u>Sofa</u> and <u>Couch</u>, for instance, are almost perfect synonyms.Some words on the other hand, share many semantic properties but cannot be considered synonyms or near synonyms because the additional feature of one of them makes it different from the other. For example, <u>woman</u> and <u>girl</u> are not synonymous because <u>girl</u> has the property of youth.

The difficulty for the learner,as far as synonymity is concerned, is doublefold. Firstly he should not conclude that words which are synonymous can be substituted for each other in all contexts. The verbs <u>begin</u> and <u>start</u> can be substituted for each other in the context "It started/began to rain." However, in the context, "He started the car." the substitution of

<u>began</u> would lead to an incorrect sentence.

Fromkin and Rodman (1978) point to the second type
of difficulty for the learner:

> Words which appear to be synonymous
> may differ in appropratness, which
> is also part of meaning. <u>Croak</u> in
> one of its senses means "die", as
> does "pass on", but your kindly
> Great Aunt Thereza "passes on",
> although her crotchety neighbor
> may "croak". (1978:172)

B:<u>Antonymy</u>: Words which are opposite in meaning are
often called antonyms. Two words are antonyms if they share
all but one property. That is, they are semantically very
similar. Fromkin and Rodman suggest three kinds of antonyms:
complementarity, gradable pairs and relational opposites.

    i.<u>Complementarity</u>: Two words are called complementary
      pairs whenthe contrast between them is absolute
      (alive/dead). For such pairs of words the negation
      of one asserts the truth of the other (not alive:
      dead) and (not dead:alive).

  ii.<u>Gradable Pairs</u>:Some antonym pairs such as rich/
      poor, old/young, large/small etc. are called
      gradable pairs because there seems to be a
      scale running between two extremes. Negating
      one member of the pair does not necessitate
      the truth of the other. For a child of eight,
      a 35 year old woman may not be <u>young</u>. This does
      not mean that she is <u>old</u>. With gradable pairs
      more of one is less of the other. For instance,
      <u>wider</u> means less <u>narrow</u>. Another characteristic
      of many gradable pairs is that one is unmarked(17)

and the other is marked (18). For questions of degree the unmarked member is used and not the marked one.

17. How <u>high</u> is it?
    How <u>old</u> are you?

18. How <u>low</u> is it?
    How <u>young</u> are you?

iii. <u>Relational opposites</u>: Pairs of words like <u>give/receive</u>, <u>buy/sell</u>, <u>teacher/pupil</u> involve a symmetry in meaning but a contrast of direction (19).

19. Mary sold a book to Bill:Bill bought a book from Mary.

3.3. PSYCHOLOGICAL PERSPECTIVE OF VOCABULARY LEARNING

3.3.1. MEMORY

Wardaugh (1978) defines memory as, "active learning and remembering" and explains the kinds of memory as follows: Memory consists of the sensory information store, the short-term memory and the long-term memory. The sensory information store allows information which is gathered by the senses to be retained very briefly. The short-term memory is a store of limited capacity. Information is retained in the short-term memory for about 20 seconds, a period during which messages are processed. The capacity of short-term memory is limited to about seven unrelated items called chunks. These items drop out of short-term memory unless they are rehearsed. Long-term memory is fairly permanent. Its storagecapacity seems unlimited and input that is processed in the short-term memory is stored

here. Converting short-term memories into long-term memories may be one of the problems of learning.

Stewick (1976), after referring to various memory experiments, concludes that any verbal input to the learner's eyes or ears may remain in short-term memory for some time and be available for reexamination and manipulation. For this reason, the learner will have a few seconds to recall the new input, that is the new vocabulary item, if it is not disturbed or replaced by further new inputs during that time. The learner examines this material in his short-term memory, selects appropriate material from his long-term memory, and combines the two sets of information. This kind of organization enables him to retrieve and recognize the material in the future.

3.3.2. MNEMONICS

The learner might make use of some learning strategies to make the task of learning new words easy for him. Mnemonic strategies have received considerable attention in cognitive psychology and are believed to have implications for verbal learning.

A mnamonic device connects the new item to be remembered with an item which already exists in memory. The goal of all mnemonic devices is to implant an unfamiliar object, idea or word form into memory through an association with a familiar object. This is done by logical connection, similarity, contrast or simultaneus occurence (Keller 1978:7)

Learners might make use of mnemonic devices especially at the early stages of development. A phonetic association between the foreign language word and a word in the native language can be formed and the native language word can form a visual image in the learner's mind which would facilitate

the recall of the foreign language word. For example, a Turkish speaker learning English might make an association between the English word <u>dish</u> and the Turkish word <u>diş</u> due to their phonetic similarity and form a striking image such as picturing himself eating an exotic dish offered in a restaurant with his teeth.

Direct borrowings and cognates are two types of mnemonic correspondance suggested by Keller (1978). Words which are similar in form and meaning are called <u>cognates</u>. Etymological similarities between the native language and the foreign language can facilitate the learning of vocabulary items especially at the elemantary stage.

Cognates, whatever the cause of the similarity, constitute the least difficult words for the learner (Lado, 1972). Although Turkish and English belong to different language families, they have cognates mostly due to the fact that Turkish has borrowed a lot of words from French, words which have English cognates. These words are similar with only one or two differet sounds (20).

> 20. Music   : Müzik
>   Football: Futbol
>   Telephone: Telefon

The task of students learning English for academic purposes is especially easy as far as technical terms are concerned since a lot of these words in Turkish are direct borrowings (21).

> 21. Electricity : Elektrik
>   Atom   : Atom
>   Machine   : Makina

The main advantage of using cognates and direct

borrowings is that as students acquire an appreciation of
sound changes and phonetic correspondences, they begin to
recognize the relatioships on their own (Keller 1978:9)

The trap for the learner in using cognates as
mnemonic devices lies in pairs of words that are known
as <u>deceptive cognates</u>. These are words that have similar
forms in the native and foreign language but different
meanings. Turkish and English, for instance, borrowed
the word <u>artist</u> from French. That is, the form of the
word in Turkish is similar to English but the meaning
is only partly similar. English uses this word for a
person who practices fine arts, especially painting
whereas in Turkish, in addition to this meaning, <u>artist</u>
is used for actor/actress or showgirl. Therefore, Turkish
learners quite often say "Jane Fonda is a well-known
artist."

CHAPTER IV

TEACHING VOCABULARY

The fact that no two words in two different lan-
guages correspond to each other in meaning is sufficient
enough to indicate that neither translation nor word
equivalent is suitable to demonsrate meanings of voca-
bulary items. As a matter of fact simply putting across
the meaning of the new vocabulary items is not solution
to the teaching of words.

Teaching vocabulary is probably the most diffi-
cult task of the teacher. It needs careful planing and
preparation on the part of the teacher.

Willis (1981:114) recommends the use of the flow-
chart given below when selecting the vocabulary items
to be dealt with in class.

24

VOCABULARY

UNKNOWN

KNOWN

NOT ESSENTIAL TO COMPREHENSION

ESSENTIAL TO COMPREHENSION

FAMILIAR IN USE AND MEANING

TRANSFERRED MEANING
e.g. METAPHORIC USAGE

UNUSUAL

CAN BE GUESSED OR INFERRED BY STUDENT FROM

COMMON

?TEACH LATER

WORD ROOTS [MORPHOLOGY]

CONTEXT

CANNOT BE GOUSSED OR INFERRED PRE-TEACH
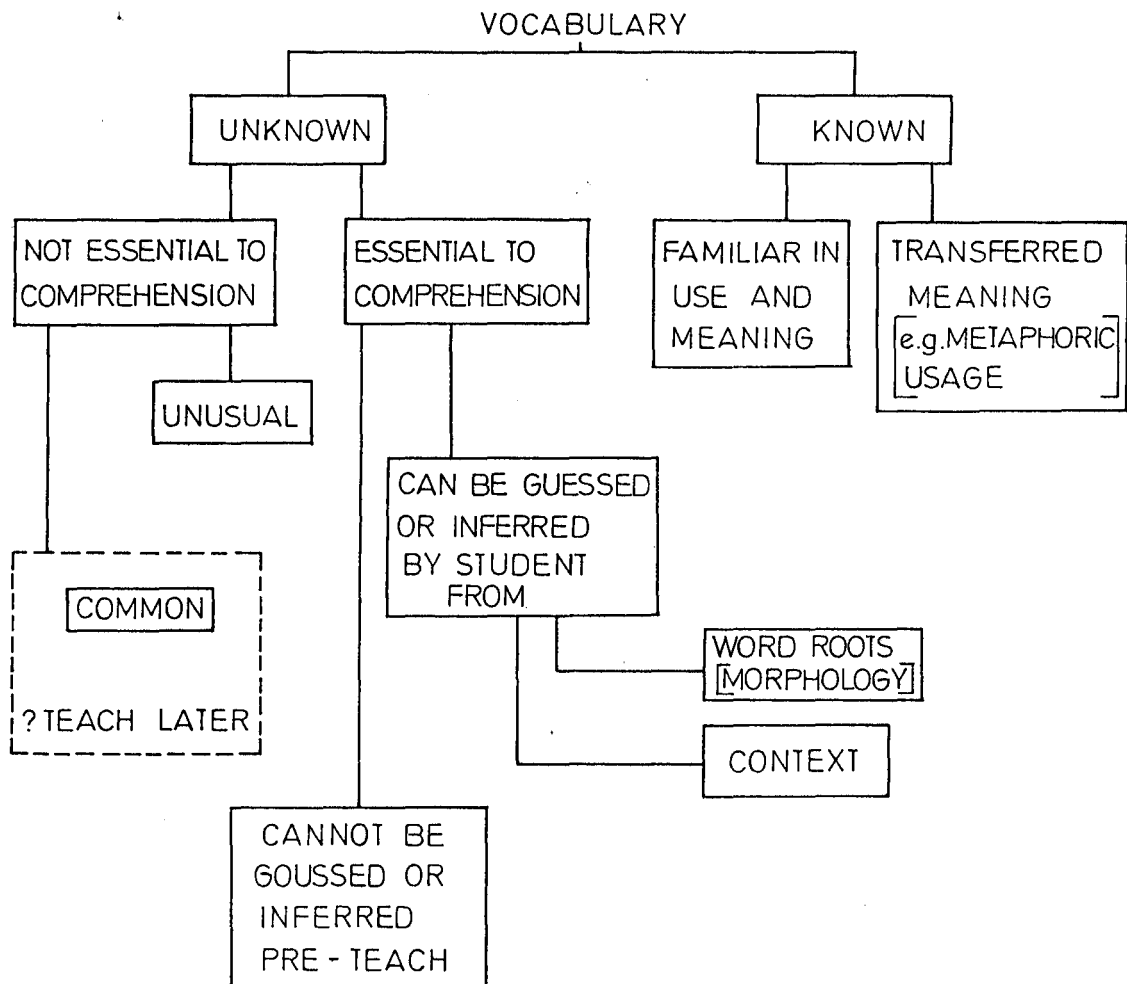
Willis states that the teacher should study the unit in the course and isolate.

i.which lexis will need to be pre-thought for active use,

ii. which lexis could be taught for passive control i.e. recognition purposes only,

iii. which words are not important in themselves but may cause problems, or cause students to panic , and should therefore, be rapidly pre-taught ,

iv. which words students should be encoured to guess from context ,

v.the words the teacher could help students guess at by asking carefully graded questions, directing them to the correct meaning,

vi.the words which are uncommon or just to difficult to teach at this stage, that the teacher might translate, if asked to explain them, but would not bother to teach.

4.I. CRITERIA FOR VOCABULARY SELECTION IN TEXT-BOOKS AND SYLLABUSES

Since it is possible to include the total lexicon of a language in a language teaching course, some restriction on vocabulary content is essential . How this selection will be done is a major decision that has to be taken by text-books writers and syllabus constructors.

Wilkins (1976) summarizes the criteria that have been used in establishing the relative usefullnes of words :

I.Frequency :The number of times a word occurs in various kinds of text

2. Range : The distribution of a lexical item over a number of different types of text. A very frequent item might be discounted if it is range is small.

3.Availability :The items which are the most available for various centers of interest. It occurs for lexical items which may not be particulary frequent but may be of great usefulness in a certain learning situation. The word chalk for example, has a low frequency in the General Service List, but it is undoubtedly very useful in a classroom learning situation (Wallace,1982: 16). To establish availability, native speakers are asked to write down a list of those words they would find most useful in certain defined areas of interest.

4. Familarity :The relative usefulness of words is established by giving a word list to a group of native speakers and asking them to rank these words on familarity scale. Thus, if the native speaker uses or comes across a word frequently, he would rank it as "very often". Conversely, if he is totally unfamiliar with the word, he would mark it as "never". Thus, a word which has a low

frequency in the statistical frequency count of a text might prove to be useful when it is rank-ed on a familarity scale by native speakers.

5.Coverage: A lexical item is considered to have a wide coverage if it express a range of menings or is capable of replacing other items of more specific meaning in particular contexts.

It is presumed that the most useful items are those that occur most frequently in our language use. When a corpus material is taken and the relative frequency of the vocabulary items are counted, a word list can be prepared. The words of higher frequency are considered to be more useful to the learner. These word lists have been widely used in simplifying texts for beginners.

Jupp, Milne, Prowse, Sprenger (1979) the textbook Encounters writers, state that these word lists have been widely used to guide teachers in the selection of controlled vocabulary and offer the following ideas :

" New vocabulary is listed at the beginning of each lesson.Words which students are only required to understand are marked with the letter R for receptive. A few words are introduced in the Language Study.If these words are later used by the students in a lesson,they are listed again.It is also indicated where necessary whether a verb is a verb(v)or a noun (n). Verbs are given in the infinitive form only but irregular forms of verbs are included in the Structural Summary at the back of this book. "

There are certain deliberate omissions in
the listing of vocabulary.These include some
of the vocabulary items in authentic reading
passages or realistic art-work when this
material is only for scanning to find part-
icular information.Words which are only
used in classroom instruction or for language
explanations are also omitted.Some of these
vocabulary items will be understood by stu-
dents, particularly the standard class in-
structions, but it is misleading to give
a specific reference indicating when such
words first need to be understood or used.
A teacher will become quite familier with
the standard instructions in the book and
make sure they are gradually understood
by students. Finally, the individualised
approach used in some parts of the course
means that students will understand, learn
and use other words which are not in the
text at all, and so, cannot be listed.

The words lists at the beginning of
lessons are a useful reference tool for
the teacher .Neither these lists nor the
shorter list in the Students' Book is
intended as a list for learning.Many of
the productive words can often be usefully
learned, but certainly not all of them.
Learning vocabulary is an important and
satisfying activity for an elementary
language learner and this is best systema-
tised by the use of a vocabulary note book.
The teacher should direct students to copy
some items and topic lists into their
vocabulary books for learning, but students
should also be encouraged to note many
words for themselves on the basis of indivial
interest or need . "   (I979:I3)

4.2. PRODUCTIVE VOCABULARY - RECEPTIVE VOCABULARY

There is an important distinction between prod-

uctive and receptive vocabulary. When we speak or write a

language we choose words from a stock of words in our brains,

the forms and the uses of which we recall quicly whenever

we need to express the meanings they symbolize.These can

be called our "productive vocabulary ". There are other

words which we do not know well enough to use when we

speak or write, but which we recognize the meanings of

when we listen or read them. These words can be called

our " receptive vocabulary " .

Willis (I98I:I4) defines the productive vocabulary

as " vocabulary for active use " and the receptive vocab-

ulary as " vocabulary for passive control ".She illust-

ates her idea with a picture :
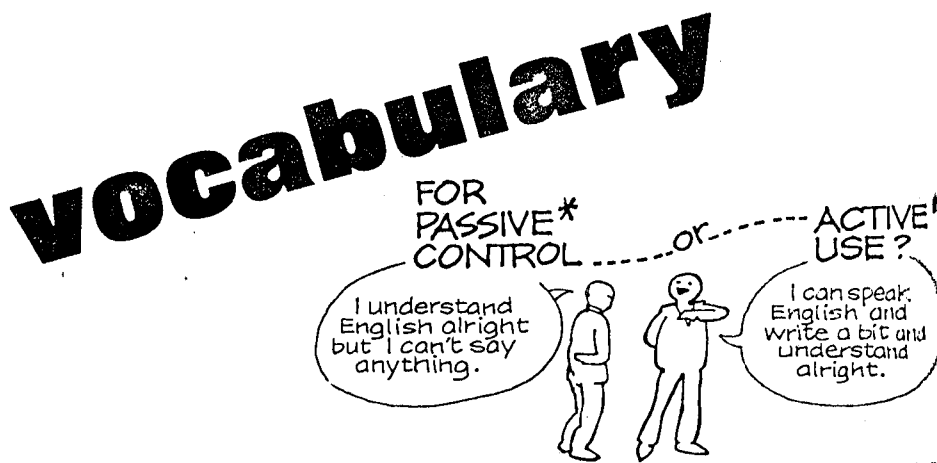
The important task at this point is to decide which

words are to be taught at the productive level and which

at the receptive level. Only then the appropriate techni-

que of teaching will be decided on.

As mentioned before, the teachers who use the text-book Encounters do not have any difficulty to decide which words are to be taught at the productive level and which at the receptive level because the text-book Encounters , at the beginning of each chapter, gives a vocabulary list including words to be taught for productive use and for receptive use.

4.3. ABILITIES TO "KNOW " A WORD AND LEVELS OF COMPREHENSION

Just it is impossible to include the toal lexicon of the language into the course, it is equally impossible and inadvisable to expect the learner to gain tha same type of skills for all the words that are included.

Wallace lists the abilities required in order to "know" a word as well as a native speaker knows it. This involves the ability to :

    i.recognize it in its spoken form

   ii.recall it at will

   iii.relate it to an appropriate object or concept

    iv.use it in the appropriate grammatical form

     v.in speech, to pronounce it in a recognizable way

    vi.in writing, to spell it correctly

  vii.use it at the appropriate level of formality

 viii.be aware of its cnnotations and associations

    ix.use it with the words it correctly goes with

    (1982:27)

Almost all of the abilities above are necessary for speaking and writing, that is, for production.It is clear that gaining these abilities is a complex task :correct pronunciation and stress in speaking, correct spelling in writing, correct form in both are required in addition to correct meaning.

Dale, O'Rourke, Bamman (1971) claim that there are several levels of comprehension involved in word knowledge :

  i. I never saw it before
  ii. I have heard of it, but I do not know what it means
  iii. I recognize it in context, but I do not know what
      it means
  v. I know it

Dale, O'Rourke, Bamman (1971) suggest that teachers and students should concentrate on stages two and three in an attempt to move as many " almost known " words into stage four. Consequently, they should work systemmatically and follow certain methods for teaching and practicing new vocabulary in order to move stage four as many words as possible.

CHAPTER V

RESEARCH PROJECT

5.1. INTRODUCTION

The following survey reveals the completion of the
research project. During the semestre two types of vocab-
ulary instruction were given to the first-year students
of the Faculty of Engineering of the Anadolu University,
Eskişehir. These vocabulary instructions can be named as
'Experimental Vocabulary Instruction' and 'Routine Vocab-
ulary Instruction'.

Two groups of equal language level were selected
to be the experimental and control groups. The control
group was taught through the routine methods employed
in the Department of English over the years. However,
the experimental group was exposed to the type of vocab-
ulary teaching that was developed for the purpose of
this project.

5.2. PRESENTATION OF NEW VOCABULARY FOR PRODUCTIVE
USE IN THE EXPERIMENTAL GROUP

Considering the idea that emphasis should be given on vocabulary,20 minutes for vocabulary was set aside at the beginning of each one-hour class and steps directing the vocabulary building can be summarized as follows:

Step 1 : Giving a vocabulary list to the students.

Step 2 : Using devices to put across the meaning:

-drawing
- pictures
- diagrams
- maps

-active demonsration,mime

-translation into their native language

-commands

-bring the real thing into the classroom

-synonyms-antonyms

-using the word in a sentence and let the students guess.

Step 3 : repetition of the word at least three times.

Step 4: Asking questions to pratise the word.

Step 5 : Asking the students to write the model sentence on the blackboard or to dictate it in their notebooks.

Step 6 : Exercises,activites,and games.

The steps followed to teach a new word can be clarified by an example.

The word to be taught is "<u>purse</u>" as a noun.

Step 1 : "Purse": noun.

Step 2 : This word lends itself to bring into the classroom therefore the teacher can use a real object.

Step 3 : Repetition of the word: purse,purse,purse.

Step 4 : Who has got a purse in the class?

Tell me what you have in your purse.

Are you afraid of losing your purse?

Step 5 : She always carries her <u>purse</u> in her handbag.

Step 6 : Name the following pictures.
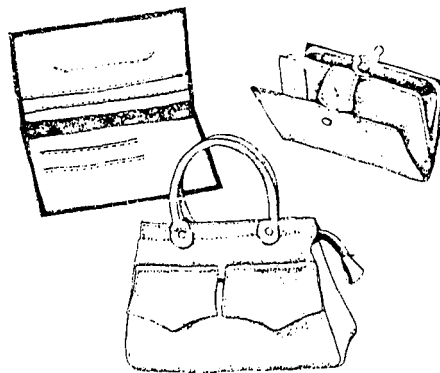
It is important to provide the students with various types of exercises so that they can practice the words they are trying to learn together with their associations. These exercises help them to focus on the meaning of these words.

Unless the students encounter the words they have learned again and again,they will forget them. For that reason,they need exercises,activities and games (Appendix) to recirculate these words through their conscious mind. The aim of such activities should not be to fill in the last few minutes of a lesson. Although a game might be played just to enliven the class and change the atmosphere, the reinforcement of the vocabulary items already learned should be a purposeful activity and sufficient time should be alloca ted to it in planning a lesson.

Various types of exercises,used for vocabulary reinforcement,were selected at random in this thesis. (Appendix III) The exercises were mostly taken from the book Play Games With English,written by Colin Granger and John Plumb (1980)

5.3. PRESENTATION OF NEW VOCABULARY FOR PRODUCTIVE USE IN THE CONTROL GROUP

Considering the ideas that vocabulary is learned rather than taught and grammar should be emphasized rather

than vocabulary,the following steps were followed for vocabulary instruction in the control group.

Step 1 : Have you got any word you missed in the text? If there is,step 2 and step 3 were followed:

Step 2 : Using definitions from a dictionary or translation into their native language.

Step 3 : Underlining the sentence in which the word to be taught takes place or writing a model sentence on the blackboard.

The steps followed to teach a new word can be clarified by an example.

The word to be taught is "baggage" as a noun.

Step 1 : Have you got any word you missed in the text?
Step 2 : Baggage:bagaj, yolcu eşyası.
Step 3 : The porter put the baggage on the train.

Since the students were expected to learn the vocabulary themselves, no class time was set aside for exercises, activities and games.

5.4. TEACHING RECEPTIVE VOCABULARY IN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

Diller (1978) claims that the adult native speaker's English vocabulary is more than four times what it is commonly thought to be. Diller offers the following conclusion:

> Diederich and Carlton, in their Teacher's
> Manual for Vocabulary for College B (1965)
> state that "Aconservative estimate is that
> the average high school graduate recognizes
> (with some degree of comprehension)
> approximately 50.000 words in his reading
> but uses no more than 10.000 in his writing
> and probably less in speaking" (p.3). But
> the median score for 23 high school seniors
> whom I tested was 216.000 words. I tested
> 196 people in that study, and it seems that
> even seven-year-olds have a recognition
> vocabulary of more than 50.000 words. For
> a half dozen college poffessors, the median
> score was 247.500 words. The test I devised
> was based on Webster's Third New Interna -
> tional Dictionary of the English Language
> (1966), which has more than 450.000 entries.
>
> (Diller 1978:128)

All the data above demonstrates that a native speaker of English has a vast passive vocabulary which he uses in reading and in listening. A foreign language learner cannot be expected to learn so much vocabulary within a few years and to use all the vocabulary to be taught for productive performance. Neverthless, he is faced with the important task of extending his receptive vocabulary in order to develope the two receptive skill of reading and listening.

As mentioned in 1.2., the chief purpose of the English Department in the Faculty of Engineering is the development of the reading and speaking skills. This means that emphasis should be on the development of their both receptive and productive vocabulary.

In order to develop the receptive vocabulary of the students in the experimental group, vocabulary cards and extensive reading texts (Appendix V) were recommended but the students in the control group were not recommended these activities because the syllabus for the control group did not include any seperation of the vocabulary items to be taught.

5.5. RESEARCH PROCEDURE

5.5.1. SUBJECTS

52 first-year students of the Department of Architecture, experimental group, and the Department of Industrial Engineering, control group, at the Faculty Engineering, Anadolu University, Eskişehir, served as the subjects for this study.

The same 52 students were assigned to the pre-test and post-test.

5.5.2. DESIGN

Two groups were used for this study. Each group included 26 students. The first group was named as "Experimental Group" and the second group was named "Control Group". The first group received experimental vocabulary instruction and the second group received routine vocabulary instruction.

Both groups have been taught for 12 weeks. At the beginning of the application, a pre-test was given and the same test was given again 12 weeks later. The results were analyzed in terms of "t-test".

5.5.3. TESTS

Experimental group and control group were tested by giving pre-test and the same test was later used as the post-test. These tests include 100 vocabulary items, content words, which are randomly selected from the lists given at the beginning of five chapters of the textbook Encounters. As pointed out in Chapter 3, content words include adjectives, nouns and verbs. These words also show difference in meaning according to the contexts in which they occur. For that reason , it was considered

that the words selected for vocabulary test should be given in cotext.

In the pre-test and the post-test the students were asked to write the Turkish equivalents of the underlined words in the given sentences (Appendix I).

The purpose of the tests was to examine whether there was a significant difference between experimental vocabulary instruction and routine vocabulary instruction.

5.6. RESULTS AND DISCUSSION

After evaluating the results of the pre-test and the post-test (Appendix II) of the experimental group, the following graph can be drawn to demonstrate that the post-test scores are completely higher than the pre-test scores.

Figure 5.1. The pre-test and the post-test scores of the experimental group students.
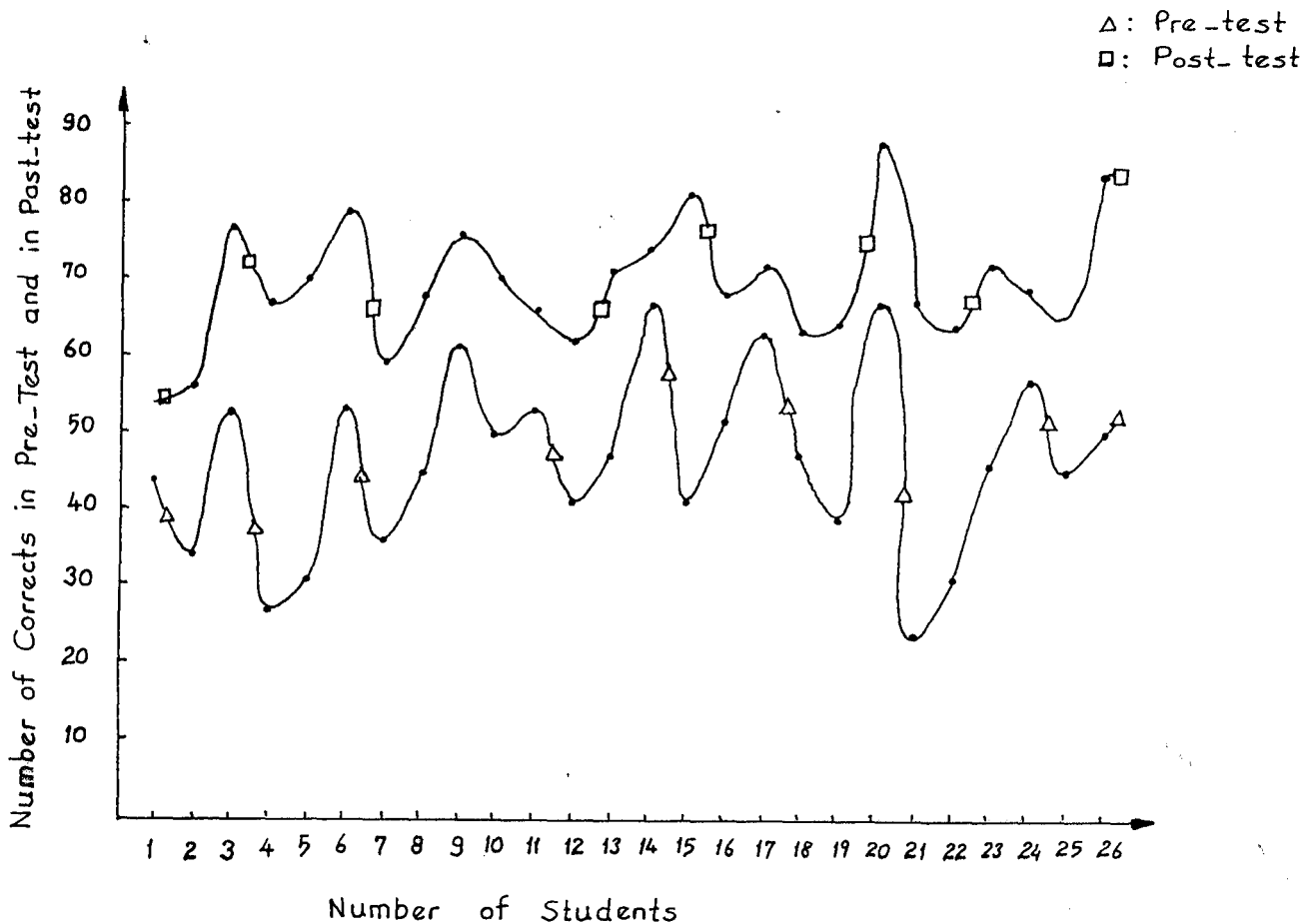
It is clear that the students of the experimental group improved their vocabulary through experimental techniques in the period of 12 weeks.

Figure 5.2.   The pre-test and the post-test scores of the control group students.
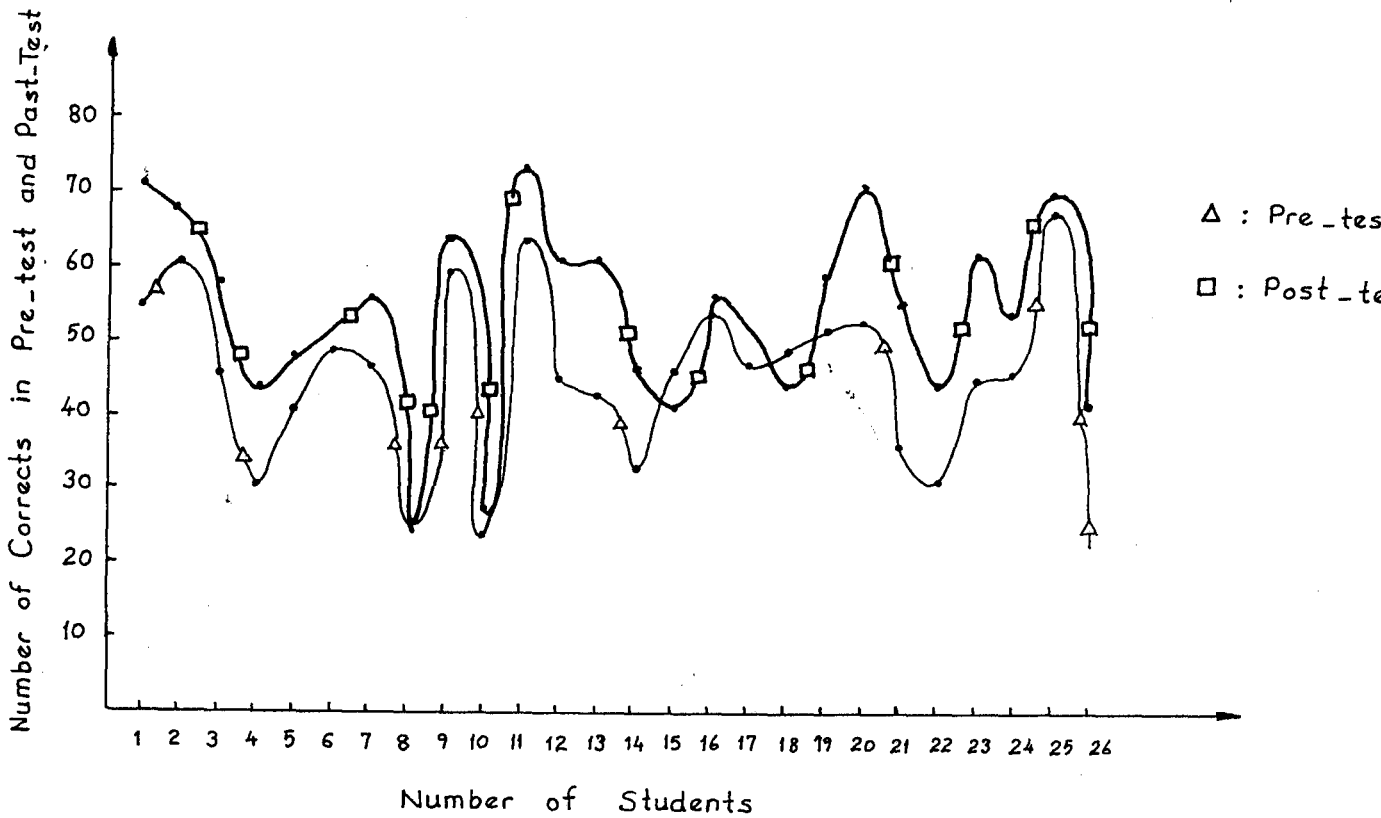
As showed in Figure 5.2., the students in the control group also shows an improvement. However 3 students had the same scores and 2 students had lower scores in the post-test.

Figure 5.3. Mean Distrubition of the pre-test and
the post-test for the experimental
and the control group.
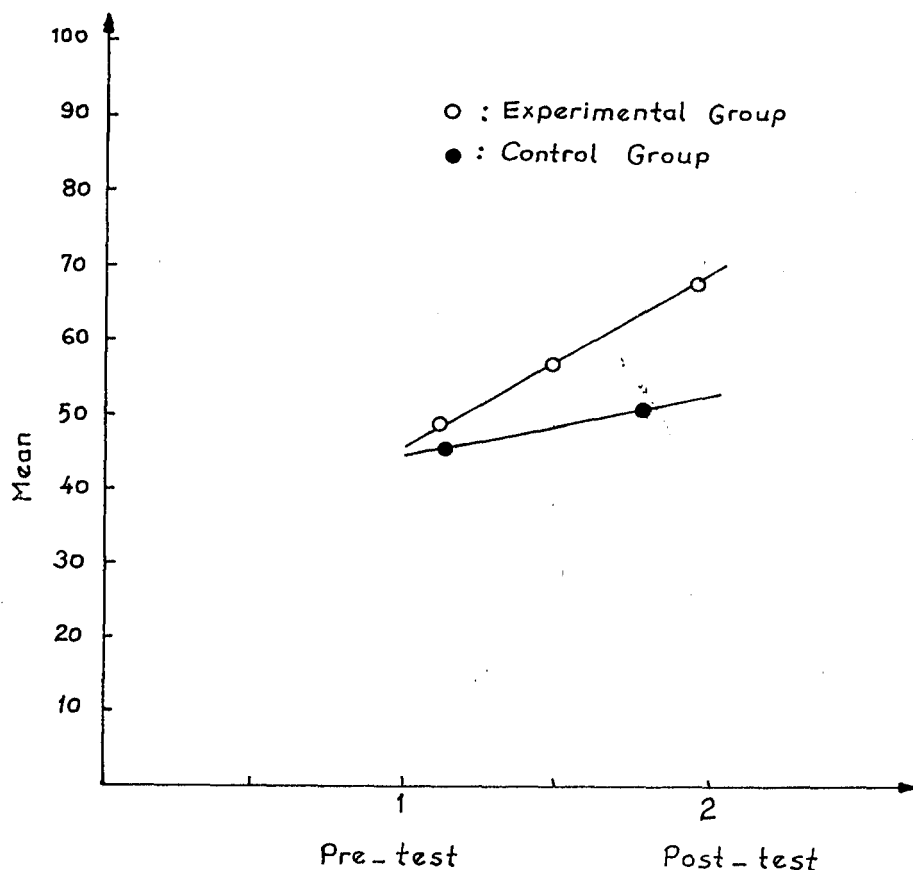
As indicated in Figure 5.3., although pre-test
results indicate that there is no significant difference
between the means of the experimental group and the
control group, the mean scores of the post-test indicate
that there is a significant difference between the
experimental group and the control group. In other words,
the experimental group scored significantly higher than
the control group. Table 5.1. shows this significant
difference in detail:

Table 5.1. Mean and Standart Deviation of pre-test
and the post-test between the experimental
and the control group.

| GROUPS | TESTS | | | |
| | POST- TEST | | PRE- TEST | |
	Mean	Standart Deviation	Mean	Standart Deviation
GROUP I EXPERIMENTAL GROUP	69.50	7.95	46.26	11.47
GROUP II CONTROL GROUP	53.77	12.59	45.15	11.88

Using the scores from the pre-test and the post-test,
t-test reveals that although there is a significant difference
between the pre and post test results of the control group,
the t-test results of the experimental group shows signif-
icantly a much higher improvement. Table 5.2. shows this
significant difference in detail:

Table 5.2. t-Test Results of the experimental and
the control group.

GROUPS	Total Subject Number	Freedom Degree	The level of Significance	T- test Table Score	T- test Score
GROUP I EXPERIMENTAL GROUP pre-test post-test	26 26	50	0.005	2.68	26.89
GROUP II CONTROL GROUP pre-test post-test	26 26	50	0.005	2.68	8.88

CHAPTER VI

DISCUSSION AND CONCLUSION

6.1. DISCUSSION

In foreign language teaching, although grammar, pronunciation, reading and writing arroused more interest, teaching and learning vocabulary was emphasized less. In Grammar-translation, Audio-Lingual and Cognitive-Code methods the students had to memorize long lists of vocabulary items but that is the fact that scholars have recently been taking a new interest in the study of teaching and learning of vocabulary. A survey of literature (Chapter 2) indicates that there is a general agreement among researchers about giving proper consideration to vocabulary teaching from the beginning.

This thesis maintains the idea that vocabulary should be taught systematically at the early stage of language learning. For that reason, by selecting two different strategies of vocabulary teaching and two different groups of students, an attempt was made to understand whether the students profited or not.

The results demonstrate that the students who were taught by experimental technique of vocabulary instruction made a significant improvement as opposed to the students who were taught through the routine vocabulary instruction (See 5.1.).

This project demonstrates that vocabulary taching involves careful planning and preparation on the part of the teacher. The first task of the teacher is to make a distinction between the vocabulary items to be taught for productive use and those for receptive recognition (See 4.2.). Words for productive use should be presented in context and exercises (Appendix III) should be provided both for practice and for reinforcement.

In addition to reinforcement exercises and activities, vocabulary games (Appendix IV) should be incorporated into the lesson plan. If the words are intended to be taught for receptive recognition, the role of teacher should change from dominating the class to guiding the the students to use vocabulary cards and to read suggested texts extensively (Apendix V).

Necessary emphasis and attention should be given to vocabulary teaching by the teachers of the English Department of the Faculty of Engineering and vocabulary teaching should have a specific place in their general syllabus. There should be materials and classtime should be alloted vocabulary teaching.

6.2. SUGGESTIONS FOR FURTHER STUDIES

From the point of the students' English level, the experimental techniques were carried out with the students who have little English and who needed a fresh start. A future research can be designed for the students who have different levels of English, or ever these techniques can be experimented with advanced level students. It is also possible to concentrate these techniques in special vocabulary areas, i.e, jargon, ESP-English for Specific Purpose.

As explained in 5.5.2., the duration of this research was 12 weeks. The same study can be done for a longer period of time in order to test the difference the time element can make.

Learning the meanings of lexical items causes problems. In the light of this fact, the source of the problems might be examined and new systematized techniques of teaching vocabulary can be developed in order to eliminate the problems.

There are some vocabulary items that students can easily learn. For example, true-cognates. A future research can be carried out by contrasting and categorizing the words of the native and the target language to enlighten the question "Why are some words easier or more difficult than others to learn?".

One of the biggest problems in this area is to find a really dependable way of testing vocabulary. That is, A future research can be designed to improve vocabulary tests that are available to find out how much vocabulary the students have actually learned.

13. What about a game of golf?
      $\underset{15}{\underline{}}$

14. Can I have some tape for the packet?
      $\underset{16}{\underline{}}$

15. Bed and breakfast for two is £ 16.50.
    $\underset{17}{\underline{}}$ $\underset{18}{\underline{}}$

16. Many people visit foreign countries for holidays.
      $\underset{19}{\underline{}}$ $\underset{20}{\underline{}}$

17. There is another couple called Morris in the hotel.
      $\underset{21}{\underline{}}$

18. You can forget to lock the door.
      $\underset{22}{\underline{}}$ $\underset{23}{\underline{}}$

19. Stan Laurel died in Santa Monica
      $\underset{24}{\underline{}}$

20. Hardy's father was a lawyer.
      $\underset{25}{\underline{}}$

21. The staff were rude.
      $\underset{26}{\underline{}}$

22. It's a cheap way of having a holiday in America.
      $\underset{27}{\underline{}}$

23. Can I have details of your education?
      $\underset{28}{\underline{}}$

24. I thought it was very disappointing.
      $\underset{29}{\underline{}}$

25. The most frightening thing that ever happened to me is
      $\underset{30}{\underline{}}$

    being in a car accident.
      $\underset{31}{\underline{}}$

26. I would like to change this blouse please.
      $\underset{32}{\underline{}}$ $\underset{33}{\underline{}}$

27. Everyday Sam takes a bath and uses his hair-dryer
      $\underset{34}{\underline{}}$ $\underset{35}{\underline{}}$

28. Some animals was funny and pleasant in the zoo.
      $\underset{36}{\underline{}}$ $\underset{37}{\underline{}}$

29. Where is the church?
      $\underset{38}{\underline{}}$

30. We didn't have dinner here last night.
      $\underset{39}{\underline{}}$

31. They grow potatoes.
      $\underset{40}{\underline{}}$

32. Where do you want to go for your summer holiday?
      $\underset{41}{\underline{}}$

33. My eyes are the same color as my father's.
      $\underset{42}{\underline{}}$

34.I want to be a <u>successful</u> <u>song-writer</u>.
     43   44

35.He plays the <u>guitar</u>.
                  45

36.I'll <u>give</u> Jill your message.
        46

37.You can <u>forget</u> to turn off the iron.
          47

38.Could you <u>sign</u> the <u>register</u> please.
           48   49

39.There was no <u>hot</u> water.
                50

40.What did she <u>decide</u> to do then?
               51

41.Who is your <u>favourite</u> <u>singer</u>?
              52   53

42.I always <u>stay</u> at home after 9.00 p.m.
           54

43.I would like to try on the <u>dark blue</u> <u>boots</u> in the <u>window</u>,
                              55   56   57

   please.

44.If you have nothing to <u>declare</u>, which <u>channel</u> do you
                          58   59

   go through?

45.I like reading <u>biographies</u>.
                  60

46.Try to listen to a <u>programme</u> in English on your radio tonight.
                      61

47.You forgot to <u>reserve</u> a table.
                 62

48.Anna Karenina by Leo Tolstoy is a <u>drama</u>.
                                     63

49.Many thanks for the <u>invitation</u> to the <u>wedding</u>.
                       64   65

50.<u>Translate</u> them into English for the <u>benefit</u> of a <u>tourist</u>.
   66   67   68

51.Do <u>foreign</u> <u>visitors</u> cause any problems?
      69   70

52.Mary <u>wiped</u> her <u>nose</u> with a clean <u>handkerchief</u>.
        71   72   73

53.The flowers are in a vase.
     74   75

54.Bees make honey.
   76   77

55.I'm sorry, I can't. I've promised to meet a friend.
                      78   79

56.I've arranged to go to Paris this weekend.
     80   81

57.She saw an advertisement·for an English teacher in the paper.
            82

58.Tourism has also created many problems.For example,it has
            83

destroyed the traditional way of life in many remote areas,
 84   85   86   87   88

and huge concrete hotels and tourist facilities have ruined
    89   90   91

many miles of beautiful coastline.
           91   92

59. Ali: What kind of films do you like?

  Ayşe : Westerns and comedies.
         94   95

60.For the Operator, dial 100.
           96

61.Which hotel did they stay?
             97

62.I'm a scientist. I'm going to give some lectures.
     98   99

63.I hope we have a good flight.
            100

APPENDIX II

THE RESULTS OF PRE AND POST TESTS

EXPERIMENTAL GROUP (GROUP I)

	PRE-TEST	POST-TEST
1.	44	54
2.	34	56
3.	53	77
4.	27	67
5.	31	70
6.	53	79
7.	36	59
8.	45	68
9.	61	76
10.	50	70
11.	53	66
12.	41	62
13.	47	71
14.	67	74
15.	41	81
16.	52	68
17.	63	72
18.	47	63
19.	39	64
20.	67	88
21.	23	67
22.	31	64
23.	46	72
24.	57	69
25.	45	66
26.	50	84

CONTROL GROUP (GROUP II)

	PRE-TEST	POST-TEST
1.	55	72
2.	61	69
3.	46	58
4.	31	44
5.	41	48
6.	49	49
7.	47	56
8.	25	25
9.	60	64
10.	24	27
11.	64	73
12.	45	61
13.	43	61
14.	33	46
15.	46	41
16.	54	56
17.	47	47
18.	49	44
19.	52	59
20.	53	71
21.	36	55
22.	31	44
23.	45	62
24.	46	54
25.	68	70
26.	23	42

APPENDIX III

REINFORCEMENT ACTIVITIES AND EXERCISES

FOR PRODUCTIVE VOCABULARY

EXERCISE:1

Rewrite each of the following groups of scrambled
letters, to make a real word.

trapcrene	mreafr	reirvd
(_____)	(_____)	(_____)
ehtcrub	santmop	ritola
(_____)	(_____)	(_____)
radihresre	freicfo	thirffegrie
(_____)	(_____)	(_____)
stdined	ssimasbeunn	geenreni
(_____)	(_____)	(_____)
fiowhusee	yesetrcar	eursn
(_____)	(_____)	(_____)
ceaploinm	hreetac	crootd
(_____)	(_____)	(_____)

EXERCISE:2

Unscramble each of the following groups of letters, to make a real word.

COLORS

clbak   :_____

erd   :_____

lube   :_____

energ   :_____

wolely   :_____

theiw   :_____

granoe   :_____

ant   :_____

yreg   :_____

wrbon   :_____

plerpu   :_____

evolti   :_____

CLOTHES

ehoss   :_____

triks   :_____

napts   :_____

kcsos   :_____

trish   :_____

sloveg   :_____

ite   :_____

obseul   :_____

sders   :_____

taco   :_____

(Bouchard 1980 : 10)

EXERCISE: 3

Choose the related jobs and working places using the words given Figure -A-.

Jobs	Working Places
Ex: teacher	_school_
worker	_____
_____	hospital
barman	_____
_____	farm
fireman	_____
_____	hotel
pharmacist	_____
_____	post office
_____	restaurant
lawyer	_____

factory
farmer
nurse
school
waitress
receptionist
firebrigade
snack-bar
pharmacy
court-house
postman
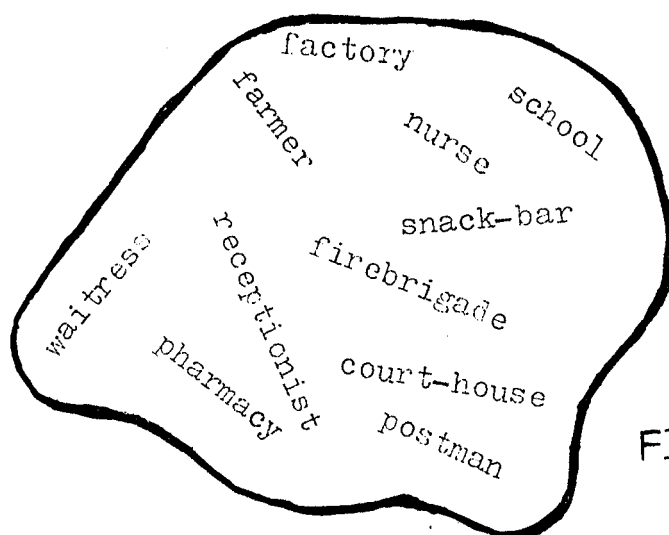
FIG : A

EXERCISE : 4

Fill in the blanks related with, jobs - what they do - where they work, of the chart using the items given in FIG-B-.

JOBS	WHAT THEY DO	WHERE THEY WORK
Ex: Policeman	Keeps the public order	In the police station
Secretary		In an office
Painter	Paints pictures	
	Catches fish	In the sea, river, lake
Singer		In the casino
Driver	Drives vehicles	
	Practises law	In the court-house
Baker	Sells bread	
Postman		
	Cures Patients	
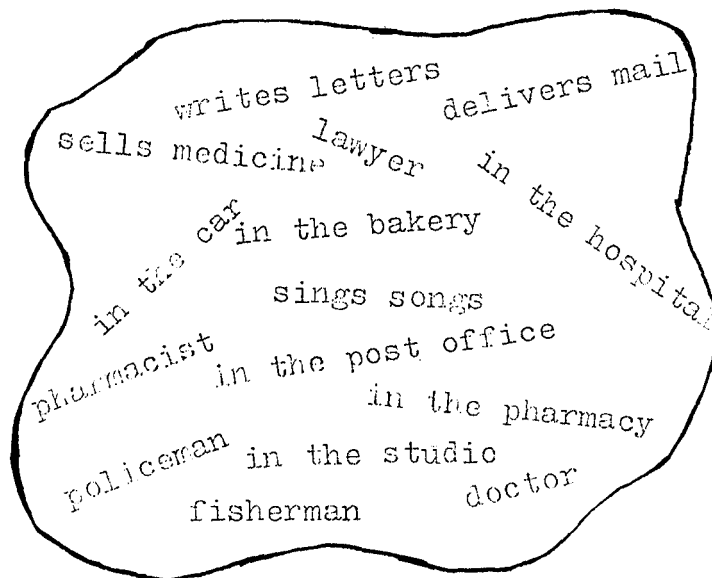
FIG_B

EXERCISE : 5

Complete the puzzle.
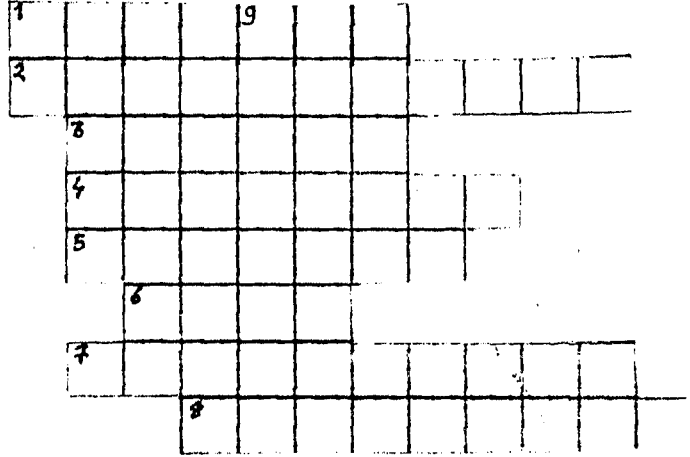
1. Dr. Barnard is a famous _____.
2. Vehbi Koç " " " _____.
3. Zeki Müren " " " _____.
4. Suna Kan " " " _____.
5. İbrahim Çallı " " _____.
6. Orhan Veli Kanık " _____.
7. Jacques Cousteau " _____.
8. Mimar Sinan " " _____.
9. _ _ _ _ _ _ _

EXERCISE : 6

Fill in the blanks putting the months in an order.

1. _____   2. February   3. _____

4. _____   5. _____   6. June

7. _____   8. _____   9. _____

10. _____   11. _____   12. December

EXERCISE : 7

Fill in the blanks putting the days in an order.

1. Sunday   2. _____   3. _____

4. _____   5. Thursday   6. _____

7. _____

EXERCISE : 8

Which one is different in the group ?

1. Sunday, (July), Monday, Tuesday

2. September, October, November, Month

3. Morning, Midday, Noon, Friday

4. Autumn, Fall, Winter, March

5. Thursday, Friday, Saturday, Birthday

EXERCISE: 9

Match the words in Column 'A' to the words in Column 'B'.

Column 'A'	Column 'B'
(__) Sunday	1.The first month
(__) April	2.The eleventh month
(__) November	3.The first day
(__) Wednesday	4.The seventh month
(__) January	5.The third day
(__) Thursday	6.The fifth day
(__) July	7.The tenth month
(__) Tuesday	8.The fourth month
(__)September	9.The fourth day
(__) October	10.The nineth month

EXERCISE: 10

Write down the months of each season.

Spring : a)_____ b)_____ c) MAY_____
Summer : a)_____ b)_____ c)_____
Autumn : a)_____ b)_____ c)_____
Winter : a)_____ b)_____ c)_____

EXERCISE:11

The following words are related to each other. Try to find out the missing words related to given ones.

Example: Summer : Sun / Winter : _____?_____

a.Clear   (b).Snow   c.Spring   d.Noel

1.Thursday : Day / April : _____

a.Tommorow   b.Day   c.Season   d.Month

2.March : Spring / October : _____

a.Season   b.Winter   c.Fall   d.The tenth month

3.Dark : Night / Light : _____

a.Clear   b.Midnight   c.Morning   d.White

4.Autumn : Fall / Midday : _____

a.Morning   b.Noon   c.Evening   d.Night

5.Week : Seven days / Month : _____

a.Twenty days

b.Thirty or thirtyone days

c.Fourty or fourtyone days   X

d.Twentyfive or thirty days

EXERCISE: 12

Choosing the words in FIG.-C- fill in the blanks of the chart according to their letters and related groups.

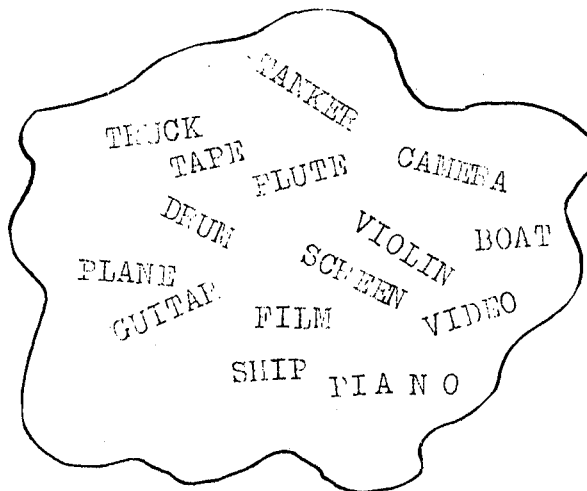|	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6
Musical Instruments	H	A	R	P											
Vehicles										R	O	C	K	E	T
Communication					R	A	D	I	O						

FIG. C

EXERCISE 13.

Match the following adjectives with the nouns that they usually go with.

Adjective	Noun
1. purple	A. rose
2. red	B. work
3. horror	C. weather
4. hard	D. violet
5. industrial	E. flat
6. luxury	F. film
7. sunny	G. city
8. generous	H. student
9. heavy	I. man
10. naughty	J. suitcase

EXERCISE 14.

List the words below under the appropriate headword.

FAMILY   ENVIRONMENT   EDUCATION   HEALTH   FOOD

doctor - grain - son - survive - child - hospital

plant - mother - agriculture - water - disease

husband - school - air pollution.

(Watkins 1983:5)

EXERCISE 15

WORD AFFINITIES

From the list below, select the correct word which completes each phrase.

wagon	run	ink	pepper
cat	oil	father	tie
sugar	shield	dark	night
butter	key	ball	warmer
pencil	hat	lot	stockings
lightning			

1. bread and <u>butter</u>
2. salt and ----------
3. pen and ----------
4. paper and ----------
5. day and ----------
6. light and ----------
7. fair and ----------
8. thunder and ----------
9. cup and ----------
10. bow and ----------
11. horse and ----------
12. house and ----------
13. coat and ----------
14. collar and ----------
15. shoes and ----------
16. bat and ----------
17. hit and ----------
18. mother and ----------
19. dog and ----------
20. hammer and ----------
21. gas and ----------
22. sword and ----------
23. army and ----------
24. lock and ----------
25. cream and ----------

(Bouchard 1980:11)

EXERCISE : 16

Try to unscramble them and make real words.

MALE

oby   :_____

ergrnadafth   :_____

dnuashb   :_____

nso   :_____

htrroeb   :_____

wnphee   :_____

hfeart   :_____

cueln   :_____

FEMALE

ligr   :_____

tgdrroanehm   :_____

tuan   :_____

efwi   :_____

odurhtge   :_____

ssteir   :_____

eecin   :_____

rmeoht   :_____

EXERCISE 17.

Nuri Kantar   Nuriye Kantar   Timur Akman   Tijen Akman
        Married   Married

        Children   Children

    Nur Akman _____ Timuçin Akman

                Married

        Doughter   Son
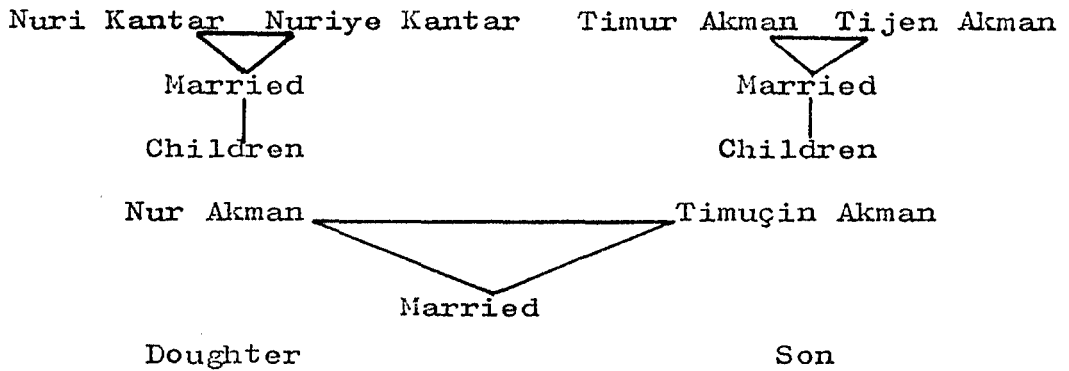
Complete the followings.

Example : Timuçin is Timur's S o n .

1- Tijen is Timur's _ _ _ _ .

2- Nuri is Nuriye's _ _ _ _ _ _ _ .

3- Nuri is Timuçin's _ _ _ _ _ _ _ _ _ _ _ .

4- Nur is Nuri and Nuriye's _ _ _ _ _ _ _ _ .

5- Nur is Timur and Tijen's _ _ _ _ _ _ _ _ _ _ _ _ _ .

6- Timuçin is Nuri and Nuriye's _ _ _ _ _ _ _ _ .

7- Timur is Timuçin's _ _ _ _ _ _ .

8- Nuriye is Nur's _ _ _ _ _ _ .

9- Tijen is Nur's _ _ _ _ _ _ _ _ _ _ .

EXERCISE: 18

AREA OF REFERENCE

Match the following words with the area of
reference in which they are most commonly used.

Word	Area of reference
1.partner	A.war
2.colleague	B.friendship
3.ally	C.business,firm
4.accomplice	D.profession
5.comrade	E.crime

(Wallace 1982:73)

EXERCISE: 19

According the exercise above,the following
exercises were given to the students in the experimental
group.

Word	Area of reference
1.lawyer	A.organs of face
2.journey	B.crime
3.carnival	C.attitude
4.shoplift	D.food
5.eyelash	E.occupation

6.happy   F.transport

7.lorry   G.sport

8.golf   H.travelling

9.bacon   I.feeling

10.disgusting   J.entertainment

EXERCISE: 20

ADD-A-LETTER

Make a new word by adding one new letter to the beginning or end of the following words.

ever _____every_____   heave _____

at _____sat_____   east _____

dump _____   her _____

rank _____   am _____

own _____   enter _____

raft _____   ash _____

lump _____   hair _____

mall _____   cap _____

elation _____   car _____

eel _____   and _____

each _____   ate _____

man _____   lung _____

lead _____   oil _____

leave _____   harm _____

race _____   rob _____

tin _____   trap _____

the _____   stun _____

thin _____   lake _____

ill _____   wine _____

sea _____   upper _____

ore _____   print _____

mat _____   eight _____

earn _____   lass _____

(Bouchard,1980:8)

EXERCISE : 2I

From the lists of words select pairs that have
a natural association.

sea	soldier
bakery	ship
pen	bread
war	ink
desk	fire
heat	feet
traffic	mouth
speech	office
sandals	street

(Rivers and Temperley 1978:257)

EXERCISE:22

Write as many words as you can think of which have
a natural association with 'tree'.

(TREE - grass - lawn - garden - flower - trunk -
branches - leaves - nest - fruit)

(Rivers and Temperly 1978:257)

EXERCISE : 23

Match words with similar meanings.

1.	like	A.	unhappy
2.	close	B.	reply
3.	answer	C.	trip
4.	sick	D.	right
5.	tidy	E.	enjoy
6.	sad	F.	ill
7.	correct	G.	shut
8.	hate	H.	opinion
9.	idea	I.	dislike
10.	tour	J.	neat

EXERCISE : 24

Match words with opposite meanings.

1.	thin	A.	small
2.	early	B.	far
3.	cheap	C.	difficult
4.	hate	D.	late
5.	large	E.	right
6.	easy	F.	thick
7.	near	G.	close
8.	short	H.	love
9.	wrong	I.	long
10.	open	J.	expensive

EXERCISE: 25

Which one is different in the group?

1. Brazil-Japan-China-(Acapulco)
2. north-east-coast-west
3. industrial-centre-large-central
4. mother-wife-daughter-woman
5. small-town-village-city
6. interesting-heavy-high-wide
7. metal-radio-glass-plastic
8. horror films-westerns-comedies-documentaries-film star
9. drink-coffee-cheese-cucumber-chicken
10. pop-opera-jazz-folk music-theather
11. play-chess-watch-paint-travel
12. eyes-head-ears-mouth-knee
13. surprised-tired-worried-old-ill
14. toothache-backache-cough-earache-chest
15. like-love-hate-swimming-want

EXERCISE 26

PHRASE COMPLETION

Try to complete the following phrases by adding the correct word that is opposite in meaning.

1. stop and *go*
2. arms and _____
3. last and _____
4. thunder and _____
5. boys and _____
6. north and _____
7. black and _____
8. brothers and _____
9. supply and _____
10. hit and _____
11. friend or _____
12. win or _____
13. heaven or _____
14. rain or _____
15. trick or _____
16. double or _____
17. truth or _____

(Bouchard 1980:10)

HOME AND FAMILY
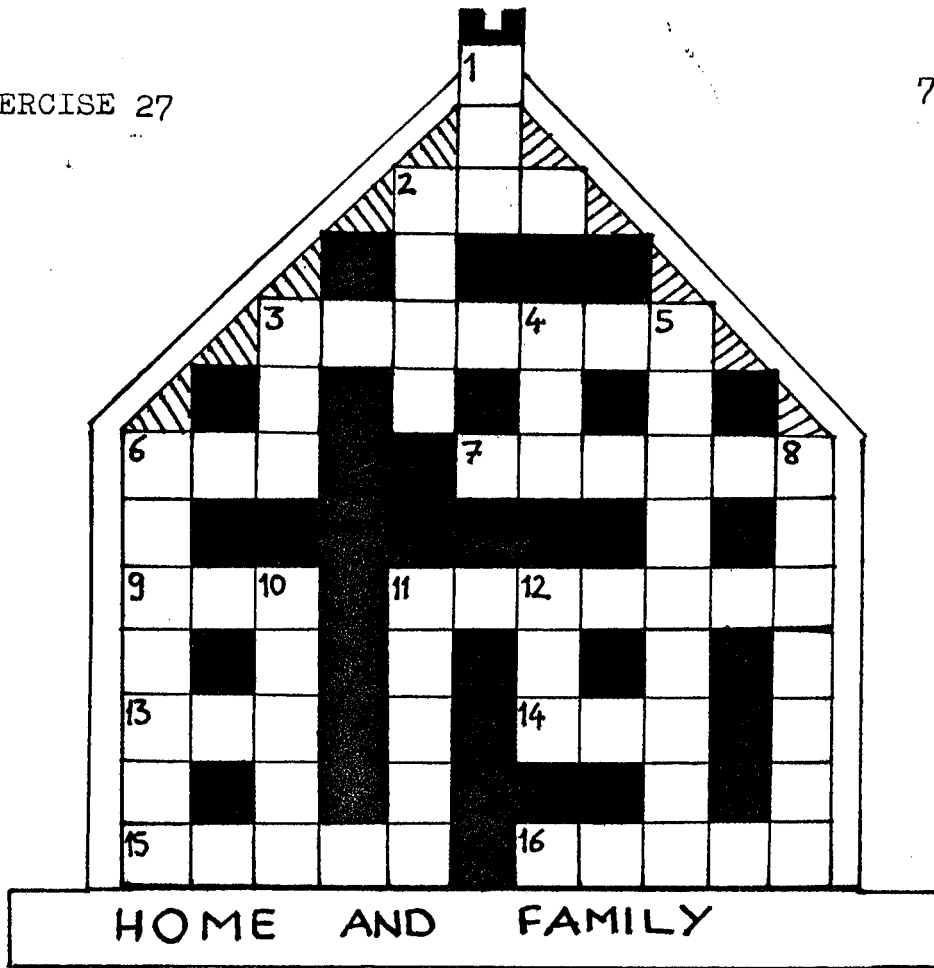
DOWN

I. We put water in the fridge
   to make it into ----------
2. You wash yourself all over
   in it
3. Open the door with it
4. To make tea,you need---water
5. Someone next door
6. You can pull them out and
   keep clothes in them ;they
   are parts of a cupboard
8. Boys in the same family
   are brothers, and girls
   are ....
I0. Turn it on and listen
II. Opposite to dirty
I2. When you go .... you
   are not at home

ACROSS

2. You sleep in it
3. The room where you cook
6. Use a towel to ---- yourself
   when you are wet
7. You can go up or down them
9. Open the windows to let in
   some fresh
II. Wash them and wear them [1]
I3. People return home at the
    ---- of the day
I4. How many parents has every got
I5. You can eat soup with it
I6. They warm houses when it
   is cold outside

OUT OF DOORS
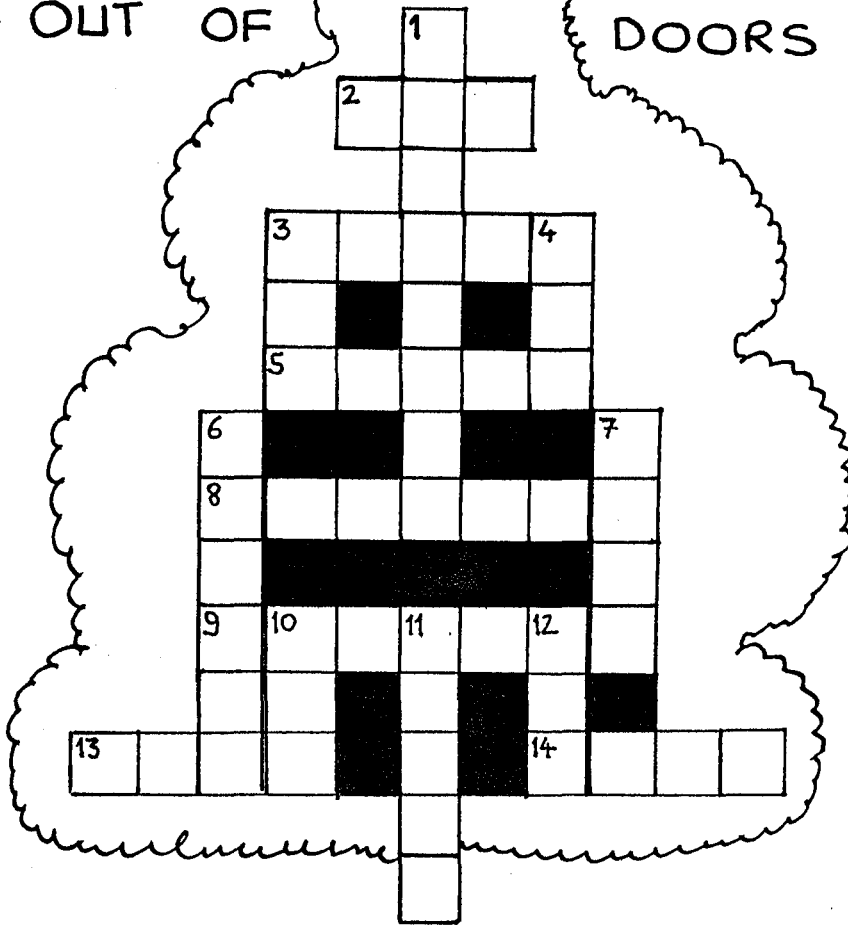
ACROSS

2. This animal gives us milk
3. They blow the leaves off the trees
5. Catch one at tha railway station
8. You can see tha moon at this time of the day
9. There are a lot of trees in them :
13. It flies
14. Bridges often go ..... rivers

DOWN

I. A very high hill (with snow on the top)
3. Not dry
4. It is in the sky in the day time
6. It grows on a tree
7. Birds lay them in the spring
IO. Young animals become ...... if they live a long time
II. We all live on it
12. Animals have four legs ; birds have ....

EXERCISE 29

THE WEATHER
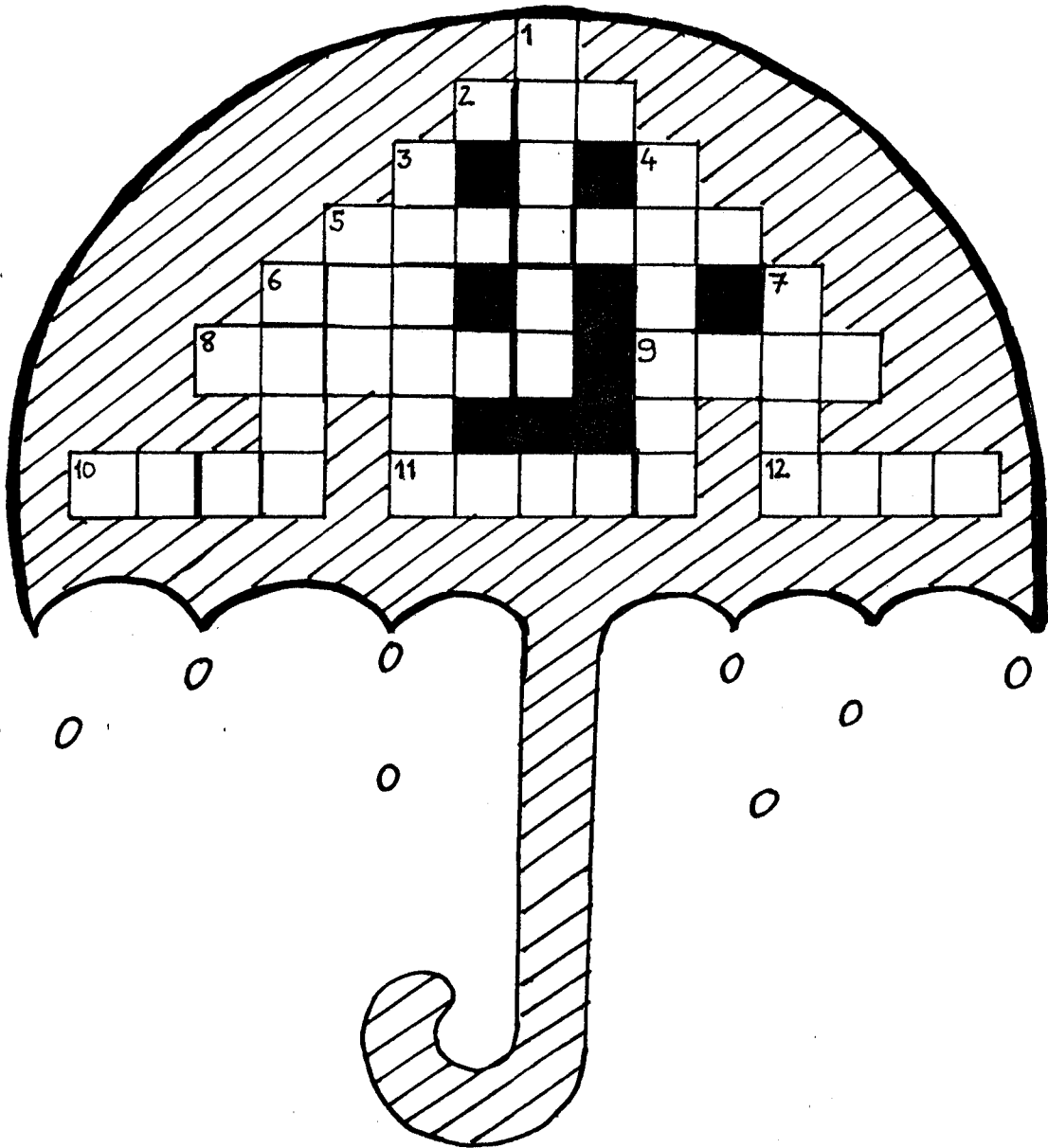
EXERCISE 29

DOWN

I.A very hot, dry sandy place

3.In summer, the nights are shorter and the days are ....

than in winter

4.Times of very bad weather when ships may be in danger

6.On a fine day, the sky is blue, but on a cloudy day

the sky is ....

7.It blows the clouds across the sky

ACROSS

2.The colour of the sun as it goes down in the evening

5.Places with a lot of trees

8.Opposite of "cloudy".Rhymes with "white "

9.You need your umbrella to keep this off you

I0.One of the hottest months in England

II.The sun ..... at down

I2.Unless the moon is shinning, nights are ......

EXERCISE: 30

puzzle

Each letter has the same number in every word so when you know that 2 is (O) for example, you can fill it in all words.

1. _____wrote 'War and PEACE'

	O				O	
1	2	3	4	1	2	5

2. What sort of films does Ben like best?

	O			O						
6	2	7	7	2	8	9	10	11	12	4

1	6	7	10	11	11	13	7	4

3. What sort of books does Christine like best?

		O								
14	10	2	15	7	16	17	6	10	13	4

	O								O				
7	2	12	16	18	1	10	19	18	2	20	13	11	4

4. Now, what is the message?

	O		
5	2	21	7

1	13	16	19	6	13	7

11	10	22	13	4

											O				
21	13	1	13	19	1	10	20	13	4	1	2	7	10	13	14

EXERCISE : 31

COMMANDS

The teacher commands the following :

> Raise your right hand.
> Put your right hand on your head.
> Touch your neck with both hands.
> Put your hands on your knees.
> Put your right hand on your left knee.
> Put both hands on your shoulder.
> Bend your knees and touch the floor.
> Touch the floor near your left foot.
> Put both hands on your legs.
> Sit down and put your hands on your knees.

(Allen 1983:26)

> Walk to the blackboard.
> Take a piece of chalk.
> Draw a large circle.
> Divide it into two two parts.
> Write the first letter of the alphabet
> below the circle.
> Return to your seat.

(Allen 1983:40)

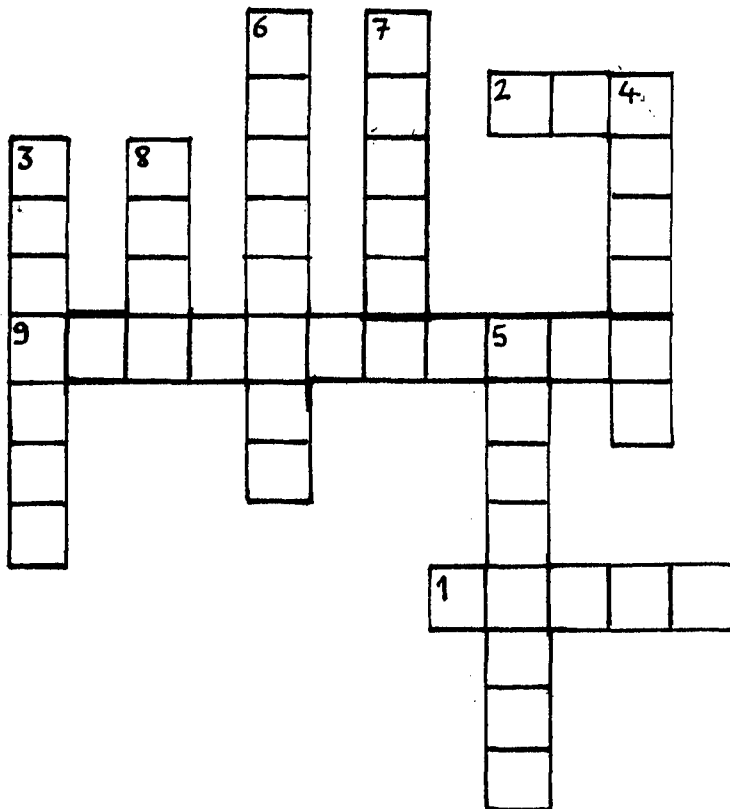EXERCISE : 32

        Fill in the crossword with the help of this
letter.

Dear Lesley,
        You must come and see our new (I) .... soon.
It is nice and (2) .... Downstairs there is a sitting

room,dinning room,and a lovely (2) ....(3)....,with a
nice new cooker and lots of space to work and a (2)
window over the sink so that I can look out into the
(4)....when I am doing the washing up.There are lots of
lovely trees and flowers in the(4)....Upstairs there are
four large(5).... and a (6)....and(7)...We have a (7)..
downstairs too.There is central heating,so the house is
nice and(8)...We have some lovely new chairs for the
sitting room-they are very(9)....

        Hope you are well.Write soon,
                        Janet

EXERCISE: 33

CHANGE-A-LETTER

Make one new word from each of the following by changing one letter.

bud ___bed___   keen _____
bide _____   kick _____
blood _____   kind _____
brink _____   king _____
craft _____   luck _____
crank _____   leak _____
chin _____   lump _____
creed _____   lone _____
deport _____   mail _____
detain _____   manner _____
droop _____   mark _____
dew _____   move _____
fate _____   nasty _____
folk _____   name _____
fear _____   nerve _____
fool _____   now _____
gaze _____   pave _____
gram _____   paste _____
grass _____   patron _____
grave _____   plank _____
home _____   rang _____
howl _____   rash _____
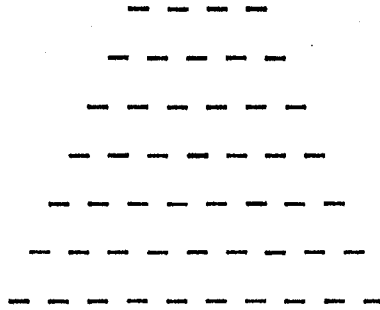humor _____   rapture _____
hire _____   resign _____

(Bouchard, 1980:9)

EXERCISE : 34.

WORD PYRAMID

Build a pyramid of words, using the clues given below. All the words begin with the letter "s".

$$\underline{S}\ \underline{O}\ \underline{n}$$

```
        _ _ _ _
      _ _ _ _ _
    _ _ _ _ _ _
   _ _ _ _ _ _ _
  _ _ _ _ _ _ _ _
 _ _ _ _ _ _ _ _ _
_ _ _ _ _ _ _ _ _ _
```

Line 1: a 3-letter word meaning "male child".

Line 2: a 4-letter word for "what is found at the beach"

Line 3: a 5-letter word for "opposite of sit".

Line 4: a 6-letter word for "yell, cry".

Line 5: a 7-letter word for "greedy".

Line 6: a 8-letter word for "opposite of crooked".

Line 7: a 9-letter word for "content, happy".

Line 8: a 10-letter word for "a small, sweet,
        red fruit which grows on a vine".

Build this pyramid with words beginning with "t".

$$\underline{t}\ \underline{a}\ \underline{n}$$

_ _ _ _

_ _ _ _ _

_ _ _ _ _ _

_ _ _ _ _ _ _

_ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _

Line 1: a 3-letter word for "a color".

Line 2: a 4-letter word for "opposite of fat".

Line 3: a 5-letter word for "a means of transportation".

Line 4: a 6-letter word for "what you use to speak with".

Line 5: a 7-letter word for "lightning and......"

Line 6: a 8-letter word for "a geometric figure".

Line 7: a 9-letter word for "limited, for a short time".

Line 8: a 10-letter word for "a box for viewing
        moving pictures".

(Bouchard 1980:7)

EXERCISE 35

OLD SAYINGS

Below are some old and well-known sayings. Choose the correct word from the list below to complete saying.

bone	ocean	sin	lemon
honey	whistle	eel	coal
fox	bee	velvet	feather
pig	loon	picture	razor
snow	beet	bat	leather
lead	pancake	peacock	lightning
		pin	molasses

I. fat as a __pig__
2. light as a _____
3. sly as a _____
4. pretty as a _____
5. black as _____
6. sharp as a _____
7. sour as a _____
8. white as _____
9. neat as a _____
I0. slow as _____
II. dry as a _____
I2. sweet as _____
I3. heavy as _____

I4. soft as _____
I5. tough as _____
I6. deep as the _____
I7. slippery as an _____
I8. quick as _____
I9. ugly as _____
20. flat as a _____
2I. red as a _____
22. crazy as a _____
23. blind as a _____
24. clean as a _____
25. busy as a _____
26. proud as a _____

(Bouchard, 1980:II)

APPENDIX IV

GAMES FOR PRODUCTIVE VOCABULARY

GAME: 1

WORD PLAY

The first student says a word and the next student must give another word beginning with the last letter of the word just given. For example, the first student says <u>gun</u>, the second <u>never</u>, the third <u>river</u>, etc.

Each student must give a word before the count of five. Those who fail are eliminated. The student who stays in the longest wins.

(Bouchard 1980:73)

GAME: 2

LOVE LETTERS

Divide the students in groups of from four to six. Provide each group with a couple of old magazines, writing paper, scissors, and paste or glue.

Each group composes a love letter by clipping out phrases, sentences, and words from the magazines and pasting them on a writing paper. After 30-45 minutes assemble the class and have each group read the letters

(Bouchard 1980:75)

GAME: 5

GUGGENHEIM

Provide the players with paper and pencils. Ask each player to draw e rectangle, five squares across and three squares down. Choose a five-letter word (e.g. table) and ask the players to write it across the top, putting one letter above each of the five squares. Then ask them to write the words nouns, verbs, adjectives as shown in the diagrame below.

	T	A	B	L	E
NOUNS	TEACHER	ANSWER	BUSINESS	LIMIT	EVENT
VERBS	THINK	ARRIVE	BEGIN	LEAVE	ERASE
ADJECTIVES	TENDER	ANGRY	BUSY	LAZY	EQUAL

Scoring: Have the players exchange papers and have different players call out the words they find on the papers they have. A correct word that occurs on only one paper scores 5 points. Allother correct words score 1 point.

(Dorry 1966:19)

GAME:4

THE CROSSWORD GAME
VOCABULARY REVISION

Each player draws a square diveded into five squares by five on a piece of paper.(If the group is larger than eight players it is probably better to play in pair teams)

Each player in turn calls out any letter of the alphabet. As each letter is called, all players write it into a square of their choice. The aim is to form as many words as possible of two or more letters reading either across or down. Players continue to call out letters until all the individual squares have been filled in.

The players then total up the points they have scored. The number of points scored is equal to the humber of letters in each word they have made. Thus a three-letter word scores 3 points. One-letter words do not count.

(Granger 1980:61)

GAME:5

I LOVE MY LOVE

Each student is given a copy of following lines.

I love my love with.....because he(she) is..... .(Adjective)
Iwill send him (her) to..... .(country or city)
And feed him (her) on..... .(food)
I will give him (her)..... .(an object)
And a bunch of.....to remember me by. (flower)

Have each student or groups of students fill in the blanks with words beginning with different letters of the alphabet. The teacher can determine how many letters to have the students practice with.

(Bouchard 1980:73)

GAME:6

HANGMAN

This game is played in many countries. One player thinks of a word and writes one dash for each letter. e.g.,_ _ _ _ _ _ _ _ _. The other player tries to guess the letters the word is made up of. If the guess is correct the letter is written in, e.g. _ _ _ _ _ p _ _ _ . If not, the firstplayer starts to draw a scaffold: one line for each wrong guess. The winner is the one who is the first to complete either the word or the diagram of the hanged man. The winner then thinks of the next word.
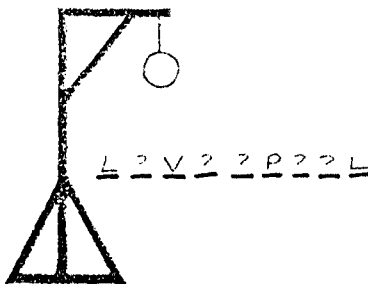
(Jupp,Milne,Prowse,Sprenger 1979: 45)

GAME:7

CHANGE A LETTER
VOCABULARY REVISION

Begin by saying play. Explain that the first player has to make a new word out of play by changing one letter. For example, he or she could say plan. The next player then has to make a new word out of plan by again changing one letter,e.g. flan. The game continues with each player in turn trying to make a new word out of the word he or she has been given.

Players are eliminated if they (a) cannot think of a new word; or (b) hesitate to long.

Example round with a group of five players:

Player 1: PLAN

Player 2: FLAN

Player 3: FLAT

Player 4: ...(this player cannot think of a new word
and so is eliminated.)

Player 5: (Tis player starts with a new word.) MAKE

Player 1: TAKE

And so on, with everybody apart from Player 4, still in the game. When a player has been eliminated, the next player starts off with a new word. The last player left in is the winner.

(Granger 1980: 62)

GAME:8

A CATEGORY GUESSING GAME

From time to time during the school year, there is instructional value in playing a _guessing game_ that requires the use of Englih words. One such game is conducted as follows:

1. Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.

2. The student who has drawn the slip shows it to his three companions at the front of the room, but not to other members of the class.

3. The other members of the class try to guess the word on the slip which has been drawn from box. They take turns asking first about the category, "Is it a word for food? For furniture? For transportation?" The students who have seen the slip take turns answering "No,it isn't" until the right category has been guessed.

4. After the correct category has been discovered

(transportation,for instance) members of the class
continue to ask Yes/No questions: "Is the word
<u>taxi</u>? Is it <u>bus</u>? Is it train?"

5.The one whose guess is correct may draw a slip
from the box the next time the game is played.

(Allen 1983:51)

APPENDIX V

ACTIVITIES FOR RECEPTIVE VOCABULARY

ACTIVITY:1

EXTENSIVE READING

Paulston and Bruder (1976:199) define extensive reading as

> "the outside reading students do
> on their own with no help or
> guidance from the teacher."

Researches believe that extensive reading is the key to building an ediquate receptive vocabulary.

Material for extensive reading should be selected carefully. Anderson (1971) suggests that the difficulty level of the reader can be tested by constructing a cloze test passage from the text and asking the students to fill in the blanks. If they manage to fill about 53 percent of blanks correctly, the text is considered suitable for independent reading.

It was recommended that the students should not look up every word that they do not know but should just underline the word and continue reading and the students were recommended write the words which they look up in the dictionary on vocabulary cards and reviewed periodically.

The following texts were recommended from the book <u>Changing Times, Changing Tenses</u> (Peterson 1980: 25,51,67,96).

   i. Handicapped People Do Useful Work

  ii. It is Difficult to Say Good-Bye

 iii. Rescue Workers Saved Four People

  iv. When the Wall Fell in

ACTIVITY:2

VOCABULARY CARDS

Chaplen (1981) recommends the use of vocabulary cards (8cm. x 6cm.) for learning vocabulary. This process can be summarized as follows:
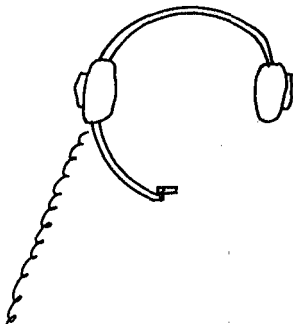
1. The student writes the vocabulary item on one side of the card because the shape of the word can be used a mnemonic device for remembering meaning, it is recommended that the item should not be written in capital letters.

2. The sentence i which the word takes place shold be written.

3. The syllables of the word should also appear on the card.

4. On the back of the card, the student should write down the definition of the word with the help of a dictionary. Chaplen (1981) suggest that the translation of the item and/or a picture of it should be put on this side.

Considering that it would be useful, a few vocabulary cards were prepared and recommended the students in the experimental group make the same cards for the words they will encounter at the early beginning of this reseach. One of the cards given as an example as shown below:

FRONT

word	headphone
sentence	Let me have a go with your headphone
syllable	head - phone

BACK

an instrument fittedover the ears to receive sounds.	definition
	Translation/picture
I use my headphone to listen to music.	Student's own sentence

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