T.C.

DOKUZ EYLÜL UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

MA THESIS

THE EFFECTS OF GRAMMAR TRANSLATION METHOD AND COMMUNICATIVE LANGUAGE TEACHING ON VOCABULARY TEACHING

Tuba TAYHANİ TEMİZGÖL

İzmir

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2013

YEMİN

Yüksek Lisans tezi olarak sunduğum "The Effects of Grammar Translation Method and Communicative Language Teaching on Vocabulary Teaching" adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça'da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğunu belirtir ve bunu onurumla doğrularım.

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Yukarıda imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

…./…./….

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Yukarıda başlığı yazılı olan tezimin, ilgilenenlerin incelemesine sunulmak üzere Yükseköğretim Kurulu Ulusal Tez Merkezi tarafından arşivlenmesi, kağıt, mikroform veya elektronik formatta, internet dahil olmak üzere her türlü ortamda çoğaltılması, ödünç verilmesi, dağıtımı ve yayımı için, tezimle ilgili fikri mülkiyet haklarım saklı kalmak üzere hiçbir ücret (royalty) ve erteleme talep etmeksizin izin verdiğimi beyan ederim.

17.06.2013

İmza:...............................

To my parents, who have devoted

all their lives to me,

Hatice and Stıkı TAYHANİ

ACKNOWLEDGEMENTS

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Tuba TAYHANİ TEMİZGÖL

DEPARTMENT OF ENGLISH LANGUAGE TEACHING
MA THESIS
Supervisor: Assist. Prof. Dr. Kadim ÖZTÜRK

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The aim of this study was to investigate whether there is a significant difference in learners' vocabulary development and retention depending on the teaching method, Grammar-Translation Method and Communicative Language Teaching, at tenth grade. The quasi-experimental research, which was done for this investigation, took place in 2011-2012 academic year by the attendance of 50 learners at tenth grade in Şanlıurfa Vocational High School. One control group and one experimental group were determined for this study and both groups took pre-test before treatment process in which learners were taught vocabulary through teaching methods previously clarified. In treatment process, one group studied on activities based on translation, definition, fill in the blanks, antonym and synonym according to Grammar-Translation Method; while other group was busy with more communicative activities based on information gap activities, games, role-plays suitable to Communicative Language Teaching Method. At the end of four-week treatment process, learners were presented post-test and delayed-post-test one month after the post-test to measure the development and retention levels of vocabulary. It

was aimed with these applications to find out whether Grammar-Translation Method or Communicative Language Teaching was more effective teaching method for vocabulary teaching. The results, analyzed in SPSS program on computer, let us present Communicative Language Teaching Method as more effective when compared to Grammar-Translation Method and no significant difference was found between genders in terms of vocabulary development and retention. According to the data and analysis of this research, it is possible to claim that foreign language teaching programs should be shaped according to the principles of Communicative Language Teaching especially at tenth grade.

ÖZET

DİLBİLGİSİ-ÇEVİRİ VE İLETİŞİMSEL YÖNTEMLERİN KELİME ÖĞRETİMİ ÜZERİNDEKİ ETKİSİ

Tuba TAYHANİ TEMİZGÖL

İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI
YÜKSEK LİSANS TEZİ
Danışman: Yard. Doç. Dr. Kadim ÖZTÜRK

Haziran, 2013

Bu çalışmanın amacı, Gramer-Çeviri Yöntemi ve İletişimsel Dil Öğretimi'ne dayanarak yapılan öğretimin 10. sınıf öğrencilerinin kelime gelişimi ve kalılcılığında önemli bir fark olup olmadığını araştırmaktır. Yapılan bu yarı-deneysel araştırma, 2011-2012 akademik yılında Şanlıurfa Ticaret Meslek Lisesi'nde 10. sınıftaki 50 öğrencinin katılımıyla gerçekleştirilmiştir. Bu araştırma için bir kontrol ve bir deney grubu belirlenmiştir ve her iki gruba da farklı iki yöntemle kelime öğretilen deney sürecinden önce ön-test uygulanmıştır. Deney sürecinde, bir grup Gramer-Çeviri Yöntemine göre çeviri, tanımlama, boşluk doldurma, zıt anlam eş anlam gibi aktiviteler ile kelime öğrenirken; diğer grup İletişimsel Dil Öğretimi'ne uygun bir şekilde bilgi tamamlama, dil oyunları, rol yapma gibi daha iletişimsel aktivitelerle kelime öğretimi görmüştür. Öğrencilere, dört haftalık deney sürecinin sonunda öğrencilerin ne kadar geliştiklerini görmek amacıyla son-test ve son-testten bir ay sonra öğrenilen kelimelerin ne kadarının hatırlandığını görmek amacıyla geciktirilmiş test uygulanmıştır. Böylece, Gramer-Çeviri Yönetmi'nin mi yoksa İletişimsel Dil Öğretimi'nin mi kelime öğretiminde daha etkili olduğunu bulmak amaçlanmıştır. Bilgisayar ortamında SPSS programında analiz edilen sonuçlar

Gramer-Çeviri Yöntemi'ne kıyasla İletişimsel Dil Öğretimi'nin daha etkili olduğunu sunmamıza olanak vermiştir ve kelime dağarcığının gelişimi ve kalıcılığı açısından cinsiyetler arasında önemli bir farklılığın olmadığı bulunmuştur. Bu araştırmanın verileri ve analizine göre, özellikle 10. sınıf düzeyinde yabancı dil öğretim programlarının İletişimsel Dil Öğretimi kurallarına göre şekillenmesi gerektiğini iddia etmek mümkündür.

Anahtar Kelimeler: Gramer-Çeviri Yöntemi, İletişimsel Dil Öğretimi , Yabancı Dil Öğretimi, Kelime Öğretimi, Öğretimde Kalıcılık

CHAPTER 1

INTRODUCTION

This study is an example that searches the effectiveness of different teaching methods, Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT). This quasi-experimental study has been actualized through both teaching methods by the participation of 2011-2012 Academic Year students at tenth grade in Şanlıurfa Vocational High School.

In this chapter, the problem will be stated, the purpose and significance of the study will be discussed by supporting with ideas in the literature and research questions will be presented in addition to assumptions, limitations, definitions and abbreviations.

1.1.Statement of Problem

When foreign language teaching is taken into consideration, the main aim can be stated as to put learners in communication in real situations. For this aim, many different methodologies have been formed throughout the history in which vocabulary teaching sometimes gained and sometimes lost popularity even it is the core component of language (Zimmerman, 1997a: 5). It cannot be denied that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (Wilkins, as cited in Thornbury, 2002: 13). Although it is possible to express what we mean by the help of words, the

same is not possible via just grammar rules. What Maehr (1984) suggests for vocabulary teaching is to teach them in contexts rather than in isolation.

When foreign language teaching field in science is thought, it can be seen that this is a newer study field when compared to other subjects and it has gained popularity especially after late sixties. In this field, what researchers have been interested in is to be able to provide better language learning conditions for learners in different environments. Many theorists have presented various teaching and learning theories such as behaviourism, innatism, interactionism, cognitivism, connectionism, humanism etc. According to these theories, many teaching methods have been presented for teachers in language teaching history the oldest of which is Grammar-Translation Method (GTM) and one of the newer of which is Communicative Language Teaching (CLT) that are chosen to be studied in this research. It is possible to find out that advances in technology and the changes in world power have affected the language teaching methods and their principles.

From the other components of language, vocabulary should be thought in a different side. Many researchers support that learning a vocabulary item is not a simple process actualized by only memorization. Not only dictionary meaning but also the form of a word is required to be able to use it appropriately in a sentence (Ur, 1996: 60). Pikulski and Templeton (2004: 3) point out the importance of vocabulary due to its having such large and big context including from collocations to different forms of words. As Thornbury (2002: 1) highlights the importance of vocabulary development by stating that "The coining of words never stops. Nor does the acquisition of words.", vocabulary development should be done in a purposeful and planned way.

When the relation between teaching methods and vocabulary teaching is thought, it is possible to find a place for vocabulary teaching in each method; however, doubtlessly, some give a great importance to vocabulary while others leave it to the end. Both GTM and CLT, as the oldest and innovative methods,

give great importance to vocabulary teaching; yet, their implementation ways are totally different. While GTM focuses on memorizations of word lists full of translations as they provide equivalents of words between target and native languages (Tozcu & Coady, 2004: 473-475); CLT highlights the importance of communicative activities through which it is possible to create real-life learning conditions for learners to make them get used to communicate (Johnson, 1997: 173). In contrast to Maehr's (1984) idea, GTM focuses on words in isolation which makes it more difficult for learners to cope with word combinations, collocations etc. (Richards & Rodgers, 2001). In addition, just memorization does not enable learners to reach and enlarge their active vocabulary levels.

Even though there are many methods for teaching vocabulary, none of them can be claimed as the "best method", which will facilitate learning at the top degree, by any researcher until this time. Because each method has merits and demerits, there is not a consensus whether vocabulary teaching should be traditional that can be defined as systematic teaching of linguistic elements according to a structural syllabus or it should be a modern method that gives the importance to linguistic elements in the context of communicative activities depending on a task-based or a similar syllabus. Teenage learners of twenty-first century are aware of the significant of English as a foreign language and they are more conscious that they should be busy with foreign language in some way. This destines many researchers to study on teenager group as foreign language learners. When recent changes and developments have been taken into consideration, CLT can be stated as the most suggested method especially by the curriculum prepared by Turkish Educational Ministry (2011) as it basically depends on contextual instructions practices. Despite being the mostly suggested method by Ministry of National Education Ministry (Talim Terbiye Kurulu Başkanlığı, 2011), instead of CLT, GTM is widely used method in real classrooms according to the observations and interviews done with the colleagues, especially in Turkey. It has been discussed for many years that although traditional way of vocabulary teaching does not provide active

vocabulary storage for learners and is expressed as boring and tiresome, it is open to discussion why GTM has been used in the courses widely. The reason of this may be stated as the inefficient time of courses per week, large number of learners in classes and tendency to translation.

This contradiction enables us to create this study in which we search more effective teaching method on vocabulary development at tenth grade high school students in the boundaries of treatment process and lessons prepared for the study. Doubtlessly, the results will serve suggestions for teachers in terms of more effective foreign language and vocabulary teaching method.

1.2. Purpose of the Study

Mechanical type of exercises may be found boring and meaningless from the learners' side. Rather than knowing isolated items, in real communications, engaging various items is required to reach communicative competence (Hall, 2002: 11-23; Richards & Rodgers: 2001: 160). This process should be supported by meaningful activities which make learners interpret the language items they use (Larsen-Freeman: 2000: 125-128).On the other side, Ellis (1990) emphasizes the importance of being conscious while being busy with direct exercises in learning process. It is hard to define one of the methods as bad and useless or the vice versa. However, there is a contradiction between suggestions of Ministry of National Education and teachers on duty who apply teaching process. Thus, this study aims to clean this contradiction by presenting the better method, GTM or CLT, for vocabulary teaching and retention which will also show the teachers that vocabulary teaching and the ways of presentation play an important role in vocabulary teaching.

Depending on the discussions above, the main purpose of this quasi-experimental research can be stated as to present effectiveness of different teaching methods, Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT), on vocabulary development and retention level of

the tenth grade learners in public high schools. In addition, gender difference will be analyzed to find out whether it plays a role on vocabulary development.

1.3. Significance of the Study

When the place of English as a foreign language in Turkey is taken into consideration, it is possible to see it in business, academic world in addition to daily communication. The use of language can only be appropriate and possible by using correct words and word combinations whatever the situation and condition is. This is the reason why vocabulary selection and foreign language teaching are very important. The aim of teaching language is, on the other hand, to teach learners to survive in any situation related to foreign language.

For this purpose, some theorists support explicit way of vocabulary teaching (Ellis, 2003); while others think more meaningful learning environments based on unconscious learning are more useful for learners (O'Dell, 1997: 259). According to Skehan (1996: 17-30), being conscious is the first step of learning as cognitive activities provide entry points for new information to be connected. On the other side, Carter and McCarthy (1988) also state that the main aim in language teaching and learning is to communicate in natural environment which requires vocabulary acquisition.

When investigated, it can be seen that foreign language teaching has its place in the field in recent few decades. Throughout its history in the field, it is possible to see the effects of several teaching methods such as Grammar-Translation Method, Direct Method, Audiolingual Method, Silent Way, Suggestopedia, Communicative Language Teaching etc. From its foundation, Grammar-Translation Method (GTM) has saved its importance even though opposite methods have existed (Larsen-Freeman, 2000). As being one of the methods that put the vocabulary component of language to the center, GTM principles support direct way of teaching by the use of memorizations of word

lists in courses that provides mental practice for learners (Ooi & Kim-Seoh, 1996). What is important in GTM is to be able to cope with reading texts and express the utterances' equivalents in both target and native language (Tozcu & Coady, 2004: 473-495). With this method, students acquire new vocabulary by the help of lists of words, synonyms, antonyms. It can be inferred that reading and vocabulary are the emphasized skills (Richards & Rodgers, 2001: 7).

In pre-scientific era, another method that puts the vocabulary in the central seat is Direct Method (DM) (Diller, 1978). On contrary to GTM, there is no place for translations as the main aim is to make learners speak as native speakers (Mosallanejad, 1999: 75). Because translation is not used during the courses, in which meaning can only be provided by realia, pictures, demonstrations which are, especially, possible for concrete vocabulary (Mosallanejad, 1999: 75).

When it comes to late 1940s, the most popular method for language teaching has become Audiolingual method as it is thought as a faster method for vocabulary and language development as it is based on drilling and large number of repetitions (Richards & Rodgers, 2001: 50-69). Like DM, learners are expected to reach native like pronunciation; therefore, pronunciation and speaking activities are used more (Thompson, et al., 1990: 22-35). However, this method has some critics too. Kumaravadivelu (1991) criticizes the automatization technique of this method because these memorized chunks may not be enough to express one's ideas in different situations.

Silent way gives importance to creating an environment which is meaningful. It emphasizes oral proficiency. It pays attention to functional vocabulary rather than translations or similar activities (Larsen-Freeman, 2000: 67).

Suggestopedia is a method which puts emphasis on memorization of vocabulary pairs by the help of a humanistic environment full of music, rhythm

(Richards & Rodgers, 2001: 100). Suggestopedia is one of the methods that leaves the role of vocabulary to the back sides (Mosallanejad, 1999: 97-100). As humanistic features in teaching environment has always been ignored until that time, the main principles are based on humanistic principles in this theory (Lozanov, 1978: 109).

Recent studies and developments have changed the way of teaching vocabulary. It is clear that, the importance in language teaching becomes the use of communicative abilities more than language accuracy (Ash-Shammari & Al-Sibai, 2005). Language teaching has witnessed a shift from traditional ways to use of communicative methodologies that emphasize the use of language such as the Task-Based Language Teaching (TBLT), the Functional-Notional Approach, the Natural Approach, the Lexical Approach, the Communicative Language Teaching (CLT) etc. (Mosallanejad, 1999: 87-93). Natural Approach supports the idea that via comprehensible input, that is emphasized by Krashen (1989: 440-464), language teaching including vocabulary can be done better especially by dramatizations that put learners into natural circumstances (Terrell, 1982: 121). On the other hand, functional-notional approach does not ignore the importance of any language item and aims to combine all to create meaningful and communicative environments for learners to be able to make them ready for real situations (Mosallanejad, 1999: 87-93). In addition, task based learning provides meaningful learning for learners. In this method, learners are busy with a task in which they arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate the process (Nunan, 2004: 1). Another method that supports similar ideas is Communicative Language Teaching (CLT) which is one the younger methods (Larsen-Freeman, 2000: 125-128). It gives importance to communicative environment and does its best to provide opportunities for students to expand their communicative competence (Harmer, 2001: 84-86).

When each method in language teaching history has been investigated in a detailed way, it can be seen that there is a shift from language usage to language

use which emphasizes the mastery of structures for communicative purposes by the use of techniques such as games, role plays, dialogues, collaborative activities etc. (Johnson, 1997: 173). In these changes, there has always been a place for vocabulary that is sometimes in the center, sometimes at the back. For instance, while suggestopedia leave vocabulary emphasis at the back and highlights feelings of human, the communicative activities such as drawings, role-plays, games, picture matching etc. provide improvement for learners' vocabulary that is one of the basic components of communication (Larsen-Freeman, 2000: 125-128).

From the other side, there are some other important points in vocabulary teaching that can affect learning process. For instance, word difficulty is an effective fator in learners' perception of that vocabulary. To make the meaning more clear several techniques can be used such as using synonyms, antonyms, cause and effect, associations between objects descriptions, examples etc (Thornbury, 2002: 2). According to Lewis (1997: 7) language is not all about traditional grammar and vocabulary apart from multiword chunks that include collocations, fixed and semi-fixed expressions and idioms that play an important role in vocabulary teaching and fluency. This proves that vocabulary teaching shouldn't be in isolation but in relation. There is another point in vocabulary teaching that the distinction between active and passive vocabulary should be done. Active vocabulary expresses the words which are understood and used by learners accurately in speaking and writing (Thornbury, 2002: 22). On the other hand, passive vocabulary words are the ones which are understood by learners in context but not produced correctly (Thornbury, 2002: 22). As it can be understood from these statements main aim of teachers is to develop and enrich the active vocabulary of learners.

According to all of these different methods, it is very clear that acquiring vocabulary has been very important in the history of language teaching and learning. It is possible to find such different theories, approaches, methods and techniques that can be used in treatment process; however, most of them stay only in theory and are not put into practice. Additionally, lots of theories and methods

cause a debate on which method is more effective to teach vocabulary that is the spark of many researches. However, there are few studies that compare the effects of the innovative and traditional methods, GTM and CLT. Rather than methods, the way of vocabulary presentation has been the subject of many researches like Laufer's (1994), Laufer and Shumueli's (1997), Paribakht and Wesche's (1997), Zimmenman's (1997b), Hill and Laufer's (2003), Şahin's (2009), Bayram's (2009) and Akel Oğuz's (2012) studies. These studies have a common conclusion that direct vocabulary teaching including the techniques such as translations, memorizations, word lists etc. provides vocabulary development more when compared with other types, indirect and blended. On the other hand, Aksoy's (2006), Ünal's (2006), Ortapişirici's (2007) and Yıldız's (2012) studies show the opposite ideas. Meaningful and indirect vocabulary teaching which is supported by semantic relations provides better vocabulary development. Rott, Williams and Cameron (2002), Mondira (2003) and Souleyman (2009) prove that the use of both direct and indirect ways of teaching affects learners' vocabulary development positively. Apart from these basic types of vocabulary instruction, teaching methods modify them into their principles to reach better vocabulary teaching suitable for their own principles. From this side, it is hard to find two methods' being compared in the literature since the researchers prefer to choose a teaching method to compare with traditional one. Although GTM can be named as traditional, it has its own principles that must be applied in the classrooms. On the other hand, CLT, as being one of the newest methods, shows opposite ideas with GTM from the side of principles. When the suggestions of curriculum prepared by ministry of national education in Turkey (2011) have taken into consideration, it is possible to realize a contradiction between the theory and practice. Even though communicative way of teaching is suggested, most of English teachers in Turkey prefer using GTM in their classes due to some different reasons such as the number of classes, environmental conditions, materials or their own preferences.

With this study, it will be possible to find out whether the teaching methods, GTM and CLT, affect learners' vocabulary development and retention levels and which method is better to teach vocabulary. In addition, as there are not

many studies in vocabulary teaching especially searching for the effectiveness of special teaching methods, it will be possible to fill a gap in the literature both locally and globally as the results may put out the relation between theory mentioned in literature and practice. The lesson plans in the appendix part may be clues for both teachers on duty and researchers for following studies to prepare lesson plans full of different activities referring to different types of learners.

1.4. Research Questions

The main research question which is the spark of the study can be stated as in the following:

How do teaching methods, Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT), affect the tenth grade high school students' vocabulary development?

Under the main research question, more detailed analysis will be realized by searching for the answers to the following sub-research questions:

- Does vocabulary teaching through Grammar-Translation Method (GTM) have a significant effect on the tenth grade students' vocabulary proficiency?
- Does vocabulary teaching through Grammar-Translation Method (GTM) have a significant effect on the tenth grade students' vocabulary retention?
- Does vocabulary teaching through Communicative Language Teaching (CLT) have a significant effect on the tenth grade students' vocabulary proficiency?
- Does vocabulary teaching through Communicative Language Teaching (CLT) have a significant effect on the tenth grade students' vocabulary retention?

- Is there a significant difference between genders in terms of vocabulary proficiency?

1.5. Assumptions of the Study

Some factors which cannot be controlled and affect learning such as learner beliefs, attitudes, preferences, interests etc. were made as much as equal in both groups by the researcher in implementation process.

As the participants were not fond of learning English as a foreign language, they were supposed they didn't access an additional material and they didn't have financial adequacy for extra materials; it was assumed that participants didn't get any resources such as other workbooks or exercises from the internet.

Lastly, the researcher, herself, was also the English teacher of both groups whose possible tendency was embarrassed by the lesson plans prepared according to different teaching methods clarified for this study before the treatment period started with the help of the thesis supervisor and other English teachers in charge.

1.6. Limitations of the Study

The school chosen for the study was Şanlıurfa Vocational High School in Şanlıurfa Turkey and the teacher of both groups was the researcher herself. In addition, the way of sampling cannot be stated as random. Thus, it can be said that the study is limited to Şanlıurfa Vocational High School and the participants determined. Due to inadequate sampling of program or class types, it is not possible to state an international solution.

Secondly, the results of research depended on the data collected from fifty participants that were students in Şanlıurfa Vocational High School at

tenth grade in 2011-2012 academic year. The number of participants in each group was the same, 25, which makes 50 in total. Therefore, the results are suitable for only this number who participated to this research.

Fifty participants of the research were taught vocabulary through different teaching methods under the limit of one month treatment including eight courses. The results are shaped according to one month period.

Previous experiences of learners were not taken into consideration and they were assumed as they hadn't known the target vocabulary. This assumption serves the fourth limitation of the study.

Learners' development was evaluated by a test prepared by the researcher. Even though its reliability had been tested, it wouldn't be true to claim that the data collection instrument was the best to assess learners' real vocabulary proficiency.

1.7. Definitions

Active Vocabulary: The words that are understood, pronounced correctly and used appropriately by learners (Wallace, 1982: 27)

Acquisition: The term pointed out by Krashen (1982) which refers to the process in which learner has samples and structures of second or foreign language subconsciously as it is the same in the first language acquisition process (Ellis, 1990).

Approach: Theories about the nature of language and language learning that serve as the source of practices and principles in language teaching (Richards & Rodgers, 2001: 16)

Communicative Competence : The ability to apply grammatical, discourse and cultural knowledge to communicate effectively in particular contexts for particular purposes (Nunan, 1999: 303)

Equivalent : A term used for a word or expressed in one language which corresponds in a contextually appropriate way to a word or expression in another language (Lewis, 1997: 216)

Foreign Language: A term that is used for expressing learning another language or languages apart from mother tongue in an environment in which target language is not widely used in community (Lightbown & Spada, 2003: 1-4).

Method: The practical realization of an approach, including procedure and methods, types of activities, roles of teachers and learners, the kinds of material (Harmer, 2001: 78)

Passive Vocabulary: The words that are only understood in a context but not produced correctly all the time by the learners (Wallace, 1982: 27)

Semantic Mapping: A technique that involves the teacher and learners working together to build up grammatical maps showing the relationship between vocabulary suggested by teachers (Nation, 1990: 129)

Technique: A term describing typical procedures or sets of procedures, usually for teachers in training (Harmer, 2001: 79)

Vocabulary : Usually used to refer to the stock of words, usually imagined as having fixed meaning to be found codified in the dictionary (Lewis, 1997: 220)

1.8. Abbreviations

GTM – Grammar-Translation Method

CLT – Communicative Language Teaching

DM – Direct Method

ALM – Audiolingual Method

TBLT – Task-Based Language Teaching

L1 – First Language

L2 – Second Language

TPR – Total Physical Response

CLL – Community Language Learning

CBI – Content-Based Instruction

SPSS – Statistical Package for the Social Sciences

EFL – English as a Foreign Language

CHAPTER 2

LITERATURE REVIEW

2.1. What is Learning?

From the very beginning of the life and civilization, learning takes an important part. Via learning, developments in life take place. Thus, it does not matter learning is taking place in which area. Learning is a term that has many different definitions all of which have similar meanings produced by various researchers. However, it is possible to mention that there is not a universal definition of learning, which means it is possible to find different definitions.

Language itself is a big term. Ramsden (2003) defines learning as an adaptation to the world we live in. Schmeck (1988) thinks that learning is to experience. According to him, learners experience something in their lives, than they learn. He finds it proper to study learning into three aspects such as phenomenological, behavioural, and neurological perspectives. To define learning, Woolfolk (1993: 196) states the following;

> "In the broadest sense, learning occurs when experience
> causes a relatively permanent change in an individual's knowledge

or behaviour. The change may be deliberate or unintentional… To qualify as learning, this change must be brought about by experience- by the interaction of a person with his or her environment."

Learning has been defined by Klein (2002: 2) as "… an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies."

According to Klein (2002: 2-3) this definition includes three components. As mentioned in the definition above, there should be a change in the behavior. This change is not automatic but it is related to motivation to interpret the learning into behavior. The second component is that this behavioral change should be permanent. Finally, learning does not occur in a short time period, it needs duration.

2.1.1. Language Learning

Learning is a more general term; however, this study is related to language learning. Although learning in many different areas has varieties, language learning is somehow different. Any individual grown up in a society learn at least a language. That makes language learning different from other kinds of learning.

It is clear that every individual can speak at least one language except for some special reasons. Even though the first communication signs are all about cooing, gurgling; after a time of period, words continue. The language that is firstly spoken by an individual from birth and also may be called as mother tongue that can also be more than one is named as first language (L1)(Lightbown and Spada, 2003: 1-3).

There is not a rule that states an individual can only speak one language. One may be capable of speaking more than one language. One may

have more than one mother tongue and also learn later. At that point, it is necessary to mention about second and foreign language learning that is subject area of this study.

> " 'Second Language'(L2) will normally stand as a cover term for any language other than the first language learned by a given learner or group of learners a) irrespective of the type of learning environment and b) irrespective of the number of other non-native languages possessed by the learner." (Smith, 1994: 7)

On the other hand, foreign language learning is a term that is used for expressing learning another language or languages apart from mother tongue in an environment in which target language is not widely used in community (Lightbown & Spada, 2003: 1-4).

These two terms are generally contrasted. While foreign language is learnt in a different community in which the target language is not widely used such as learning English in Turkey, second language is learnt in the community in which the target language is actively used such as learning English in London.

The following table may clarify the differences of L1 and L2:

Table 1

First and Second Language

Aspect	Points of Difference	Comments
Conditions	Amount of time	L1 has much more time at disposal. L2 has restricted time.
	Structured content	L1 learner is exposed to naturally occurring language. L2 learner is presented with carefully selected and graded input.
	Avoidance of errors	In L1, errors are permitted and not corrected. In L2, errors are avoided and corrected.
Learner	Age	L1 learner has innate capacity for learning; critical period for this capacity may have passed for L2 learner, who is also cognitively more mature.
	Motivation	L1 learner has strong motivation; because of communication. L2 learner's motivation is weaker.
	Linguistic knowledge	L1 learner has no previous knowledge. L2 learner has already known a language.
	Cultural Knowledge	L1 learner acquires cultural norms with the language. L2 learner has already acquired a set of cultural values.

(Cook, 1969 and Kennedy, 1973 cited in Ellis 1990: 42)

2.1.2. Principles of Language Learning

Language learning can end either in success or failure. Success in language learning requires understanding and applying some certain principles. First of all, this must not be forgotten that language learning has a fundamental order the first step of which is listening, the following steps of which are speaking, reading and writing (Nida, 1957: 13-26). All of the principles should be applied according to this order to be more successful.

Meier (2000: 9-10) orders some important principles about learning:
"- Learning involves the whole mind and body.
- Learning is creation, not consumption.
- Collaboration aids learning.
- Learning takes place on many levels simultaneously.
- Learning comes from doing the work itself (with feedback).
- Positive emotions greatly improve learning.
- The image brain absorbs information instantly and automatically."

It is clear that learning principles are valid in any area of learning, and what Nida (1957) provides is to add some more important principles related to only language learning. These are:

- Mimicry is the key to language learning. (p. 21)
- Language is learnt by over learning following three steps such as drill and repetition, thinking in the foreign language and continued opportunities to use the language. (p. 23)
- Language is learnt by using it." (p. 24)

2.1.3. Factors Affecting Language Learning

Although there are lots of theories upon language learning, they are not the only ways to explain best learning, since there are many different factors that affect language learning such as intelligence, aptitude, learner's personality and beliefs, motivation and attitudes, learner preferences and age.

It is generally known that each individual has different degrees in terms of intelligence. This degree is traditionally measured by some various IQ tests all over the world. However, it should be kept in mind that each human being may have many different abilities that have never been defined and placed in a special type of intelligence even it is a complex and deep term (Lightbown & Spada, 2000: 53). Even the eight types of intelligences that may affect learning process have been defined by Gardner (1993, cited in Harmer, 2001), they may not be found wide enough to explain the intelligence of an individual (Cafarella & Gartner, 2007: 374).

Another important factor for language learning is aptitude. To determine one's aptitude, many researchers have tried to dreate aptitude tests and they support the idea that the more one has aptitude, the more successful this person is (Lightbown & Spada, 2003: 53-54).

It is really hard to find relation between learners' personality, beliefs and language learning at first sight; however, Lightbown and Spada (2003: 54-56) define them as the items that forms learners' leaning styles in learning process. They also clarify that " Learnes' preferences for learning, whether due to their learning style or to their beliefs about how languages are learned, will influence the kinds of strategies they choose in order to learn new material." (2003: 59).

Motivation is another factor influencing the emotional factors in language learning. According to Harmer (2001: 51) "At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something." Gardner and his associates (1985, cited in Williams and Burden, 1997) define the motivation as consistence of desire to learn the language, motivational intensity, attitudes towards the language. For Williams and Burden (1997: 121), motivation can be construed as "a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical

effort in order to attain a previously set goal (or goals)." Many researchers emphasize on this term and try to classify the resons for motivation as intrinsic and extrinsic. Intrinsic motivation comes from inside, within the individual (like feeling enjoyment or better) when studying while the opposite is true for extrinsic. Cognitive psychologists Csikszentmihalyi and Nakamura (1989, cited in Williams and Burden 1997) supported this idea by defining extrinsic motivation as a type of motivation whose reason for performing the act is to gain something outside the activity itself like gaining financial rewards or passing an exam. However, if the reason of performing the act is having interest or enjoyment in addition to reasons lying within the activity, it is probably intrinsic. Harmer (1998) also points out that the real motivation is inside the individuals.Harter (1981, cited in Williams and Burden, 1997: 124) makes the distinction between intrinsic and extrinsic motivation with the following table:

Table 2

Types of Motivation

Intrinsic	Extrinsic
o preference for challenge o curiosity/ interest o independent mastery o independent judgement o internal criteria for success	o preference for easy work o pleasing teacher/ getting grades o dependence on teacher in figuring out problems o reliance on teacher's judgement about what to do o external criteria for success

(Harter, 1981, cited in Williams and Burden, 1997: 124)

Dembo (2004) points out that many factors for instance types of assignments, instructor behaviour, instructional method affect the students' motivation. Harmer (1998) supports this idea by stating that the learners' and teachers' high motivation stems from various powerful reasons such as the fear of failure. Dembo (2004) states that students' motivated behaviour and their academic achievement are determined by their goals, beliefs, feelings and perceptions. If the students believe the necessity of a task and that they can

achieve it, they are more likely to struggle, use various strategies until the completion of the task. Their effort is determined and shaped by their beliefs.

When focused, around each individual there are countless items to be focused on. At this point, variety of personalities welcomes us in terms of "learning styles" in learning process. Brown and Miller (2001: 5-29) state that although it is known there are various ways of learning, each individual has their own way of learning that works best for that person because learning is unique for each individual. Reid (1995, cited in Lightbown and Spada, 2003: 58) describes the term as learner preferences through which input is choosen such as visual, auditory, kinesthetic for absorbing, processing, retaining new information and skills. According to this information, it is possible to say that learners can be devided into groups according to their preferences. From perceptual side, it is possible to mention about three types of learners such as visual, aural and kinesthetic (Lightbown and Spada, 2003: 58; Brown & Miller, 2001: 5-29). Cognitive side contains two different learning styles such as field-dependent and field-independent (Lightbown and Spada, 2003: 58). From psychological side, Riding and Rayner (1998) discuss that cognitively impulsive learners react immediately and give quick decisions without giving importance to errors; however, cognitively reflective learners make fewer errors because of their monitoring of all options before making a response (Eggen & Kauchak, 1994; Given, 2000:72).

Learning is a process that never stops till the person dies and this process is shaped differently in different ages because in distinctive ages people have different requirements, capabilities, and cognitive development (Harmer, 2001). It is clear that while learning is suprisingly fast and unconscious in childhood period, it gets slower, harder and more conscious as the age grows up (Chastain, 1998). This is the reason why researchers find beneficial to divide learners into three groups such as children, teenagers and adults as it is necessary to apply different learning and teaching techniques in each period (Chastain, 1998; Harmer, 2001: 39).

Chomsky (1957, cited in Santrock, 2004: 57) states that language can be learnt in a particular time and way. At this point, there is a component that should be viewed in terms of factors affecting language learning. If the first language acquisition is studied, it can be said that various conditions are created by environment for children (Tamis-LeMonda, Bornstein & Baumwell, 2001; cited in Santrock 2004: 57). However, when the second language learning is the content area, classroom forms quite limited environment for learners (Krashen, 1982: 59). Krashen (1982: 59) states that "The classroom's goal is not to substitute for the outside world, but to bring students to the point where they can begin to use the outside world for further acquisition to where they can begin to understand the language used on the outside.". It can be inferred that classroom environment may not be the same as it is in acquisition of first language or "living in the country" (Krashen, 1982: 58) where the target language is spoken; yet it may turn into effective for learning. To be able to achieve effective learning environment, it is necessary to prepare both the physical and social components of the classrooms (Bull & Solity, 1987: 17). Since the classrooms are somewhere different from students' real life environment (Cangelosi, 2000), it is necessary to make some physical preparations such as heating, lighting, colour of walls and seating arrangements to provide "personal space" for both whole class and each individual (Nakamura, 2000: 250). Language can be learnt via interaction, thus each activity constructed by different aims should be supported by social component of environment which put learners into cooperation (Bull & Solity, 1987).

Worell (2001, cited in Santrock, 2004: 25) states that gender bias is one of the content areas in educational studies. Thus it can be inferred that there is an influential effect of gender difference in education. Santrock (2004: 436) mentions that what researchers try to find is whether there are any differences in learning between females and males who have had the same educational period. Depending on different researches, it is possible to mention that in general terms girls are faster, more concerned, motivated, accurate than

boys who are, on the other hand, more encouraged in language learning process (Feingold, 1994; Higgins, 1991; Newman et al., 2008).

2.1.4. Approaches to Learning

It is clear that second language is dealt with some time later when first language acquisition is completed as differ from each other. At this point, what helps to researchers and people to understand and interpret language learning process is learning theory which can be defined as abstract claims on which a research has been run to make it definite at the end (Mitchell & Myles, 2004: 37-39). From the beginning of the studies in the area, it is possible to find different theories that either affect each other or show opposite ideas or complete the previous one.

One of the theories, behaviorism, finds language learning similar to any kind of learning that depends on habit formation (Bloomfield, 1933; Skinner, 1957; Thorndike, 1932; Watson, 1924). Language is accepted as a behavior which can be formed via countless stimulus, response and reinforcement to make an individual give automatic responses unconsciously (Bohannon & Bonvillian, 2008, cited in Gleason & Ratner, 2008: 231-232; Ellis, 1990: 6; Klein, 2002: 4-15; Mitchell & Myles, 2004: 32-33;). When considered up to here, behaviorist view is seen as a clear theory that explains language learning. If the first language learning is the subject area, the procedure is clear and simple. The procedure starts with learning a new set of habits then continues with responding to these stimuli in person's environment (Mitchell & Myles, 2004: 32-33). However, when it comes to second language learning process, complexity welcomes us because second language learning requires replacing existing set of habits that belongs to first language with the new ones (Lightbown & Spada, 2003. 35-36). At this point, the first language may be either a helper or an obstacle in second language learning depending on two languages having similarities or differences. Mitchell and Myles (2004: 32-33) give an example of an English learner learning French and German as a

second language. The sentence "I am twelve years old." has the equivalence "J'ai douze ans." in French (I have twelve years.) and "Ich bin zwölf jahre alt." in German. It is clear in the sentences that German and English have the same structure and order but in their own words; however, French has both different structure and order except the words in its own. In this occasion, it is easy to claim that learning German for aforementioned person is easier than French. Mitchell and Myles (2004: 32-33) imply that if the structures are really different from each other in the first and second language, learning is inevitably more difficult. Lado (1957, cited in Dulay et al., 1982) puts forward the same idea by stating that native language structures are transferred in the process of second language learning. Depending on these structures' being different or similar, learning second language faces with difficulty or ease. Yet different structures are the sign of difficulty in learning. Behavioral approaches try to show the relation how learners link behavior and experiences. To clarify this link there is not only one behavioral approach but more that are classical and operant conditioning whose implementations can be observed in learning environment (Santrock, 2004: 212-225; Schunk, 2000: 30-77). Lightbown and Spada (2003: 35-36) find behaviorism one of the theories that tries to explain language learning; but, which is not completed.

When 1950s and 1960s welcome the researchers, it becomes possible to mention the change from structural linguistics to generative linguistics that highlights the importance of rule and creative nature of human language (Schunk, 2000: 24). At this point it is needed to leave talking about behaviorism and begin to talk about innatism that is supported by Chomsky who puts forward the creativity of human language. According to Chomsky, individuals can produce countless sentences that they have never heard or produced for every new situation (Bohannon & Bonvillian, 2008, cited in Gleason & Ratner, 2008: 237-238). Chomsky believes in that principles of universal grammar are really valid for children to acquire the language in which it is spoken around the child's environment ; however, it is not possible to find such claims that he supports the same ideas for second language

acquisition (Lightbown & Spada, 2003: 36-37). Lightbown and Spada (2003: 36-37) mention in their book that even some of the researchers that support the idea of the fact that universal grammar has an effect on second language acquisition do not explain how this effect shows itself. According to Chomsky, children are able to acquire the language so quickly and easily because they have innate ability that helps them in their critical period (Mitchell & Myles, 2004: 53-57). When the subject is second language learning, learners are more cognitively matured and they have another language with its rules in their minds. That shows the possibility of universal grammar's role in second language learning and teaching (Mitchell & Myles, 2004: 53-57).

In 1970s, Krashen (1982) presents a similar idea with his five theories: acquisition and learning, the natural order hypothesis, monitor hypothesis, input hypothesis and affective filter hypothesis. Krashen (1982) warns that there are a distinction between learning and acquisition and an order that gives the way to learning. Additionally, learning should be supported by comprehensible input that encourage learners more who are responsible for their own developments, control and correction (Ellis, 1990). Krashen (1982) does not ignore the importance of attitudinal factors such as motives, needs, attitudes and emotional states in language learning process. It can be said that the affective filter is responsible for assessment of the farthest level of success of acquiring (Ellis, 1990).

Other than these views, Lightbown and Spada (2003: 43) present that "… much second language acquisition takes place through conversational interaction.". That means there is a link between the first language acquisition and the second language acquisition in terms of interaction (Lightbown & Spada, 2003: 42-44). These ideas and Krashen's claims cause some other researchers to study on the features and effects of input on second language learners (Mitchell & Myles, 2004: 166-174). The studies made by these researchers show that learners need to talk to acquire the language but this talk is both different from Tarzanian type and a simplified version of native

speakers (Mitchell & Myles, 2004: 166-174). One of these researchers, Long (1983: 378), thinks that language acquisition depends on the others' talks around the learners. According to Long's (1983: 378) view, not simplification but opportunity to be able to speak in different situations is the only necessity for language learners. Thus, Long (1983; cited in Lightbown and Spada, 2003: 43) draws relation between modification and input as including each other. It is possible to mention about this approach that supports the idea that there are some factors such as social, linguistic, biological and cognitive that occur by interaction and have an effect on second language acquisition (Gleason & Ratner, 2008). Vygotsky (1962; cited in Gleason & Ratner, 2008) points out that there is a reciprocal effect between cognitive, social factors and language acquisition which means they have a developing effect on each other. In addition, Bandura is the one that forms the "reciprocal determinism model" that is formed by three components such as behavior, person/cognitive and environment all of which are affected by each other (Santrock, 2004: 226-241):

Figure 1

Bandura's Reciprocal Determinism Model of Learning
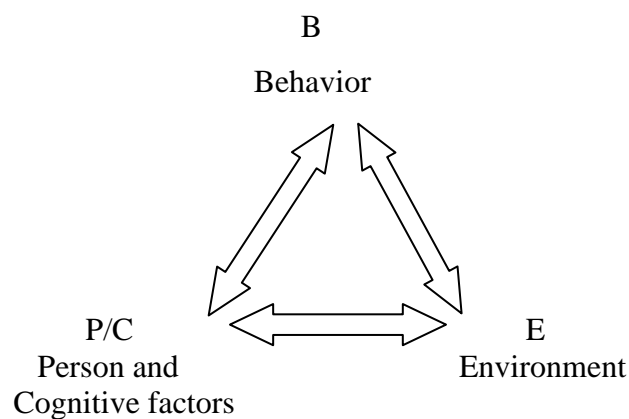
(Santrock, 2004: 227)

One of the Vygotsky's ideas states that cognitive abilities have role to develop in social relations and culture which means cognitive development takes place via social interactions (Santrock, 2004: 51-55). Driscoll and Nagel (2002: 85-97) represent that especially young learners are affected by their environment in which there are many different types of people by whom young learners are affected and language is used as a tool for communication. Although learning a language in an environment is an important factor, it should be kept in mind that each individual has his/her own limit that is shaped according to this person's ability, support and guidance which is termed as zone of proximal development by Vygotsky (Santrock, 2004: 52).

On contrary to especially behavioral theories, cognitive theories are the ones that focus on the mental power and development of information and production systems (Schunk, 2000: 24). Even they are opposite, Good and Brophy (1990) state that cognitivist theorists do not ignore behaviorist view in terms of the necessity of repetition, reinforcement; however, there is also a procedure that is related to contiguity which helps learners to process and store the information cognitively. What interest the cognitivist theorists is the internal mechanism of human mind, thought and the process of knowing (Mitchell & Myles, 2004: 127-130). In this process, there should be alteration that is termed as cognitive development referring the development of thinking and reasoning in language learning process (Spodek & Saracho, 1994b; cited in Driscoll & Nagel, 2002: 85-97). Driscoll and Nagel (2002: 85-97) clarify that there is a link between cognitive development and language development which requires comprehension of meaning of words, structure of words for sentences. There is a process that cannot be ignored in which the capacity of a human and stages that information go through is clarified (Gleason & Ratner, 2008). Although human brain is an incredible device that can learn countless input, the attention degree of humankind at first sight is limited because of the capacity of memory and attention (Lightbown & Spada, 2003). The following figure shows the relation of each item and the learning process:

Figure 2

Information Processing Theory
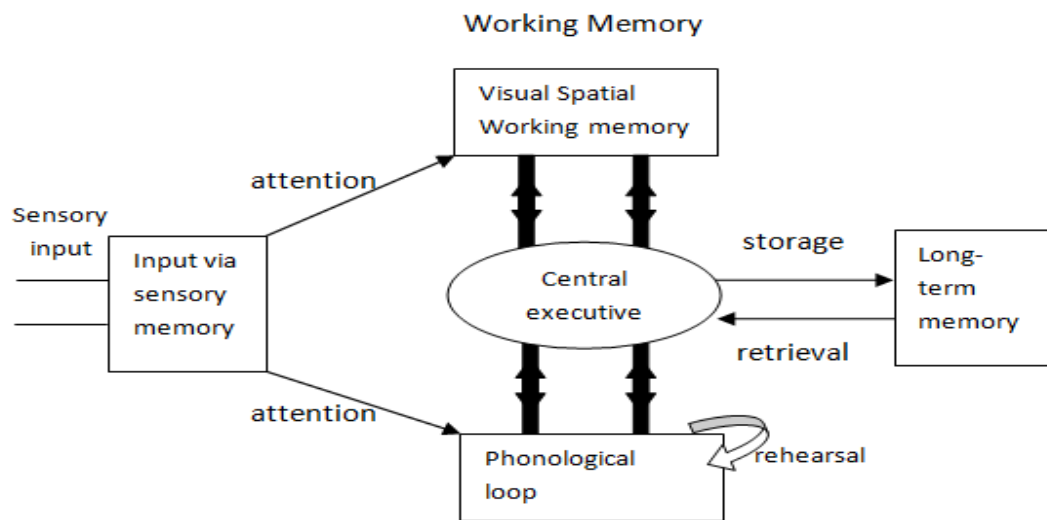
(Santrock, 2004: 257-258)

Piaget also is another theorist that tries to clarify cognitive development via schemas which refer to an imaginary concepts or frameworks helping organize the information for both newly interpreted and existing ones (Santrock, 2004: 248-263). Driscoll and Nagel (2002: 85-97) state that people need to balance what they have already known and what is new and to be able to do this they have to do organizations well as long as their cognitive stage lets them.

In contrast to innatists, connectionism stands for a theory that does not need any neurological module that works only for language acquisition but highlights the importance of environment in which the language is acquired (Lightbown & Spada, 2003: 42). For connectionists, language input forms the "principle source" (Lightbown & Spada, 2003: 42) for linguistic knowledge. Mitchell and Myles (2004: 121-126) also state that there should be connections between the language items and the learner. The more the connections are, the more learning takes place (Lightbown & Spada, 2003: 42). What is underlined with this view is not that language is learnt because we have innate grammar rules but because we create neural connections (Mitchell & Myles, 2004: 121-

126). Schunk (2000: 178-191) states that in the view of connectionism, language rules are starting points for learners, yet they are not the structures that should be dependent on all the time.

Apart from other theories, humanism is unique in terms of focusing on person's self-development and self-concept (Santrock, 2004: 414-420). Any condition should be proper for learning for each learner to be able to make them ready for interpreting new information (Santrock, 2004: 414-420). Santrock (2004: 414-420) draws a relation between this view and Maslow's Hierarchy of Needs. Dembo (2004) states that motivation plays an important role in learning process. Thus, to be able to provide intrinsic motivation some basic needs should be satisfied in an order as it is shown in the following figure expressed by Maslow (1954).

Figure 3

Maslow's Hierarchy of Needs
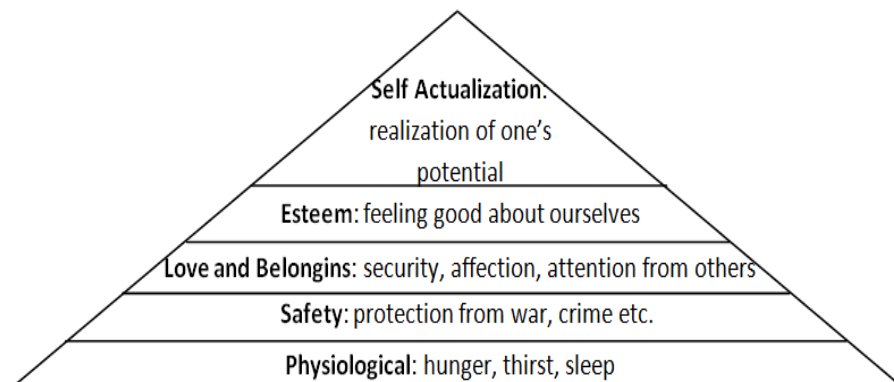
(Santrock, 2004:416)

To conclude, humanism is highly related to motivation. Although all theories work with motivation, it can be said that while in other theories, especially in behaviorism, reward is from outer world of learner, in humanism reward is himself/herself for him/her because what this person does is to do everything for himself/herself as a reward.

2.2. What is Teaching?

When the precedent definitions of teaching are thought, it may be defined as preparing activities to give opportunity for learning to students via presentation and explanation (Schunk, 2000). However, the term has converted its definition and gained more importance. Pintrich and Schunk (1996, cited in Schunk, 2000: 416) define teaching as "a complex process … that… involves reciprocal interactions among teachers and instructional activities, learners' cognitive processes and behaviors, and facets of the instructional environment".

It can be inferred from the modern definition that teachers' aim should be effective teaching for which they need mastery of views that help them in teaching process in terms of strategies and potential and ability to apply different strategies in different conditions (Santrock, 2004). Mastery for effective teaching requires two main components: professional knowledge and skills and commitment and motivation (Santrock, 2004).

Teachers should be equipped with professional knowledge and skills to be able to plan and apply instructional strategies depending on strategies and methods (Santrock, 2004). In addition, they should have the ability to be able to motivate students for working and learning effectively (Santrock, 2004).

For the purpose of providing effective teaching, what teachers need are commitment and motivation that require a good attitude and concern about learners (Santrock, 2004).

Mosallanejad (1999: 69-70) also mentions about teaching as a relationship between teacher and students, which depends on students and aims preplanned behavioral changes in students in long processes. According to him, there are two main streams called formalists, supporting teaching forms

deductively, and activists, supporting the chances for students provided by teachers to learn.

2.2.1. Approaches and Methods to Teaching

If the content area is language teaching, approach, method, procedure and technique are the key terms that should go into the umbrella term "language teaching". For each term the following definitions are given:

> **Approach:** Theories about the nature of language and language learning that serve as the source of practices and principles in language teaching (Richards & Rodgers, 2001: 16)
> **Method:** The practical realization of an approach, including procedure and methods, types of activities, roles of teachers and learners, the kinds of material (Harmer, 2001: 78)
> **Procedure:** An ordered sequence of techniques … that is smaller than a method, bigger than a technique (Harmer, 2001: 78.)
> **Technique:** A term describing typical procedures or sets of procedures, usually for teachers in training (Harmer, 2001: 79)

For these terms, it can be said that while some approaches should be supported by some researches on methods, procedures etc., some methods are explicit enough to be used in practical teaching process (Harmer, 2001:78-79). All these terms are the things that influence language teaching.

Many scientists agree that teaching process should be planned and conscious; however, the planning process is shaped according to different approaches and methods. Thus some different methods and approaches become the subject of scientific studies. Some approaches and methods are based upon structures, linguistic elements; while, others give importance to communication skills more (Mosallanejad, 1999: 69-70).

This difference causes some changes in approaches and methods in history of language teaching (Richards & Rodgers, 2001: 1-5). Richards and Rodgers (2001: 1-5) mention that first teaching approaches and methods were for teaching Latin; but, as the modern european languages became popular in

Europe more, the same techniques that were useful in Latin began to be used for European languages. These techniques were about more grammar rules and lists of vocabulary. According to this, it can be understood that purpose of teaching is not communicating but translation more (Richards & Rodgers, 2001: 1-5).

As the world changes in decades, foreign language, its importance, the aim of learning it and the approaches and methods have changed. It is possible to call many approaches and methods for language teaching in the history of language teaching. The following table can help to show some approaches and methods and their time in history. This also enables to observe the changes in foreign language teaching path. For this study, the chosen methods are Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT) and when the following table is studied, it can be clearly seen that GTM is one of the traditional methods while CLT is one of the innovative methods.

Table 3

Eras and Popular Methods in These Eras

Eras	Popular Methodology
Pre-Scientific Era (1940s)	- Grammar Translation Method - Direct Method
Scientific Era (1950s)	- Audio-Lingual Method
Modern Era (1960s)	- Cognitive Code Theory
Communicative Era (1970s)	- Functional-Notional Approach
Innovative Era (1980s)	- Silent-Way Method - Suggestopedia - Total Physical Response - Community Language Learning - Communicative Language Teaching - Task-Based Language Teaching - The Natural Approach - The Lexical Approach - Content-Based Instruction - Cooperative Language Learning
Postmethod Era (1990s)	- This era explains a search for an alternative to method rather than an alternative method by focusing on classroom learning process prepared by the teacher depending on teaching and critical appraisal.

(Larsen-Freeman, 2000: 1-168; Mosallanejad, 1999: 71-72;

Richards & Rodgers, 2001: 1-255)

It is known that language learning hasn't always been an important point throughout the history even though it is really important and more than half of the population of the world is multilingual (Richards & Rodgers, 2001: 1-35). It is known that centuries ago the popular language was not English but Latin and Greek were the popular languages (Chastain, 1988). Owing to the some political and some various changes, European languages such as French, Italian and English have taken the place of Latin and methods on Latin have become model for new popular foreign languages (Kelly, 1969: 53; Howatt, 1984: 131-132). The methods and techniques used in teaching Latin and Greek can be defined as the classical methods in English language teaching which are the Grammar-Translation Method (GTM) and the Direct Method (DM) which forms its principles opposite to GTM (Diler,1978).

With the two world wars, especially one growing power comes to mind: United States. It is doubtlessly clear that United States is a world power during and after world wars (Stern, 1983), which makes foreign language popular and important all over the world (Met, 1988). The significance of learning a foreign language in a short time and being able to speak it causes linguists to search for a new foreign language learning theory (Richards & Rodgers, 2001: 50-69). For this purpose, The United States tried reading-based approach, a modified version of Direct Method, and reading-oral approach that didn't meet the need of success (Darian, 1972). What the United States needed is a new training program that would provide functional and fast language learning especially for the army (Richards & Rodgers, 2001: 50-69). In this era, language is studied scientifically and systematically to be able to teach it, especially depending on repetitions and drilling (Rivers, 1968: 32-55; Thompson et al., 1990: 22-35). The name of this method that is especially designed for this era is "Aural-oral", which will be renamed as "Audio-Lingual" because its pronunciation is confusing and difficult (Rivers, 1968: 32).

When scientific era is taken into consideration, it is clear that behaviorist features of methods are dominated. After some evaluation of these methods, some new ones are looked for in modern era. Instead of classical methods or techniques depending on repetitions of ready-made dialogues, communicative competence has become more emphasized. Mosallanejad (1999:82) states that "Language acquisition is seen as rule (not habit) formation and language is considered to be creative and rule governed communication rather than a verbal behavior.". Thus modern era presents a new method that emphasize communicative abilities which are believed to be gained by mixture of cognitivistic views, in terms of psychology, and generativist views, in terms of linguistics, for meaningful learning. This method can be introduced as Cognitive-Code Theory which is defined as "a modified, up-to-date grammar-translation theory" by Carroll (1966: 102) and suggests the use of techniques used in previous methods in a mixed way (Tamura, n. d.).
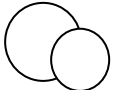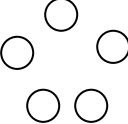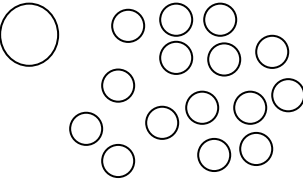
With 1970s, communicative era, the importance in language teaching becomes the use of communicative abilities more than language accuracy because in the seventies learners become individuals that can only respond by memorized sentences but not naturally in a context (Ash-Shammari & Al-Sibai, 2005). Mosallanejad (1999: 87-93) mentions that in communicative era, there has been a shift from language usage to use in language teaching. Thus, it has become more important to know what is communication and communicative competence and many researchers have tried to define these terms as perfect as possible. DeVito (2002: 16-21) defines communication as a process of adjustment that is provided by a package of messages inevitably and unrepeatedly with a purpose. However, it is possible to meet some other definitions as in the following:

- Communication is a process of acting on information. (Trenholm, 2001: 19)
- Communication is a process whereby people assign meanings to stimuli in order to make sense of the world. (Trenholm, 2001: 19)

- Spoken symbolic interaction is the process by which people use words and other symbols to create meaning and to affect one another. (Trenholm, 2001: 19)
- Nonverbal interaction is the unspoken, often unintentional behavior that accompanies verbal communication and helps us fully interpret its meaning. (Trenholm, 2001: 19)
- Communication is the discriminatory response of an organism to a stimulus. (Stevens, 1950: 689-690)
- Communication ... is an 'effort after meaning', a creative act initiated by main in which he seeks to discriminate and organize cues so as to orient himself in his environment and satisfy his changing needs. (Barnlund, 1968: 6)
- Speech communication is a human process through which we make sense out of the world and share that sense with others. (Masterson et al., 1983: 5)
- In the main, communication has as its central interest those behavioral situations in which a source transmits a message to a receiver(s) with conscious intent to affect the latter's behaviors. (Miller, 1966: 92)
- Communication is the transmission of information, ideas, emotions, skills, etc. by the use of symbols – words, pictures, figures, graphs etc. (Berelson & Steiner, 1964: 254)

As understood from different definitions, it is not so hard to get the meaning of communication; however, it is not so easy to define it with a few words. When teaching is considered, the aim is determined as to provide learners the ability of communicating. For this purpose, firstly, teachers have to know about human communication which can also be understood by the help of following table:

Table 4

Human Communication

Areas of Human Communication	Some Common Purposes
Intrapersonal Communication with oneself	To think To reason To analyze To reflect
Interpersonal Communication between two persons	To Discover To relate To influence To play To help
Small Group Communication within a small group of persons	To share information To generate ideas To solve problems To help
Public Communication of speaker with audience	To inform To persuade To entertain
Mass Communication addressed to an extremely large audience, mediated by audio and/or visual means	To entertain To persuade To inform

(DeVito, 2003: 15)

Being such complex, communication requires some competences. Just listening or responding to a question does not create communication (Hall, 2002: 11-23). Hall (2002: 11-23) tries to explain communicative competence as language use that is shaped socially and culturally as being a member of a group or community including different competences such as grammatical, sociolinguistic, strategic, discourse, linguistic, actional, rhetorical and pragmatic.

In communicative era, the aim of language teaching turns to language use instead of language usage (Mosallanejad, 1999: 87). Researchers have created a new method for this teaching aim that provides learners cognitive learning via communicative grammar that is named as Functional-Notional Approach that highlights the importance of "notions" in language teaching process and is formed by the combination of functions, notions and context (Anisa & Ningsih, 2011; Mosallanejad, 1999: 87-93).

Sheen (1994:127) states that throughout the history of foreign language teaching there has been a shift from one method to another which does not provide full of success. This causes that innovative movements are needed in language teaching era, too (Alemi & Daftarifard, 2010: 767-770). This era shows some innovations with new methods in language teaching. It is possible to find different features between the methods in the era as much as similar features. The silent-way, which is constructed by Gattegno, focuses on the distinction between first and second languages and supports the idea that language can be learnt in a controlled environment in which teacher is more silent and presents lectures including all skills (Celce-Murcia, 1991; Gattegno, 1972: 11-12). Suggestopedia is the method that presents some suggestions to language teaching environment which is created humanistic as much as possible (Lozanov, 1978: 2). Another innovative method, the Total Physical Response (TPR), is based on the idea that second language learning should have the similar features of first language acquisition which is stress free (Asher, 1977: 4). The path determined is to use commands as it is the same in

early childhood in the process of which a child responds to commands of parents and speaks when they are ready (Harmer, 2001: 90). The method Community Language Learning (CLL), developed by Curran, is based on counseling learning approach according to which learners' feelings should be taken into consideration and a fearless environment should be provided for better language learning by the teacher who has the role of counselor that is good at understanding of learners' feelings (Curran, 1976: 5; Larsen-Freeman, 2000: 89). Another idea for language teaching in innovative era is that instead of working on structures it is better to give a task to learners on which they have the opportunity to practice language items that they have learnt so far (Harmer, 2001 86). The Task-Based Language Teaching (TBLT) tries to maintain a natural context for learners to give them opportunity to use the target language actively (Ellis, 2003: 16). Being outlined by Terrell (1982: 121), The Natural Approach has been shaped by Krashen and Terrell (1983). Since it has been supported by Krashen, the Natural Approach has gained an importance among other innovative methods. Krashen and Terrell (1983: 9) aim to create a method that provides learners ability to communicate naturally without any need to native language, grammatical analysis or drills. Although it has some similarities with Direct Method from the side of working on a series of monologues in the target language without a place for native language (Cole, 1931: 58), emphasis is not basically on the accurate pronunciation or teacher monologues and formal questions in the Natural Approach (Richards and Rodgers, 2001: 179). The Lexical Approach depends on the idea that language teaching is not all about the grammar, functions or notions but the lexis, which is the key of language as including words and word combinations that have the central role in the method (Nattinger, 1980: 340; Richards & Rodgers, 2001: 132). Content-Based Instruction (CBI) basically depends on contents rather than linguistic items in language teaching process (Krahnke, 1987: 65). It is clear that language is a tool for real communication not the central item to be studied that's why working on it naturally in different contents is aimed by CBI (Richards & Rodgers, 2001: 204-205). Cooperative Language Learning is one of the innovative methods that enriches the use of

pair and group work activities as much as possible to be able to provide cooperation among learners (Richards & Rodgers, 2001: 192) because language can be learnt better with the cooperation with others in the classroom (Olsen and Kagan, 1992: 8). Lastly, Communicative Language Teaching (CLT) constructs its principles on both functional and structural aspects to provide learners develop communicative abilities (Littlewood, 1981: 1).

It has been so much concentrated on the method itself in language teaching area that some other variables have been missed such as teacher cognition, learner perception, social needs, cultural contexts that are really effective (Kumaravadivelu, 2006: 165). This explains the reason of demerits of variable methods. This has caused an investigation process and some studies to require better language learning to learners. Richards and Rodgers (2001: 244) clarify the result of this problem as "the era of so-called designer or brand-name methods, that is, packaged solutions that can be described and marketed for use anywhere in the world". Although there has been a command that good teaching means application of prescribed rules of that method, with post-method era the route has been changed since it is difficult to adopt one method due to the changes in teachers' practices and beliefs, and learners' special training etc (Richards & Rodgers, 2001: 244-247). Nunan (2003: 5) also defines the method as "a single set of procedures ", some of teachers follow, some not. Thornbury (2009) states that teachers choose not only a method to follow but mixed way of using variable methods. Stern (1983: 477) also declares that "several developments indicate a shift in language pedagogy away from the single method concept as the main approach to language teaching". According to Kumaravadivelu (1994: 43), what post method era needs is an adaptation of many sets of procedures depending on local, contextual factors that are supported by macro-strategies and micro-strategies. It cannot be ignored that post-methods era does not deny the effects and value of methods. Bell (2007: 143) clarifies that what is expected from teachers is to "be aware of both usefulness and the need to go beyond them".

2.2.1.1. Grammar-Translation Method

Grammar-Translation is one of the traditional methods of language teaching. Even though it has been named differently, it has the same or similar techniques for language teaching since history of foreign language learning and teaching (Larsen-Freeman, 2000: 11-12).

Many scientists agree that the purpose of the method is to provide learners read and value the target language's literature (Larsen-Freeman, 2000: 19). In addition to this, by translation, learners become more successful in and conscious of their native language that provide learners speak and write better in native language and mental exercises (Larsen-Freeman, 2000: 20). Translation also gives the habit of comparing and contrasting the target language and native language that provides mental practicing for learners (Ooi & Kim-Seoh, 1996).

Grammar-Translation Method, also known as Classical Method, aims to develop learners' skills to solve different, difficult, complex problems related to language (Mosallanejad, 1999: 73-74). Mosallanejad (1999: 73-74) mentions that communication is not the subject area of the method but mental exercises have the biggest part in this method. In addition to him, Şahinel (1998) adds that another highlighted point is grammar that is studied by the help of long explanations, rules supported by native language. Except from Şahinel (1998) and Mosallanejad (1999), for Tozcu and Coady (2004: 473-495), the central term in this approach is vocabulary. Ooi and Kim-Seoh (1996) agree with them and consider that vocabulary is central in this method; however, they add that giving the mother tongue equivalent of a word is not enough for vocabulary learning which means better understanding for learners should be provided.

When it comes to Richards and Rodgers (2001: 30), structural part of language is emphasized in GTM that requires word study, grammar study, comparing and contrasting of languages.

It is possible to order some basic principles for GTM as in the following:

1. The basic purpose is to be able to read and understand literary language that is superior to spoken language.
2. The aim of learners is translation between target and native language; but not communication.
3. Fundamental skills which are worked on are reading and writing. Speaking and listening are ignored.
4. Teacher is dominant in the classroom that has to provide learners give correct answers.
5. It is important to find equivalents of words in two languages, target language and native language.
6. The way for learning is finding similarities and differences between target and native languages.
7. It is vital that students should be aware of the form, structure, of two languages, which is taught by the teacher explicitly.
8. Memorization has a great importance in terms of vocabulary lists, verb conjugations and some grammatical paradigms.
9. Vocabulary lists are selected from reading texts which are the main material for courses.
10. Courses depend on sentences that are used for translation and mental exercises.

(Larsen-Freeman, 2000: 11-22; Richards & Rodgers, 2001: 1-35)

There is another vital point that the use of native language has a great part in courses. Stern (1983: 455) states that "The first language is maintained as the reference system in the acquisition of the second language.". Because

spoken language is not one of the aims of GTM, the use of first language in courses is really wide.

The role of teacher may change from approach or method to another. According to Kelly (1969: 51-60), teacher is the authority in the classroom and learners are restricted by the knowledge and abilities of the teacher. It can be inferred that type of interaction between students and teacher is mostly one way which is from teacher to students. On the other hand, the role of learners can be defined as mentally workers (Larsen-Freeman, 2000: 20).

According to Larsen-Freeman (2000: 20), it is possible to mention a lack of this method. This method doesn't give importance to feelings of students. There are not any principles related to this point. However, students are always wanted to response questions accurately (Larsen-Freeman, 2000: 19). Although there is not any principle for teachers how to behave and respond students errors, it is clear that teachers are the ones who supply them with the correct answer (Kelly, 1969: 51-60).

Wherever a teaching process occurs, assessment should take place, too. To assess learners' changes in their behavior, written tests are used in which there are some questions related to grammar structures, vocabulary etc. (Richards & Rodgers, 2001: 30-35).

It is possible to order some techniques that are used in the GTM as in the following:

Translation: Throughout a reading passage learners are wanted to translate the passage depending on grammar rules, vocabulary equivalents by comparing and contrasting their first language and target language.

Reading Comprehension Questions: Courses depend on literally important passages. There are three types of questions: information contained, inference questions, relating their own life.

Antonyms/Synonyms: One language area that has central importance in this method is vocabulary. By creating some sets of words and making antonym and synonym of these provides learners enlarge their vocabulary.

Cognates: Recognition of cognates comes up with the knowledge of spelling and sound patterns; however, this technique can only be used if two languages, target and native languages, share cognates.

Deductive Application of Rule: Structural rules should be taught as clear and explicit as possible by the teacher for the sake of deductive teaching. That means the rule is given first, then examples and exercises follow.

Fill-in-the-Blanks: Main study item in this method is sentence. In this technique, learners should be able to analyze the sentence well and fill in the blanks with suitable words.

Memorization: This is one of the most common techniques in which sets of vocabulary and their equivalents in native language are memorized by learners.

Using Words in Sentences: Learners are wanted to form sentences with the new vocabulary to be able to assess whether they learn it or not.

Composition: Because the aim is to develop skills of writing and reading, learners are wanted to write about a subject given by the teacher depending on a reading passage again.

(Larsen-Freeman, 2000: 19-20)

2.2.1.2. Communicative Language Teaching

With the communicative era, the main aim has shifted from language usage to language use which means communication for learners. The importance stands in the message rather than accuracy (Johnson, 1997: 173). Communication is basically founded on getting the message, expressing ideas. However, it can also be understood from the definitions of communication taking place under the title of communicative era studied previously that communication is a complex structure including different competences such as

grammatical, sociolinguistic, strategic, discourse, linguistic, rhetorical and pragmatic (Hall, 2002: 11-23). Richards and Rodgers (2001: 160) define these competences as in the following:

> "Grammatical competence refers to ... the domain of grammatical and lexical capacity. Sociolinguistic competence refers to an understanding of the social context in which the communication takes place. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication."

Hall (2002: 11-15) supports these ideas that a conversation is produced depending on some grammatical rules, in a socio-cultural environment and concept that is supported by some strategic skills to express a feeling, emotion or idea. Hymes (1972: 281) also states that an individual that has reached communicative competence has such capabilities:

- whether something is formally possible
- whether something is feasible in virtue of the means of implementation available
- whether something is appropriate in relation to a context in which it is used and evaluated
- whether something is in fact done, actually performed and what it's doing entails

Thus, it is clear that communication requires naturalness which is currently aimed in foreign language teaching.

Johnson (1997: 174) mentions the aim of language teaching as reflection of language and states that "... communicative methodologists aim to simulate processes of language use in the classroom. So it is a characteristic of language rather than of language learning." It cannot be denied that language is not formed only from grammatical rules or memorized vocabulary. Language is such a living creature that provides people to create utterances that have never been created before. As having such a limitless feature, Nunan (2004:

6-7) finds it meaningless to teach a language by repetitions as habit formation because apart from cognitive side of learning, the importance of a social processes in learning has increased recently. That means "...learners learn to communicate by communicating." (Nunan, 2004: 8). Harmer (2001: 84) expresses that in addition to grammar rules and lists of vocabulary, language functions are important. Littlewood (1981: 1) also supports this idea by stating that "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.". It cannot be denied that a grammatical structure like "can" may be used for different functions such as present ability or permission. Thus, as the aim is natural communication not automated one, learners are provided to use language forms suitably in various contexts with different purposes (Harmer, 2001: 84).

Depending on these ideas, communicative methodologists clarify some principles for communicative language teaching (CLT) as in the following:

1. Rather than accuracy and structure, meaning has more importance.
2. Language is not learnt by memorized dialogues but communicative functions changing according to variable contexts. Language is learnt via communicating. Linguistics varieties provide functional richness that is central concept for CLT.
3. Any object can be the learning material on condition that it helps learning.
4. There is no place for hesitation to communicate.
5. When needed, native language use is allowed via some ways such as translation that may be helpful in some cases.
6. Even studied on it, target language is accepted as a tool that makes easier language learning.
7. All skills are aimed to study from the beginning. There is not an order to study skills.

8. Learning is centered on learner and experience that is named as" best of all schools" by a report commission cited in Applebee (1974: 119).

9. Activities should include real communication and meaningful tasks that makes learning natural and meaningful. Authentic materials are introduced as much as possible.

10. Not only understanding what is said or read but also getting the predictions and implications are required in learning process.

11. Errors are tolerated as they are the natural products of learning process.

12. Communicative environment brings cooperative relationship.

13. Vocabulary is elicited from functions and situational concepts not from lists.

(Applebee, 1974: 119; Finocchiaro & Brumfit, 1983: 91-93; Harmer, 2001: 84-86; Larsen-Freeman, 2000: 125-128; Mosallanejad, 1999: 106-108; Richards & Rodgers, 2001: 156-163)

When the teacher roles are investigated, Applebee (1974: 150) suggests that since a learner-centered teaching is applied, their learning styles, interests, needs and goals should not be ignored. Thus, what the teacher has to do firstly is to prepare materials according to these items. Larsen-Freeman (2000: 127) also adds that a teacher is the one that has the responsibility of creating communicative scenes for learners to provide an opportunity to communicate. As being founder of activities he/she takes also the role of facilitator and changes the role during activities as advisor by answering learners' questions and monitoring their performance (Richards & Rodgers, 2001: 167). Apart from monitoring, there is a place for teachers to take part in activities that makes them co-communicators (Mosallanejad, 1999: 107). Breen and Candlin (1980: 99) add being an organizer, a resource, a guide, a researcher and a learner as the roles of teacher. Richards and Rodgers (2001: 167-168) also accept teachers in CLT as needs analysts as they search the needs of learners, counselors as they exemplify the role of communicator and group process managers as they organize the whole class and the learning

process. On the other hand, learner roles are defined by Breen and Candlin (1980: 110) as in the following:

> "The role of learner as negotiator ... emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner that he should contribute as much as he gains, and thereby learn in an interdependent way."

Learners are expected to communicate in all activities without hesitation (Larsen-Freeman, 2000: 129). In addition, they are responsible to be competent enough to communicate (Richards & Rodgers, 2001: 166).

CLT is accepted as a humanistic approach that gives much importance to learners' feeling. Depending on this aim learners motivation has great value. Harmer (2001: 85) compares the communicative and non-communicative activities as stated in the following figure:

Figure 4

The Communication Continuum

Non-Communicative Activities	**Communicative Activities**
- No communicative desire - No communicative purpose - Form not content - One language item only - Teacher intervention - Materials control	- A desire to communicate - A communicative purpose - Content not form - Variety of language - No teacher intervention - No materials control
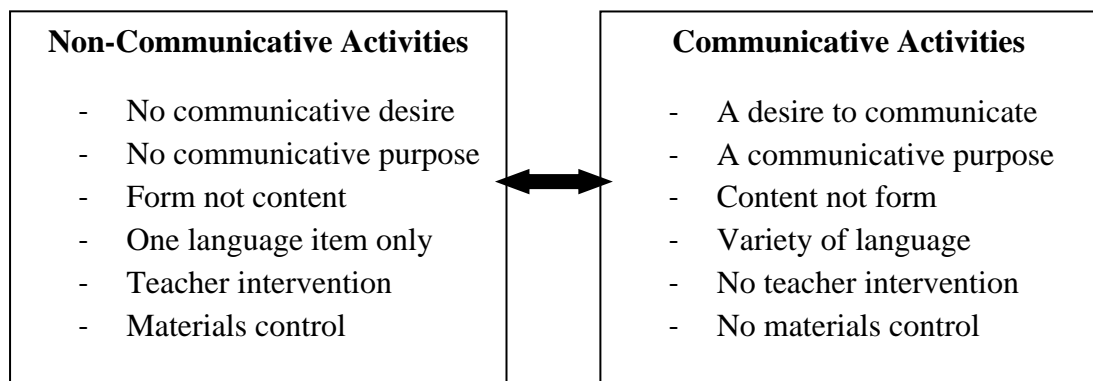
As it can be observed in the figure too, by the help of communicative activities it is more possible to create a more real-like environment for learners to communicate. Not being dependent on controlled sentences and dialogues, learners are free to express their feelings and ideas in any language form in a secure environment that is supported by cooperative relationship between both learners and the teacher (Larsen-Freeman, 2000: 130).

When it comes to skills, they all take place at first sight of learning. Even though they are not worked on as in grammar-translation method, vocabulary and grammar are not ignored in CLT, too. However, vocabulary and grammatical structures are all explicated from communicative dialogues (Larsen-Freeman, 2000: 131) Instead of memorization of lists of vocabulary, learners feel more independent while getting new vocabulary from dialogues that have taken place previously and naturally. When it comes to grammar structures, they may have different functions in different contexts. It is better for learners to learn in the context. On the other hand, Larsen-Freeman (2000: 131) makes other skills' function clear with the words that "Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer.". Thus to be competent for communication, all skills are needed to be studied just beginning of the learning process.

Both native language and target language are tools in language learning process. However, native language use should be as limited as possible especially in communicative activities while target language use is in the center even it is an object to be studied (Larsen-Freeman, 2000: 132).

Assessment of language basically relies on fluency instead of accuracy in terms of informal issues for learners study communication in real-like situations (Larsen-Freeman, 2000: 132; Mosallanejad, 1999: 108). However, in a condition that requires formal assessment, it is suggested to use an integrated test that has real communicative functions such as an essay reading that can take place in a newspaper or writing a letter to a friend (Larsen-Freeman, 2000: 132).

In learning process, a humanistic environment is aimed that is also supported by tolerating the learners' errors as they are seen as outcomes of

learning. This provides learners that there is no need for fear of making mistakes since they are the signs of development (Mosallanejad, 1999: 108).

There are some special techniques and materials for CLT as expressed in the following:

Authentic Materials: The use of real-like materials as much as possible helps learners apply what they learn in the class to real life.

Scrambled Sentences: A passage with scrambled sentences is given to learners to unscramble which provides them work on cohesion and coherence of the language.

Language Games: Variable games give joy to learners in learning process with communication opportunities. 'Find the differences' games or memory games provide learners to work in groups or pairs cooperatively.

Picture Strip Story: By the help of pictures, learners create a story and predict the following picture and story. Additionally, they are free to use variable language structures and vocabulary in that process.

Role-Play: Via role-play, learners catch a great opportunity to communicate with others in variable situations and roles. It can be both structured in which the roles and each role's speech are expected and clear and less structured in which just the roles are clear not the speech.

Instructional Materials: These items are the basic tools for language learning process that influence quality of learning process in the class. It is possible to divide them into three: text-based materials including analysis, practice of situation, comprehension and paraphrase, task-based materials including games, role-plays, cue and activity cards and realia including real-life authentic materials.

(Johnson, 1997: 175; Larsen-Freeman, 2000: 132-135; Richards & Rodgers, 2001: 168-172)

2.3. Teaching Vocabulary

It is possible to find various definitions of vocabulary in different sources. Superficially, it can be defined as the knowledge of words that clarify the meaning in languages. However, Ur (1996: 60) highlights that each word may not provide the real meaning referring the intention as a word can stand with another such as multi-word idioms or collocations. So she finds it proper to study vocabulary within items instead of words alone. Öztürk (n.d.1) exemplifies this in his article that when the words in the phrase "right away" are analyzed separately, we reach the meaning "true, correct" for "right" and "distance from somebody or something" for "away"; however, as a phrase it gets the meaning "immediately". As he proves that just knowing the meanings of words separately is not enough to cope with in a communication. On the other hand, as Wilkins (cited in Thornbury, 2002: 13) stated "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed", vocabulary takes the central seat in language as being the core component of language (Zimmerman, 1997a: 5). It is possible to infer that without any vocabulary, even grammar cannot be taught and Lewis (1993: 89) supports this idea by stating that "language consists of grammatical lexis, not the lexicalized grammar." All of these ideas show that words are dominant of any structure of language as they gain the meaning by the help of words (Little, 1994: 106). Although grammar structures are guides to form sentences, words and combination of words provide us to from countless sentences. Thornbury (2002: 1) states that "The coining of words never stops. Nor does the acquisition of words.". It is really clear by these sentences that vocabulary is the core component of language and has the great importance.

As having such significance vocabulary has to be considered from various aspects in foreign language teaching for a word has more than one in itself. Firstly, according to Thornbury (2002: 15) and Ur (1996: 60), a word does not include only the meaning but also the form. It cannot be denied that only the form of a word does not give a clue about the meaning of it and only

the meaning of it does not provide the correct use of it in communication. Thus, when a word is being studied, learners have to be busy with its meaning and form as well as usage and the formation of it (Harmer, 2001). Thornbury (2002: 2) sums up the necessity of learning a vocabulary as making the correct connections and using the correct form of word. He also proves that "… a word is a more complex phenomenon than at first it might appear"(p.2) as they may have different functions in terms of including grammatical and contextual load, as they may have different forms as being member of different word families, as they can be joined to form new ones via word formation process, as they may take place as multi-word units, as they may take place by some special words called collocations, as they may have different meanings even they are written and pronounced in the same way that is termed as homonyms, as they may be synonyms and antonyms for each other due to sharing the same meaning or the vice versa as Ur (1996: 60-62) supports the same ideas. Pikulski and Templeton (2004: 3) point out the importance and need to improve vocabulary instruction to be able to provide learners the knowledge of vocabulary that includes the items mentioned above. Thus, knowing a word includes the knowledge of all of these vocabulary items which requires investigation and studying separately.

2.3.1.   Difference in Vocabulary: Active and Passive Vocabulary

Pikulski and Templeton (2004: 1) make a distinction between the words that are used and understood by learners. It is clear that some words are used especially when speaking and writing that are also defined as expressive vocabulary; while others are understood in a speech that is listened or read from a passage that is also named as receptive vocabulary by Thornbury (2002: 22) too. Even though the distinction of vocabulary occurs, both types of vocabularies are needed to be acquired for healthy communication.

Thus vocabulary seems as important as other items of a language. It is clear like a crystal that vocabulary teaching should be the precedent step of

language teaching; however, it has gained the importance, it has now, very lately as mentioned by Coady and Huckin (1997), Richards and Renandya (2004) and Zimmerman (1997a). As Akel Oğuz (2012) stated in her thesis, instead of working on only grammatical items and focusing on the rules, it is necessary to investigate the vocabulary of language that conveys limitless meaning in proper principles. Nation (2004) also thinks it is worth planning to teach vocabulary deliberately. It is hard to deny that it is necessary to know all aspects and items of vocabulary.

2.3.2. Three Aspects of Vocabulary and Ways of Presentation

When vocabulary is thought from teaching perspective, teachers should be conscious enough what to present and how to present to learners in terms of the vocabulary. Apart from the features of a word in language, teaching it outputs some vital aspects to teachers. When teaching vocabulary is taken into consideration, it is possible to order three aspects as selection, sequencing and presentation. For one who has just started learning a foreign or second language, it is quite possible to meet unknown words. However, according to Coady and Huckin (1991: 238), there is a fact that it is not possible for a teacher to teach all unknown words in the lesson period. Selection of words gains its importance at this point. It is really necessary to be aware of active and passive vocabulary in this selection. While active vocabulary can be explained as the words that are understood, pronounced correctly and used appropriately by learners, passive vocabulary stands for the words that are only understood in a context but not produced correctly all the time by the learners (Wallace, 1982: 27). Wallace (1982: 27) draws the importance of vocabulary distinction by stating:

> "If the word has to be part of the learner's productive vocabulary, he must be given opportunity to use it frequently with correct pronunciation and stress. Another point is that a student should learn words in the situation in which they are appropriate."

This proves that the main aim is to develop learners' active vocabulary by giving the opportunity to practice vocabulary in different contexts meaningfully. The selection of words should depend on the needs of learners and the selected words should be the ones that cannot be acquired by learners themselves and most common words that meet the needs. What is important in selection part is to provide learners high-frequent words which give a big percent of what has been meant. Nation (2002: 6) claims that it is impossible to know all the words of a language even by native speakers. Burns (1999: 185) supports him by stating "there are words that we have never seen or heard before"; thus, what teachers should be careful about is the selection of unknown words that may meet the need of learners. Carter (1986, cited in Coady and Huckin, 1991: 238) states the effect of high-frequency words as in the following:

> "Focusing learners' attention on the high-frequency words of the language gives a very good return for learning effort. Frequency and range; however, have not been the only factors that have guided the principled selection of vocabulary for teaching other factors include the ability to combine with other words, the ability to help define other words, the ability to replace other words, and other factors related to association and availability."

The next step following selection is the sequencing. The frequency of words is one item that helps sequencing and identifying the level of vocabulary. Nation (2002:14) points out that in a text, 80% of words can be put in high-frequency word class while the rest classes can be ordered as academic, technical and low-frequency vocabulary classes. It is obvious that even one wants to express his/her ideas in academic issues, it is not possible to form sentences without high-frequency words. Thus, it is necessary to be worked on them specifically with considerable time and attention (Thornbury, 2002: 14).

The third and last step is the presentation of words. As the history of teaching foreign language has been searched, the changes in this area have been drawn previously by starting with grammar-translation method and

coming to communicative language teaching as the time approaches today. In this process, there have been many changes in the ways of teaching both grammar rules and vocabulary. GTM, which can be named as one of the traditional methods to foreign language teaching, highly stresses on vocabulary via memorization of word lists that is not accepted as successful for teaching vocabulary (Rivers, 1983). With the infusion of audiolingual method, vocabulary has totally lost its popularity and leaves its place to grammatical structures and pronunciation to be studied in the later stages till vocabulary gains its role again around 1970s (Bennett, 2006: 13; Harmer, 2001: 79-80; Rivers, 1983: 116). Not the methods stressing on communication strategies with functions and notions rather than vocabulary instruction (O'Dell, 1997: 259), but the lexical method introduces word items with chunks and lexical phrases specifically (Richards & Rodgers, 2001: 132). Even though vocabulary presentation has experienced both popularity and the vice versa throughout the history, it has the great significance to be studied on seriously today. As Thornbury (2002: 13-14) states it is more possible to reach development in language via vocabulary rather than grammatical rules alone that is possible by the help of various methods that also give importance to vocabulary and technological developments that put the learner into the center and enable him/her to study the needed area (Carter & McCarthy, 1988: 43). From the first to the latest, it can be seen direct, explicit, conscious way of teaching vocabulary and the opposite (Celce-Murcia, 2001: 286-290). It can be understood from its name that learners are presented vocabulary through lists in unnatural activities to study explicitly and consciously in a direct way of presentation (Nation, 1990). As Zimmerman (1997a: 15) supports the natural communicative scenes in language learning, vocabulary presentation has also implicit, indirect and unconscious way that not directly draws learners' attention on form and meaning but provides working on required language items including vocabulary in a contextualized task (Akel Oğuz, 2012: 37). When the history of vocabulary teaching has been studied, it is possible to realize supporters of both conscious and unconscious ways of teaching. Krashen's (1989: 440) theory of comprehensible input affirms that learning

should be as meaningful as possible that is provided in unconscious way of teaching including vocabulary. Schmitt (2000: 137) is the another researcher that supports the same idea of teaching vocabulary indirectly while Laufer (1998), Laufer and Shmueli (1997) and Stahl (1999) think that to be able to make input intake it is necessary to work it on directly by paying the required attention on the task and vocabulary consciously. Burns (1999: 186-188) combine both ways for vocabulary teaching as learners can get the words from reading exercises such as stories and find it useful to study limited number of words in depth as it requires sufficient time. Hunt and Beglar (2004) attract attention to both ways too since it is better to use explicit instruction for especially beginners but in context that provides gradual progress. Apart from these two basic types of presenting vocabulary, Hayaraft (1991) and Seefeldt and Galper (2001) remind the following steps in vocabulary teaching:

- Pronunciation of words is priority, written form comes after learners reach the correct pronunciation.
- New words should be presented in contexts that provide experiences to learners.
- Previously learnt vocabulary should be blended frequently for the sake of revision.

2.3.3. Some Techniques for Vocabulary Teaching

There are many principles for how to study vocabulary in teaching process that may differ according to the way of instruction. Whatever the way chosen by the teacher is, it is possible to mention some strategies and techniques for both ways of teaching. Öztürk (n. d.2: 22) presents a three-way distinction of some strategies: they are presentation strategies, practice strategies, and strategy training strategies. According to Öztürk (n.d. 2: 22), presentation strategies can be studied in three groups as visual, verbal and audio. Cengiz (2004: 122) finds really useful and beneficial to use visual items such as pictures, drawings, maps, charts, graphics, tables, and posters if it is possible to show the meaning concretely. Verbal presentation can be said as indispensable part of instruction since the words are defined, exemplified and practiced in various forms verbally (Cengiz, 2004: 123; Öztürk, n. d.2: 22).

Lastly, they are the audio materials that enable learners to get the pronunciation of the word and imitate it (Öztürk, n.d.2:22). As Hayaraft (1991) states too, practice strategies aim to provide practice of previously learnt vocabulary for learners (Öztürk, n. d.2: 23). It is as important as it cannot be ignored that learners should be aware of some techniques of practicing such as guessing from the context, word building, dictionary use, keeping vocabulary notes etc. to be able to be more independent in vocabulary development (Celce-Murcia, 2001: 290-293; Öztürk, n. d.2:23; Williams, 2006). Oxford and Nyikos (1989: 291) support that it is possible, beneficial and necessary to teach learning strategies on the contrary of other factors that affect learning like aptitude, attitude, motivation, personality and learning style. Surely, there is not an international rule that every technique works for each individual. On the other hand, it cannot be denied that there is a way that works for everyone.

The most effective way of teaching concrete vocabulary is thought as using visual materials including pictures, drawings, realia, flashcards, wall charts, transparencies and real objects that make meaning clear especially at the beginner level (Thornbury, 2002: 78-79). There is no doubt that this is one of the main principles of Direct Method. In addition to visual materials, another way of providing comprehensible input and efficient learning is to use of commands that is the typical way of teaching in Total Physical Response. Thornbury (2002: 79) states that

> "In making use of the immediate environment of the classroom, and of things that can be brought into the classroom, the intention is to replicate the experience of learning one's mother tongue. A TPR lesson typically involves the teacher demonstrating actions, using real objects, and then getting the learners to perform the same or similar actions in response to commands."

This also helps learners get new words and their usage while responding to the commands.

It is really possible to meet unknown words even in native language. Lewis (1999: 125) finds it meaningless to look the word up in the dictionary

immediately and she supports that guessing is not as difficult as it is thought. As many researchers support that vocabulary should be presented in context, which helps learners guess unknown words from the context (Burns, 1999: 192). Although it seems like meaning focused at the early stages (Nation, 2004: 270), Nation (1980; as cited in Altun, 1995: 12) finds guessing skill progressive. That means as the learners get more words, they learn how to guess unknown words depending on their vocabulary knowledge and become more proficient in understanding of theme and what is said. However, all words cannot be guessed from the context and sometimes it seems like an obligation to look up a dictionary. It is clear that dictionaries are the only sources that give the exact meaning and use of words. Thus it is important to know how to use a dictionary and get benefit from it. According to Altun (1995: 14), being sure about the meaning of words is only possible by checking them from a dictionary. He also thinks that dictionary work should be done out of course period, which provides learners acquire the habit of dictionary use, since it can be decided as waste of time during the course.

Lewis (1999: 127-128) suggests creating some mnemonics by depending on the learners' imaginary, the each letter of which stands for a different word such as "SON" each letter of which stands for the months of autumn in the order of September, October and November. This is really a working strategy to memorize and keep unknown words in mind for a long time. Thompson (1987: 43) tries to express mnemonic strategies as the combination of other cognitive units and input that allows better learning and faster remembering. Burns (1999: 197-199) also supports the same idea and adds another way of working vocabulary such as semantic mapping which enables drawing a map including vocabulary items that are all related to each other. In addition, Lewis (1999: 129-131) reminds that it may be beneficial to use some remembering strategies such as grouping, exchanging ideas and bingo to be able to use new words in meaningful situations. Cengiz (2004: 126) finds it important to study vocabulary through music and studies the effect of music in her thesis. She believes that music is a kind of tool that provides both

conscious and unconscious way of learning. Altınok (2000: 2-3) studies the effect of collocations in vocabulary teaching and emphasizes that knowing collocations helps to get the meaning. Nattinger (1988; as citied in Altınok, 2000: 2-3) stresses that words may have many different meanings depending on the other words that collate with them. Woolard (2000: 31) highlights the importance of collocations with the following words: "Learning more vocabulary is not just learning new words, it is often learning familiar words in new combinations.". It can be inferred that it is easier to keep the word in mind and vary the use of learnt vocabulary via collocations. Thus collocations have such an undeniable part in vocabulary learning and teaching and deserve working on specifically.

2.3.4. Teaching Vocabulary in Grammar Translation Method

One of the ways of presenting vocabulary is creating a conscious environment in which learners are presented new words in lists directly. When the direct way of presentation vocabulary and Grammar Translation Method (GTM) are compared, it can be seen that GTM theorists support conscious way of teaching in all language area including vocabulary. In addition, as Tozcu and Coady (2004) stress, vocabulary is the central item in language teaching according to GTM's principles. As being so direct in teaching, the implication of this direct way can be seen in the lessons as working vocabulary lists in an unnatural way by giving the equivalent of the word in native language or vice versa (Akel Oğuz, 2012: 37). If it is needed to remember the main aim of GTM, the answer should be to be able to read and value the literary (Larsen-Freeman, 2000: 11), which causes the study of literal words directly (Richards & Rodgers, 2001: 30).

When the presentation of vocabulary is thought in GTM, vocabulary work can be observed as the memorization of words without depending on a context. According to Akel Oğuz (2012: 38), what learners are responsible for in GTM is "… to memorize term after term with their respective meanings

which is quick but also superficial and … to encounter vocabulary in a relatively isolated form without enough contexts.". As Celce-Murcia (2001: 286-287) states, learners are busy with activities that are mainly based on vocabulary knowledge that is acquired via memorization. Maera (1995; as cited in Celce-Murcia, 2001: 287) claims that the more learners have the large vocabulary, the more they are successful in acquiring the language. Thus, he suggests studying vocabulary as directly and quickly as possible which becomes real by memorization according to some theorists (Coady, 1997: 232; Ellis, 1997; Laufer, 1994: 31).

What GTM provides learners is to compare the target language and the native language via cognates (Larsen-Freeman, 2000: 20). As the translation between two languages is the basic activity, learners use the dictionaries, memorize the equivalents of the words and have the chance to compare both rules and words of two languages (Larsen-Freeman, 2000: 11-15).

GTM aims to make learners reach specific vocabulary in a limited time and learners are responsible to give accurate answers all the time since accuracy is more important than fluency (Larsen-Freeman, 2000: 16). However, it is missed in GTM that just knowing the equivalent of the words does not give the power of pronouncing, using the word appropriately with its collocations, chunks or multi word items (Laufer, 1994: 22). Ooi and Kim-Seoh (1996: 56) express that direct way of vocabulary presentation in GTM is disable to explain the reason of choosing some alternatives in various combinations. According to this, it is clear that one knowing the meaning of "make", "do" and "drawing" may not know which verb should be used with "drawing". The meaning is not adequate to combine "do" and "drawing".

In addition, as Larsen-Freeman (2000: 21) states, GTM principles do not highlight learners' feelings and this causes an environment which is lack of motivation. If today's way of teaching is considered, motivation is defined as

the most basic item of learning that pushes someone to do, act, learn something (Harmer, 2001: 51).

As being so much focused on the aim, understanding of target language productions, GTM does not use so many techniques and activities. However, the following activities and techniques, on the other hand, cannot be ignored as they help in language teaching and learning process from both teacher and learners' sides.

2.3.4.1. Translation

From the beginning of foreign language history, the most common type of activity is translation (Howatt, 1984: 131). It is clear that learners feel more secure as they know the equivalent of the product in their native language. Larsen-Freeman (2000: 11) presents in her book an observation that a GTM course mainly depends on translation of a reading passage with the help of teacher who gives the equivalents of the words in native language to learners. New vocabulary items are taught through translation. At the end of translation, unclear areas are asked to the teacher; however, it is not possible to mention the use of target language in the classroom. All the explanations are done in native language.

2.3.4.2. Reading Comprehension Questions

GTM gives the importance to the literary language more. Thus this causes the use of reading comprehension questions in the classroom more. Translation activity is commonly followed by comprehension questions the first one of which is done together with the teacher as an example (Larsen-Freeman, 2000: 12). Learners are supposed that they have comprehended the passage well as they have translated it into the first language and they are expected to give correct answers to the questions depending on the text.

Larsen-Freeman (2000: 19) studies the comprehension questions into two separate ways: the questions looking for the information that take place in the text and the questions that require inferences. Therefore, this shows that comprehension of the passage is quite important. She also adds the third type as the questions requiring the relation of their own experiences and the events in the passage. The following questions exemplify all types of questions for a passage about Mark Twain that is studied in the course which is observed by Larsen-Freeman (2000: 12):

Type 1: When did Mark Twain live?
Type 2: Do you think the boy was ambitious? Why or why not?
Type 3: Have you ever thought about running away from home?

2.3.4.3. Antonyms & Synonyms

Learners analyze the reading text so deeply that they should be aware of all items in it including antonyms and synonyms of words in the text in addition to the words themselves. This study is accepted as a way of developing vocabulary in GTM (Richards & Rodgers, 2001: 6).

According to this, learners may be given a list of vocabulary to make learners study on the antonyms and synonyms of the words that are chosen from the passage as shown in the following example:

Exercise 2A
These words are taken from the passage you have just read. Some of them are review words and others are new. Give the Spanish translation for each of them. You may refer back to the reading passage.

ambition	gorgeous
career	loathe
wharf	envy
tranquil	humbly

Exercise 2B
These words all have antonyms in the reading passage. Find the antonym for each:

love	ugly
noisy	proudly

2.3.4.4. Cognates

Larsen-Freeman (2000: 20) Finds The Use Of Cognates And States That "Students Are Taught To Recognize Cognates By Learning The Spelling Or Sound Patterns That Correspond Between The Languages." Cognates Are Also Big Helpers For Learners To Be Aware Of The Words That Take Place In Both Languages.

In The Course Observed By Larsen-Freeman (2000: 20), Teachers Take Learners Attention To The Cognates "Possibility" And "Posibilidad". With A Short Investigation, Learners Realize The Relation Of Suffixes "-Ty" In English And "-dad" In Spanish.

It would be beneficial to remember that this technique only works in the case of both languages sharing cognates.

2.3.4.5. Deductive Teaching

Requirement of deductive teaching is being as clearer as possible. For this aim, learners are presented words in lists that include the equivalents of them (Richards & Rodgers, 2001: 6). The list can be given at the end of the course in two parts; one of which contains words; while other of which contains idioms. Learners are responsible for studying all words and idioms with their equivalents in both target and native language (Larsen-Freeman, 2000: 14).

2.3.4.6. Fill in the Blanks

Throughout the course learners are busy with the reading passage, the words in it and their equivalents in native language. All of these studies enable learners to be able to put new vocabulary into the sentences including some missing parts (Larsen-Freeman, 2000: 20). This requires the knowledge of both

sentence structure and the vocabulary that suits for each sentence (Larsen-Freeman, 2000: 20).

2.3.4.7. Memorization

This is one of the most common techniques in which sets of vocabulary and their equivalents in native language are memorized by learners. This can be seen in the observations of GTM courses of Larsen-Freeman as any given list full of words are for memorization. Learners are responsible for memorizing them.

2.3.4.8. Using Words in Sentences

Apart from presenting and memorizing, the new words should be used in sentences to provide learners opportunities to understand the words' meaning and use (Larsen-Freeman, 2000: 20). As homework, learners may be wanted to make up sentences using each new vocabulary item.

2.3.4.9. Composition

Basic skills in GTM are reading and writing as stated in terms of principles (Richards & Rodgers, 2001: 6). Thus, the following activity after reading passages and translating it into native language is the study of writing. Theme of the reading passage is taken as a general topic and learners are wanted to write a composition in their own words (Larsen-Freeman, 2000: 20).

2.3.5. Teaching Vocabulary in Communicative Language Teaching

In contrast to GTM, Communicative Language Teaching emphasizes the fluency; use of language as it depends on the theory of "Language is for communicating." (Johnson, 1997: 173). CLT is basically founded on the activities that integrate many skills to be able to provide an environment in

which learners can communicate (Harmer, 2001: 84-86). It can be understood that CLT does not follow direct way of teaching as it is valid for vocabulary teaching, too. Additionally, it is clear that while learners are busy with a task and communicating, they are unconscious that they are practicing a language structure or a set of vocabulary that includes words related to each other in the task.

Decarrio (2001; as cited in Celce-Murcia, 2001: 289) states the indirect way of teaching vocabulary as "… learning … occurs when the mind is elsewhere, such as on understanding a text or using language for communicative purposes.". The main aim of indirect way of vocabulary teaching is to put learners into a communicative activity which can be listening to teacher read-alouds, listening to stories, information gap activities, group work and extensive reading in which they may use all language skills in addition to grammatical rules and vocabulary that have been learnt so far (Decarrio, 2001: 285; Nation & Newton, 1997: 241).

As being one of the supporters of inductive way of teaching, Krashen (1989: 440) thinks that providing comprehensible input is the key point to make learners work on language indirectly. According to his idea:

> "Acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication." (Krashen, 1982: 10)

Schmitt (2000: 137) also finds it ridiculous to memorize words that are not really related to each other. On the other hand, Stahl (1999: 14) also claims that it is the best way to study vocabulary in a context.

Working on a context enables learners to guess (Kruse, 1987). Although guessing the word from the context is a useful technique in vocabulary learning, it may be also problematic if the learner faces many

unknown words that create the context (Sökmen, 1997: 237-239). Decarrio (2001: 289) reminds that to be able to guess the words from the context, learners must have acquired at least two-three thousands of high-frequent words that make the context clear. It can be understood that if the words in the context are not understood by the learner, it becomes harder to get the meaning of unknown word.

When the teaching techniques are considered in CLT, it is easily agreed that these techniques are designed for the purpose of engaging learners into communicative activities that put learners in an active position in their learning process. CLT techniques enable us to present words in many different ways which makes the lesson more enjoyable and interesting when compared to memorizing. It can be agreed by everyone that when learners become a part of a communicative activity the items they used in the activity will probably be permanent. That means by putting learners into communicative exercises, the use of words in contexts is aimed more to enrich learners' active vocabulary. Some common techniques and activities can be mentioned as in the below that provides learners to produce language (Larsen-Freeman, 2000: 132).

2.3.5.1. Scrambled Sentences, Words or Letters

As the title suggests, learners are presented a text in scrambled order to study on it and unscramble the text, put the correct order as it is in the original position (Larsen-Freeman, 2000: 133). What this type of exercise provides learners is to work on cohesion and coherence which require the knowledge of joining sentences according to what (Larsen-Freeman, 2000: 133). Larsen-Freeman (2000: 133) comments that learners practice linguistic devices that are indispensable items of a sentence which can also be defined as the connectors of sentences that make a text coherent by the help of these exercises.

Morgan and Rinvolucri (1986: 42) present a sample of this type of exercise:

Scrambled Text	Original Text
- killed by the Torrey Canyon 8000 by the Torrey Canyon 25000 4500 birds were killed by - the accident may be as many - as The Nature Consevancy Council says the numbers - it is estimated that at least - Amoco Cadiz incident, and	It is estimated that at least 4500 birds were killed by the Amaco Cadiz incident, and 8000 by the Torrey Canyon The Nature Conservancy Council says that the numbers killed by the Torrey Canyon accident may be as many as 25000.

It is also possible to use the same technique with words to create sentences and letters to create words. The following can be a sample for scrambles letters (Yaman, 2006: 82):

C	Y	T
A	R	E
S	E	R

Yaman (2006: 82) suggests that learners may use their background knowledge to create as many words as possible with the letters given in scrambled way in the table. To make the activity more challenging teacher may put a criteria table such as:

1-7 words: not bad

8-15 words: quite good

16-25 words: good

Over 26 words: very good

Similar activity is also studied in many course books to make learners practice the vocabulary they learn. Cunningham and Moor (2001: 9) direct

learners to practice the names of the sports given in scrambled way in their book Cutting Edge designed as course book as in the following:

What are the sports and activities below?

SELLABBA…………………………………

YCCILGNB…………………………………

GWIMSMIN………………………………

GOBNIX……………………………………

LOBVALLELYL…………………………

Rather than letters, it is possible to prepare scrambled words exercises as we can meet in Cutting Edge course book by Cunningham and Moor (2001: 57). Learners are responsible for arranging sentences by ordering scrambled words:

Rearrange the phrases to make a sentence:

    a.   will – win – probably – I – Germany – think – the football match
        …………………………………………………………………………

    b.   wil –tomorrow – be – Stefan – definitely – at home
        …………………………………………………………………………

    c.   the answer – know – probably –to your question – won't – He
        …………………………………………………………………………

2.3.5.2. Language Games

It has been proved via many researches throughout the history of foreign language teaching that games are such a powerful activity in the class that provides desire in learners to be the part of activity and learn the target language (Larsen-Freeman, 2000: 133).

Larsen-Freeman (2000: 122-125) presents a sample lesson which includes a language game. In this game, teacher divides the class into groups with five members. Each group is given a set of thirteen words. Four members of the group receive three words and one extra word leaves in the middle. Fifth member is the one to guess the extra card by asking questions to other four members as in the example (Larsen-Freeman, 2000: 123):

5th member: Dumduan (the name of the student) may go skiing this weekend.

In condition of one member having a card with skis in his/her hand, he/she can reply as in the following:

One of the four members: Dumduan can't go skiing because I have her skis.

If no one has a card related to this activity, fifth member can, then, make a strong prediction as in the following:

5th member: Dumduan is going to skiing this weekend.

It is also stated by Gasser and Walman (1979; cited in Yaman, 2006: 83) that games are the ones that include language use that help learners to meet real life experiences. When vocabulary games are taken into consideration, it is clear that aim is to develop learners' vocabulary knowledge with the addition of fun and relaxation into the classroom environment (Wallace, 1982: 105).That supports the idea that a game can provide a perfect desire of learning target language if every step goes in the way that it must be (Wallace, 1982: 105). It is possible to find and create countless language games; however, there are some in the following:

2.3.5.2.1. Circle Game

Morgan and Rinvolucri (1986: 93) explain the game as creating words depending on the last letter of the word said previously. Learners are expected to pronounce a word in sequence depending on the word that is chosen by the previous friend. For instance, the first student says the word "cup"; the second should choose a word starting with "p" due to being the last letter of the

previous word. He/she can say "peach" and the third may pronounce "hot". This circle goes till turn comes to the last student. It is also possible to make this game more compelling by putting a time and word limit. Learners may be put in a situation that they should produce the word in ten seconds, for example, and cannot choose a word that is said before.

2.3.5.2.2. Hangman

As being one of the oldest and most popular vocabulary games, hangman is used by most of teachers at least for once. It is also very economic with very little materials a board or page and pencil, and easy to vary. The game can be played both with all class and in groups. Teacher can determine a word and put it on board to make all learners say their guesses in turns as shown in the following:

_ _ _ P _ _ _ _   (COMPUTER)

Learners make their guesses of letters, if the letter has a place in the word; it is put in its place. However, if the opposite is on the scene, the man reaches hanging for the each wrong letter guess till the drawing reaches the following:
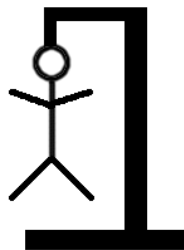
On the other hand, teacher can divide the group into two, one of which decides the word to make other group guess it and vice versa in other turn.

It is clear that in the game hangman, learners attend the game really willingly. Thus as a warm up or review activity, it may be useful to use this game in language classes.

2.3.5.2.3. Guessing Word

Another vocabulary game activity is "guessing words". In this game learners should be aware of the letters and their places to be able to find the target word. For this game, a word is determined by the teacher. Learners make word guesses and their guesses are analyzed from the letter perspective and their places. If there are same letters in the target word, the number of it is written. Then, the number of letters that suits the same place in the target word is noted. The following example is a short sample of the game:

Let's suppose the target word as "tea". The first learner's guess is "cup". There is no relevant letter between the target word and the guessed word. Thus teacher notes "0" for both criteria. The second guess is "cap". It can be seen that there is only one same letter with the target word in the same place. The third guess can be "eat". Although all letters are the same with the target word, their places are all different.

Teacher notes the numbers according to these situations as shown in the table:

T E A	Letters	Place of Letters
cup	0	0
cap	1	0
top	1	1
eat	3	0

By following the directions as shown in the table, learners produce as many words as possible that help find the target word.

2.3.5.2.4. Crosswords and Puzzles

Most commonly used game to study a set of vocabulary related to a theme is the crosswords. Especially, at the beginner levels, recognition of words is important for the learner as he/she must know the spelling of the word. What crosswords provide is to find new words that have just or already learnt, in a puzzle that looks like as in the following:

N	C	U	P	P	A	J	F	L	B	G	Q
H	C	N	L	R	S	B	K	H	T	D	K
A	G	L	A	S	S	H	N	O	J	M	R
J	R	E	T	K	P	N	I	S	A	V	T
O	W	S	E	Q	O	S	F	O	R	K	T
V	X	A	M	V	O	C	E	E	X	J	E
H	J	U	G	D	N	B	U	A	Z	Q	S

Yaman (2006: 85) gives the puzzle in her thesis as an example and it may be a useful game to study the set of kitchen objects that take place in the puzzle. Learners are wanted to find a number of words that take place in the puzzle according to the given theme that is kitchen object in the example. Learners may draw the words they find as in the above.

It is really a good practice for learners to test themselves whether they have learnt the spelling of words correctly in a more enjoyable way rather than writing a word five times.

2.3.5.2.5. Password Game

This game is a useful game to be played with two groups, one of which gives the clues of the password only with one word, other of which tries to guess the password. Learners are allowed to use dictionaries before their turns but not in their own turn to prevent time consuming. It is also possible to

use same clue again and a part of password separately, if it is a combined word, but not the one including the password (Steinberg, 1986: 19). It should also be kept in mind that each learner in different groups takes turns in sequence. For example, "pencil" is password and group A is clue givers; while group B is guessers. The first student of clue givers says "write", one from guessers says "letter". The second clue giver says "tool", group B answers "pen". Third clue giver says "cleanable", third one of guessers says "pencil" and finds the password that brings one point to their group.

2.3.5.2.6. Taboo

As being one of the most popular games in our century, it is possible to use it in language classes too. Learners are divided into two groups in this game and they are responsible for explaining the word without using taboo words to their group in a limited time. The more word is known by a group, the more points they get to be the winner. The following taboo card may be explained as in the following as an example:

SEA	- Three sides of Turkey are covered by this.
-----------	- One of them is covered by the cities of İstanbul, Bursa, Balıkesir… etc.
swim	- Its name is Marmara.
blue	- We go there in summer.
cold	

The group member is responsible for explaining the word "sea" without using the words "swim", "blue" and "cold" in a time limit to provide his/her group members guess the word. The anticipated sentences may be the ones written above.

2.3.5.3. Stories and Picture Strip Story

Cohesion is a language item that must be studied to produce meaningful communication in real life. One of the ways to develop the ability of cohesion is the use of stories in the classroom as they create a context that allows learners to meet the different usages of words (Allen, 1983: 37). Stories also have another chance to be acted by the learners to make it more meaningful by supporting real objects that is enjoyable especially with young learners. In the following example, learners may act the story and vocalize to make them use language more actively.

"Listen everybody", said Nina as she ran into the garage. She was holding a letter and looked very excited.
"We've got a letter" she said and smiled.
But nobody in the garage was listenning to her. Everybody was playing a musical instrument.
"Stop playing! I have news... good news!" she said. Bt the band didn't stop.
Nina climbed on a chair and shouted, "We have got a letter from Mr Jay!"
Suddenly, the music stopped. Eric, Ronnie and Sandy turned towards Nina.
"Mr Jay, the millionaire?" asked Eric, the drummer.
"Yes.", answered Nina. "He saw us one night at Webster Hall and he liked our music!".
"Did he really like it?" Ronnie asked. He couldn't believe it.
 "Of course he liked us!" said Eric. "We are the Adventurers. We're great!"
"Don't show off!" said Nina.
"I'm just joking, Nina." Said Eric. "You're too serious."

(Mitchell, 1998: 4-5)

The beginning of the story shows that it is proper to be acted by the learners with real objects in the classroom that makes the lesson more enjoyable. It is also possible to give some cue cards to learners to remind them what they are going to say and act in the direction of story teller who reads the story. What this activity makes learners gain is to use the new vocabulary more efficiently in a communicative way.

Instead of typical stories, a new story can be produced by learners via pictures. In this way learners use the pictures to create their own story. On the other hand, picture strip story can be named as one of scrambled type exercises (Larsen-Freeman, 2000, 134). As it is similar in scrambled sentences exercises, pictures take the place of sentences and learners are wanted to produce sentences according to the pictures and predict the next picture that follows the previous one all of which form a meaningful story at the end (Larsen-Freeman, 2000: 134). Since learners are expected to create a meaningful story, they should be aware of the meaning to provide cohesion and coherence in the story (Yaman, 2006: 30).

2.3.5.4. Using Pictures, Flashcards and Real Objects

The effect of pictures has been proved by many researches that if teaching is facilitated by pictures, it means more permanent knowledge is provided (Hazar, 2007). Demirel (1999: 48) also states that learners are the ones who remember the %30 items what they see. This proves that if the majority of materials are picture based, they are more likely to be remembered according to the claim of him. Additionally the number of %30 is really efficient enough not to ignore. Telman (1996: 22) also supports the same idea by stating that if an input is reputed, it is easier to remember and use. There is no doubt that pictures are one of the materials that makes meaning clear as much as possible in learners' mind in addition to being economic and accessible. For this purpose, flashcards can be formed to teach new words in the courses or to be a part of a language game etc. (Yaman, 2006: 30).

It is also possible to create activities with pictures and the following can be an example:

After a presentation stage with pictures supported by pronouncing and spelling of them, learners may be wanted to recognize the word and pronounce the word correctly when shown by the teacher till all words have learnt. Then,

a worksheet including all vocabulary items can be presented to learners to write the correct word to the correct picture. In addition, learners may be wanted to prepare flashcards in another theme individually, in pairs or groups.

In addition to the materials that provide visual input, power of other senses cannot be ignored. It is clear that the more sense is put into the learning process, the more permanent learning can be achieved. Yaman (2006: 78) expresses that if the sense of seeing is supported by other senses such as touching, feeling, smelling and tasting, learning will be permanent as it becomes an experience for the learner. She gives the example of "door". Instead of giving the equivalent of the word in native language, she suggests to show it, open and close it, and make learners touch it.

When the classroom procedure is taken into consideration, Nation (1990: 65) suggests that teacher can bring a suitcase full of small real objects that enable learners to touch and pronounce the name of the object. After the objects are studied one by one, learners may be wanted to recognize the object and pronounce by touching while their eyes are closed.

2.3.5.5. Drawings

Being a part of visual aids, drawing is another technique that can be used to make meaning clear (Öztürk, n. d.: 22). Some simple drawings may help learners to use language and guess the new word that is drawn. The following example can show that learners use their vocabulary knowledge to guess the new word "robbery" by giving answers to the questions supported by drawing:

Teacher draws a bank and while drawing asks the question to the learners:

Step 1

Teacher: Where is this place?

Students: A bank.
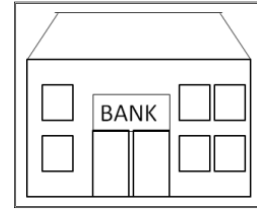
Step 2

Teacher: There is a man escaping with a bag full of money. Who is this?

Students: The thief.
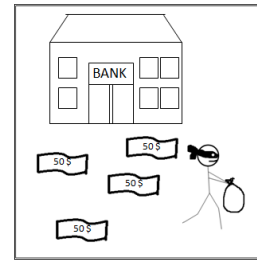
Step 3

Teacher: Look! The bell is ringing. What's the name of the event?

Students: (They may give the answer in native language.) soygun, hırsızlık
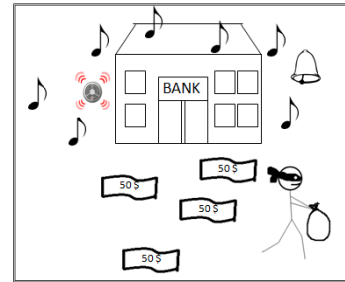
(Teacher presents the new word)

Teacher: Robbery.

As it is clear in the example, instead of giving the equivalent of new word in the target language, teacher creates a communication in which teacher and learners ask questions and give answers to them. It cannot be denied that such a situation is more meaningful than making translation.

Yaman (2006: 79) also gives another sample activity that can be used in the classroom related to drawing. A student chosen from the class may help the teacher in drawing. The learner is responsible for do simple drawings visualizing what teacher produces in sentences. For instance, as teacher says

"There are three trees in the picture.", learner is expected to draw three trees on the board.

2.3.5.6. Role Plays

The general theory of CLT "Language is for communication." should be in mind throughout the planning the courses and activities. Role-plays are the one of the most important sources that provides an environment of communicating in foreign language classes (Larsen-Freeman, 2000: 134). As Littlewood (1981: 105) states, role-plays put learners into a situation in which they can imagine themselves in a role and they have the opportunity to communicate naturally depending on the situation.

Larsen-Freeman (2000: 134) explains the structure of role-plays as structured and less-structured. According to her, structured role-plays make learners' roles and their sayings clear for learners. On the other hand, in a less-structured role-play, teacher gives the roles to students but students are the ones to decide what to say appropriate to the situation.

It cannot be denied that role-plays are the most suitable type of exercises which enables learners to practice their vocabulary in real life situations fluently because it is possible to use the words in different positions with their different usages formally or informally changing according to the situation. Structured way of role-plays should be supported by a pre-teach stage in which some required vocabulary is taught before demonstration (Nation, 1990: 95). As the main aim is to reach communication in real life, the more studied words are chosen from daily lives. Gairns and Redman (1986: 114) suggest the following activity in terms of role-play. Some keywords are given to learners such as "aspirin, tissue" with which learners are responsible to create a short dialogue to act. The following dialogue can be a sample:

A: Hello.Could you help me? I have got a bad cold and sore throat. Can you give me an aspirin?
B: OK. You can take these three times a day.
A: Thank you. Could I have some tissues as well as, please?
B: Sure anything else?
A: That's all thanks.

After the preparation of the dialogue, learners can be given the real objects to make them feel the real environment and then they are wanted to act the dialogue they produce.

Apart from producing a dialogue, learners may be busy with the completing a dialogue with the given words as in the following:

Aisle	Here you are	lamp chops	menu
Flowers	How much	magazine	nonsmoking
Roses	ticket	Tomato soup	

A: Waiter!
B: Yes, sir.
A: Can I have the ......, please?
B: .... sir.
A: I would like some soup.
B: ....?
A: Yes, I'd like some .... with potatoes.
B: Can I see your ....?
A: Certainly, here it is. I'd like to sit in a seat ....?
B: .... or window?
A: Aisle, please.

(Şahlı, 2004: 75)

2.3.5.7. Problem Solving

Another study that makes learners communicate is problem solving exercises. A problem is presented by the teacher to make learners think on it by using their background knowledge of the target language and work on the ways of solution to the problem (Yaman, 2006: 31). It is clear that while learners are working on the problem, whether alone or in pairs or in a group, they "practice negotiating meaning" (Larsen-Freeman, 2000: 134).

A Possible Problem For Learners To Solve Can Be Expressed As In The Following As Mentioned By Celce-Murcia (1991: 304):

Preparation of a schedule related to a television station can be a good activity for Learners to work on and edit a schedule within a group or in pairs. Learners are expected to edit the weekend schedule of television station by ordering programs, including different types such as news, shows, comedies, documentaries, films etc., which requires communication among the members of group in the process of working. It shouldn't be forgotten that learners are also responsible for justifying why they put certain programs at certain times.

2.3.5.8. Information Gap Activities

Richards and Rodgers (2001: 165) state that "Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing." This sharing is obviously provided by information gap activities. It is possible to mention its formation throughout the history as it has taken many forms. From out-of-focus slides (Wright, 1976, cited in Richards and Rodgers, 2001: 165) to incomplete plans and diagrams in which learners have to ask questions to each other to fill in the incomplete places (Byrne, 1978, cited in Richards and

Rodgers, 2001: 165), they have all the same main aim that is to get in a real communication.

From the other side, Littlewood (1981) studies communicative activities into two main titles: functional communication activities including comparing sets of pictures, recognizing similarities and differences, discovering missing features of a map, diagram or picture etc. and social interaction activities including debates, role-plays, simulations etc.

When the principles of CLT are revised, one can infer that learners are more independent, motivated and self confident while they are working on a communicative task via using what they know and add new information (vocabulary and grammatical structure) to his/her knowledge (Larsen-Freeman, 2000: 122-125). On contrary to GTM, CLT provides a more relaxed environment for learners in which they can express themselves more independently, which increases their desire for learning. It mustn't be forgotten that as they reach the end successfully, new tasks are expected in more motivated way (Dembo, 2004).

It is clear that all activities used in CLT are constructed to approach learners to the target language and this facilitates their learning (Coady & Huckin, 1997: 13). As it can be observed, CLT activities give importance to the use of authentic materials as much as possible to create more natural learning environment for learners to create meaningful activities (Coady, 1997: 242). As it is very common to study in pairs or groups, it is possible for learners to share their knowledge and learn from each other and this provides them negotiation which helps them add new vocabulary item to the existing ones that are studied unconsciously in the activities actively.

When two different methodologies are taken into consideration, it is easy to realize they choose the opposite sides of teaching as the poles of world. While GTM uses deductive, direct, way of teaching, CLT finds inductive,

indirect, way of teaching more useful (Larsen-Freeman, 2000: 15-19, 125-132). However, for both methodologies, it is possible to mention merits and demerits. Some researchers (Ellis, 1997; Hulstijn, 2001: 203; Nation, 2002; Schmitt & McCarthy, 1997; Sökmen, 1997: 239) think that especially at the beginner levels, it is necessary to teach directly to provide learners high-frequent words as much as possible and then work on communicative activities indirectly in a context.

2.4. Studies in the Field

Depending on Wilkins' (cited in Thornbury, 2002: 13) idea related to vocabulary that says instead of grammar rules, vocabulary is more useful item that provides larger meanings, it is possible to claim that vocabulary is the core component of language (Zimmerman, 1997a: 5). As studied in the previous sections, the significance of vocabulary in language teaching and the theoretical background of language teaching have been the main subject area of researches since teaching foreign language gained more importance. Although vocabulary teaching has become popular very late when compared to other items of language, various ways of presenting it have been presented via theories, approaches or techniques that are presented in the previous section. When these different ways are investigated, it is still not possible to mention a perfect or international way of presentation of vocabulary that depends on various factors (Schmitt, 2008; Read, 2000: 38). In general terms, it is possible to divide vocabulary instruction into two as direct and indirect in general terms (Celce-Murcia, 2001: 286-290). A lot of methods to teaching foreign language shape their principles of vocabulary teaching in the boundaries of these two basic instruction types that are direct and indirect way of vocabulary teaching. For instance, Grammar-Translation Method (GTM) chooses the direct way of vocabulary instruction and finds it useful to use word lists for memorization and give the equivalent of the word in native language or vice versa (Larsen-Freeman, 2000: 19-20). On the other hand, communicative methods support the idea that vocabulary should be studied in a context with the help of other

words that collocate with the target vocabulary (Richards & Rodgers, 2001: 132). Under the title of studies in the field, what is aimed is to present various precedent studies that work on different ways of vocabulary instruction and their reflection from the pedagogical side additionally that aim to enlighten vocabulary teaching area in foreign language teaching.

When investigated, it is clear that the vocabulary instruction has taken its place in studies very lately. Many researchers search the effects of different ways of vocabulary teaching in different circumstances. The studies can be investigated under two main titles. Some mainly focus on direct way of teaching while some choose indirect way; on the other hand, it is possible to find studies that search other factors such as variable vocabulary items or music etc. in vocabulary instruction.

2.4.1. Studies Supporting Direct and Indirect Way of Vocabulary Teaching

In such innumerable researches, it is possible to reach various conclusions supporting different ideas. Laufer (1994: 31), for instance, proves via her study that direct way of teaching vocabulary - at least some degree - is necessary to provide development for learners. Her study was executed by the help of 48 university students, the native language of whom was Hebrew or Arabic, and their lexical variability skills were compared in their writing texts. She used learners' compositions to collect necessary data. She found it beneficial to divide compositions into pieces to be able to compare the results for the purpose of assessing the development of learners. As she suggested at the end, the ones, who didn't take the explicit instruction of vocabulary, experienced a slower development in the long-way of native-like proficiency. According to the result of research, the better way of working vocabulary is to work on it directly.

Laufer and Shmueli (1997: 96) created a research to find out better way of vocabulary teaching in high school which showed a similar result with Laufer (1994). They studied with four different treatment groups in order to find out the effects of four different ways: use of vocabulary lists, use of translations and definitions, use of short and simple texts and use of more complex texts including synonyms, embedded sentence explanations. From all four treatment groups, one of them, which was given definitions and translations of words throughout the experiment and practiced the taught words, was grazed and showed better success at the end of the treatment periods which lasted five weeks. Their study presented that indirect way of vocabulary instruction may not always provide clear meaning and good performance when the number of unknown words in a sentence is majority that is learnt better via direct way of teaching.

Another study that puts the difference of two ways is Paribakht and Wesche's (1997). They directed their study via reading texts to be able to find out the effect of direct and indirect way of vocabulary teaching. In their experiment, some of 38 learners at intermediate level took place in experiment group while the rest were the part of control group. The variety came into the classroom with the exercises. While experimental group studied on vocabulary lists and reading texts to be able to put them into the text, match with their definitions or categorize, the control group studied only the texts and answered the comprehension questions. As their study put out, the experimental group which read the texts and worked on them more had better results even the other group was successful, too (Paribakht & Wesche, 1997: 195-197). That shows us that it is the better way to teach and work vocabulary as explicitly as possible rather than studying only on a reading text to develop vocabulary knowledge.

Zimmerman (1997b) adds one more investigation which supports the direct way of vocabulary studying in reading exercises. To be able to compare the development and the level of success, she tested 38 students' scores after

the 25 hours experiment including reading, speaking and composition. She formed a difference in treatment group that took extra 3 hours per week in which they studied vocabulary in different contexts. On the other hand, the control group did not study the vocabulary explicitly but they were given the vocabulary while focusing on the reading texts if asked by the learners. Besides pre and post tests, learners were wanted to answer a questionnaire to reach information about the learners' perceptions on vocabulary development. All in all, her study showed that conscious way of teaching by directing learners on a set of vocabulary helps learners reach more enjoyable lessons and more successful results that is provided by not only working on the definitions of words but also beyond the definitions.

According to Hill and Laufer (2003), reading should be supported with explicit post activities that make learners work on vocabulary consciously. As their study showed, better vocabulary development can be reached via direct way of working on words that are taken from reading texts instead of being interested in only the comprehension questions.

It is possible to mention some researches that reach similar results in our country, Turkey, too. Şahin (2009: 68) shows a similar conclusion with her study that direct (explicit, conscious) way of vocabulary teaching in Turkey to 4th grades is better to make learners reach higher success. To be able to achieve this conclusion, she applied a treatment in which she taught 48 words in explicit and implicit ways in different groups. She compared the results of pre-test and post-test. According to this comparison, she put out that the group was more successful in learning as they learnt approximately 24 words over 48; while the other group showed the success for only 12 words over 48. She also advises that the first 2000 high-frequent words should be taught explicitly then if it is needed implicit way and explicit way should be integrated.

Another researcher that found a similar result in her thesis is Bayram (2009). The aim of her with the research was to find out the relation of success

and the way of vocabulary instruction, explicit and implicit. The procedure she followed was suitable to experimental design of research as she applied two different ways of vocabulary instruction, direct and indirect, to the different groups. She completed her study by the help of 20 university students for each group, which makes 40 as total in Muğla University. The comparison of pre and post tests after a four-week implementation showed that teaching vocabulary directly provides better vocabulary learning and retention if especially treatment is longer and repeated.

Akel Oğuz (2012) is one of the researchers searching for the better way of vocabulary instruction. For her aim, she created an experiment in which she studied with three different groups by which she followed the principles of explicit, implicit and blended ways at 4th grades in Turkey. 40 students in each group, 120 in total, were taught the same vocabulary with the same themes as the curriculum suggested in different ways and their development was assessed by comparing the results of pre and post tests. This comparison showed that explicitly taught learners were more successful than the others taking place in other groups and a delayed post test proved for this study that explicitly learnt vocabulary is more likely to be remembered later.

Although many researches prove the opposite as discussed above, it may not be useful all the time to study on vocabulary directly. Akel Oğuz (2012: 47) states that "… we might think that explicit vocabulary instruction would be a major approach in classrooms, but this is not always so." This shows us that meaning and context should be provided for learners to create a meaningful learning environment that is provided by implicit way of teaching.

Implicit way of teaching supports the idea that learning should be similar to native language acquisition that is unconscious (Krashen, 1989: 440). Schmitt (2000: 137) thinks that vocabulary should be presented to the learners in a context that provides meaningful, unconscious and more natural learning environment to learners. Aksoy's (2006) study investigated the role of context

in vocabulary teaching. He determined two groups, experimental and control, to which he taught vocabulary in and out of context. At the end of the four-week treatment, post test results of learners were compared with the pre test results that were picked up before the implementation process. The results let him conclude that the group taught vocabulary in the context achieved better scores and he claims that it is more beneficial to teach vocabulary in a context instead of lists.

Ünal's (2006) study is one of the researches that proves the effect of implicit way of teaching. It was studied that whether the interactive or traditional way of teaching affected vocabulary development. On the light of the results of experiment that was realized via two groups chosen from a private college and it became possible to claim that interactive way of vocabulary study provided more opportunities to learners in which they could have the chance of getting the meaning and be a part of context. According to Ünal's (2006) idea, vocabulary should be varied and enriched by the help of studies again and again after the learners work on the target vocabulary implicitly in a context.

In implicit way of teaching, inference has an important role. Ortapişirici (2007) realizes the importance of it and decides to study in her research. To be able to reach her aim, she selected two groups in one of which she used meaning inference method; while the other of which is taught vocabulary through glossary. She taught 40 words in total in four sections each of which included a reading text with 10 words to both groups. The only difference was the way of vocabulary presentation. The comparison of pre and post tests showed that meaning inference provided better scores to the learners. Thus it is possible to reach a conclusion that if the vocabulary is inferred in a context; it helps develop vocabulary knowledge more. She also aimed to evaluate the permanence of learnt vocabulary. The retention test results showed that even though the degree of success showed decrease, meaning inference group had still higher scores.

Many researchers think that teaching environment should be set in a meaningful context with all items (Krashen, 1989: 440; Schmitt, 2000: 137). One of the researches that belongs Yıldız (2012) looks for the answer to the question whether it is effective to teach vocabulary through semantic maps. An experimental design was formed by the researcher and two groups were chosen from Bafra Ticaret Sanayi Odası Primary School in terms of experimental and control groups. In an eight-week treatment process, one of the groups was presented vocabulary, formed by 60 words in total, via semantic maps; while other group experienced the traditional way of vocabulary instruction, including lists, definitions and memorization. The results let us claim that if the words are taught in a semantic relation by drawing maps, vocabulary knowledge develops better.

When we examine the studies above, it is possible to find relations between Aksoy (2006), Ünal (2006), Ortapişirici (2007) and Yıldız's (2012) studies that support the idea that vocabulary teaching reaches better results if taught in a context that provides meaningful environment for learners to acquire the target words unconsciously. It would be beneficial to remember Krashen's (1989: 440) view again which supports that teachers have to set conditions for learners in which they reach natural way of learning as in the way native language acquired. At that point, what is missed by the researchers is the time spent for teaching. Native language is acquired in approximately 6 years to reach fluency; however, this is a very long process for the foreign language learners. On the other hand, as foreign language learners are not in a real foreign language environment, the time required gets longer that is not wanted by the researchers and the learners. Thus, in implicit way of teaching vocabulary what is needed is the review of learnt items to provide longer retention. Webb's (2007) study also shows the importance of sampling and practicing the items in various contexts and situations. Then the number of review should be taken into consideration. Even it is not possible to mention a certain number; it shows variety according to different studies and researchers: For instance, Rott (1999) finds six exposures of target vocabulary more

beneficial than four, while Waring and Takaki (2003) state the number as eight and Pigada and Schmitt (2006) don't clarify an exact number but find more than ten exposures useful. Briefly, the more learners meet the target vocabulary, the more successful and permanent results can be reached at the end of the teaching process.

On the other hand, it is hard to deny that high-frequent words are fundamental for language learning as they are indispensable part of speech even the subject is really serious. As Nagy and Anderson (1984: 324) clarify that a native speaker of English at high school knows approximately 25000-50000 words. When such a big number is taken into consideration, it becomes open to argue how to present these words to learners as it is not a good way to present them only directly or indirectly that requires longer time, which brings the idea of mixing the both ways to mind. The same idea is pointed out by Hulstijn (2001: 273) that especially beginner and intermediate leveled materials present a set of vocabulary directly which compose the context and these are materials enable a meaningful context that provides indirect teaching. It is hard to ignore the value of researches that prove the effects of both methods in vocabulary teaching some of which are presented below.

Rott, Williams and Cameron's (2002) study showed that implicit teaching should be supported by explicit exercises as the results of research signed that rather than only reading implicitly, multiplied reading exercises provided better results in vocabulary development from the side of learners. Additionally, in Mondria's (2003) study, it is clear to see the effect of follow up direct activities after implicit reading studies. That is to say, implicit teaching may be beneficial in condition of being supported by explicit teaching.

Souleyman (2009) studied the effects of both direct and indirect way of vocabulary teaching on narrative comprehension and retention of vocabulary with 78 students leaning French as a foreign language. The results of the

experiment proved that both ways had merits and demerits, and this result enables the researcher to claim an idea of blending both explicit and implicit ways of vocabulary teaching as a suggestion for the aim of higher learning outcomes.

As Celce-Murcia (2001: 286-290) stated, the basic two types of vocabulary instruction are direct and indirect. However, from the studies mentioned above we can conclude that both ways may be useful in vocabulary teaching as well as the blended way of them. The following figure may be helpful to compare the studies according to their results.

Figure 5
Comparison of Studies

When the figure is examined, it is obvious that from fifteen studies the majority prove that direct way of teaching vocabulary helps develop vocabulary knowledge more in various applications in the courses. However, it is not possible to generalize and claim a principle that says "Direct way of teaching is the best way." as these studies are not efficient enough to reach

such a generalization. Apart from these two basic ways of teaching vocabulary, other approaches that adapt the suitable way of vocabulary teaching according to their principles shouldn't be forgotten.

2.4.2. Studies Supporting the Various Factors in Vocabulary Teaching

Especially after English has become the universal language, teaching it as a foreign language increases its importance that causes researchers to look for better way of teaching it, attempts of which has been concluded various teaching methods. Each teaching method focuses on different points in teaching. In terms of vocabulary, it is sometimes possible to identify opposite views while some methods share the same or similar principles in teaching. The effects of teaching methods cannot be ignored in foreign language teaching. Each of them saves a place for vocabulary a great deal or just the opposite. Thus, it becomes important to investigate the effects of different teaching methods in vocabulary teaching. After its significance has been realized by many researchers, it became easier to find studies for researchers including vocabulary teaching depending on different teaching methods. Shejbalova's (2006) study can be defined as one of them in which the effects of grammar translation method and communicative language teaching were investigated in terms of vocabulary development. The experimental group was taught vocabulary according to the principles of grammar-translation method (GTM), which supports the direct way of teaching. On the other hand, other group was taught depending on communicative language teaching (CLT) principles, which supports indirect way of teaching in general terms. The test results showed that the group taught via CLT had better scores. Study results allowed the researcher to conclude the following:

> " - Grammar-translation students tend to use rather narrow range of language with problems to integrate it within context.
> - Conscious learning of rules does not lead to language acquisition.

- Communicative approach prepares students for real communication, students are not anxious about experiments with language and they are able to respond the context well."

(Shejbalova, 2006: 37)

Like Shejbalova (2006), Yaman (2006) focuses on communicative way of teaching and she chose to study the effects of communicative activities in vocabulary teaching instead of traditional way of vocabulary instruction and study. She applied her treatment in two different schools and 26 students for each group, 52 in total, in Anatolian Girl Professional High School; 13 students for each group, 26 in total in Anatolian Technical Industrial Professional High School attended the treatment process. She preferred applying communicative activities to experimental groups while traditional way of vocabulary teaching was applied to control groups. She reached the idea in her thesis that communicative activities such as writing postcards, completing stories, drawings, sticking real objects, games, songs, puzzles etc. enabled learners gain self-confidence in expressing themselves and motivated them for learning more (Yaman, 2006: 208). She also adds to her result that these are the items that provide comprehensible input as Krashen (1982) suggests. On the other hand, control groups experienced only traditional way of vocabulary exercises such as dictation, translation and definitions and they were expected to memorize the given word lists that took them away from communicative environment. Yaman (2006: 207) thinks that this was the reason why learners felt more uncommunicative to be a part of communication and participate in classroom activities. Her study results appeared as a supporter of the idea "Language is for communication." since the results of three quizzes proved that communicative activities were more useful in development of vocabulary knowledge.

Apart from CLT, one of the teaching methods that affects foreign language teaching process is task-based language teaching (TBLT). Tıkız (2008) is one of the researchers that examine the effect of this method in vocabulary teaching and students' attitudes in comparison with presentation-practice-production (PPP), one of the direct and traditional ways of teaching.

To be able to achieve the outcomes of different teaching ways, she compared pre and post test results which presented that TBLT let learners reach higher scores in vocabulary development while there was not a significant difference in attitudes of learner in both groups.

As being one of the teaching methods too, cooperative language teaching has been searched by Ercan (2009). She tried to find an answer in her thesis whether working cooperatively through reading texts helps learners' developing vocabulary knowledge or not. Two different groups, with 18 learners' attendance, were used, one of which was taught vocabulary through traditional ways, other of which was taught vocabulary by cooperative activities. At the end of a four-week treatment, consisting eight reading texts for vocabulary study, it became possible to state that if learners existed in cooperative activities, they could learn better and get higher scores in terms of vocabulary.

Considering the developments in the field, it is easy to realize the significance of skills in teaching process and it is clear that the study of skills increases in recent and communicative methods in an integrated way. Çörekçioğlu (2011) must have noticed that point and that's why she studied the effects of integrated way of teaching vocabulary on young learners at a primary school in Samsun in Turkey. She compared pre and post test results of 40 students in total, half of whom was taught in integrated way, the other half of whom was taught directly. The statistical results showed that the students taught via integrated way reached higher scores at the end of treatment. According to the results, Çörekçioğlu (2011: 70) reached the following inference:

> "...teaching vocabulary through integrated skills approach helps teachers to provide a meaningful content. All main skills such as listening, reading, speaking and writing, and associated skills such as syntax, vocabulary, spelling and pronunciation get the opportunity of functioning together for effective and successful communication with integrated skills approach. Children can use

the language in real contexts provided with integrated techniques."

Methods have a great importance in language teaching; however, there is a fact that different methods emphasize different points of vocabulary study. GTM, for instance, focuses on only the equivalent of the words between target language and the native language (Larsen-Freeman, 2000: 17-18); while CLT gives the importance to the use of learnt vocabulary suitably (Larsen-Freeman, 2000: 129). Between two opposite methods, it may be useful to remember the lexical approach that depends on the idea of teaching lexis as being the key point of language because of including words and word combinations (Richards & Rodgers, 2001: 132). Bircan (2010) aimed to find the effects of using lexical phrases on young language learners' receptive and productive vocabulary gain in her thesis. As being an experimental research, two classes at the fifth grade in Haki Yener Primary School in Ordu were determined as the sampling of the research. Instead of pre test, she applied a checklist to be sure the words in experiment were not known by the participants and the level of two groups was the same or not. Checklist results were used to form target vocabulary to be studied via reading texts and activities during treatment. Experimental group was taught via the exercises full of phrases while control group studied on single words. Both groups were applied tests, results of which stated that use of lexical phrases provided learners to combine vocabulary items more appropriately and succeeded better in comparison with working on words alone.

Many teaching methods choose one of the ways of presenting vocabulary, direct, indirect or blended, and edit this way according to the their own teaching principles. If a method raises the importance of context, presentation of vocabulary basically depends on indirect way and the meaning is provided via real objects, pictures, drawings, maps etc. in the classroom (Öztürk, n. d.: 22). In direct method, meaning can only be provided by demonstration, pictures, real objects etc. (Krause, 1916). Depending on these, it is possible to state that visual aids are indispensable part of teaching that is

proved also by Chun and Plass' (1996) study. Their study was formed to be able to compare the presentation modes including pictures, video and definition. The results made it possible to make an order of effectiveness between three presentation modes as in the following: pictures, video and definition. That means the most effective way of vocabulary instruction in these three is the use of pictures. Another study that supports a similar idea is Kayıntu's (2001). His study has proved that if vocabulary is taught via visual instruction, the more effective vocabulary knowledge can be reached by learners. He also suggests that learners deserve to be taught in the way they prefer as a style, which can be identified by the help of some tests as in his study, to be able to provide an opportunity for them to be more successful. Hazar (2007) also studied the effect of pictures in vocabulary teaching in comparison with the traditional way in a high school in the boundaries of five-week treatment. The comparison of pre and post test results proved that picture supported vocabulary knowledge could be enlarged more easily and remembered more after a time rather than translating words between two languages.

It can be realized easily that the number of vocabulary researches has increased since last a few decades as its significance has gained popularity with the importance of communicative competence. Thornbury (2002: 1) states vocabulary as the core component of language and acquisition of words as infinite. This can be shown as the reason of increase of vocabulary researches that will probably go on for the next decades. This chapter has shown us a summary of studies in the field as a drop in an ocean. Between two basic ways, direct and indirect, some studies showed the effect of direct vocabulary instruction; some studies supported the indirect vocabulary instruction while some found proper to combine both as high-frequent words are needed to be studied explicitly to create a context in which learners can make guesses and work on vocabulary implicitly (Hulstijn, 2001: 273). On the other hand, it is possible to say that a word may not always refer the exact meanings as it gains its meaning with the other words that collate with it (Thornbury, 2002:15). At

that point, a principled, planned study of vocabulary is required (Schmitt, 2008). Teaching methods can be thought as keys in how to present and study the vocabulary according to their own teaching principles. It is possible to realize some similarities or totally opposite ideas between some methods. For instance, GTM teaches vocabulary by the help of word lists to be memorized by translating; DM uses visual aids for making meaning clear; lexical approach studies words in phrases; TBLT makes learners work on words in tasks; CLT creates natural environments in which learners use implicitly learnt words (Larsen-Freeman, 2000). On the other side, the preferences of learners as a style mustn't be forgotten as they are one of the factors that affect success as studied previously (Kayıntu, 2001). It can be claimed that all of these variables drift us to an inference that there is not an international, best way of vocabulary instruction; however, what can be done is to provide learners the most useful opportunities that suit the needs of learners in terms of effective vocabulary learning.

CHAPTER 3

METHODOLOGY

Under the title of "methodology", the model of this research will be explained and other items such as population, sampling and instruments for data collection that are used throughout the research process will be presented. Additionally, the research process will be shown in a detailed way and the way chosen for analysis of data collected will be shown.

3.1. Model of Study

As Arıkan (2005: 25) and Leedy (1992: 11) state, a research is considered as a study that is formed on an aim and applied under the basic steps of scientific process depending on a method chosen for the study to be able to discover new facts and their better interpretations. Depending on this definition, the aim of study can be stated as to discover the effects of different teaching methods which are Grammar-Translation Method and Communicative Language Teaching on vocabulary teaching. Instead of studying on interpersonal relationships, personal values, meanings or beliefs, it is aimed to reach deep and valid data in terms of science in this study which makes it a quantitative research rather than qualitative (Ramer, 1989: 7-8). Leedy (1992:

142) expresses quantitative research as "cold" because it depends on a strict rule to be able to call the conclusion scientific. From this aspect of research, Erkuş (2005: 51) finds the most appropriate way of research as experimental design of research since it studies the relation of cause and effect in the researches. Although it is possible to find many experimental designs, in this study two different types of data that are collected by the help of pre-test and post-test have been compared to be able to find out the difference and effect of the cause in nonrandomized groups' learning (Leedy, 1992: 302). This feature makes this research a nonrandomized control group pre-test post-test quasi-experimental design because the groups are not constructed as in the true experimental design (Leedy, 1992: 302). It should be kept in mind that, whether a research is done in educational field, it is impossible to find totally equal groups as the groups include people. It is clear that each individual is unique and they cannot be the same with any other even they are twins. As studied in the previous chapter, learners show many differences from age, gender, attitudes to intelligence, environment or learning styles. These all cause researchers to use ready-made classes by decreasing the differences as much as possible in the education field as it is done in this research too.

To sum up, the model of study is **quantitative** as it depends on more valid data in terms of science when compared to beliefs or thoughts that are hard to analyze, **experimental** as it depends on the comparison of the effects of two methods (Yıldırım & Şimşek, 2008: 48-65), **quasi-experimental** as groups' being ready made classes that are not formed randomly rather than being totally equal groups and **pretest-posttest control group designed research** as two tests' results have been compared to see the effects of two different teaching methods (Nunan, 1992: 41). The following figure may be helpful to summarize the method and design of this study:

Figure 6

Model of Study
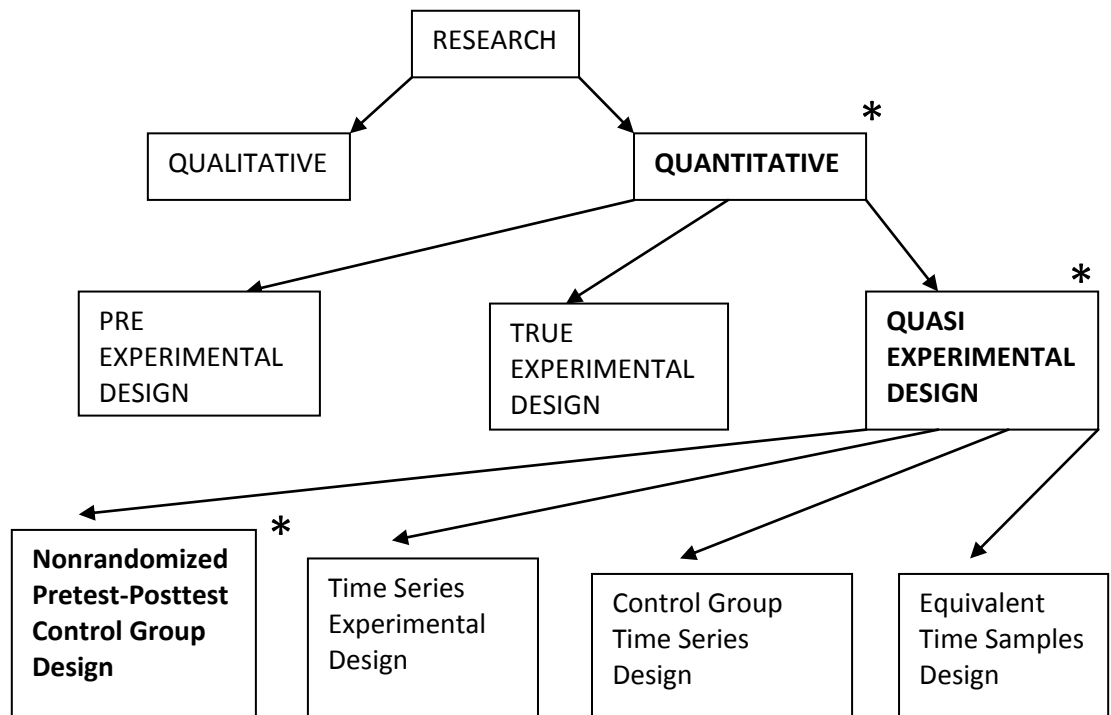
3.2.Population and Sampling

Apart from choosing suitable model of research, sampling of the study has the heaviest responsiblity as the results of the study will be shaped according to it (Nesbary, 2000: 13). The main aim of researches is to collect data to be able to reach inferences for population of the study (Nesbary, 2000: 13). Depending on these, 10th grade of students in professional high schools in Şanlıurfa have been assigned as population who are the ones that can be defined as the whole group under study (Özmen, 2000: 5).

It is agreed by many researchers that it would be difficult and meaningless to carry out the research on the whole population (Nesbary, 2000; Özmen, 2000). That's why a subset of a population is constructed from the population itself that can reflect the same features of population for the

research, which is defined with the term "sampling" (Nesbary, 2000: 13). 50 students who study at Şanlıurfa Vocational High School at 10th grade in 2011-2012 academic year are clarified as sample for this study. The age of the participants shows difference in between 15-18. 22 of participants, 10 of who are in one group while 12 of who take place in the other group are female and the rest 28 of them are male. It can also be stated that learners' level in English can be stated as pre-intermediate depending on learners' previously scores in English exams that are applied by the researcher before the experiment.

Since this research looks for the effects of two different teaching methods, two classes have been determined as experimental and control groups. It should be kept in mind that classes were assigned by the administration before the treatment process and two classes have been determined according to the previous scores of learners in English exams and pre-test results. It is clear that the interference to the formation is not possible by the researcher in terms of making any changes between the classes. The first group includes 12 female and 13 male learners who have been taught vocabulary according to the principles of Grammar-Translation Method. Other group includes 10 female and 15 male learners who have been taught vocabulary depending on the principles of Communicative Language Teaching. It should also be kept in mind that not only necessary permission to apply the experiment to these classes was taken from the Republic of Turkey Ministry of National Education (see Appendix 6), but also all of the participants were informed about the process and stated that their results were only for the study not for the course and they are all hidden.

On the other hand, throughout the implementation process all of the learners' attendance has been followed by the researcher and at the end of the process it has been understood that no one from the students has missed any course.

3.3. Data Collection Instruments

With this study, it has been aimed to reach scientifically valid data which makes the study a quantitative research (Leedy, 1992, 142). For this aim, instruments have been prepared according to Language Curriculum for High School Education in Turkey and literature reviewed. Teaching vocabulary is the main aim in this research; thus, the material prepared is a vocabulary test that was suitable to teaching plans at the level of learners that were clarified at the beginning of the academic year and formed in the boundaries of curriculum. The vocabulary test was developed by the researcher herself and it included five parts involving 40 target vocabulary items that have been determined before the treatment and studied throughout the treatment one by one. The first part was related to definitions of the words. Learners were expected to find correct definitions of the words. Both words and the definitions were in the target language. The second part of the test was the sentence completion with suitable word. Learners were expected to complete sentences with the words that suit for each one from meaning and form aspects. Additionally, in the first part, the number of definitions and in the second part, the number of words have been given one more when compared to the question number to decrease the chance factor. The third part of test aimed to assess learners' capability of realizing the correct use of words in sentences. For this aim, learners were expected to choose correct answer from the multiple choices that included the correct sentence formation with the correct use of words. The fourth and fifth parts were constructed to evaluate whether learners were able to remember the equivalents of given words in Turkish in the fourth part and in English in the fifth part (See Appendix 1).

To be able to use this test in the treatment, necessary permission has been required from Republic of Turkey Ministry of National Education (see Appendix 6) and has been applied to 100 students in total into two different groups, 50 of who were in Vocational High School, 50 of who were in Tourism Professional High School to test the reliability of the instrument. It may be

better to remind that the students to whom the test was applied were all in eleventh grade in their schools. The results of 100 participats were analyzed with the purpose of reaching an acceptable degree of reliability since it is necessary to use reliable tests that is pure in terms of mistakes in such treatment or education proceses (Cherry, 2013). The alpha coefficient number for forty items was calculated as .809 for this study that meant the items had relatively high internal consistence. Thus, there was no need to make any changes in the test and to take an item out from the test or add new one into it.

To be sure about the validity, which is the degree of ability to assess what is aimed without a disturbance of other items (Linn & Gronlund, 2000: 74-75), the test has been studied carefully and revised before the treatment in terms of content validity, the level of meaningfulness and conformity of the test depending on participants' English course book Unique 10 (Birincioğlu, 2010) by the help of the thesis supervisor and his friends in addition to some English teachers in charge. The general view was determined as all items had been appropriate. Therefore, the test has gained the visa for the treatment process that was used as pre-test before the implementation to check participants' background knowledge about the target words, post-test after the treatment to assess the effectsof different teaching methods on target vocabulary, if there is, and delayed-test to check out the retention (See Appendix 1).

3.4. Procedures

The aim of this research was to discover whether Grammar-Translation Method affected learners' vocabulary learning positively in which learners were taught vocabulary directly and memorized lists of words, and whether Communicative Language Teaching affected learners' vocabulary learning positively in which learners were taught vocabulary indirectly and used the words with the communicative purpose. The main aim of the research

was to present a conclusion by making a comparison between two groups' scores.

Depending on these aims, the first step was to determine the experimental and control groups, after completing all official permissions that gave opportunity to use instruments for data collection and lesson plans prepared before. For this, two classes were chosen from four classes in Şanlıurfa Vocational High School at tenth grade according to their previous English scores and pre-test results of learners. It was not possible to make any changes between classes as they were constituted by school administration at the beginning of participants' starting to the high school. Pre-test results, which were saved to compare with post-test results, and previously English scores of learners showed that their level didn't show big differences which allowed the researcher to choose two classes randomly by considering the number of classes. According to the aim of study, two classes were taught in different teaching methods, Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT). One of the groups, was taught vocabulary according to the principles of GTM, included 12 female and 13 male learners, which makes 25 in total. Other group was taught vocabulary according to the principles of CLT and was consisted of 10 female and 15 male learners, which makes 25 in total.

After the groups were determined in February 2012, the treatment process started that longed during March 2012. A four-week treatment was applied to both groups who were taught by the same teacher, the researcher herself. Both groups had two hours of English courses per week, which makes eight hours in total in the treatment process. Thus it is clear that the only difference between the groups was the teaching method and the activities used in the classroom.

The first group was taught vocabulary according to GTM's principles and the participants in this group experienced direct way of vocabulary

instruction by the help of lists of words that were presented with their equivalents in native language. Learners were given small lists in their treatment process before they started working on reading texts. Learners were presented vocabulary lists to memorize to be able to translate the passage given into the native language. As Howatt (1984:131) states, by translating the passage learners became aware of the vocabulary items in the passage as they saw the equivalent of the words, phrases and sentences that formed the whole text. Another typical activity in GTM was filling in the blanks with the suitable words given in the box for this research. The main aim was to enable learners to use their knowledge of vocabulary including sentence structure, the words and their uses in sentences. Larsen-Freeman (2000: 20) finds this type of study useful in GTM as it requires such vocabulary knowledge. GTM mainly relies on competency of literacy that requires vocabulary knowledge. To be able to study on this, learners were put in an activity in which they were responsible for answering the questions according to the passage. In this activity, learners must have been sure about the vocabulary in the passage to be able to answer the questions correctly. Another powerful activity to develop learners' vocabulary knowledge was the study of antonym and synonym of words that were given in lists and taken from the reading passage in the classroom. Learners were allowed to use dictionaries in this activity which also provided learners the habit of dictionary use. In addition to these activities, learners were also presented an activity in which they were busy with the definition of words in target language which were supported by the equivalents in native language. Throughout these activities, the effect of pictures and vocabulary games such as hangman were used; however, according to GTM's principles, any word should be supported by its equivalent in native language. Thus, even the words were shown in pictures, they were translated into Turkish, native language of participants and vocabulary game hangman was played by stating the letters in Turkish even the target word was in English, the completed form of which was also translated into Turkish. The classroom procedures of the GTM courses are presented in detailed way in Appendices 2 and 3.

On the other hand, the second group was taught according to CLT's principles and participants were busy with the communicative activities that required both vocabulary and structural knowledge of the target language. Participants worked on vocabulary indirectly during the treatment process by the help of the following activities stated below. Vocabulary games took their seat in the treatment process as communicatively and much as possible because it is undeniable that games are one of the most attractive activities in foreign language teaching from the side of learners. Learners shared a communicative environment naturally in which they tried to use their background vocabulary and structural knowledge of the target language. It mustn't be forgotten that learners were encouraged to use target language, English, during the courses without hesitation of making mistakes. Visualization was aimed to put in the lesson plans as much and effectively as possible. Rather than giving the equivalent of the word in native language, a condition was enabled in which learners could make picture talk naturally. By this way, some necessary words were pretaught in order to make the understanding of the text that would be studied forwardly more explicit. In addition to classical reading comprehension questions, learners were put in groups to work, which enabled them to use target language during the process of activity, to be able to complete a diagram related to the passage they had read. By this way, the activity became more meaningful and natural. Depending on the theme, learners were given some opportunities in which they could personalize the theme they had studied. In addition, learners were presented authentic materials to be able to make them feel this language is out somewhere. As Richards and Rodgers (2001: 165) highlight the importance of information gap activities that enable learners share information which means communicating. As it was aimed to make learners communicate in CLT courses in this study, information gap activities were used in the courses as much as possible. If lesson plans and activities prepared are investigated (See Appendix 4), it can be understood that all courses are built on four skills in an integrated way as it is the same in acquisition of first language.

It may be beneficial to remind that in both GTM and CLT courses, technology was used in the boundaries of the school's and the researcher's own sources; and the use of technology was edited according to the principles of the teaching method applied.

A four-week treatment process ended in a post-test application to be able to assess the effects of teaching methods. Pre-test, which was used before the treatment process, was given to learners under the title of post-test at the beginning of April 2012. The results of post-test enabled presented the success level of learners after teaching.

With this study, it was also aimed to find out the retention level of success. For this reason, the same test was applied again at the beginning of May 2012 which allowed the researcher to make inferences on the retention level of target vocabulary in this research.

The following table can be useful to summarize the treatment process:

Table 5

The Data Gathering Procedure

Groups	Before Treatment	Treatment	After Treatment	
Contol Group	Pre-Test (February, 2012)	Grammar Translation Method (March, 2012)	Post-Test (April, 2012)	Delayed-Test (May, 2012)
Experimental Group	Pre-Test (February, 2012)	Communicative Language Teaching (March, 2012)	Post-Test (April, 2012)	Delayed-Test (May, 2012)

3.5. Data Analysis

Necessary information has been gathered via pre, post and delayed tests in Appendix 1 for this study. The results of these tests have been analyzed by SPSS 17.0 (Statistical Package for the Social Sciences) program on the computer. Firstly, it has been aimed to find out whether there was a positive effect of using Grammar-Translation Method (GTM) in terms of teaching vocabulary on learners' vocabulary development. For this aim, pre-test and post-test results of learners who took place in GTM group have been compared statistically by using paired-sample t-test. T-test analysis were decided to use because the number of group is less than thirty and the relation of two independent variables were tested (Eymen, 2007: 109). The result of this analysis presented the effect of GTM courses on learners' proficiency level of vocabulary. The same procedure were applied for the results of participants in Communicative Language Teaching (CLT) group. The results of pre-test and post-test were analyzed statistically by using paired-sample t-test on SPSS program on the computer to see the effect of CLT on vocabulary teaching.

A similar comparison was done between post-test and delayed-test results for each group separately by using the same statistical test to be able to reach the information that informs us about the retention level of target vocabulary.

As the main aim of the thesis suggests, post-tests depending on each group were compared via the same statistical technique to be able to prove better teaching technique if statistical analysis let us do so. In addition to proficiency level, retention level of target vocabulary was reached by comparing the results of delayed-tests of each group via paired-sample t-test on the computer.

Lastly, statistical analysis, independent sample t-test, was used again to put the relation of vocabulary proficiency and gender out.

CHAPTER 4

RESULTS AND FINDINGS

This chapter is constructed to present the results of data analysis that has been collected during the experiment process. The findings that have been reached at the end of a statistical analysis will be shown and supported with literature to be able to reveal the more effective teaching method in vocabulary teaching and the retention level of vocabulary in addition to the effect of gender difference in vocabulary proficiency in different teaching methods.

4.1. Pre-Test and Post-Test Difference in GTM Group

Pre-test results are possible to be defined as the control data which let the researcher make a comparison with the post-test results. For this aim, before the treatment process the control, GTM, group, in which 25 participants existed, took the pre-test which was formed by 40 items in five parts related to vocabulary knowledge. At the end of the treatment process, the same test was applied as post-test to be able to check the learners' development of vocabulary. Pre-test results and post-test results were entered to the SPSS program for a statistical analysis. Because all items had only one correct option, correct answers were given one point; while wrong answers were signed by zero in the SPSS program.

The following figure presents all of the participants' results of pre-test and post-test in GTM group. Pre-test results were signed by pink; while post-test results were signed by purple. It is also possible to find each participant's scores who were shown by the numbers in the figure horizontally from 1 to 25. Each number stands for only one participant. Vertical side shows the 40 items, in total, of the vocabulary test. It is clearly stated in the figure how many of the questions, from 40 in total, were answered correctly both in pre and post tests by each participant.

Figure 7

Pre-Test and Post-Test Results of GTM Group
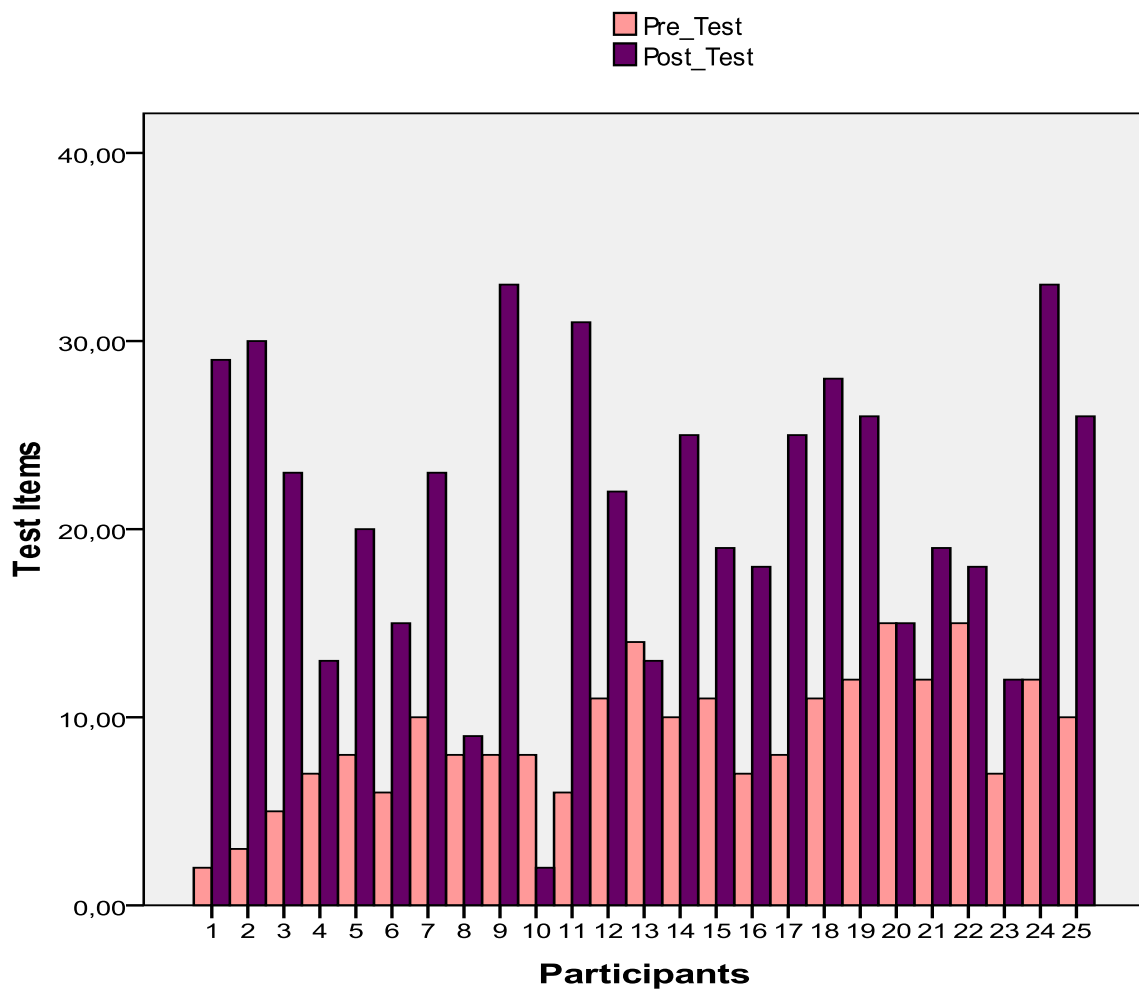
Depending on the information as shown in the figure above, a comparison between pre-test and post-test scores was done. The analysis of scores showed the following information that has been presented in the table:

Table 6

The Comparison of Pre-Test and Post-Test Scores of GTM Group

Tests	N	Mean	Std. Dev.	-t-	-p-
Pre-Test	25	9,04	3,38477	5,550	.000
Post-Test	25	21,08	7,86829		

As the table proves, pre-test results were shaped according to 25 learners' participation. The mean of pre-test was calculated as 9,04. This shows that from forty items in the test, approximately nine of them were answered correctly by the participants. On the other hand, the mean of post-test was calculated as 21,08. This time, it can be understood that approximately twenty-one of the questions were answered correctly by the same participants after the implementation process. The analysis of paired-sample t-test of pre and post tests in GTM group was computed as .000 at the 0.05 level of significance. This level showed that as the p value is under 0.05 (p=.000<0.05), there was a significant difference between the results that had been collected before and after the experiment in GTM group. This significant difference also let us state that teaching vocabulary through GTM principles helped learners' developing vocabulary and the level of success in scores has been increased when the mean results of pre and post tests have been compared.

4.2. Pre-Test and Post-Test Difference in CLT Group

Like GTM group, CLT group also experienced an implementation that deserves to be analyzed. The same procedure was applied to CLT group, in which the participants took pre-test and post-test, too. As GTM group, CLT group was including 25 participants who were applied the same pre and post tests with the ones in GTM group. The scores of each participant in both tests are shown in the following figure. Each number presents one participant and light blue bars stand for pre-test results of participants and dark blue bars are for the results of post-test:

Figure 8

Pre-Test and Post-Test Results of CLT Group
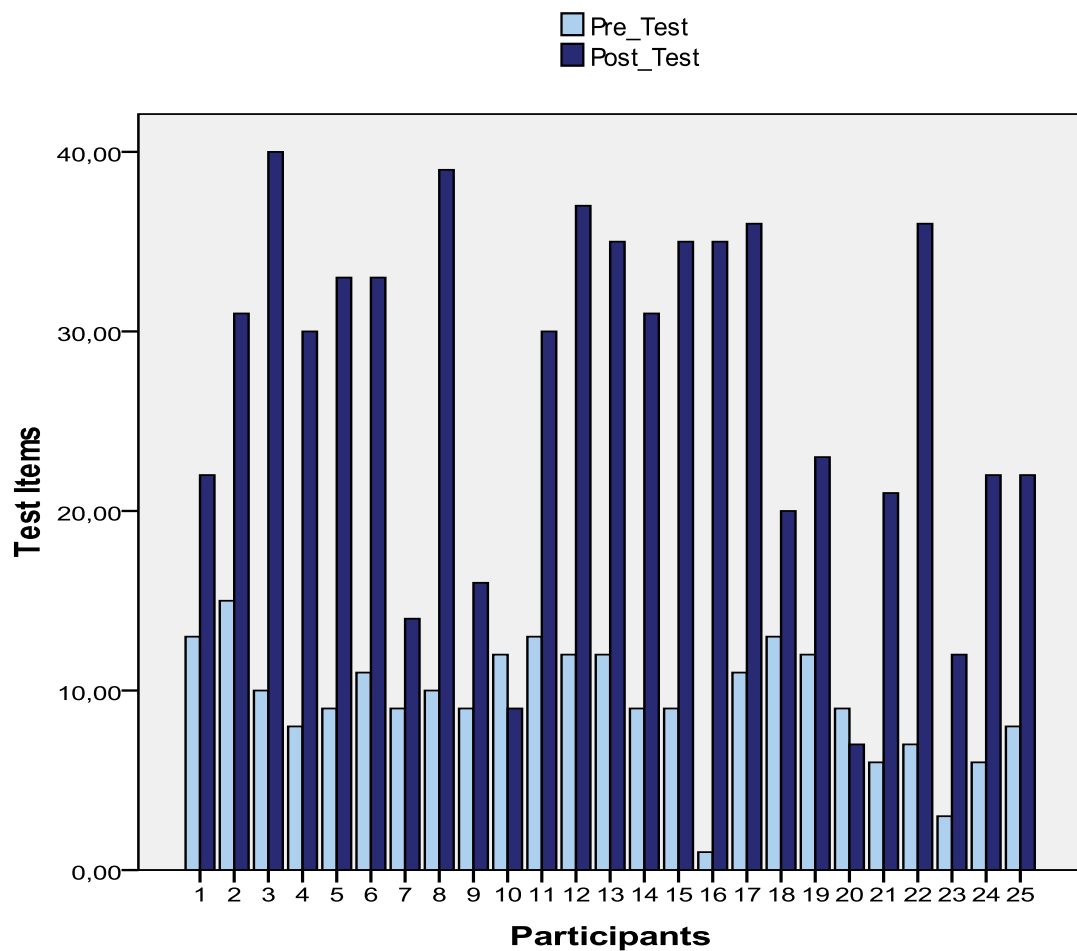
The statistical analysis which was done through the data collected shown in the figure above pointed out the results as in the following table:

Table 7

The Comparison of Pre-Test and Post-Test Scores of CLT Group

Tests	N	Mean	Std. Dev.	-t-	-p-
Pre-Test	25	9,48	3,21611	8,545	.000
Post-Test	25	26,76	9,79490		

The table above presents that the mean score of pre-test was 9,48; while it was calculated as 26,76 for post-test. The change proves that participants were able to answer approximately nine questions correctly before intervention; however, teaching vocabulary with CLT principles provided them answer approximately twenty-six questions correctly in the post-test. Additionally, the increase in the mean value was significant which means treatment worked well and helped learners develop their vocabulary. P=.000 value also proves that the difference between mean scores of pre and post tests was significant because of the p value's being smaller than 0.05 (p=.000<0.05), which means teaching via CLT principles help learners develop their vocabulary proficiency.

4.3. Post-Test and Delayed Test Difference in GTM Group

One of the aims of this thesis was to find out whether there was an effect of the teaching method applied on learners' vocabulary proficiency. Thus, to assess the retention level, the same test with pre and post tests was applied as delayed-test to the experiment groups one month after the implementation process which was concluded with post test.

Participants' post-test and delayed test scores are shown in the following figure for GTM group. Post-test results are signed by purple again and delayed test results are colored by yellow. The following figure makes it possible to compare the change of scores according to post and delayed tests to determine the retention level of vocabulary of learners. It would be proper to keep it mind that each number stands for only one participant and each participant was numbered by the same number while making comparisons of different tests.

Figure 9

Post-Test and Delayed-Test Results of GTM Group
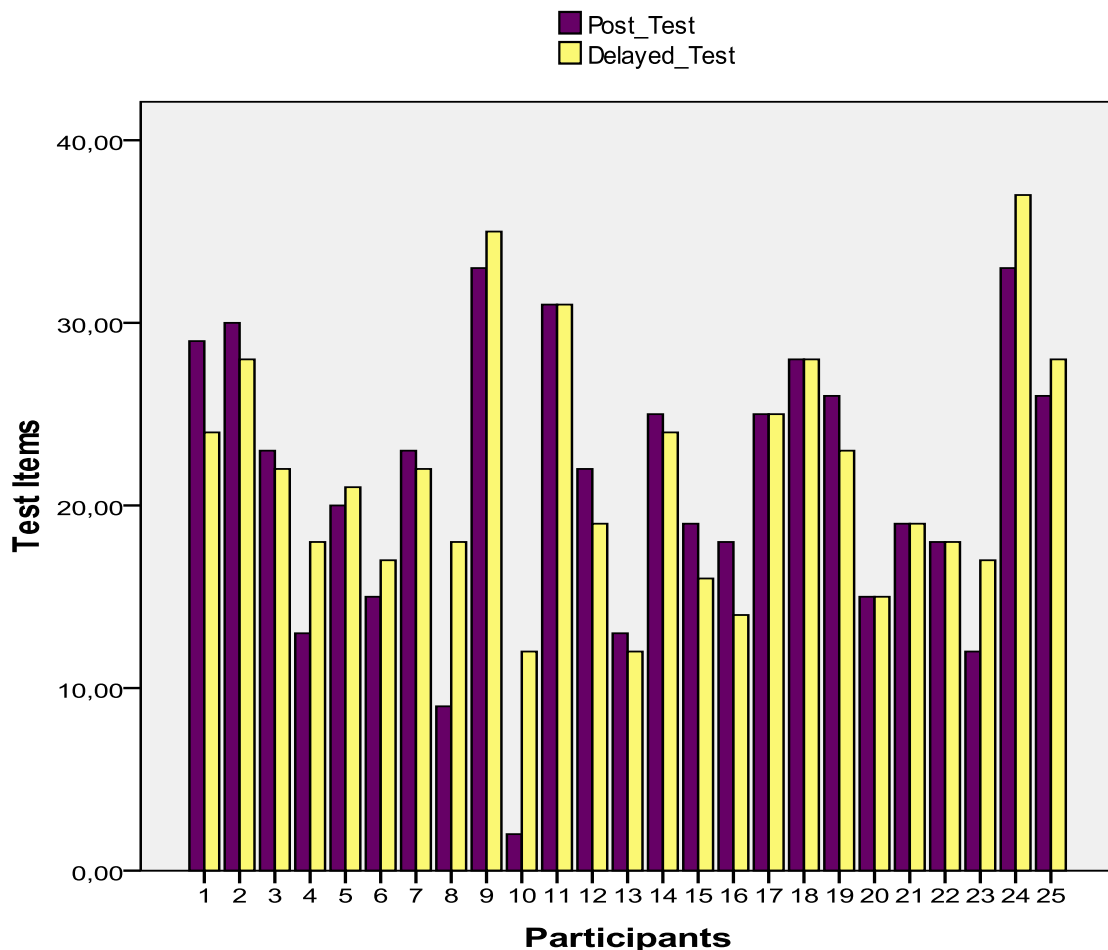
The analysis, in which the comparison of post and delayed test results had been done, showed the numbers that take place in the following table:

Table 8

The Comparison of Post-Test and Delayed-Test Scores of GTM Group

Tests	N	Mean	Std. Dev.	-t-	-p-
Post-Test	25	21,08	7,86829	0.859	.394
Delayed-Test	25	21,72	6,66158		

The mean score of post-test, as shown in the table, was calcutated as 21,08 in GTM group. On the other hand, delayed test mean score was found as 21,72 in GTM group. When the scores are compared, it can be seen that there is not a great difference which was also proved by the analysis in SPSS program. According to the p value of .394 that is bigger than 0.05 (p=.394>0.05), which was obtained by paired sample t-test analysis, there was not any significant difference between two tests. Briefly, it can be said that vocabulary teaching through GTM principles does not have an effect on vocabulary retention of learners.

4.4. Post-Test and Delayed Test Difference in CLT Group

The same procedure was applied for CLT group to be able to analyze the effect of CLT principles on level of vocabulary retention. The following figure summarizes the participants' post and delayed test scores. Post test results of CLT group were shown by dark blue bars and delayed test scores stand in green bars.

Figure 10

Post-Test and Delayed-Test Results of CLT Group
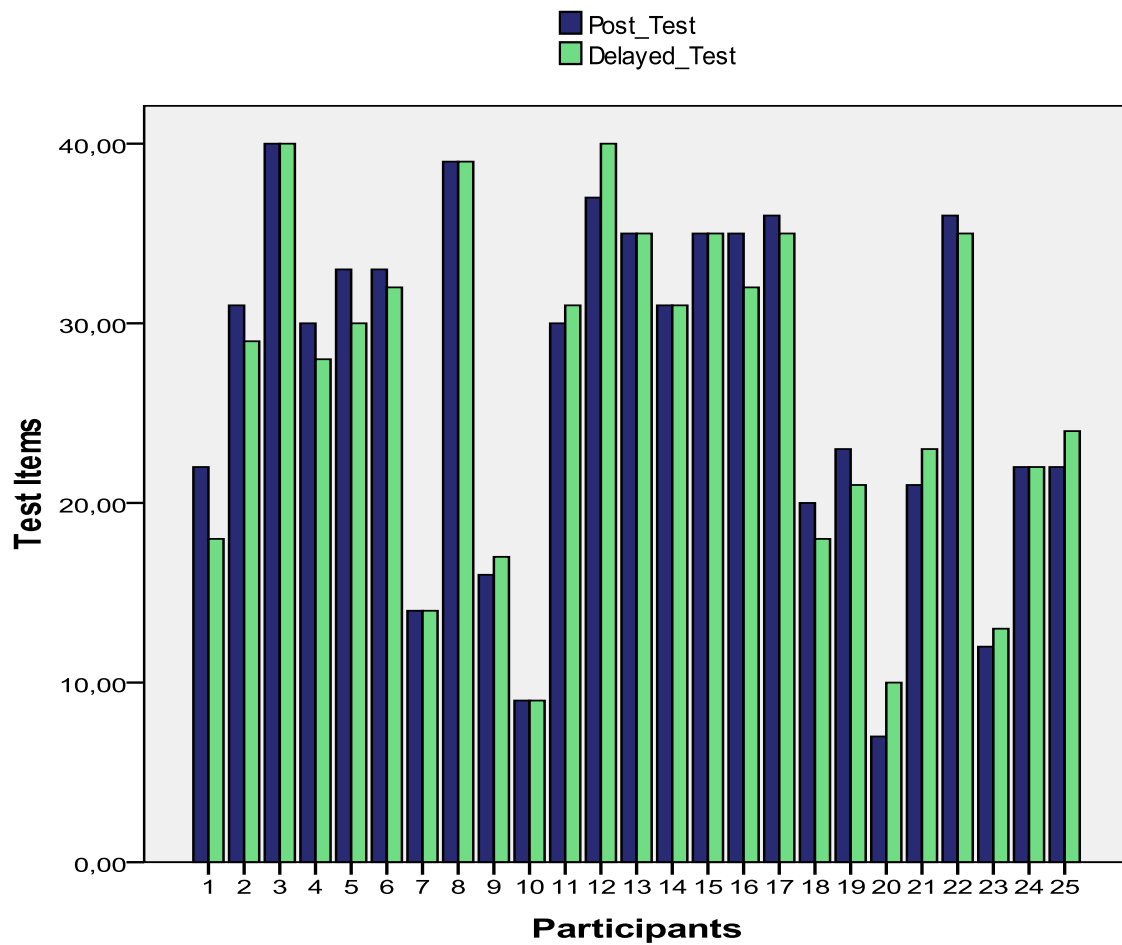
According to the data summarized by the figure above, paired sample t-test was applied and the mean score of post-test was calculated as 26,76; while it was 26,44 in delayed-test for CLT group. According to this, it can be said that learners were able to answer approximately 26 questions correctly in post-test and they were able to answer 26 questions correctly in delayed-test. P value of .388 (p=.388>0.05) shows that the analysis wasn't significant. It can be inferred that there was no effect of CLT principles on learners' vocabulary retention level. On the other hand, mean score tells us that there is not a decrease in scores of learners who are taught vocabulary by CLT principles in terms of retention level of vocabulary. That means they were able to save their vocabulary level nearly the same (See table 9).

Table 9

The Comparison of Post-Test and Delayed-Test Scores of CLT Group

Tests	N	Mean	Std. Deviation	-t-	-p-
Post_Test	25	26,76	9,79490	0.879	.388
Delayed_Test	25	26,44	9,46960		

4.5. The Comparison of Two Groups

Apart from analyzing the effect of teaching method on vocabulary development and retention in its own, both methods' comparison was the main aim of the study. Thus, in addition to the comparisons that were done in-groups, the comparison of participants' overall pre-test, post-test and delayed test results in both groups was done to be able to reach the between-groups comparisons. To be able to find out whether one of the teaching methods studied, GTM and CLT, was more effective on learners' developing vocabulary and retention level, the data collected during experiment by pre, post and delayed tests was compared by paired sample t-test in SPSS program on computer.

4.5.1. Comparison of Pre-Tests

Before all statistical analysis, the first item must have been the similarity of both groups in the experiment in terms of target vocabulary level. To be able to check this, both groups were applied pre-test to be sure about whether participants had known the target vocabulary beforehand or not.

The following figure helps to see the relation of both groups in terms of mean scores of pre-test. According to the figure it seemed that both groups' scores were similar to each other which let to draw nearly the same bars in the following figure:

Figure 11

The Comparison of Pre-Test Mean Scores of GTM and CLT Groups
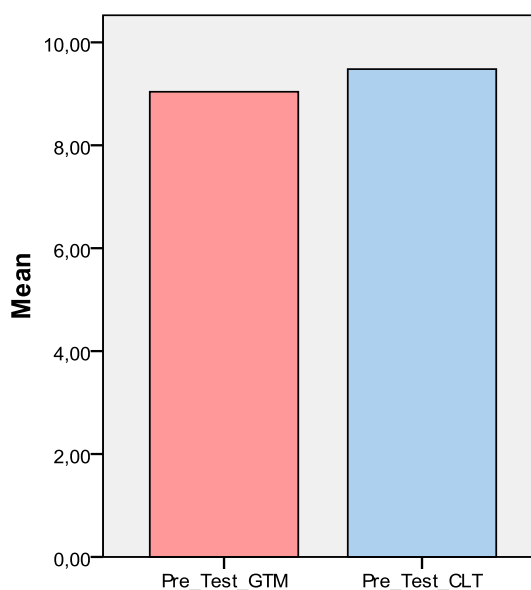
Mean score of GTM group is presented by pink bar in the figure which stands at the 9,04 number. On the other hand, light blue bar stands for mean score of CLT group at the 9,48 number. The results showed that both in GTM group and in CLT group, approximately 9 questions were answered correctly in 40 questions at all before intervention. It is also clear in the figure that both groups' mean scores were nearly the same to be decided as experiment groups of this study, statistically.

The comparison of pre-test scores in both groups, GTM and CLT, showed that both groups were similar in terms of their English target vocabulary knowledge levels at the beginning of the implementation process as

it can be seen in the following table which was drawn according to the analysis of paired sample t-test:

Table 10

The Comparison of Pre-Test Scores of GTM and CLT Groups

Tests	N	Mean	Std. Dev.	-t-	-p-
Pre_Test _GTM	25	9,04	3,38477	-,428	.672
Pre_Test_CLT	25	9,48	3,21611		

According to these results, when the pre-test scores of two different groups were analyzed, it was observed that both groups' mean scores were similar, the numbers of which were 9,04 for GTM, 9,48 for CLT, which proves that the groups were similar. Statistically, there was not a significant difference between the groups (p=.672>0.05) which made the starting point of the experiment appropriate.

4.5.2. Comparison of Post-Tests

Post-test with 40 items was administered to both groups at the end of the intervention with the aim of comparison of the groups' improvement in the participants' vocabulary knowledge. By using the data collected by pre-test and post-test, both groups' results were analyzed by the help of paired sample t-test in SPSS program on computer.

It is possible to see the mean difference of both groups in the following figure:

Figure 12

The Comparison of Post-Test Mean Scores of GTM and CLT Groups
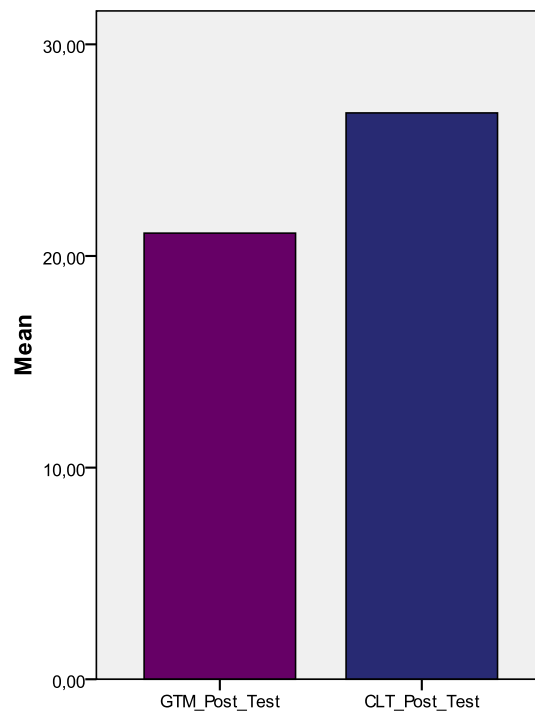
In the figure, post-test mean result of GTM group was signed by the purple bar; while dark blue bar was used for CLT group. According to the level of mean scores of both groups, it can be observed in the figure above that with the mean score of 26,76, CLT group showed a better performance in post-test application when compared to GTM group.

Statistical analysis of the comparison let the researcher present the following table:

Table 11

The Comparison of Post-Test Scores of GTM and CLT Groups

Tests	N	Mean	Std. Dev.	-t-	-p-
Post_Test_GTM	25	21,08	7,86829	2,304	.030
Post_Test_CLT	25	26,76	9,79490		

P value of .030 (p=.030<0.05) enabled the researcher to prove that teaching vocabulary by CLT principles helps learners develope their vocabulary proficiency. Post-test mean score for GTM group was calculated as 21,08; while it was 26,76 for CLT group. Even though it was not a great difference, it was clear that CLT group's development was higher than GTM group's. Thus it can be claimed that treatment period supported by CLT principles was more effective for teaching vocabulary than GTM.

4.5.3. Comparison of Delayed-Tests

After finding more effective method in vocabulary teaching, the analysis of retention level of learners' vocabulary was aimed for this thesis. One month later, the same test with pre and post tests was applied to the participants of both groups as delayed test with the aim of assessing the retention level of vocabulary. The data collected by delayed test was used for comparisons, analysis and results of the study.

Figure 13

The Comparison of Delayed-Test Mean of GTM and CLT Groups
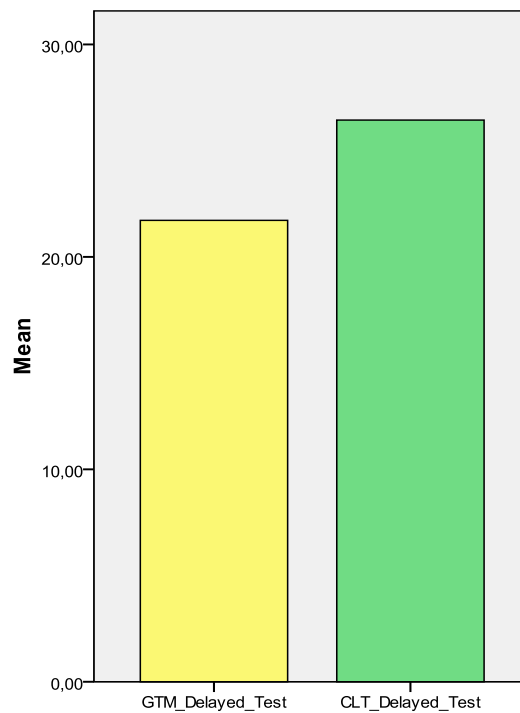
Firstly, the figure above presents the level of both groups' mean scores in the bars. Yellow bar was signed for GTM group's delayed test score and green bar was signed for CLT group's. According to the figure, it is possible to mention that CLT group was more successful than GTM group in remembering the learnt vocabulary and answering more questions in the test correctly.

The analysis of paired sample t-test showed that there was not a significant difference between the groups in terms of retention level of vocabulary as p value of .064 suggested (p=.064>0.05). At the end of the analysis, GTM group's mean score in delayed test was calculated as 21.72 and it was calculated as 26,44 for CLT group. The numbers stated that participants in GTM group were able to remember vocabulary and answer approximately 21 questions correctly; while others in CLT group were able to remember and

answer approximately 26 questions correctly from 40 questions in total (See table 12).

Table 12

The Comparison of Delayed-Test Scores of GTM and CLT Groups

Tests	N	Mean	Std. Dev.	-t-	-p-
GTM_Delayed_Test	25	21,72	6,66158	-1,942	.064
CLT_Delayed_Test	25	26,44	9,46960		

4.5.4. Comparison of All Tests in Both Groups

During the experiment each individual that took part in both groups was administered the same test for three times. When the scores of each of participants in these three tests were investigated, the following tables were able to be drawn to make the changes of scores clear for each participant (See figures 14 and 15).

Figure 14

Scores of Participants in Pre, Post and Delayed Tests in GTM Group
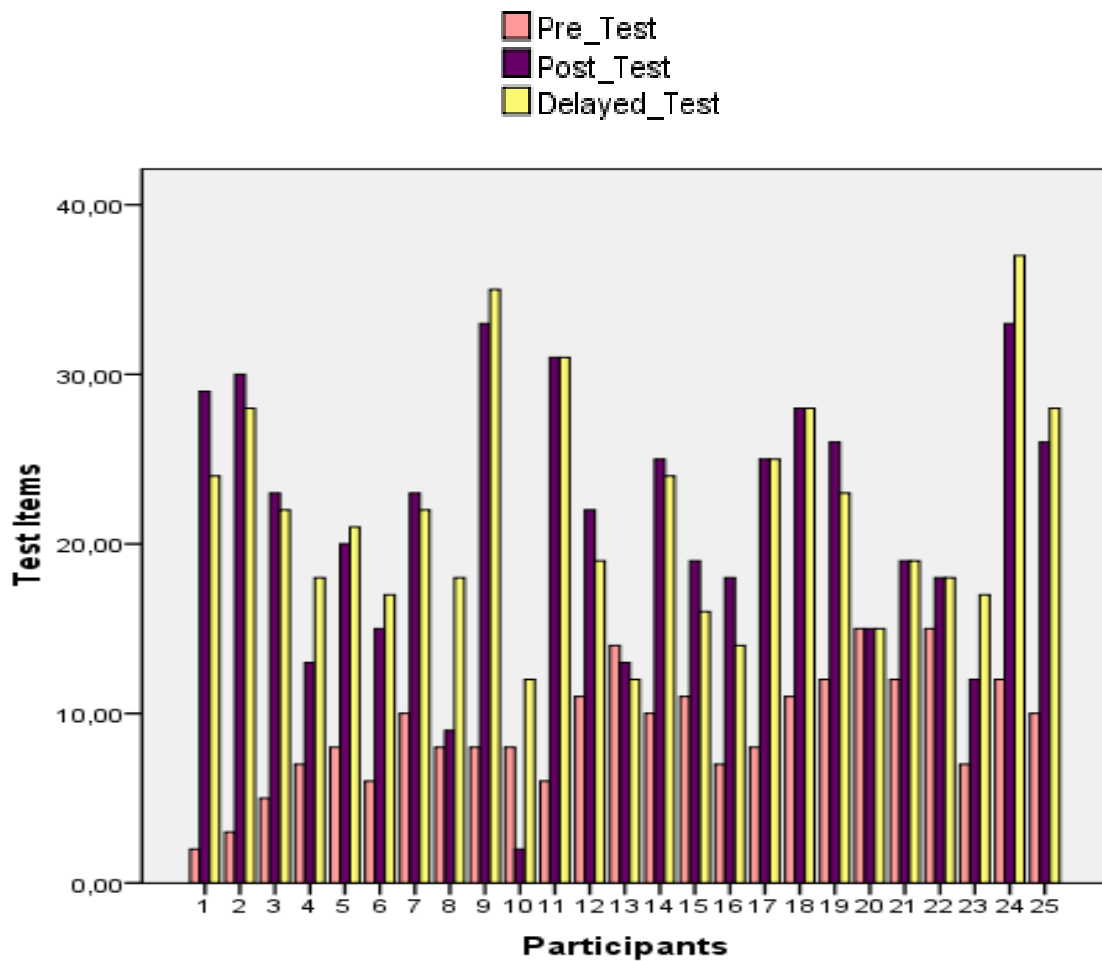
As presented before, each participant's scores were noted in the figure with the pink bars for pre-test, purple bars for post-test and yellow bars for delayed-test. In the figure it is possible to reach each learner's performance in the tests individually.

Figure 15

Scores of Participants in Pre, Post and Delayed Tests in CLT Group
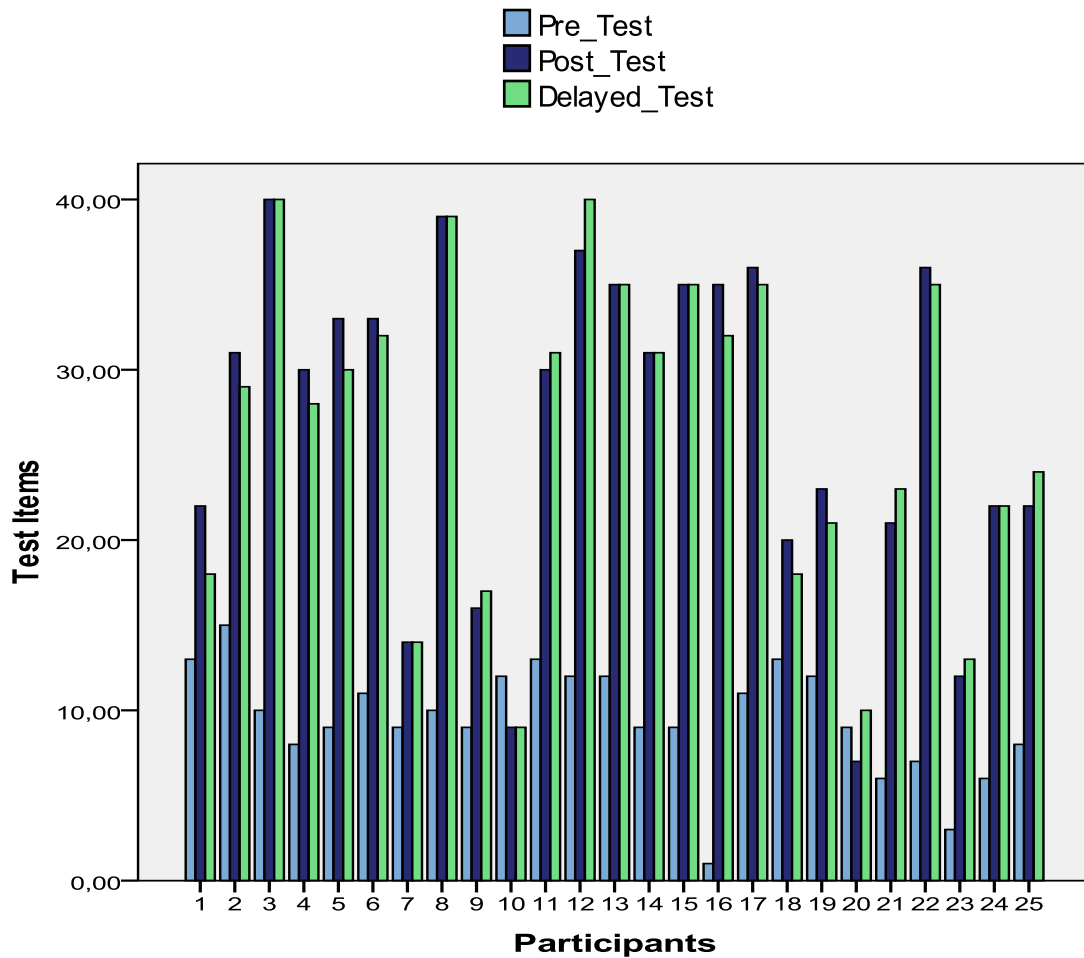
The scores of each participant who were a part of CLT group were noted in the figure with the light blue bars for pre-test, dark-blue bars for post-test and green bars for delayed-test. In the figure, it is possible to reach each learner's performance in the tests individually.

When the main aim of the study is taken into consideration, the comparison of all test scores must have been done for this study. As three tests' scores were the variables that would be analyzed, the analysis was done through one way analysis of variance as it required the comparison of more than two items (Eymen, 2007: 117-122). According to this, when the scores of three tests for each group were compared, the following description came out:

Table 13

Descriptive Statistics for GTM and CLT Groups

Tests	Groups	N	Mean	Std. Dev.	Minimum	Maximum
Pre-Test	GTM	25	9,04	3,38477	2,00	15,00
	CLT	25	9,48	3,21611	1,00	15,00
Post-Test	GTM	25	21,08	7,86829	2,00	33,00
	CLT	25	26,76	9,79490	7,00	40,00
Delayed-Test	GTM	25	21,72	6,66158	12,00	37,00
	CLT	25	26,44	9,46960	9,00	40,00

When all of the values obtained by pre, post and delayed tests were analyzed, it was observed that both GTM group and CLT group increased their scores when compared to pre-test scores. However, post and delayed test results showed that CLT group was more successful in terms of vocabulary development and retention even though the difference was not far. Depending on these results, it is possible to claim that CLT principles were better at teaching vocabulary and retention level in this study. The following figure also makes the results more visual for us:

Figure 16

Mean scores of GTM and CLT Groups
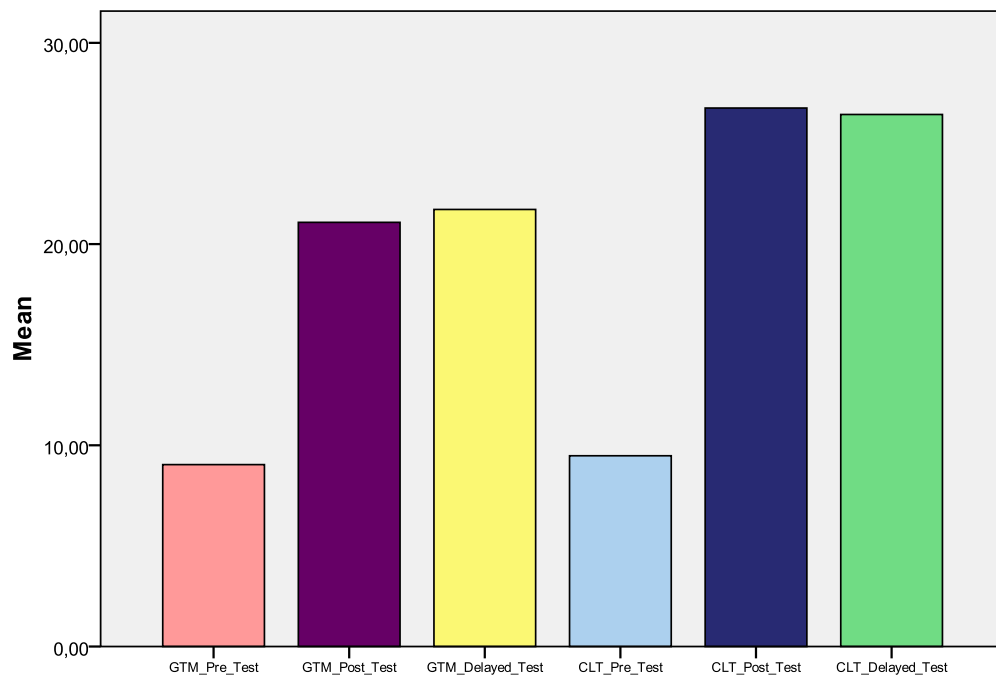
4.6. Gender Difference on Vocabulary Development

As both groups were including female and male participants, this situation opened a door to analyze the difference of vocabulary development between genders. For this study, it was also aimed to find out whether there was an effect of gender on success levels in vocabulary. By the help of independent samples t-test analysis, difference in success levels between male and female participants was done in groups and between groups.

GTM group included 12 female, 13 male participants whose pre, post and delayed test results were compared to be able to find out whether gender difference played a role in development of vocabulary. The following figure shows the success degree of both female and male participants in each test:

Figure 17

Success of Genders in Tests in GTM Group
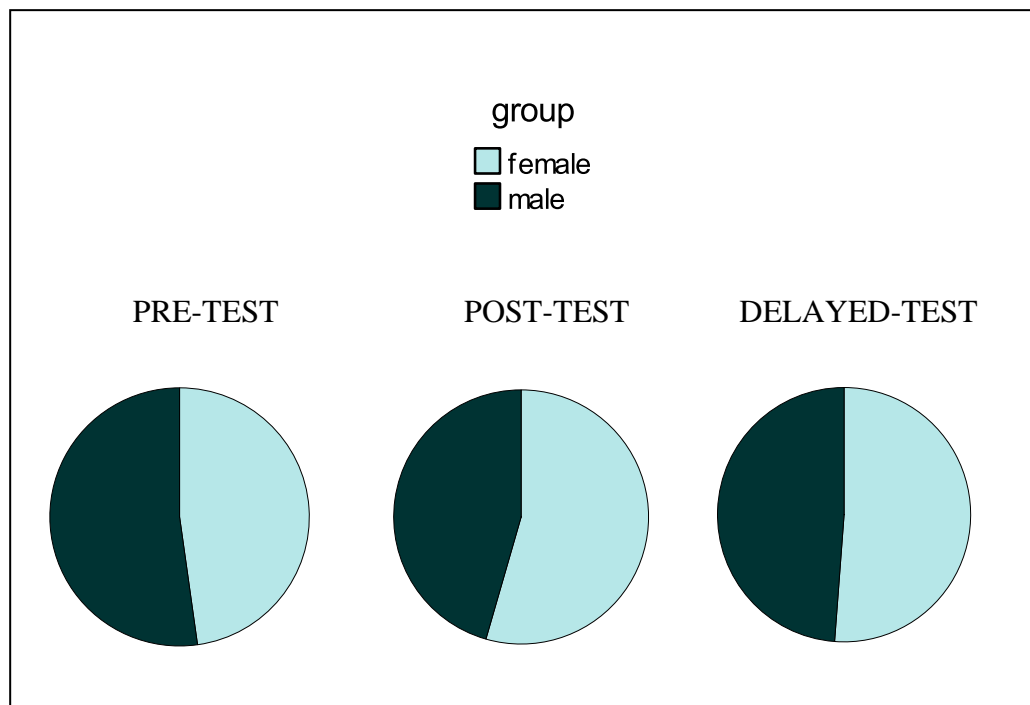
According to the pie graphics, it was observed that vocabulary knowledge of male learners was better than female learners. However, after the experiment that was done through GTM principles, female learners showed better performance in post test. When delayed-test was taken into consideration, it was clear that both female and male learners showed nearly equal performance even female participants were more successful with a small difference.

Mean scores of learners in GTM group were analyzed in order to find the relation between scores and gender difference and the following table shows this relation:

Table 14

The Comparison of Male and Female Participants'

Vocabulary Proficiency Level in GTM Group

Tests	group	N	Mean	Std. Dev.	-t-	-p-
Mean_scores_pre	female	12	9,0000	4,19957	-,056	,147
	male	13	9,0769	2,59684		
Mean_scores_post	female	12	23,9167	5,41812	1,812	,093
	male	13	18,4615	9,02418		
Mean_scores_delayed	female	12	23,1667	5,44115	1,045	,242
	male	13	20,3846	7,58879		

When p value of tests, p=,147 for pre test, p=,093 for post test, p=,242 for delayed test, were compared by 0,05 it was clear that there was not a significant difference from the side of statistical analysis. At the beginning it was seen that both male and female learners were at the same level and there wasn't a significant difference between groups in terms of vocabulary (p=,147>0,05). After intervention both groups expeienced development; however, there was not a significant difference between the females and males statistically (p=,093>0,05). On the other side, mean scores showed that 23,91 questions were answered correctly by female participants when male learners were able to answer 18,46 questions correctly. P value of delayed test was also proving that there was not a significance between famales and males (p=,242>0,05). What mean scores said was female learners were successful in 23,16 questions while male learners' were good at 20,38 questions. When p values are considered, gender difference does not play a role on vocabulary development statistically. However, mean scores let us state that female learners are better at developing vocabulary and remembering when compared to male learners.

The other group was analyzed from the same perspective too. CLT group was including 10 females and 15 males. Learners' success are shown in the following figure that presents gender difference in the success of tests.

Figure 18

Success of Genders in Tests in CLT Group
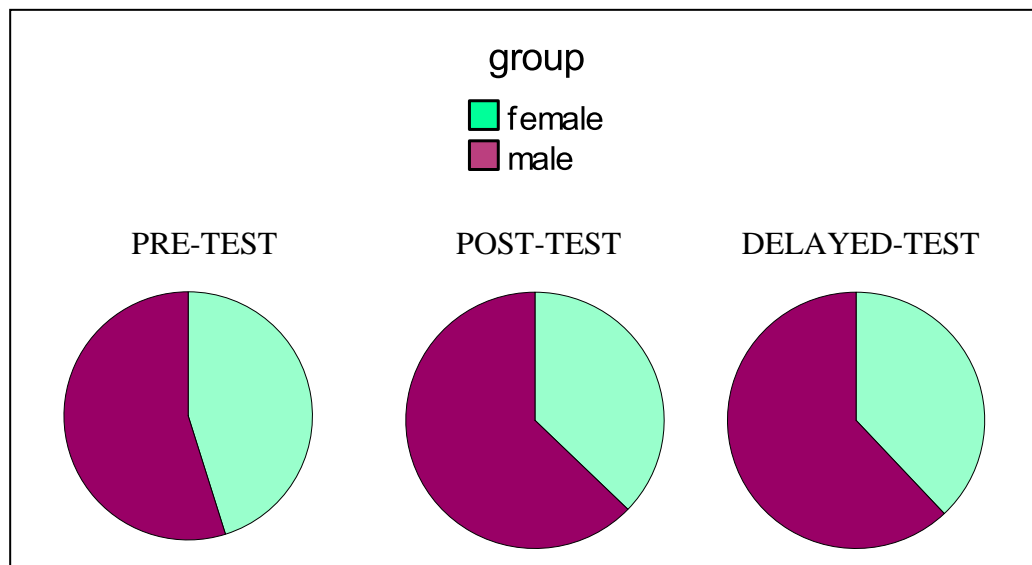
According to the figure, it was possible to mention that in the pre-test both female and male learners had convenient scores which means their vocabulary knowledge was approximate even though male learners were a little better in vocabulary knowledge. It was also observed that after intervention, male learners showed better performance than female learners in post and delayed tests.

When the difference was investigated statistically, the following table made everything clear:

Table 15

The Comparison of Male and Female Participants'

Vocabulary Proficiency Level in CLT Group

Tests	group	N	Mean	Std. Dev.	-t-	-p-
Mean_scores_pre	female	10	10,7000	2,71006	1,598	,753
	male	15	8,6667	3,35233		
Mean_scores_post	female	10	24,9000	10,26807	,768	,089
	male	15	28,0000	9,62140		
Mean_scores_delayed	female	10	25,1000	10,24641	,456	,574
	male	15	27,3333	9,17035		

When the table was commented from the side of statistics, the first point to be looked for was p value. P value of ,753 (p=,753>0,05) for pre-test showed that there was not a significant difference between male and female learners in terms of vocabulary knowledge. In addition, means scores of 10,70 for females and 8,66 for males showed the relevance between two genders. Post test p value (p=,089>0,050) showed that gender didn't play a role on learners' development of vocabulary during the implementation process which was done by CLT principles. On the other hand, mean scores of post test showed that both male and female learners developed in terms of vocabulary; however, female learners were able to answer 24,90 questions and male learners were able to answer 28 questions correctly. Lastly, p value of delayed test (p=,574>0,05) proved that there was not a significant difference between the genders in terms of retention level of vocabulary. Mean scores presented that female learners were able to answer 25,10 questions while male learners were able to answer 27,33 questions correctly.

Whatever the method used in the implementation process was, it was also analyzed whether gender difference played a role on vocabulary development. For this aim, both groups were taken into consideration in terms of gender difference. In both groups, 50 participants in total, there were 22 female and 28 male participants. Thus %44 of learners was female while %56 of them was male. According to these data, the following gender comparison can be done via pie graphics without considering the teaching method:

Figure 19

Success of Genders in Tests in Both Groups
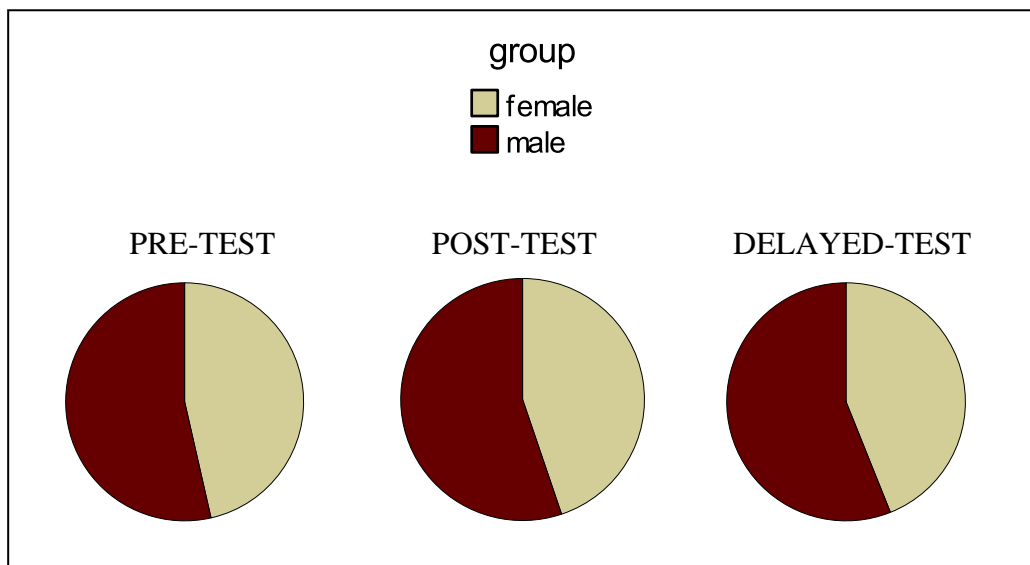
General investigation of gender difference let the researcher reach the previous figure. According to it, it was seen that male learners were better at developing their vocabulary and remembering what they had learnt even though it was not possible to mention that there was a big cliff between the genders. From the statistical view, the following results of analysis came out:

Table 16

The Comparison of Male and Female Participants'

Vocabulary Proficiency Level in Both Groups

Test	group	N	Mean	Std. Dev.	-t-	-p-
Mean_scores_pre	female	22	9,7727	3,62441	,981	,370
	male	28	8,8571	2,97787		
Mean_scores_post	female	22	24,3636	7,79832	,298	,092
	male	28	23,5714	10,37600		
Mean_scores_delayed	female	22	24,0455	7,84054	-,025	,256
	male	28	24,1071	9,03630		

P value of pre-test (p=,370>0,05), post-test(p=,092>0,05) and delayed-test (p=,256>0,05) provided the comment that there was not a significant difference between the success of learners in terms of gender difference. In addition to this result, mean scores supported that both female and male learners' scores were close to each other. For instance, pre-test mean score of female learners was 9,77 while it was 8,85 for males. Post-test mean score proved that both implementation processes helped learners develop their vocabulary and females' score was signed by 24,36 and males' was signed by 23,57. On the other hand, in delayed-test both female and male learners were able to answer 24,10 questions correctly.

As it has been stated before, when the results of two groups post-test scores were compared it is possible to claim for this research that communicative way of teaching vocabulary is more effective on learners' developing vocabulary knowledge. On the other hand, although teaching method does not have an effect on retention level of vocabulary,

communicative way of teaching provides better retention level. In addition to these, it has been found in this research that gender difference does not play a role on vocabulary development.

CHAPTER 5

CONCLUSION

This chapter is designed to present the relation of this research and previous studies in terms of similarities and differences. An overall conclusion of this study that is supported by the previous ones will be deduced. Depending on the light of literature, researches in the field and the findings of this study, suggestions and some pedagogical implications will be mentioned.

5.1. Discussion

It is undeniable that vocabulary has a great place in language component. What kind of knowledge of a language includes are the sound system, grammar rules and vocabulary of it which provide limitless opportunities for individuals in terms of production of language (Thornbury, 2002: 1). Vocabulary can be defined as the core component of a language which enables individuals produce utterances that have never been uttered before (Celce-Murcia, 1991: 269). In addition, it is vocabulary by which language knowledge can be enlarged (Zimmerman, 1997a: 5). However, apart from its importance, when the researches having formed on vocabulary teaching are investigated, it can be found that vocabulary teaching and researches with this subject have gained its importance lately. The implications of these studies have taken their place in curriculums, course-books and courses very lately when compared to other items of language.

Since vocabulary has gained its importance, the instruction type of it has appeared as a research subject in recent studies more. Three instruction types of vocabulary, explicit, implicit and blended, have been used in different teaching methods according to their principles. Two of the methods used in this study use different types of vocabulary instruction. Grammar-Translation Method (GTM) stresses on the equivalents of words, translation and vocabulary lists that means it uses explicit way of vocabulary instruction (Rivers, 1983). On the other hand, Communicative Language Teaching (CLT) finds the opposite way of vocabulary instruction more beneficial, in which learners are put in a context and work on different communicative activities without being as conscious as in GTM (O'Dell, 1997: 259). Not only two methods but also other methods use different types of instruction; however, it is not possible to mention an international way of presentation of vocabulary. Schmitt (2008) also does not find it proper to define a method as the best as the results may change according to the group who is taught.

This study was done for the purpose of finding better method for vocabulary proficiency, retention level and gender factor in vocabulary development. For this aim, two methods GTM, one of the traditional methods, and CLT, one of the innovative and suggested methods, were decided to be studied because two of the methods are mostly used and discussed methods especially in Turkey. When foreign language teachers are taken into consideration, GTM can be defined as the most common method between more experienced and older teachers and CLT is chosen especially by younger and recently graduate teachers. Merits and demerits of these methods were searched throughout the study in which the treatment process was conducted according to both teaching methods and the effects of both methods were searched on learners' vocabulary development and retention level.

5.1.1. The Effect of GTM on Vocabulary Teaching

To be able to reach a solution in this study, both methods' effects were analyzed. The first research question was whether vocabulary teaching through Grammar-Translation Method's (GTM) principles affected the tenth grade learners' vocabulary development and retention. When previous studies had been investigated, it was found that some of them supported the direct way of vocabulary teaching as done in GTM courses. Data having collected in this research process enabled to find out that direct way of vocabulary teaching depending on GTM principles was effective as the participants' mean scores increased from 9,04 to 21,08. Like this study, Laufer (1994: 31) studied the same subject at university and concluded that direct way of vocabulary teaching was more beneficial for learners. In addition, she concludes that even indirect way of vocabulary teaching will be done; it should be supported by direct exercises that make learning faster. From this aspect, our study results showed the opposite view that indirect way of vocabulary teaching led better results when compared with the other group which was taught vocabulary directly through word lists. While GTM group scored 21,08 in post test, CLT group scored 26,76. These results also show contrast with Laufer and Schmueli's (1997: 96) research in which four different groups were tested in terms of vocabulary instruction. Their study proved the positive effect of exercises depending on translation and definition which is also basic principle of GTM. The same type of exercises was applied in our study too; however, CLT group members presented better results in post test.

GTM principles are mainly based on conscious learning in which learners are aware what they are studying on (Larsen-Freeman, 2000: 20). Paribakht and Wesche (1997: 195-197) proved the benefit of this principle in their study, which was applied on two groups one of which was taught vocabulary via only texts while other was taught vocabulary via extra explicit exercises such as definitions, categorizations. Another study supporting the same idea was Zimmerman's (1997b). In this study, two groups were decided

as experimental and control groups and aimed to teach vocabulary. One of the groups was chosen to study vocabulary directly with 3 extra hours per week. This study presented that rather than working on vocabulary indirectly, direct exercises which kept learners' attention at the top were more effective on learners' vocabulary development and retention. Additionally, it was proved by this study that not only the definitions of words but also the exercises beyond definitions desired to be studied. It is clear that these types of exercises are suitable for GTM classes and it is hard to deny the effect of GTM exercises on learners' vocabulary development as it was also proved by our study too. The increase number of mean scores in GTM group is the biggest evidence for this claim; however, there is a fact that our study presented a better way than GTM.

A similar study actualized by Hill and Laufer (2003) supported direct way of vocabulary teaching. As the same procedure was practiced through courses in GTM group of our study, Hill and Laufer (2003) applied extra vocabulary exercises on which one of the groups worked directly. The results showed that studying on extra vocabulary exercises after reading texts affected vocabulary development of learners more rather than being busy with only comprehension questions. It was clear that only vocabulary lists might not be effective enough to raise learners' development in vocabulary. Thus it can be concluded that it is necessary to work on vocabulary more. Depending on GTM principles, participants in GTM group practiced both translation and definition of word lists and antonyms-synonyms of words in the texts. The post test results of GTM group demonstrated and supported the idea of Hill and Laufer (2003) that it was beneficial to support reading texts by extra vocabulary exercises.

Hulstijn's (2001), Şahin's (2009), Bayram's (2009) and Akel Oğuz's (2012) studies also supported the effect of direct vocabulary teaching. Three of studies concluded in contrarily to our study that direct way of teaching helped learners develop their vocabulary and retention levels more. Although three studies showed similar treatment process, the results differed from our study.

Even our study demonstrated the increase level of GTM group; it also presented a better teaching method for vocabulary, Communicative Language Teaching (CLT).

5.1.2. The Effect of CLT on Vocabulary Teaching

Other research question for this study was whether vocabulary teaching through Communicative Language Teaching (CLT) principles affected the tenth grade learners' vocabulary development and retention. When recent developments have been revised, it is clear that new teaching methods support more meaningful teaching (Ash-Shammari & Al-Sibai, 2005). One of the groups in our study was decided as experimental group, taught vocabulary by CLT, to be able to see the effects of indirect way of vocabulary teaching in context. Post test results let us define that participants in CLT group increased their mean scores from 9,48 to 26,76. That means communicative activities such as word games, diagrams, information gap exercises helped learners develop their vocabulary. In addition, when the results of post tests of both groups were analyzed, it was clear that the CLT group was more successful than the GTM group. The same idea can be supported by Ünal's (2006) study in which interactive and traditional ways of teaching were compared. This study also proved that it was better to teach vocabulary in an interactive way by the help of group activities. Ünal (2006) also stated that interactive teaching made learning better and provides realization. When our study is considered from this side, it is possible to state that personalization activities and group work activities provided participants learn from each other and feel real context that could be met in real life which increased motivation. Aksoy (2006) also reached a similar result in his study that rather than working on vocabulary without a context, it was more effective to study vocabulary in context as it made learning more meaningful. In addition to the importance of context in teaching vocabulary, Yıldız's (2012) study proved that words drawn in a semantic map provided to visualize the context which triggered meaningful learning. In our study, related vocabulary was divided into small groups and

they were taught in the contexts which could be met by the participants in real life. Yıldız (2012) supported a similar idea as our study reached at the end that traditional way of vocabulary teaching which was done via word lists, definitions and translations was not as effective as putting the words into semantic maps.

When implicit teaching is the content, the revision of target vocabulary takes a great importance in vocabulary teaching. It is possible to find several studies that searches the importance of exposures and the number of exposures like Webb's (2007), Rott's (1999) and Waring and Takaki's (2003) studies. Rott's (1999) study pointed out the number as six when compared with four and Waring and Takaki's (2003) study showed that eight exposures were better than fewer ones. Pigada and Schmitt (2006), on the other hand, claimed that more than ten exposures were better. According to these studies in addition to Webb's (2007) study, it can be concluded that the more exposures learners met, the more they kept the target vocabulary in mind. To be able to reach the same aim in our study, lesson plans were prepared including small revision exercises filled with the target vocabulary taught in previous courses. The reflection of this was seen in the results of post tests in both groups which proved that CLT group reached higher mean score (26,76) than GTM group (21,08).

The importance of communicative activities have been searched in different studies since the general aim of foreign language learning shifted from language usage to language use (Mosallanejad, 1999: 87-93). Especially Yaman's (2006) study showed the positive effect of communicative activities in her thesis. The treatment she applied in two different schools proved that communicative way of teaching vocabulary helped learners develop their vocabulary knowledge better when compared with traditional way of exercises such as dictation and translation. Like in our study, the effect of traditional exercises couldn't be denied; however, it was better to put learners into a situation in which they practice the target vocabulary communicatively to

develop better. Yaman's (2006) and our studies were the clear evidence for this claim. In addition, it was also aimed to study all skills in an integrated way in our study as in Çörekçioğlu's (2011) research. When lesson plans of CLT group are investigated, it can be observed that each lesson depended on a different skill which was supported by the others. For instance, while learners were basically busy with reading skills they also practiced their speaking and writing skills in the course period. The importance of integrated lessons was highlighted by Çörekçioğlu's (2011) study too. She came to a conclusion in her study in which she compared the effects of traditional and integrated ways of vocabulary teaching. As it is the same in real life, all skills should be studied in the courses too to provide second language acquisition. It was proved by both our study and Çörekçioğlu's (2011) study that integrated language studies affected learners' vocabulary development better when compared with traditional way. Another study supporting a similar idea was Tıkız's (2008). She compared two teaching methods, traditional way and Task-Based Language Teaching (TBLT), to find out more effective method on vocabulary teaching through poetry. Her statistical analysis showed that combining all skills, background knowledge of vocabulary and structure was more effective than using only word lists for translations. By the help of different tasks, learners worked on all required skills including listening, speaking, reading and writing in addition to language structures and target vocabulary. Her results let her claim that use of tasks provided more meaningful and real-life situations for teaching process. From this side, her study showed similarity with ours that courses filled with integrated skills even in tasks or activities provided learners develop vocabulary more. Especially these integrated courses included cooperation between learners as it could be seen natural to learn from each other. This idea was proved by Ercan's (2009) study, too. She tried to find an answer in her thesis that whether working cooperatively through reading texts helped learners' developing vocabulary knowledge or not. Statistical analysis showed that cooperation triggered better results in the post-test. It is possible to point a similarity between our study and her study that CLT group participants experienced both pair and group work activities in addition to individual

activities. It cannot be denied that pair work and group work activities are helpful to share knowledge between members of a pair or group. In addition, it can be stated that in real life, communication takes place among people but does not occur, except monologues, when we consider only one person.

Contrary to GTM, CLT studies vocabulary in contexts in which target vocabulary may be a part of collocation. It is clear that knowing only the meaning of a word may not help learners create combinations. However, CLT courses accustom learners to use collocations as they meet them in the exercises. As Bircan (2010) pointed out in her thesis that the use of lexical phrases was more effective than study of single words. In our study, while CLT group studied target words in the contexts and in collocations, GTM group studied on single words. For instance, CLT learners became aware that not "do" but "make" collocates with "a decision"; but, GTM group only studied the equivalent of phrases not the collocations. At the end of the treatment, a similar conclusion welcomed us that study of words in contexts and collocations provided better results in post test scores rather than knowing the equivalent of a word or phrase as in Bircan's (2010) study.

Shejbalova (2006) was one of the researchers who studied the effects of GTM and CLT principles on vocabulary development. The results of the study showed that rather than one of the traditional methods, GTM, one of the innovative methods, CLT affected learners' vocabulary development more. It was stated in the study that GTM group was able to acquire narrow range of vocabulary; on the other hand, CLT group had better scores in the post test and became more ready for real situations in which they could respond appropriately as it was the same in our study.

Not only the development but also the retention level are important in language learning. In addition to learning, remembering the learnt items and saving them in the background knowledge is one of the basic aims in foreign language teaching. Ortapişirici's (2007) study was one of the samples from this

aspect. Her study depended on the data collected from two experimental groups, one of which was taught vocabulary via meaning inference exercises; while other studied vocabulary through vocabulary glossary. It was clear at the end that only glossary didn't help learners get higher scores than the other group. As a similar result was reached in our study too, it can be claimed that only meaning does not provide learners get inferences. She also studied retention level of vocabulary in her thesis. She came to a similar conclusion with ours again. Retention-test scores showed decrease in meaning inference group; however, it still had higher scores than vocabulary glossary group. In our study CLT group had 26,76 in post-test and 26,44 in delayed test. Statistically, the decrease was insignificant; but, mean-scores of tests calculated showed the decrease number as 0,32. The decrease was not significant and when we compared delayed-test results of both groups, it was seen that GTM delayed-test mean-score was 21,72 while it was 26,44 in CLT group. The difference proved that working on vocabulary in contexts in communicative activities cooperatively by using all skills in integrated way provided better language learning and retention in comparison with traditional way of vocabulary teaching filled with translations, definitions.

5.1.3. The Effect of Other Factors on Vocabulary Teaching

When teaching vocabulary process is taken into consideration, many different factors can come to minds such as visualization and blending different teaching methods. Rott, Williams and Cameron's (2002) study is one of samples which blended the direct and indirect ways of teaching methods. Their study didn't ignore the importance of both methods and they concluded in their study that implicit teaching should be supported by explicit teaching like Mondria's (2003) study. Our study shared some common parts with these studies in terms of methods used in the experiment. The difference was that different teaching methods were used separately in different experimental groups since it wasn't aimed in our study to blend both types of studies. What our study aimed to present was the more effective teaching method for

vocabulary development. On the other hand, Souleyman (2009) suggests an idea for this situation at the end of his study that both types of teaching would be blended because both have merits and demerits.

Other important factor in teaching is the visualization. Whatever teaching area is, visualization takes great importance because of the great amount of percentage among preference types. As many researches (Chun and Plass, 1996; Kayıntu, 2001; Hazar, 2007) proved, the more learners visualize target vocabulary the more they learn. Chun and Plass (1996) stated the order of effective presentation ways as picture, video and definition. As this study showed, pictures help teachers make target word's meaning clear for learners. In addition to their study, Kayıntu (2001) and Hazar (2007) supported the same idea in their studies. It is clear that three of these studies met in the same idea that visualized-vocabulary-teaching leads better learning and vocabulary supported by pictures can be enlarged more easily. Depending on these studies, our lesson plans were constructed with the use of pictures and visual items as much as possible especially in CLT group. Drawings, pictures were used in both groups and it was observed in our study that both groups were able to increase their mean scores in post test. However, it can be seen in the lesson plans that visual aspects took place more in CLT group which was better than GTM group in post test mean scores. As other three studies, it is possible for us to conclude that the more learners face visual materials such as pictures, diagrams, tables, videos etc., the more they develop their vocabulary.

5.1.4. Gender Difference in Proficiency Levels

Another item searched in this study was whether gender played a role in vocabulary teaching process in the experiment. Akel Oğuz (2012) searched in her study the same item and her study concluded that there wasn't a significant difference between female and male participants in terms of their vocabulary development as in our study. When scores of female and male participants were analyzed statistically, it was clear that gender difference

didn't have the effect on vocabulary development neither in-group nor between-groups.

5.2. Conclusion

This study aimed to search the effect of different teaching methods, GTM and CLT, on vocabulary development of participants who were at the tenth grade in government vocational high school. Statistical analysis showed that rather than GTM's way of vocabulary teaching, communicative exercises in which vocabulary is practiced indirectly are more beneficial for learners to develop their vocabulary. English Language Curriculum for High School Education in Turkey (2011) finds both teaching methods appropriate to be used in courses; however, when contents of the curriculum and course-books sent by government are investigated, it is clear that exercises are mainly based on Communicative Language Teaching principles. Apart from exercises, what is important is to enlarge learners' vocabulary by saving the previous ones. According to Sökmen (1997), vocabulary development can only be done by integrating the existing ones with new ones by the help of different teaching methods, activities and learners' own learning preferences.

The experiment was actualized on real classrooms chosen from the tenth grades in Şanlıurfa Vocational High School. Two classes were determined as experimental and control groups both of which were taught by the researcher herself as being English teacher of both groups. This situation made the environment natural as the participants were in an environment they were accustomed. Data collection procedures proved the research's being quantitative as pre, post and delayed tests were the basic data for the analysis. Findings of statistical analysis showed that both teaching methods had positive effect on learners' vocabulary development; however, the comparison of both methods let us claim that CLT principles were more effective on vocabulary development than GTM principles.

GTM group was taught vocabulary through word lists, definitions, translations and antonyms-synonyms. In GTM group, participants worked on vocabulary exercises consciously and practiced the equivalents of words, phrases, sentences and texts. In this process, they were not expected to use target language in spoken form. What learners were responsible for was to be aware of target words, to know their equivalents in native language and to be able to translate them from target language to native language and vice versa. During treatment process, GTM group was also presented some pictures to be able to increase learners' attention on target vocabulary and make them learn their equivalents in native language. In addition, some classic exercises such as "fill-in-the-blanks", definitions, translations were used in GTM group.

In contrast to GTM group, CLT group was taught vocabulary through communicative activities based on vocabulary games, pictures talks, pair and group works in which they were responsible for some tasks, such as information gap exercises, all of which created integrated courses for participants. If CLT lesson plans are investigated, it can be seen that learners are not presented vocabulary lists; but, they are pretaught some words which may be useful in the tasks and guided to guess some of them. Especially personalization exercises permitted learners to use both existing vocabulary knowledge and new target words in integration. Vocabulary games (especially the ones played in groups) provided learners share their ideas and knowledge. Doubtlessly, this opens a way to learning from each other and a game environment creates a great degree of motivation. Like GTM group, CLT group was presented visual materials as much as possible. For this group, it was more possible to use pictures, videos etc. as the use of authentic materials take place in CLT courses more. It was observed that such authentic materials triggered learners' motivation and participation in the activities. Even though participants were accustomed to traditional methods, it was easy to apply communicative activities. Since different types of activities took their interests, they volunteered to take part in the activities. In the limit of treatment process, different activities based on group and pair work exercises, vocabulary games,

guessing from the context, drawings, information gap exercises were used to add variety to the courses which can be stated as helper for learners to create their vocabulary development and communicative competence.

When we consider both groups, it can be mentioned that use of authentic materials existed in CLT group more. Even though GTM group participants felt more secure as they know the equivalents of words in their native language, it was clear that working on lists and memorizing them bothered participants in the implementation process. In contrary, CLT group worked on the same target vocabulary through games, information gap activities, writing exercises which were presented in integration of four skills which also gave them opportunity to practice and develop their skills of, listening, speaking reading and writing. Such rich lessons were planned for CLT group as its principles required the variety in the lessons. In addition to skills aimed, CLT lesson plans were constructed by different input that could refer to different learning preferences such as visual, auditory, kinesthetic etc. From listening activities to visual materials and activities requiring movement, many activities were planned to add variety in comprehensible input. Additionally, role plays were useful for learners to feel real-life environment that was supported by real objects and gain self-confidence as they realized they could communicate in role-plays.

Our study that has been completed by two different groups is not competent enough to claim the results as international. When learning process and individual differences are thought, many different factors that cannot be controlled as wanted welcome us. As reviewed in literature, from intelligence to aptitude, learners' personality and beliefs to motivation and attitudes, learner preferences to age, environment to gender, there are many factors that affect learning procedure. In this study, these kinds of differences were tried to be equalized as much as possible; however, as the subjects of the study were people it was impossible to create totally equal groups because of which our study was defined as quasi-experimental design. Even twins had been chosen

for the study, it would not be possible to state experimental groups the same because each individual is unique even they are twins. On the other hand, it can be said for our study that age, learner preferences, intelligence types, motivation and environment factors were tried to be controlled and equalized for both groups. Average age did not show a difference between groups, members of which were 15-17 years old. Even though variety of activities in terms of learner preferences and intelligence types was aimed for both groups, CLT courses reached richness from this aspect as it was more suitable to apply different types of activities. The researcher, herself, was willing to teach both groups with the same enthusiasm to be able to motivate learners. However, it was observed that communicative activities were more challenging for learners to be a part of teaching process. Lastly, the environment of the classes was the same as the location of the school enabled. Both classes were taking the sun light with the same degree into the classroom, the heat of the classes were the same and position of desks and board were the same.

It may be beneficial to keep in mind that the experiment was planned for only four-week treatment process. Thus, it is possible to vary exercises used in the courses for longer studies.

In the boundaries of the conditions of such environment, time, methods and lesson plans for different groups, the most important conclusion was reached at the end of statistical analysis that CLT principles were more effective than GTM principles on the tenth grade learners' vocabulary development.

Such conclusions stated above can be useful for learners, teachers, material writers, curriculum designers or other researchers. It can be stated what this study has added to the literature is the more effective teaching method for tenth grade in government high schools in Turkey. From learners' aspect, this study is important because the participants of the study could get the chance to understand the importance and place of vocabulary in a language

and they have experienced different types of activities which may help them enlarge their vocabulary after the treatment process. Especially CLT group members have become aware how to use both existing knowledge and new information in an integrated way to produce new and original utterances. Such various activities may be a spark for teachers who can enrich their courses by variety of activities to be able to present learners different activities that aim different learning goals and are related to different learning preferences. This study also shows that the more learners are put in variety of activities without considering gender difference, since it does not have a significant effect on learning, the more successful they are. Additionally, teachers should be aware of the goals and needs of learners which help them to decide what kind of activities may be useful according to learners' goals and needs. It cannot be denied that the decision is clarified by lesson plans which depend on some approaches and methods in the boundaries of curriculum prepared by government in Turkey. From this perspective, material writers and curriculum designers may get benefit from this research's results to create better activities and materials for foreign language vocabulary teaching. According to our results, it can be claimed that materials prepared should have activities which make learners work on different tasks in which they work on target vocabulary in a context with the support of multiple exposures as the more exposure is provided the more vocabulary development and retention are reached. In addition, personalization exercises make learners feel the environment more real as they think the same context in their own lives. Whether learners work individually, in pairs or groups, they meet required vocabulary for the task not only as single words but also in combinations as collocations which teach them relations of words.

It has never been possible to come to an international conclusion that presents the best way of foreign language vocabulary teaching as the goals of individuals, setting properties, time available, level and age of individuals may change in different teaching conditions. However, this study proves that communicative way of vocabulary teaching is a more effective way than

traditional way of vocabulary teaching that depends on translations and memorization. On the other hand, the results of each study, have been mentioned in the literature, can be a light and guide for foreign language teaching for all in charge. The main aim of providing meaningful interaction can be provided by using different methods suitable for the target group. On the other hand, it is not possible to state a general best method as it is impossible to find all requirements in one method. Thus one solution can be the blending of methods by taking positive sides of different methods.

5.3.   Pedagogical Implications

Language includes many components including vocabulary that is the core component of it. Although it is not possible to mention that vocabulary is enough to communicate, it is also impossible to produce utterances without vocabulary (Zimmerman, 1997a: 5). Even the grammar of a language can be defined as "lexicalized" as it appears by the help of words (Lewis, 1993: 89). At this point, joining of words takes great importance as they reflect real meanings in combinations (Thornbury, 2002: 1). As Cook (1991) supports the same idea, words exist in relation with others in communication and this is a way for learners to keep larger amount of vocabulary in their minds. These ideas prove that only the meaning of a word in isolation does not enable combinations and relationships of words which create real communication. Therefore, this study was decided to be run for the purpose of presenting a better method on teaching vocabulary which lets learners be a part of real communications.

When teaching English as a foreign language (EFL) in Turkey is discussed, most of English teachers may reach a consensus that learners, especially in government schools, are unwilling to learn English as a foreign language and they have a common prejudice that English is such a difficult language that they cannot learn. However, with this study, it has been showed that if learners are put in communicative activities in which they can be a part

of communication which raises their self-confidence, they are more motivated for the lessons and language learning. Thanks to such communicative activities instead of word lists, translations and memorizations, learners become aware of the fact that they are able to communicate in a foreign language if they are taught so. Authentic materials also help teachers make learners understand that the target language, studied in the classroom, is also somewhere outside in the world. As real pieces of language are understood by learners, they volunteer to learn more and interact in real situations naturally more. Pair, group and interactive exercises provide learners share their ideas and knowledge within the task period and boundaries of the classroom.

On the other hand, vocabulary that is studied by lists, translations, dictionaries and memorizations can be automatically used more. Learners become like robots that just give the answer of questions and equivalents of words in both target and native languages but cannot create word combinations. As communication cannot find a seat in GTM courses, communicative tasks may be problematic for learners who are accustomed to GTM courses; yet, it would be unfair to state GTM is ineffective on vocabulary teaching. It is also clear that learners feel more secure as they are sure what the word means in their native language.

With this study, it has been observed that both GTM and CLT are effective methods for developing vocabulary level of learners. On the other hand, the comparison of both groups' scores has made it clear that teaching through CLT triggers better development and retention in vocabulary. Thus, it can be inferred that teaching in a context via communication provides more meaningful and effective teaching.

It can be suggested to teachers that they should plan integrated vocabulary lessons instead of highlighting only one component of language. It should be kept in mind that communicative competence is a combination of not only one skill but also many competences such as grammatical, sociolinguistic,

strategic, discourse, linguistic, actional, rhetorical and pragmatic (Hall, 2002: 11-23). Thus, teachers are the ones who are responsible for creating conditions for learners in which they have the opportunity to practice their language skills via communicative activities.

The importance of vocabulary has been accepted by not only researchers but also course-book and syllabus writers that vocabulary exercises are put in the books more. When many of course-books are investigated, it can be seen that vocabulary is generally emphasized by lists, on the contrary to the result of our study. According to the statistical results of this study, course-book and syllabus writers may get benefit and put more communicative activities that aim vocabulary development. Additionally Cook (1991: 38) suggests that "Words are not coins you exchange from one language to another according to a fixed change of rate.". Rather than knowing the equivalents of a word in target and native languages, the use of it in relations and communication, which can be provided by investigating the word deeply and breaking into smaller components, would be more useful to reach whole. The activities put in a course-book should be as much communicative as possible to make learners active parts of learning rather than presenting them in lists in isolation. Additionally, it would be beneficial to teach learners vocabulary learning techniques and activities by which they can maintain developing their vocabulary knowledge.

5.4.   Suggestions

When investigated, it can be stated that this study is interested in two different teaching methods, GTM and CLT, on vocabulary teaching at tenth grade learners in Şanlıurfa Vocational High School. The participants of this study are 22 females and 28 males, 50 in total. Further studies can be applied by larger numbers of participants in different cities to be able to search whether the results show difference according to these variables. It should also be kept in mind that with different age group in different settings, with different

instructors and activities planned according to different teaching methods, different results may be reached. As reviewed in literature, teaching methods have changed their emphasis from one component to another for the purpose of finding the best way of teaching foreign language. In a further study, not only two of these methods but also more can be compared in terms of teaching vocabulary in different ages and levels in different parts of the country.

Another factor that may affect the result of the research may be the time. In a further study, it can be searched whether a longer implementation process filled with more activities affect participants vocabulary development and retention. By this way, an answer to the question "If the implementation process had lasted longer, would the results have changed?" can be found.

It is clear for this study that it is a quantitative research in which numerical data was analyzed not the beliefs, attitudes or types of preferences and intelligences. Such factors affecting learning process may be the subject of a further research. It would be beneficial to study teacher and learner preferences, attitudes of learners, types of learners' intelligences as they are important factors which create and affect teaching and learning process.

Although foreign language teaching, especially vocabulary teaching, has taken its place in science field very lately, it is now more common to meet studies in this field. However, as science is as large as an ocean, to discover better ways we, as researchers, have a lot to search. From this aspect it is possible to create many more studies investigating the effects of different teaching methods on vocabulary development and retention in foreign language context.

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APPENDICES

Appendix 1. Pre-Test, Post-Test, Delayed-Test

AÇIKLAMA:

Aşağıda yabancı dil olarak İngilizce kelime bilginizi ölçen bir test bulunmaktadır. Test beş bölümden oluşmakta olup her bölüm için yapmanız gerekenler ilgili bölümlerde belirtilmiştir. Sorulara içtenlikle ve kendinize göre doğru olan cevaplar vermeniz beklenmektedir.

NAME SURNAME:_____ **NO:**_____ **CLASS:**____

A. Match the vocabulary with the definitions. (Kelimeleri tanımlarıyla eşleştiriniz.) (10x2,5=25 points)

1. ___ Suggestion 2. ___ Specialize 3. ___ Function 4. ___ Productivity 5. ___ Take risk 6. ___ Advisor 7. ___ Impression 8. ___ to solve problem 9. ___ Self-discipline 10. ___ Consistent	a. The act of impressing b. Correction or government of one's self for the sake of improvement c. The quality or state of being productive d. The person who advice e. to conclude a problem f. The act of performing any duty g. Presentation of an idea. h. To be in risky situation to be better. i. Living or acting in conformity with one's belief or professions j. To mention specially; to particularize. k. The final purpose or aim

B. Choose suitable words for each sentence. (Her soru için aşağıdaki kutudan uygun bir kelime seçiniz.) (10x2,5=25 points)

process   success   effort   goal   dream   experience

achievement   confidence   failure   collapse   function

1. Her ……………….. of becoming a film star had come true.

2. ………………………….. in business depends on hard work and goal ideas.

3. Our first attempt ended in ………………………….. .

4. We are reading about the …………………………………….. of nineteenth century explorers.

5. His business empire ……………………………… .

6. We put a lot of ………………….. into developing this project.

7. I'm in the ………………………….. of decorating my house.

8. Your problem is lack of ………………………………… .

9. His ……………………… in life is to be a football player.

10. She had a lot of teaching ………………………………… .

C. Choose the correct option. (Doğru seçeneği işaretleyiniz.) (10x2,5=25 points)

1. My father ………………….. me because I got the highest mark in the exam.

   a. is proud of   b. takes risk   c. collapses   d. searches

2. Computers are an essential …………………….. in education.

   a. humour   b. goal   c. tool   d. impression

3. She has a ……………. of cooking.

   a. process   b. skill   c. visual   d. improvement

4. Mehmet showed …………………….. in English.

   a. self-discipline   b. impression   c. argument   d. improvement

5. The animals' chance of …………………….. is very low.

   a. survival   b. information   c. suggestion   d. advisor

6. The fireman …………………… a man in the fire last night.

    a. memorized   b. collapsed   c. became aware   d. rescued

7. I've had a/an ………………………. with my father on my choice of university education.

    a. argument   b. consistent   c. experience   d. auditory

8. I'll make the ………………….. on my own.

    a. function   b. decision   c. development   d. intuition

9. We should allow our ……………………. to guide us.

    a. communication   b. kinesthetic   c. intuition   d. productivity

10. Please read the …………………….. below before you start exam.

    a. decision   b. information   c. improvement   d. effort

D. Write Turkish meanings of the following words. (5x2,5=12,5 points)

Development: ……………………   Become aware: …………………………….

Search: …………………………..   Evaluate:………………………………………

Memorize: ………………………

E. Write English meanings of the following words.(5x2,5=12,5 points)

Mizah/espri: …………………….   Duyuşsal: ……………………..………………

Görsel: ………………………….   Devinduyumsal/hareketli: …………………

İletişim: ………………..………..

Appendix 2. Lesson Plans of GTM Courses

GTM Lesson Plan 1

Level: Pre-intermediate

Age level of class: 15-16

Grade: 10th

Topic: Success

Aims:

1. comprehending of the reading passage
2. learning unknown words
3. respecting other students when they speak

Outcomes:

Students will

1. say letters to find the word
2. read the translation of new words.
3. choose a suitable word for each sentence
4. translate the passage
5. answer the given questions.
6. write about their future plan and success story in Turkish.
7. translate their own paragraph in to English.
8. find antonym and synonym of new vocabulary.
9. evaluate lesson and material.

Anticipated Problems

Form: The text is written in present tenses. It may require revising.

Solution: During lead-in and pre-reading, the students will be asked several questions in present time. In this way they have a chance to revise the tense.

Meaning: There may be some new vocabulary that they do not know.

Solution: In pre-reading stage, I will deal with this problem by giving new vocabulary list. (achievement, failure, experience, dream, collapse, effort, process, goal, confidence)

Materials: Handouts, board, board marker, pictures, computer, projector.

Instructional Strategies: translation, question answer

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
6min	T-SS Ss-T	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Say "I put a word on the board. I want you to guess this word. Let's play hangman and find this word. Now tell me letters" - Elicit letters. - Make sts find out the word "SUCCESS"	A3 O1	Linguistic
2min	T-Ss Ss-T	**Lead in :** - Say "Bu kelimenin anlamı nedir?" - Elicit answers. - If not known give the meaning of the word.		Verbal
1min	T- SS	**Introduction:** - Say "Bugün başarı ile ilgili bir okuma parçası üzerinde çalışma yapacağız."		Verbal
5min 2min	T-Ss Ss-T	**Pre-Reading:** **Activity 1** - Give new vocabulary list to students. - Pre-teach vocabulary set from the passage. (achievement, failure, experience, dream, collapse, effort, process, goal, confidence) - give translations of new vocabulary. **Activity 2:** - Give instructions. "Bu alıştırmada her cümle için uygun kelimeyi seçiyoruz."	A 2,3 O 2	Linguistic Linguistic

3min 5min	T-Ss	- Check instructions. - Set the time. "3 dakikanız var." - Start the activity. - Monitor students. - Finish the activity. - Elicit answers and translate in Turkish. - Give feedback.	O 3	

2min
 	
5min
 	
4min
 	
5min
 	
3min
2min
 	
5min
 	
3min
	T-Ss
	S-S
	
	T-Ss
	
	S-S
	
	T-Ss
	Alone
		While-Reading:
		Activity 1:
		
		- Give instructions.
		   "Şimdi okuma parçamızı okuyup Türkçe'ye çevireceğiz."
		- Check instructions.
		- Distribute worksheets.
		- Start the activity.
		- Set the time. "5 dakikanız var."
		- Monitor students.
		- Finish the activity.
		- Elicit answers.
		- Give feedback.
		
		- have students summarize the lesson up to here
		
		Activity 2
		
		- remind the previous lesson.
		
		- Give instructions.
		   "Çevirdiğimiz bu parçayla ilgili bazı sorular vardır. Şimdi de bu soruları parçaya göre cevaplayacağız."
		- Check instruction.
		- Set the time. "5 dakikanız var."
		- Start the activity.
		- Finish the activity.
		- Elicit answers.
			A1,3
			O4
			
			O5
				Linguistic
				
				Linguistic

2min		**Post-reading:** **Activity 1:** - Say "Şimdi 10yıl sonraya gidiyoruz. Kendinizi 10 yıl sonrasında düşünün ve hedeflerinize varıp	A3 O 6,7	Linguistic

5min 1min 5min 2min	T-Ss Ss-T	varamadığınıza karar verin.Başarıya ulaşmak için neler yaptınız Türkçe bir paragraf olacak şekilde bir kaç cümle yazınız. ” - Check the instruction. - Give some clues that will help to sts while writing. - Set the time and run the activity. "5 dakikanız var." - Monitor the students closely. - Finish the activity. - Say " Şimdi Türkçe paragrafınızı İngilizce'ye çeviriniz." - Set the time and run the activity. "5 dakikanız var." - Monitor the students closely. - Finish the activity. - Elicit answers. - Give feedback.		
2min 5min	T-Ss	**Follow-up:** - Give instructions. "Şimdi sözlük çalışması yapacağız. Size verilen kelime listesinde yer alan kelimelerin zıt ve eş anlamlılarını bulunuz." - Check the instruction. - Start the activity. - Run the activity. - Have students write the synonyms and antonyms on board. - Finish the activity. - Give feedback.	A 2,3 O 8	Linguistic Kinesthetic
5min	T-SS SS-T	**Wrap up** - Have students summarize the lesson. - Elicit answers. - Give feedback. - Say "bye bye." **Homework Assignment** Find the English definitions of new vocabulary that you learn today.	O 9	Verbal

Board Work
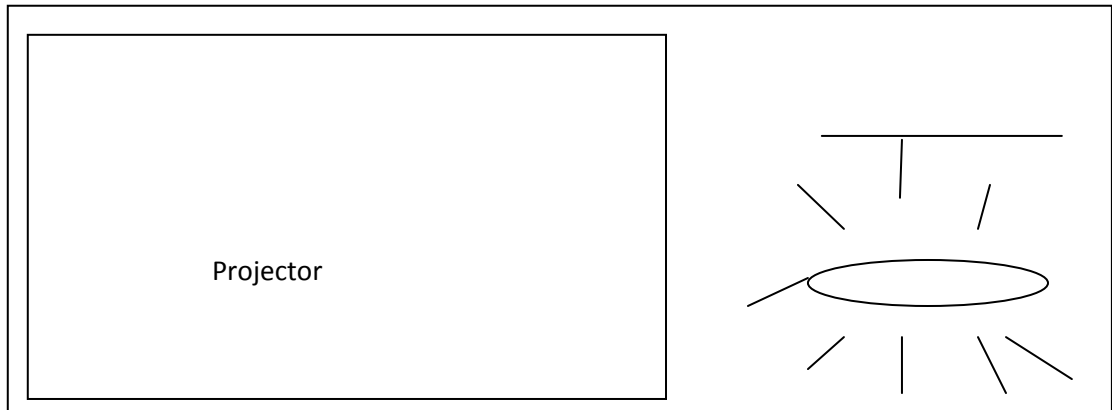
GTM Lesson Plan 2

Level: Pre-intermediate

Age level of class: 15-16

Grade: 10th

Topic: Success

Aims:

1. comprehending of the reading passage
2. learning unknown words
3. respecting other students when they speak

Outcomes:

Students will

1. match pictures with words.
2. translate the words with pictures in Turkish.
3. read the translation of new words.
4. match vocabulary with meanings.
5. translate the passage
6. answer the given questions.
7. find antonym and synonym of new vocabulary.
8. write as many words as they remember about success
9. translate the vocabulary they find into Turkish
10. evaluate lesson and material.

Anticipated Problems

Form: The text is written in present tenses. It may require revising.

Solution: During lead-in and pre-reading, the students will be asked several questions in present time. In this way they have a chance to revise the tense.

Meaning: There may be some new vocabulary that they do not know.

Solution: In pre-reading stage, I will deal with this problem by giving new vocabulary list. (suggestion, specialize, function, productivity, risk-taking, advisor, impression, solve-problem, self-discipline, consistent)

Materials: Handouts, board, board marker, pictures, computer, projector.

Instructional Strategies: translation, question answer

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
6min	T-SS Ss-T	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Say "Tahtada birbirinden farklı insanlar vardır. Bu insanları nasıl adlandırırız? Şimdi tek tek bunlara bakalım. Bu tarafta resimler diğer tarafta da kelimeler var. Birbirleriyle eşleştirelim." - set the time. "2 dakikanız var" - start the activity. - finish the activity - Elicit letters.	A3 O1,2	Linguistic Visual
2min	T-Ss Ss-T	**Lead in :** - Say "Bu resimler bize farklı kişilikleri gösteriyor." - Show a picture of brain. - Say "Beynimizin çalışması farklılık gösteriyor. Resimden de anlaşıldığı gibi beynimizin iki farklı tarafı vardır."		Verbal Visual
1min	T- SS	**Introduction:** - Say "Bugün öğrenme stilleri ile ilgili bir okuma parçası üzerinde çalışma yapacağız."		Verbal
	T-Ss Ss-T	**Pre-Reading:** **Activity 1** - Give new vocabulary list to students. - Pre-teach vocabulary set from the passage. (suggestion, specialize function,	A 2,3 O 2,3	Linguistic

5min		productivity, risk-taking, advisor, impression, solve-problem, self-discipline, consistent) - give translations of new vocabulary.		
2min	T-Ss	**Activity 2:** - Give instructions. 　　"Bu alıştırmada kelimelerle İngilizce anlamlarını eşleştiriyoruz." - Check instructions. - Set the time. "3 dakikanız var." - Start the activity. - Monitor students. - Finish the activity. - Elicit answers and translate in Turkish. - Give feedback.	O 4	Linguistic
3min				
5min				
2min	T-Ss S-S	**While-Reading:** **Activity 1:** - Give instructions. 　　"Şimdi diyaloğu okuyup Türkçe'ye çevireceğiz." - Check instructions. - Distribute worksheets. - Start the activity. - Set the time. "5 dakikanız var." - Monitor students. - Finish the activity. - Elicit answers. - Give feedback. - have students summarize the lesson up to here	A1,3 O4	Linguistic
5min	T-Ss			
4min				
5min				
3min	T-Ss Ss-Ss	**Activity 2** - remind the previous lesson. - Give instructions. 　　"Çevirdiğimiz bu diyalogla ilgili bazı sorular vardır. Şimdi de bu soruları diyaloğa göre cevaplayacağız." - Check instruction.	O6	Linguistic
3min				
5min				

4min		- Set the time. "You have 5 minutes." - Start the activity. - Finish the activity. - Elicit answers.		
10min	T-Ss Ss-T	**Post-reading:** **Activity 1:** - Give instructions. "Şimdi sözlük çalışması yapacağız. Size verilen kelime listesinde yer alan kelimelerin zıt ve eş anlamlılarını bulunuz." - Check the instruction. - Set the time "3 dakikanız var" - Start the activity. - Run the activity. - Have students write the synonyms and antonyms on board. - Finish the activity. - Give feedback.	A 3 O 7	Linguistic Kinesthetic
10 min	T-Ss	**Follow-up:** - Give instructions. "geçen dersimizi ve bugünkü dersimizi düşünelim. Başarı ve başarıya ulaşma konseptinde aklınıza gelen kelimeleri yazınız." - Check the instruction. - Set the time "3 dakikanız var" - Start the activity. - Run the activity. - Finish the activity. - Elicit answers. - Give feedback.	A 3 O 8,9	Linguistic
5min	T-SS	**Wrap up** - Have students summarize the lesson. - Elicit answers. - Give feedback.	O 9	Verbal

		- Say "bye bye."		
	SS-T	**Homework Assignment** Make sentences with the words that you learn today.		

Board Work

GTM Lesson Plan 3

Level: Pre-intermediate

Age level of class: 15-16

Grade: 10th

Topic: Success

Aims:

1. comprehending of the reading passage
2. learning unknown words
3. respecting other students when they speak
4. developing writing skills

Outcomes:

Students will

1. say some sentences about Robinson Crusoe by Daniel Defoe
2. write as many words as they can about storm
3. translate the words they've written
4. read the vocabulary list and translation of them
5. translate the passage
6. choose the correct word for each sentence according to the passage
7. write about their survival story.
8. check their partner's sheet in terms of spelling and grammar
9. find antonym and synonym of new vocabulary.
10. evaluate lesson and material.

Anticipated Problems

Form: The text is written in past tenses. It may require revising.

Solution: During lead-in and pre-reading, the students will be asked several questions in past time. In this way they have a chance to revise the tense.

Meaning: There may be some new vocabulary that they do not know.

Solution: In pre-reading stage, I will deal with this problem by giving new vocabulary list. (be proud of, tool, skill, improvement, survival, rescue, argument, decision, intuition, information)

Materials: Handouts, board, board marker, pictures, computer, projector.

Instructional Strategies: translation, question answer

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
6min	T-SS Ss-T	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Say "Bugün sizlerle bir İngiliz yazar hakkında bahsederek derse başlamak istiyorum. Daniel Defoe. Ne biliyorsunuz yazar hakkında?" - Elicit answers. - say "Robinson Crusoe hakkında neler biliyorsunuz?" - Elicit answers.	O1	Visual Linguistic
2min	T-Ss Ss-T	**Lead in :** - Say "Bu karakterin hikayesi bir hayatta kalış hikayesidir." - Put the word "survival" on the board. - translate it. - Elicit answers. - If not known give the meaning of the word.		Verbal
1min	T- SS	**Introduction:** - Say "Bugün hayatta kalma ile ilgili bir okuma parçası üzerinde çalışma yapacağız."		Verbal

7min	T-Ss Ss-T	**Pre-Reading:** **Activity 1** - Put the picture of a ship in the storm on the board. - Give instructions. "Bu resimle ilgili aklınıza gelen İngilizce kelimeleri yazınız." - Check instructions. - Set the time. "2 dakikanız var." - Start the activity. - Monitor students. - Finish the activity. - Elicit answers. - Give new vocabulary list to students. - Pre-teach vocabulary set from the passage. (achievement, failure, experience, dream, collapse, effort, process, goal, confidence) - Give translations of new vocabulary.	O 2,3 A 1,2,3 O 4	Visual Linguistic Linguistic Linguistic
7min	T-Ss			
3min		**While-Reading:** **Activity 1:** - Give instructions. "Şimdi okuma parçamızı okuyup Türkçe'ye çevireceğiz.		

5min	T-Ss S-S	- Check instructions. - Distribute worksheets. - Start the activity. - Set the time. "5 dakikanız var."	A1,3 O5	Linguistic
4min		- Monitor students.		
	T-Ss	- Finish the activity.		
		- Elicit answers.		
5min		- Give feedback.		
3min		- Have students summarize the lesson up to here.		
		Activity 2		
		- Remind the previous lesson.		
2min	S-S	- Give instructions.		
		"Çevirdiğimiz bu parçayla ilgili bazı cümleler var. Her cümle için uygun kelimeyi seçeceğiz."		
5min		- Check instruction.		
		- Set the time. "5 dakikanız var."	O6	
	T-Ss	- Start the activity.		Linguistic
3min	Ss-Ss	- Finish the activity.		
		- Elicit answers.		

2min	T-Ss Ss-T	**Post-reading:** **Activity 1:** - Say "Şimdi kendi hayatta kalma hikayemizi oluşturacağız. Burada bazı hikayeler var. Size yardımcı olacak bazı gramer yapıları ve kelimeleri görüyorsunuz. Bu hikayelerden birini seçiniz ve kendi hikayenizi yazınız. "	A3,4 O 7	Linguistic
5min		- Check the instrs. - Give some clues that will help to sts while writing. - Set the time and run the activity. "5 dakikanız var." - Monitor the sts closely.		
1min		- Finish the activity. - Say " Şimdi yanınızdaki arkadaşınızın paragrafını gramer ve yazım kuralları bakımından inceleyiniz."		
5min		- Set the time and run the activity. "5 dakikanız var." - Monitor the students closely.	O 8	
2min		- Finish the activity. - Elicit answers. - Give feedback.		

2min 5min	T-Ss	**Follow-up:** - Give instructions. "Şimdi sözlük çalışması yapacağız. Size verilen kelime listesinde yer alan kelimelerin zıt ve eş anlamlılarını bulunuz." - Check the instruction. - Start the activity. - Run the activity. - Have students write the synonyms and antonyms on board. - Finish the activity. - Give feedback.	A 2,3 O 9	Linguistic Kinesthetic
5min	T-SS SS-T	**Wrap up** - Have students summarize the lesson. - Elicit answers. - Give feedback. - Say "bye bye." **Homework Assignment** Choose suitable word for the blanks in each sentence.	O 10	Verbal

Board Work
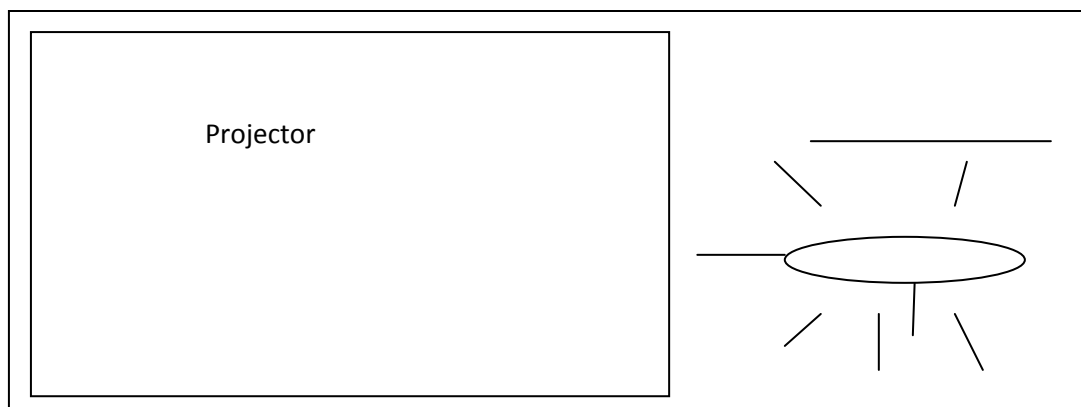
GTM Lessom Plan 4

Level: Pre-intermediate

Age level of class: 15-16

Grade: 10th

Topic: Success

Aims:

1. comprehending of the reading passage
2. learning unknown words
3. respecting other students when they speak
4. using known words

Outcomes:

Students will

1. say English version of the word chosen
2. say Turkish version of the word chosen
3. read the vocabulary list and translation of them
4. make sentences with new words
5. translate the passage
6. fill in the blanks in the picture according to the passage
7. find antonym and synonym of new vocabulary.
8. evaluate lesson and material.

Anticipated Problems

Form: The text is written in present tenses. It may require revising.

Solution: During lead-in and pre-reading, the students will be asked several questions in present time. In this way they have a chance to revise the tense.

Meaning: There may be some new vocabulary that they do not know.

Solution: In pre-reading stage, I will deal with this problem by giving new vocabulary list. (become aware, evaluate, humour, visual, kinesthetic, communication, auditory, memorize, development, search)

Materials: Handouts, board, board marker, pictures, computer, projector.

Instructional Strategies: translation, question answer

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
6min	T-SS Ss-T	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Say "Elimde zarflar var. Gelip bir zarf seçiniz. Çektiğiniz kelime İngilizce ise Türkçe'sini, Türkçe ise İngilizce'sini söyleyiniz." - Check instructions. - Start the activity. - Finish the activity.	A4 O1,2	Visual Linguistic
2min	T-Ss Ss-T	**Lead in :** - Show a picture of a brain. - Say"Hatırladınız mı bu resmi?" - Elicit answer "Evet." - Say "Bu resim hakkında beyinin herkes tarafından farklı kullanıldığını söylemiştik." - Elicit answers.		Verbal
1min	T- SS	**Introduction:** - Say "Bugün öğrenme stilleri hakkında farklı bir okuma parçası üzerinde çalışma yapacağız."		Verbal

7min	T-Ss Ss-T	**Pre-Reading:** **Activity 1** - Give new vocabulary list to students. - Pre-teach vocabulary set from the passage. (become aware, evaluate, humour, visual, kinesthetic, communication, auditory, memorize, development, search) - Give translations of new vocabulary.	O 2,3	Linguistic
7min	T-Ss	- Give instructions. "Şimdi bu kelimeleri cümle içinde kullanalım." - Check instructions. - Set the time. "4 dakikanız var." - Start the activity. - Monitor students. - Finish the activity. - Elicit answers.	A2,3,4 O3,4	Linguistic
3min	T-Ss S-S	**While-Reading:** **Activity 1:** - Give instructions. "Şimdi okuma parçamızı okuyup Türkçe'ye çevireceğiz." - Check instructions. - Distribute worksheets.		

5min	T-Ss	- Start the activity. - Set the time. "5 dakikanız var." - Monitor students. - Finish the activity. - Elicit answers.	A1,3 O5	Linguistic
4min		- Give feedback. - Have sts summarize the lesson up to here.		
5min	S-S			
5min		**Activity 2** - Remind the previous lesson. - Give instructions.		
2min		"Çevirdiğimiz bu parçaya dayanarak bu resimdeki boşlukları dolduracağız."		
5min	T-Ss Ss-Ss	- Check instruction. - Set the time. "5 dakikanız var." - Start the activity. - Finish the activity. - Elicit answers.	O6	Linguistic
4min				
2min	T-Ss Ss-T	**Post-reading:** **Activity 1:** - Give instructions. "Şimdi sözlük çalışması yapacağız. Size verilen kelime listesinde yer alan kelimelerin zıt ve eş anlamlılarını bulunuz."	A 3 O 7	

7min		- Check the instruction. - Start the activity. - Run the activity. - Have students write the synonyms and antonyms on board. - Finish the activity. - Give feedback.		Linguistic
3min 7min	T-Ss	**Follow-up:** - Give instructions. "Dersin başında oynadığımız zarf oyununu tekrar oynayalım. Fakat bu sefer daha fazla kelime içeriyor." - Say "Elimde zarflar var. Gelip bir zarf seçiniz. Çektiğiniz kelime İngilizce ise Türkçe'sini, Türkçe ise İngilizce'sini söyleyiniz." - Check instructions. - Start the activity. - Finish the activity.	A 3 O 1,2	Linguistic Kinesthetic
5min	T-SS SS-T	**Wrap up** - Have students summarize the lesson. - Elicit answers. - Give feedback. - Say "bye bye."	O 8	Verbal

		Homework Assignment Find English definitions for new vocabulary that you learn today.		

Board Work

Projector	
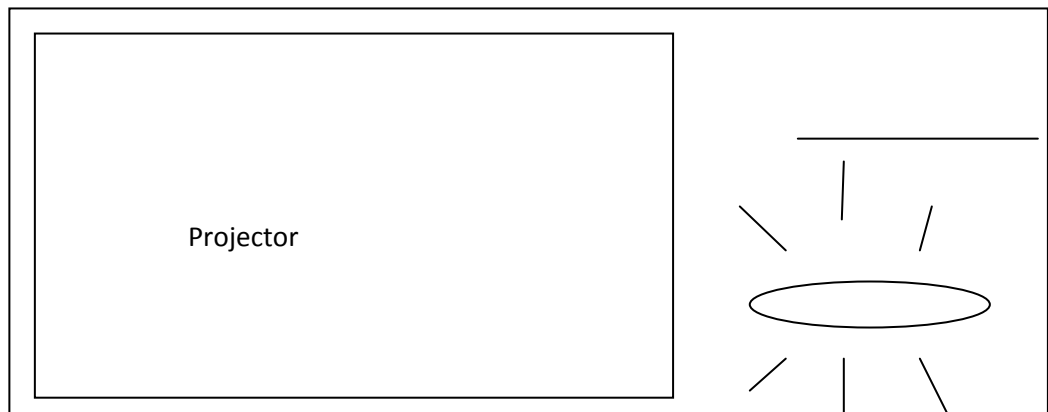
Appendix 3. Worksheets for GTM Courses

GTM Worksheet 1

SUCCESS

- Achievement: başarı	- Failure: başarısızlık
- Experience: deneyim	- Dream: hayal, rüya
- Collapse: çökmek, yıkılmak	- Effort: çaba
- Process: süreç	- Goal: amaç, hedef
- Confidence: kendine güven	- Success: başarı

Part A. Choose suitable word for each sentence. (Her cümle için uygun bir kelime seçiniz.)

process   success   effort   goal   dream   experience

achievement   confidence   failure   collapse

1. My _____ is to be an astronaut.
2. Hardworking people always want _____.
3. Her last project was a _____, so she was very sad.
4. Going to a university as a student is an _____.
5. When they lost their all money, the dream of buying a new house _____.
6. To pass your class, you should have more _____.
7. Being a student is a long _____.
8. _____ is necessary in any part of life.
9. Each achievement starts with a _____.
10. Have you ever had a funny _____?

Part B. Read the text and translate it into Turkish. (Parçayı okuyup Türkçe'ye çeviriniz.)

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SUCCESS

Success is creating what you want. You must work on what you want. If you stay on course, you will reach your dream. Dreams cannot always be an achievement. They can also be failures. That means dreams can collapse too. But we mustn't stop and must show our best efforts.

Success is a process. It starts with a goal setting. Action follows goal setting. The important point is only "to start".

We have a strategy for success. The first step is to set your goal by starting from where you are. Second, look for what is working for the goal. Then, keep trying new experiences for better results. Next, have confidence for success. Finally, arrive at your goal.

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Part C. Read the text again and answer the questions. (Parçayı okuyup, soruları cevaplayınız.)

1. According to writer, what is success?
   _____
2. What is the important point for success?
   _____
3. What is the first step of "success process"?
   _____

Part D. Think about your future. Write your own story. Have you achieved your goal or not? (Geleceğiniz hakkında düşünün. Kendi hikayenizi yazın. Amacınıza ulaştınız mı ulaşmadınız mı?)

Turkish

_____

_____

_____

English

_____

_____

_____

Part E. Find synonym and antonym. (Kelimelerin eş ve zıt anlamlılarını bulunuz.)

	TÜRKÇE	SYNONYM	ANTONYM
- *achievement*	....	....	....
- *failure*	....	....	....
- *experience*	....	....	....
- *dream*	....	....	....
- *collapse*	....	....	....
- *effort*	....	....	....
- *process*	....	....	....
- *goal*	....	....	....
- *confidence*	....	....	....
- *success*	....	....	....

GTM Worksheet 2

LEARNING STYLES

Part A. Match pictures with words. (Resimlerle kelimeleri eşleştiriniz.)

a. **Auditory**   b. **Kinesthetic**   c. **Visual**
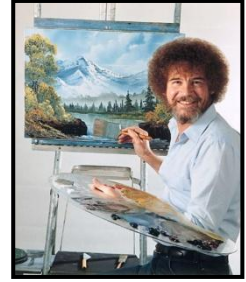
Look at the vocabulary set. (Kelime listesine bakınız.)

- suggestion   :öneri
- specialize   : özelleştirmek
- function   : görev, işlev
- productivity   :üreticilik
- risk-taking   :risk alma
- advisor   :danışman
- impression   :etki. İzlenim, görüş
- to solve problem : problem çözmek
- self-discipline : öz disiplin
- consistent   : tutarlı

Part B. Read the dialogue and translate into Turkish. (Diyaloğu okuyup Türkçe'ye çeviriniz.)

WHAT IS JACK'S PROBLEM?

Linda: Hi, Jack. You look bad today. What is your problem?

Jack: Well, I have been studying History for one month. But still, I have bad marks.

Linda: I'm sorry for you Jack. You know, this year we should decide our departments. What is your impression for this?

Jack: I want to study History but with these marks, it is not possible.

Linda: Jack, may be you need to find your powerful features. You know our brain has different functions.

Jack: So, what is your suggestion?

Linda: My advisor helped me about this subject. First of all, you should find your strengths.

Jack: OK, I like taking risks and solving problems. In this process, I am consistent and self-disciplined. I always want to save productivity. A person should be active all the time.

Linda: Then, if you do a learning style test, you can find out your strength better. By this way, you can specialize in your department easier.

Jack: Thanks, Linda. Let's do the test.

....

Linda: ....

Jack: ....

Linda: ....

Jack: ....

Linda: ....

Jack: ....

Linda: ....

Jack: ....

Linda: ....

....

Jack: ....

Part C. Read the text to the dialogue and answer the questions. (Diayaloğu okuyup soruları cevaplaınız.)

    1. Why does Jack look bad?

    _____

    2. Who has bad marks in history?

    _____

    3. Which department does Jack want to choose?

    _____

    4. What is Linda's suggestion?

    _____

Part D. Find synonym and antonym. (Kelimelerin eş ve zıt anlamlılarını bulunuz.)

		TÜRKÇE	SYNONYM	ANTONYM
-	*suggestion*	………………	…………………	……………………
-	*specialize*	………………	…………………	……………………
-	*function*	………………	…………………	……………………
-	*productivity*	………………	…………………	……………………
-	*risk-taking*	………………	…………………	……………………
-	*advisor*	………………	…………………	……………………
-	*impression*	………………	…………………	……………………
-	*to solve-problem*	………………	…………………	……………………
-	*self-discipline*	………………	…………………	…………………
-	*consistent*	………………	…………………	…………………

GTM Worksheet 3

SURVIVAL

be proud of :*gurur duymak*
tool : *araç-gereç*
skill : *beceri*
improvement :*ilerleme*
survival : *hayatta kalma*
rescue : *kurtulmak, kurtarmak*
argument : *tartışma*
decision : *karar*
intuition : *sezi, sezgi*
information : *bilgi*

Part A. Read the text and translate it into Turkish. (Parçayı okuyup Türkçe'ye çeviriniz.)

SURVIVAL

Dear readers,

Today we are going to share an incredible survival story with you. Here is Mr. Smith and his hard experience.

I was on a big ship, Voyager, to go to New York. Everything seemed beautiful that night till the storm broke out. I was looking at the information sheet about the ship. I thought how improvement in technology increases. But suddenly this big ship started to get lost in the waves and I found myself on an island with a few people.

We were on an island and we all wanted to be rescued. Our goal is to turn back our world. First, we had to make a decision. All of us had different skills to live on the island. But skills are not enough without tools. So some arguments started between us. These arguments became fights and all my friends died I was alone on the island. My intuition helped me and I lived on the island for five months. I found different meals. I set a signal fire all the time.

One day, a ship realized the fire and rescued me. I am proud of myself. I am the only person who survived.

Turkish

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Part B. Read the text again and choose correct words.

1. Mr. Smith had a lucky *survival/argument*.

2. The ship, Voyager, was a very *old/big* ship.

3. People on the island needed some *animals/tools*.

4. Sometimes *intuition/improvement* can help people to make a decision.

5. *Information/skill* sheet must be studied before the journey.

Part C. Write your own story.

_____
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_____
_____
_____
_____
_____
_____

Part D. Try to find synonym and antonym of the words.(Kelimelerin Türkçe, zıt ve eş anlamlı kelimeler bulunuz.

	TÜRKÇE	SYNONYM	ANTONYM
- be proud of	………………	…………………	………………………
- tool	………………	…………………	………………………
- skill	………………	…………………	………………………
- improvement	………………	…………………	………………………
- survival	………………	…………………	………………………
- rescue	………………	…………………	………………………
- argument	………………	…………………	………………………
- decision	………………	…………………	………………………
- intuition	………………	…………………	………………………
- information	………………	…………………	………………………

GTM Worksheet 4

LEARNING STYLES

- *development: ilerleme, gelişme* - *become aware: farkına varmak*
- *search: araştırmak* - *evaluate:değerlendirmek*
- *memorize:ezberlemek* - *humour:espri*
- *auditory:işitsel* - *visual:görsel*
- *kinesthetic:devinduyumsal* - *communication:iletişim*

Part A. Read the text and translate it into Turkish. (Parçayı okuyup Türkçeye çeviriniz.)

ARE YOU LEFT-BRAINED OR RIGHT-BRAINED

The brain has got two hemispheres: left and right. Both hemispheres are open to development. As we get older, we become aware that out brain has got different functions. After the age of two, one side of hemisphere dominates the other and our personality depends on this dominated side of brain.

The left brain hemisphere is responsible for mathematics, searching, evaluating, memorizing and details. These people have an important place in school and society.

The right brain hemisphere is responsible for humour, visual things, painting, auditory things, and kinesthetic activities. These people are more creative and successful in communication with people.

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Part B. Read the text again and fill in the picture according to the passage.
(Parçayı okuyunuz, Resimdeki boşlukları metne gore doldurunuz.)
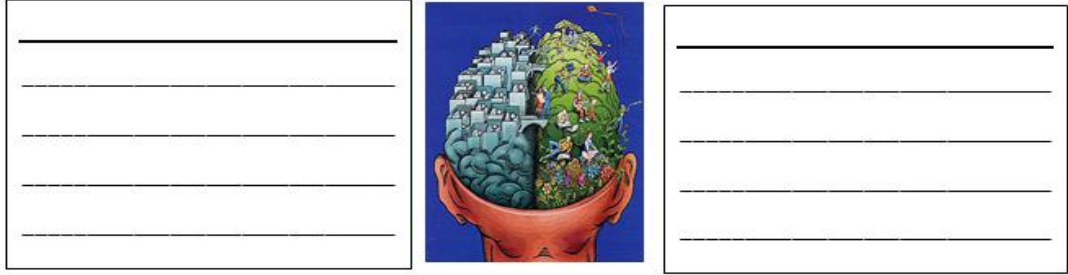
Part C. Work with your dictionary; find synonym and antonyms of the words. (Sözlük çalışması yapınız, verilen kelimelerin eşanlamlıları ve zıt anlamlılarını bulunuz.)

	TÜRKÇE	SYNONYM	ANTONYM
- *development*	....	....	....
- *become aware*	....	....	....
- *search*	....	....	....
- *evaluate*	....	....	....
- *memorize*	....	....	....
- *effort*	....	....	....
- *humour*	....	....	....
- *auditory*	....	....	....
- *visual*	....	....	....
- *kinesthetic*	....	....	....
- *communication*	....	....	....

Appendix 4. Lesson Plans for CLT Courses

CLT Lesson Plan 1

Level: Pre-intermediate
Age level of class: 15-16
Grade: 10th
Skill area: Reading
Topic: Success
Aims:

1. comprehending of the reading passage
2. guessing unknown words
3. respecting other students when they speak
4. mentioning their own life related to subject

Outcomes:

Students will

1. give examples from their lives.
2. intelligently guess about the topic.
3. say related vocabulary about the topic.
4. choose suitable words for each sentence.
5. answer the given questions.
6. draw a graphic.
7. write about their future plan and success story.
8. express their feeling about the lesson.
9. evaluate the material and lesson.
10. make sentences with new vocabulary

Anticipated Problems

Form: The text is written in present tenses. It may require revising.
Solution: During lead-in and pre-reading, the students will be asked several questions in present time. In this way they have a chance to revise the tense.
Meaning: There may be some new vocabulary that they do not know.
Solution: In pre-reading stage, I will deal with this problem by using brainstorming technique, pictures and demonstration. (achievement, failure, experience, dream, collapse, effort, process, goal, confidence)
Materials: Handouts, board, board marker, pictures, computer, projector.
Instructional Strategies: using mimics and gestures, demonstration, individual, pair and group work.

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
5min	T-SS Ss-T	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Say "I put a word on the board. I want you to guess this word. Let's play hangman and find this word. Now tell me letters" - Elicit letters. - Make sts find out the word "SUCCESS"	A3 O3	Linguistic
1min	T-Ss Ss-T	**Lead in :** - Say "OK, what does this word say?" - Elicit answers. - If not known give the meaning of the word.		Verbal
1min	T- SS	**Introduction:** - Say "Today we are going to read about success."		Verbal
3min	T-Ss Ss-T	**Pre-Reading:** - Show a picture of graduation. - Do some picture talk.	A3	
2min	T-Ss S-S	**Activity 1** - Give instructions. "Work with your partner, the person sitting next to you." "First think about the vocabulary. Which words can take place in? You have 1 minute"	A2 O2, 3	Linguistic Interpersonal Visual

3min	T-Ss	- Check instruction. - Start the activity. - Monitor sts. - Finish the activity. - Elicit as much answers as possible. - Pre-teach vocabulary set from the passage. (achievement, failure, experience, dream, collapse, effort, process, goal, confidence)		
4min 6min	S-S	**Activity 2:** - Give instructions. "Choose suitable word for each sentence." - Check instructions. - Set the time. "You have 3 minutes." - Start the activity. - Monitor students. - Finish the activity. - Say "Check your answers with your partner." - Elicit answers. - Give feedback.	O4	Intrapersonal Linguistic Interpersonal

2min
 	
5min
 	
3min
 	
5min
	T-Ss
	S-S
	
	T-Ss
	
	S-S
		While-Reading:
		Activity 1:
		
		- Give instructions.
		    "Work individually. Read the
		    text carefully. Then work with
		    your partner. Answer the
		    questions."
		- Check instructions.
		- Distribute worksheets.
		- Ask "Is there any problem with the handouts?"
		- Start the activity.
		- Set the time. "You have 5 minutes."
		- Monitor students.
		- Finish the activity.
		- Elicit answers and give feedback.
			A1,2
			O5
			
			O8,9
				Visual
				Linguistic
				Interpersonal

3min 5min 3min	T-Ss Ss-Ss	- Have students summarize the lesson up to here **Activity 2** - Give instructions. 　　"Work in groups. Look, here are some steps of the success. Put the steps in order." 　　(Organize groups) - Check instruction. - Show the graphic organizer. - Set the time. "You have 5 minutes." - Start the activity. - Finish the activity. - Elicit answers. - Make students stick the events in the correct order to the board.	O6	Interpersonal Linguistic Visual Kinesthetic
2min 5min 2min	T-Ss Ss-T	**Post-reading:** **Activity 1:** - Say "Now think about your future plan. What is your plan for 10 years later? Now think about your future and write a few sentences whether you achieve your goal or not." - Check the instrs. - Give some clues that will help to sts while writing. - Say "You can get help from these clues." - Set the time and run the activity. "You have 5 minutes." - Monitor the students closely. - Finish the activity. - Elicit answers. - Give feedback.	A3,4 O1,7	Linguistic Intrapersonal

3min 12min	Ss-Ss	**<u>Follow-up:</u>** - Ask students "Do you enjoy the lesson?" - Divide class into two groups. - Give instructions. "OK, everyone! Now, we will play a game x-o. Group A's symbol is X, group B's symbol is O. Each group takes turns. Choose a box and form a sentence with the word. If the sentence is true, you can put your symbol in the box. If not, the other group takes the turn. Try to make 3 Xs or Os horizontally, vertically or diagonal." - Check the instruction. - Ask "Are you ready?" <table><tr><td>experience</td><td>collapse</td><td>confidence</td></tr><tr><td>dream</td><td>failure</td><td>goal</td></tr><tr><td>effort</td><td>process</td><td>achievement</td></tr></table> - Start the activity. - Run the activity. - Have students write the sentences on board. - Finish the activity. - Give feedback.	A3 O10	Interpersonal Linguistic Visual Kinesthetic

5min	T-SS
	
	SS-T
		<u>Wrap up</u>
		
		- Have students summarize the lesson.
		- Ask:
		    "Was the reading easy? Why/Why not?"
		    "What can we do to develop reading?"
		    "Did you learn new vocabulary? What are they?
			O
			8,9
				Verbal

		"Did you enjoy the lesson?." - Elicit answers. - Give feedback. - Give homework. - Say "bye bye." **Homework Assignment** Find the English definitions for new vocabulary that you learn today.		

Board Work
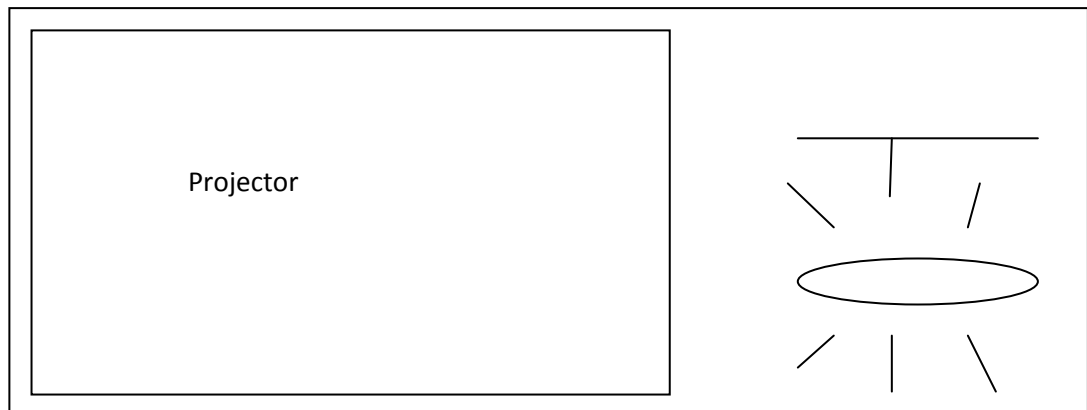
CLT Lesson Plan 2

Level   **:** Pre-intermediate
Age Level of Class   **:** 15-16
Grade   **:** 10th
Skill Area   **:** Listening
Topic   **:** Learning Styles
Aims   **:**

1. Distinguishing words
2. Distinguishing specific information
3. Guessing intelligently
4. Using background knowledge

Outcomes: Students will

1) Make predictions about the pictures.
2) Give some vocabulary about the subject.
3) Say some sentences about the characters
4) Fill in the blanks in the listening script
5) Answer the questions about the dialogue
6) Match the vocabulary with the meanings
7) Write some sentences for one character in the dialogue as they want
8) Find out the personality of the character that is formed by their friends
9) Write as many words as they can about success and learning styles
10) Work with their partners
11) Work in a group
12) Assess the listening material.
13) Assess the activities.
14) Offer ideas as to how to develop listening.
15) Choose the suitable option for themselves to find their styles

Anticipated Difficulties:

Form   **:** They are familiar with very simple present tense sentences and imperatives.
Solution   **:** Probably they will have no problems.
Meaning   **:** Some new vocabulary will be taught during pre-listening stage. They are very new in language learning. They may not know large vocabulary.(suggestion, specialize, function, productivity, risk-taking, advisor, impression, solve problem, self-discipline, consistent)
Solution   **:** Pre-listening stage is for preparing students to while-stage. Therefore, I'll prepare sts effectively and help them during their brainstorming.
Pronunciation: They may have difficulties in pronuncing the words in their dialogues. Additionally they may have difficulty to understand the listening material.

Solution : I'll pronounce the words they did not understand. If misunderstanding problem is because of the tape recorder, I'll use better one.

Materials : Board, board marker, pictures, handouts, computer, projector, listening material.

Instructional Strategies : Repetition, question & answer, pair-work, group work, demonstration, brainstorming.

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
5min	T-SS S-S	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Say, "Let's start the lesson with pictures." - Give the instructions "Work with your partner. We have different people on the board. Look at them and decide what kind of people they are." - Ask "Who will say what we will do?" - Say "OK! Let's start." - Elicit the answers. - Give feedback.	A3 O1,10	Visual Linguistic

2min	T-SS	**Lead in :**
		
		- Say "We learn about different people. We all have different features. Do you agree?"
		- Elicit answers.
		- Show a picture of brain. Make picture talk.
		    "Do two different sides have different features?"
		    "What are the functions?"
		- Elicit answers.
				Visual
				Linguistic

1min	T- Ss Ss-T	**Introduction:** - Say "Today we are going to listen to a dialogue." "Guess about what?" - Elicit answers. - Put the topic on the board. "LEARNING STYLES"		

2min
 	
2min
 	
3min
	T-Ss
	
	Ss-Ss
	
	T-Ss
		Pre-Listening:
		
		Activity 1:
		
		- Give instructions.
		    "Work in groups of four."
		(clarify the groups)
		    "Come together with your friends."
		    "Think about a brain. What does a brain provide? What are the features?"
		- Check instructions.
		    "Who will say what we will do?"
		- Show them different pictures as example.
		- Ask "Are you ready?"
		- Set the time."You have 2 minutes."
		- Start the activity.
		- Monitor students.
		- Finish the activity.
		- Elicit as much answers as possible.
		- Put answers on the board.
		- Make students repeat new or revised vocabulary.
		
		- Pre-teach vocabulary.
		- Say "We are going to learn some new vocabulary for listening." (suggestion, specialize, function, productivity, risk-taking, advisor, impression, solve problem, self-discipline, consistent)
		- Make a simple rhythm with clapping hands and make students
			A3
			O2,11
				Linguistic
				Interpersonal
				Visual
				
				Musical
				Kinesthetic

3min	T-Ss Ss-T	repeat. - Revise the related vocabulary about the listening material. **Activity 2:** - Introduce the characters. - Show pictures, do some picture-talk. - Put them on board. - Show some setting pictures. Do some picture-talk about it. - Ask "What will happen?" - Elicit answers. - Say "OK, now. Let's see what happens in our real dialogue."	A3 O3	Visual Linguistic

1min
 	
6min
 	
2min
 	
1min
	T-SS
	
	S-S
	
	T-Ss
		While-Listening:
		Activity 1:
		- Give instructions.
		   "Work individually."
		   "Listen to the dialogue and
		    fill in the blanks."
		- Check the instructions.
		   "Who will say what we will do?"
		- Give the handouts.
		- Play the tape 3 times.
		- Monitor students.
		- Have sts paircheck in between each listening.
		- Finish the activity.
		- Elicit answers.
		- Give time sts to check their answers.
		- If there is problem with the answers, correct kindly.
		- Give feedback.
		
		Activity 2:
		
		- Give instructions. "Listen to the tape and answer the questions."
		- Check instructions.
		   "Who will say what we will do?"
			A1,2
			O4
				Visual
				Linguistic
				Auditory
				
				Interpersonal

6min 4min 2min	T-Ss Ss-T	- Distribute worksheets. - Ask "Is there any problem with the handouts?" - Play the tape 3 times. - Monitor students. - Have sts paircheck in between each listening. - Finish the activity. - Elicit answers. - Have students summarize the listening part up to here.	O5	Linguistic Interpersonal
2min 2min 4min 2min 2 min	T-Ss Ss-Ss	- Revise previous lesson and remind the characters. **Post-Listening:** **Activity 1:** - Give instructions. 　"At the end of our dialogue Jack takes the quiz. What type of a person he is, do you think?" - Elicit answers. - Say "Ok, work with your group. Write a few sentences about Jack and his type of personality feature." - Clarify groups. - Check instruction. - Set the time "You have 4 minutes." - Finish the time. - Say "Choose one of your group members. He/she acts the characteristics of Jack and says the sentences. Other groups guess Jack's personality." - Check the instructions "Who will say what we will do?" - Ask "Are you ready?" - Start the activity. - Monitor students. - Finish the activity. - Give feedback.	O7,8,1 1	Interpersonal Linguistic

2min
 	
3min
 	
2min
	S-S	**Activity 2:**
		
		- Give instructions.
		    "Think about the dialogue again."
		    "Then work with your partner."
		    "Match the vocabulary with their meanings."
		- Check instructions.
		"Who will say what we will do?"
		- Distribute worksheets.
		- Ask "Is there any problem with the handouts?"
		- Start the activity.
		- Monitor students.
		- Say "You have 3 minutes to decide."
		- Finish the activity.
		- Elicit answers.
		- Give feedback.
			O6,10	Interpersonal Linguistic

2min
 	
3min
 	
2 min
 	
1min
 	
2min
	T-Ss
	
	Ss-Ss
		Follow-up:
		Activity 1:
		- Give instructions. "We shared our guesses about Jack's style. But how about your own styles? Now do the test and learn your own style."
		- Check the instruction.
		   "Who will say what we will do?"
		- Set the time.
		   "You have 3minutes."
		- Start the activity.
		- Monitor students.
		- Elicit the left time.
		- Finish the activity.
		- Put score table on board and make sts count their score.
		- Show them the result table and share ideas.
			O 15
			
			O9,11
				Intrapersonal Linguistic

1min
 	
5min
		Activity 2:
		- Ask students "Do you enjoy the lesson?"
		- Give instructions.
		    "OK, everyone! Now, we're going to think about the things that Jack and other people's needs for success. Work with your groups again."
		    "Think about the reading passage about success. Write as many words as you can about success."
		- Check the instruction.
		    "Who will say what we will do?"
		- Set the time.
		    "You have 1minute."
		- Start the activity.
		- Monitor students.
		- Elicit the left time.
		- Finish the activity.
				Interpersonal
				
				Interpersonal
				Linguistic

5min	T-SS
	
	SS-T
		Wrap up
		
		- Have students summarize the lesson.
		- Ask:
		    "Was the listening easy? Why/Why not?"
		    "What can we do to develop listening?"
		    "Did you learn new vocabulary? What are they?
		    "Did you enjoy the lesson?"
		    "Which vocabulary did you learn?"
		- Elicit answers.
		- Give feedback.
			O
			12,13,
			14
				Verbal

		Homework Assignment Make sentences with the words that you learn today.		

Evaluation& Assessment.	The answers given during the class will be evaluated by me. Observation done by me will help evaluation. Sts ideas about the lesson will help. Question & Answer Summaries

Board Work

Computer	_____ _____ _____ _____ _____ _____ _____

CLT Lesson Plan 3

Level: Pre-intermediate
Grade: 10th
Age: 15-16
Skill Area: Writing
Topic: Survival and Success

Aims:
1. Understanding the meaning of new words
2. Knowing how article about survival and success is written
3. Understanding of the article written
4. Developing a theme from paragraph to paragraph
5. Enjoying the English lesson
6. Mastering rules of writing (spelling, punctuation, capitalization)
7. Using background knowledge to speak
8. Evaluating of the lesson

Outcomes: Students will be able to
1. tell related vocabulary
2. state characteristics of the article.
3. say the topic by watching a video.
4. write an article about survival and success
5. participate in activities individually.
6. participate in activities in pairs.
7. join activities voluntarily.
8. check their pair's sheet from the side of spelling
9. make sentences by using the cards given to them.
10. choose the correct words according to reading passage.
11. summarize the lesson

Anticipated Problems
1. **Students may have some problems with some new words.**
   - I'll preteach new vocabulary before the activities.

2. **Students may get scared of wrtitng.**
   - I'll provide them information about how to write an article.

Materials: board, board marker, pictures, computer, projector, handouts, wallchart.
Instructional Strategies: Individual work, pair work, question-answer.

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
5min	T-SS Ss-T	**Warm-up:** - Greet students. Say "Hello! How are you today?" - Say "Today, let's start the lesson by watching a video. What do you say?" (survivor, competition) - Elicit "Yes". - Start the video. - Monitor the students. - Finish the video. - Talk about the video. - Give feedback	A5 O3,5,7	Linguistic Auditory Visual
3min	T-Ss Ss-T	**Lead-in:** - Ask "What is the video about? What happens on an isolated island?" - Elicit answers. - Show picture of an island. - Ask "Do you know this place?" - Elicit answer "no". - show another picture of a man. - Ask "Do you know this man?" - Elicit answer. "No." - Say "he is on this island alone. Do you want to learn about him?" - Elicit answer.		Auditory Visual Linguistic

1min	T- SS	**Introduction:** - Say "Today we are going to read about a survival and then do some writing exercises."		

1min
 	
2min
 	
3min
 	
5min
 	
1min
 	
2min
	T-Ss
	
	S-S
	
	T-Ss
	
	T-Ss
	Ss-T
		Pre-Stage:
		
		Activity 1
		
		- Show a picture of ship in a storm.
		- Ask "what do you think happen?"
		- Elicit answer.
		- Give instructions "Work with your pairs. Try to write as many words as possible that can be related with the situation."
		- Check instruction.
		- set the time "You have 2 minutes"
		- Start the activity.
		- Monitor students.
		- Finish the activity.
		- Elicit answers.
		
		- teach the vocabulary.
		(be proud of, tool, skill, improvement, survival, rescue, argument, decision, intuition, information)
		
		Activity 2
		
		- Say
		  "OK, now. Here is the passage about this man."
		- Give instructions.
		  "Work individually. Read the magazine article. Then read the sentences
			A5
			O1,6,7
			
			A1
			O5,7,1
			0
				Visual
				Linguistic
				Interpersonal
				
				Linguistic
				Visual
				Intrapersonal

2min	S-S	below and underline the correct words.” - Check instructions. - Set the time “you have 2 minutes” - Start the activity. - Monitor students. - Finish the activity. - Have students pair-check. - Elicit answers. - Give feedback.		Interpersonal
1 min 3min 6min 5min	T-Ss Ss-Ss	**Analyzing:** - Give instructions. “Work with your groups. Now, I want you to look at the passage. Decide which paragpaph explains what. Then note down to your notebooks” - Check instructions. - Set the time. “You have 3min” - Start the activity. - Finish the activity. - Elicit the answers. -Put a wallchart about analyzing. - Make students stick their answers to the chart. - Give feedback. - Make students summarize the lesson up to here.	A2,3,5 O2,7 A8 O11	Linguistic Visual Interpersonal Kinesthetic Verbal
4min	T-Ss Ss-T	**Main activity (Guided writing):** - remind the previous lesson. - Say “So, friends we learned how to write a survival story.” - Elicit answers. - Say “So can we write a passage about our survival.”		

2 min
 	
2min
 	
8min
	S-S	**Activity I:**
		- Say
		    "So, now I want you to write a passage about your survival. Create your own story."
		- Say
		    "But before writing we need some information about survival. Do you agree with me?"
		- Elicit answer.
		- Put a wall chart with some information and clues about survival.
		- Check the instruction.
		- Set the time."You have 8 minutes."
		- Start the activity.
		- While they are writing, walk around the classroom, help students and take notes.
		- Finish the activity.
			A4,5
			O4,5,7
				Visual
				Linguistic
				Intrapersonal

1min 2min 3min	T-Ss S-S	**Post-stage:** - Say "Now change your sheets with the pair sitting next to you and check each your partner's sheet. Just look at only the spelling of the passage." - Check instruction. - Set the time."You have 2minutes" - Start the activity. - Monitor students. - Finish the activity. - Now give the sheets to the owners. - Check your sheets and if there is a part to be corrected, correct please. - Give general feedback to whole class about their works. - Collect students' sheets.	A5,6 O6,7,8	Linguistic Interpersonal

2min 8min 3min	Ss-Ss	**Follow-up:** - Divide sts into two. - Give A and B students some cards on which some information about a story. - Say "Now, everyone has got a survival story. You are the people in your cards. OK?" - Give instructions. (Demo at the same time) "Walk around the class. Find different pairs to yourself. Ask questions to your friends about the information you have." - Check instruction. - Set the time."You have 8 minutes." - Start the activity. - Monitor students. - Finish the activity. - Elicit answers.	A5,7 O7,9	Visual Interpersonal Linguistic Kinesthetic

5min	T-SS
	
	SS-T
		Wrap up
		- Have students summarize the lesson.
		- Ask:Which part was the most difficult part?"
		    "Did you learn new vocabulary?
		    "Did you enjoy the lesson?"
		    "Which activities do you like most?"
		    "What do we learn to write today?"
		    - Elicit answers.
		- Give feedback.
		- Give homework.
		- Say "bye bye."
		
		Homework Assignment
		Choose suitable word for the blanks in each sentence.
			A8
			O7,11
				Verbal

Board Work

Computer
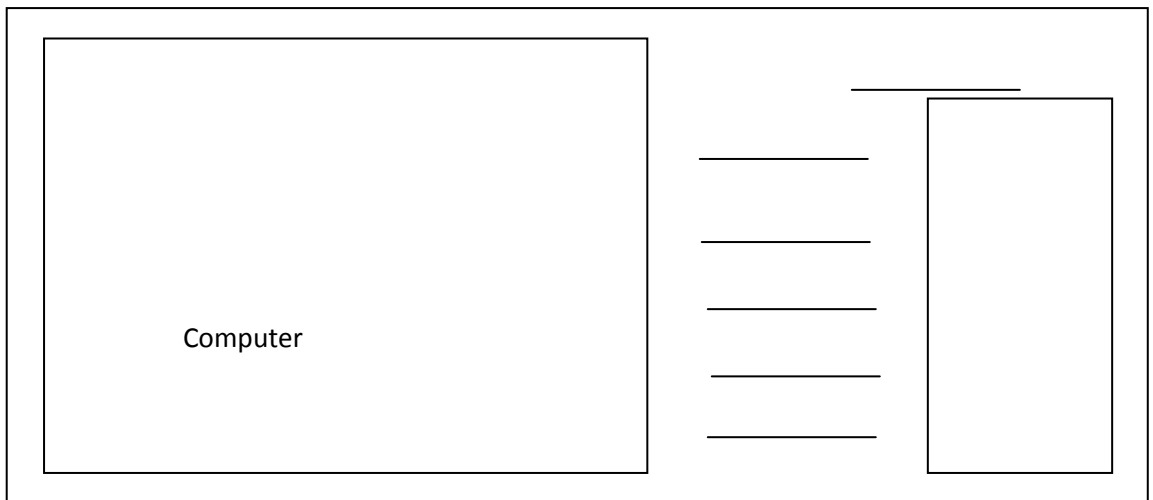
CLT Ders Planı 4

Level: Pre-intermediate
Grade: 10th class
Age: 15-16
Skill Area: Speaking
Topic: Learning Styles

Aims:
1. Understanding the meaning of new words
2. Developing students' speaking skills through practice
3. Developing students' writing skills
4. Developing students' reading skills
5. Enjoying the English lesson

Outcomes: Students will be able to
1. tell related vocabulary.
2. make sentences using simple structures in the activities.
3. practice the dialogue.
4. write a dialogue as in the example.
5. read the passage silently
6. fill in the blanks in the picture
7. participate in activities individually.
8. participate in activities in pairs.
9. participate in activities in groups.
10. join activities voluntarily.
11. make sentences with the words given.
12. answer a questionnaire to see their own learning style.

Anticipated Problems
3. **Students may have pronunciation problems.**
   - 🔲 I'll correct their mistakes immediately while they're speaking.
   - 🔲 I'll give corrective feedback to whole class in post stage if necessary.
4. **Students may feel inhibited because of making mistakes.**
   - 🔲 I'll create a secure environment.
5. **Students may swicth to Turkish while speaking.**
   - 🔲 During their speaking I'll turn around the classroom and warn them to speak English.

Time	Type of Interaction	Stage & Procedure	Aim	MI / Strategies addressed
7min	T-SS Ss-T Ss-Ss	**Warm up:** -Greet students. Say, "Hello friends! How are you today?"(Establish rapport with small talk). - Ask "Do you want to play a game before the lesson?" - Elicit answer. - Give instructions. "OK, everyone! Now, we will play a game x-o. Group A's symbol is X, group B's symbol is O. Each group takes turns. Choose a box and form a sentence with the word. If the sentence is true, you can put your symbol in the box. If not, the other group takes the turn. Try to make 3 Xs or Os horizontally, vertically or diagonal." - Check the instruction. - Ask "Are you ready?" | rescue	skill	intuition
argument	decision	information
survival	tool	be proud of | - Start the activity. - Run the activity. - Have sts write the sentences on board. - Finish the activity. - Give feedback.	A 3,5 O 2,9, 10,11	Linguistic Kinesthetic Auditory Visual
3min	T-Ss Ss-T	**Lead in :** - show the video of a woman. - Ask "To what way is she turning?" - Elicit answers. - Ask "Why do you think everybody says different ways?"		Auditory Visual

		- Elicit answers. - Say "Everybody uses his/her brain differently."		
2min	T- SS	**Introduction:** - Say "Today we are going to talk/speak about "learning styles"." - Say "Don't forget today is only English day."		
2min 3min 1min 2min 3min	T-Ss Ss-T T-Ss S-S	**Pre-Stage:** **Activity 1** - Say "OK! Let's look at this picture."(Brain picture) - Ask "What do you think about this picture?" - Elicit answers. - Pre-teach vocabulary on the picture. (development, become aware, search, evaluate, memorize, humour, auditory, visual, kinesthetic, communication) **Activity 2** - Give instructions. "Work with your partner. Before we talk about our learning styles, let's learn the functions of our brain. Here is a passage. Read it and fill in the blanks in the picture." - Check instructions. - Set the time. "You have 2 minutes." - Monitor students. - Finish the activity. - Elicit answers. - Give feedback.	A 4,5 O 1,7,10	Visual Linguistic Interpersonal Visual Linguistic
	T-Ss Ss-T	**Practice:** - Say *"We learn about learning styles and our brain more. Now everybody I have some friends. They give some information about themselves."*		

2 min	S-S	- Introduce different characters.
		- Make picture talk.
		- Make sts pairs.
		- Give instructions.
		     "I have tables for each pairs.
		      But each has some missing
		      parts. Ask your partner and
		      fill in the missing parts."
			A2,5
			O
			2,3,10
				Visual
				Linguistic
				Interperson
				al

10min		- Demo the first one with a student. Put the example on board. - Check instructions. - Set the time. "you have 10 minutes" - Monitor students.		
2min		- Take some notes about speaking mistakes. - Finish the activity.		
3min		- Show the whole the table. - Want students check their answers. - summarize the lesson up to here.		
5min	T-Ss	- remind the previous lesson. **<u>Post-stage:</u>**		Visual Linguistic Intrapersonal

2min	T-Ss	- Say "Now it's your turn. Do you
		want to learn about your own
		learning style?"
		- Elicit answer.
		- Give instructions.
		     "I have a questionnaire. Work
		     alone and do the quiz."
			A5
			O
			7,8,10,
			12	

6min		- Check instructions. - Set the time. "You have 6minutes" - Monitor students. - Finish the activity.		
3min		- Make sts check their learning styles. - Give feedback.		
2min		**<u>Follow-up:</u>** - Say "OK, everyone, you learnt about your features and learning style. Now I want you to talk with		

10min	S-S	your partner about your and his/her styles." - Give the instructions. "Work with your partner. Try to explain your learning style. Ask your partner about his/her own style.Write a dialogue. - Check the instructions. - Set the time "You have 10 minutes."	A3,5 O 2,3,4,8,10	Visual Interpersonal Linguistic
7min		- Run the activity. - Monitor the students closely. - Finish the activity. - Make students act out the dialogue. - Give feedback.		Kinesthetic
5min	T-SS SS-T	**<u>Wrap up</u>** - Have students summarize the lesson. - Ask: "Was speaking English is easy? Why/Why not?" "Did you learn new vocabulary? What are they? "Did you enjoy the lesson?." "Which activity do you like most?" "Which vocabulary did you learn today?" - Elicit answers and finish the lesson. **Homework Assignment** Find English definitions for new vocabulary that you learn today.		Verbal

Board Work

Appendix 5. Worksheets for CLT Courses

CLT Worksheet 1

Part A. Choose suitable word for each sentence.

process   success   effect   goal   dream   experience
achievement   confidence   failure   collapse

1. My _____ is to be an astronaut.
2. Hardworking people always want _____.
3. Her last project was a _____, so she was very sad.
4. Going to a university as a student is an _____.
5. When they lost their all money, the dream of buying a new house

   _____.

6. To pass your class, you should have more _____.
7. Being a student is a long _____.
8. _____ is necessary in any part of life.
9. Each achievement starts with a _____.
10. Have you ever had a funny _____?

Part B. Read the text and answer the questions.

SUCCESS

Success is creating what you want. You must work on what you want. If you stay on course, you will reach your dream. Dreams cannot always be an achievement. They can also be failures. That means dreams can collapse too. But we mustn't stop and must show our best efforts.

Success is a process. It starts with a goal setting. Action follows goal setting. The important point is only "to start".

We have a strategy for success. The first step is to set your goal by starting from where you are. Second, look for what is working for the goal. Then, keep trying new experiences for better results. Next, have confidence for success. Finally, arrive at your goal.

1. According to writer, what is success?   _____

2. What is the important point for success?_____

3. What is the first step of "success process"?_____

Part C. Fill in the graphic with the steps of success

First

⇩

Second

⇩

Then

⇩

Next

⇩

Finally
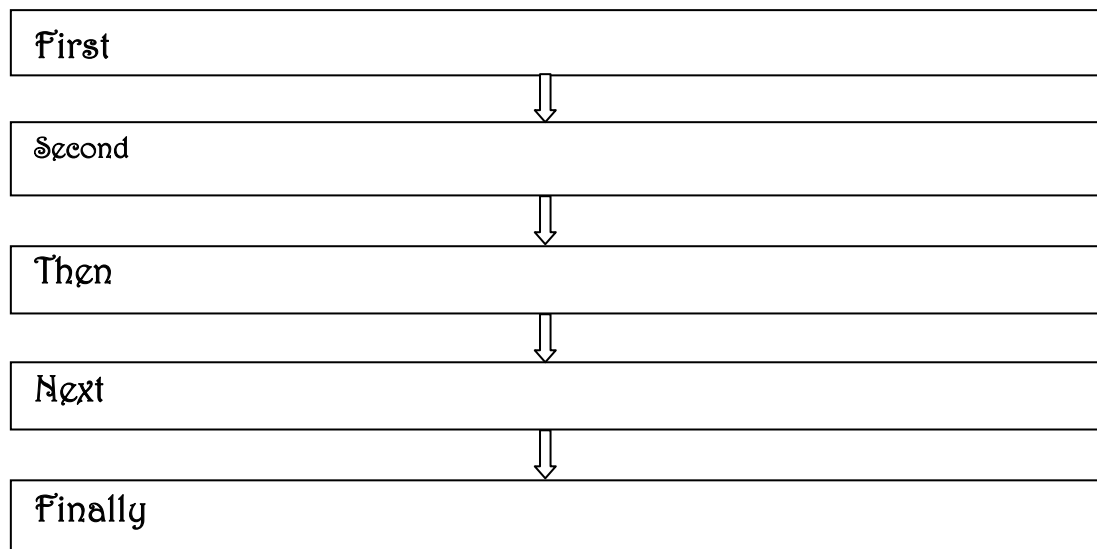
Part D. Think about your future. Write your own story. Have you achieved your goal or not?

Part E. GAME TIME

experience	collapse	confidence
dream	failure	goal
effort	process	achievement

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____
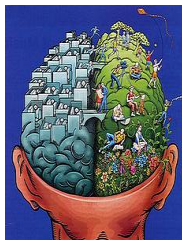
Sentence 6: _____

Sentence 7: _____

Sentence 8: _____

Sentence 9: _____

CLT Worksheet 2

LEARNING STYLES

Part A. Look at the picture and write as many words as you can.

Part B. Listen to the dialogue and fill in the blanks.

 WHAT IS JACK'S PROBLEM?

 Linda: Hi, Jack. You look bad today. What is your problem?

 Jack: Well, I have been studying _____ for one month. But still, I have bad marks.

 Linda: I'm sorry for you Jack. You know, this year we should decide our departments. What is your impression for this?

 Jack: I want to study History but with these marks, it is not _____.

 Linda: Jack may be you need to find your powerful features. You know our brain has different functions.

 Jack: So, what is your suggestion?

 Linda: My advisor helped me about this subject. First of all, you should find your _____.

 Jack: OK, I like taking risks and solving problems. In this process, I am consistent and self-disciplined. I always want to save productivity. A person should be _____ all the time.

 Linda: Then, if you do a learning style test, you can find out your strength better. By this way, you can   specialize in your department easier.

 Jack: Thanks, Linda. Let's do the _____.

Part C. Listen to the dialogue and answer the questions.

1. Why does Jack look bad?
    _____

2. Who has bad marks in history?
    _____

3. Which department does Jack want to choose?
    _____

4. What is Linda's suggestion?
    _____

Part D. Match the words with their definitions.

a. ____ Suggestion b. ____ Specialize c. ____ Function d. ____ Productivity e. ____ Take risk f. ____ Advisor g. ____ Impression h. ____ Solve problem i. ____ Self-discipline j. ____ Consistent	1. The act of suggesting; presentation of an idea. 2. To mention specially; to particularize. 3. The act of performing any duty 4. The quality or state of being productive 5. To be in risky situation to be better. 6. The person who advice 7. The act of impressing 8. to conclude a problem 9. Correction or government of one's self for the sake of improvement 10. Living or acting in conformity with one's belief or professions 11. The final purpose or aim

Part E. Do the test and find yourself.

1. **If you were shipwrecked on a desert island, which would be the most effective for survival?**
a. Thinking positively and believing that somebody will rescue you.
b. Searching for ways to rescue yourself.
c. Making life as pleasant as possible on the island.

2. **When you have an argument with your friend, you...**
a. try to satisfy your friend.
b. try to avoid the situation and expect that it will go away.
c. try to find a way and make both of you satisfied.

3. **How would you decribe yourself?**
   a. I try to win before damage is done to me or others.
   b. I try to win, but I'm aware that winning is rare.
   c. I try to win at all costs.

4. **Do you worry about people's thought about you?**
   a. Yes.
   b. No.
   c. Sometimes.

5. **When it comes to reading, you...**
   a. read mainly only for pleasure, usually fiction.
   b. read widely to understand the world better.
   c. get most of your information from newspapers, TV or the internet.

6. **While you're making both small and large decisions, you generally ...**
   a. trust your intuition.
   b. go with the advice of friends and family.
   c. make a combination of both.

7. **In your work, your biggest priority is...**
   a. a place of employment with long-term security.
   b. good pay, a supportive boss and some prestige.
   c. the feeling that your job is different.

8. **Which one describes you the best?**
   a. I'm happy to experience many things in life.
   b. I have a definite purpose or role to fulfil in life.
   c. I want to rise to the top of every field I find myself in.

9. **Which of these statements describe your attitude to wealth and money?**
   a. There is no need to try hard; people take what they can.
   b. There are endless opportunities for creating wealth if you want to see them.
   c. Work hard and you will do well financially.

10. **Which of these statements describes your attitude to risk?**
   a. I carefully calculate the risks and be ready for them.
   b. avoid the risk all the time.
   c. I always take risks. I'm not afraid of them.

CLT Worksheet 3

Part A. Read the text and choose the correct words for sentences.

SURVIVAL

Dear readers,

Today we are going to share an incredible survival story with you. Here is Mr. Smith and his hard experience.

I was on a big ship, Voyager, to go to New York. Everything seemed beautiful that night till the storm broke out. I was looking at the information sheet about the ship. I thought how improvement in technology increases. But suddenly this big ship started to get lost in the waves and I found myself on an island with a few people.

We were on an island and we all wanted to be rescued. Our goal is to turn back our world. First, we had to make a decision. All of us had different skills to live on the island. But skills are not enough without tools. So some arguments started between us. These arguments became fights and all my friends died I was alone on the island. My intuition helped me and I lived on the island for five months. I found different meals. I set a signal fire all the time.

---

1. Mr. Smith had a lucky ***survival/argument***.
2. The ship, Voyager, was a very ***old/big*** ship.
3. People on the island needed some ***animals/tools***.
4. Sometimes ***intuition/improvement*** can help people to make a decision.
5. ***Information/skill*** sheet must be studied before the journey.

Part B. Write your own story.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Part C. Ask questions to your partner and take notes about his/her survival story.

Student A	YOU	YOUR PARTNER
Where were you?	At the street	
What did you experience?	I and my family had an accident. The car crashed our car and we were injured.	
What is the conclusion?	We went to the hospital. After one month we were healthy again. We survive.	

Student B	YOU	YOUR PARTNER
Where were you?	On a plane	
What did you experience?	I was flying to Ankara with my friends. First everything was OK. But air pressure in the plane decreased a lot. Oxygen tubes opened.	
What is the conclusion?	The pilot landed immediately. We survived.	

CLT Worksheet 4

LEARNING STYLES

Part A. Game Time - Write sentences with your group.

Sentence 1: _____
Sentence 2: _____
Sentence 3: _____
Sentence 4: _____
Sentence 5: _____
Sentence 6: _____
Sentence 7: _____
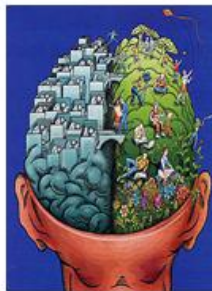**Sentence 8:** _____
Sentence 9: _____

Part B. Read the passage and fill in the picture according to the text.

ARE YOU LEFT-BRAINED OR RIGHT-BRAINED

The brain has got two hemispheres: left and right. Both hemispheres are open to development. As we get older, we become aware that out brain has got different functions. After the age of two, one side of hemisphere dominates the other and our personality depends on this dominated side of brain.

The left brain hemisphere is responsible for mathematics, searching, evaluating, memorizing and details. These people have an important place in school and society.

The right brain hemisphere is responsible for humour, visual things, painting, auditory things, and kinesthetic activities. These people are more creative and successful in communication with people.

Part C. Ask your partner for the missing parts.

Student A

LEFT-BRAINED	RIGHT-BRAINED
Jin: I'm good at evaluating, mathematics and rules. I use my left brain more.	**Catherine**
Sasha	**Carol**: I'm good at dancing and humour. I use my right-brain more.
Miyuki: I like memorizing new words. I use my left-brain more.	**Sun**: I am good at visual activities. I use my right-brain more.
Jane	**Tim**

Student B

LEFT-BRAINED	RIGHT-BRAINED
Jin:	**Catherine**: I am very creative and good at communication with people. I use my right-brain more.
Sasha: I like searching and learning new things. I use my left-brain more.	**Carol**:
Miyuki:	**Sun**:
Jane: I'm good at speaking different languages and planning. I use my left-brain more.	**Tim**: I am good at playing musical instruments and singing. I use my right-brain more.

Part D. Choose one option according to yourself.

1. A. I like taking risks. B. I don't like taking risks.

2. A. I always search new ways. B. I don't like changing my ways.

3. A. I am very imaginative. B. I am not very imaginative.

4. A. I am good at analyzing. B. I am good at sensing.

5. A. I want to solve a problem in a best way. B. I try to find different ways to a problem.

6. A. My thinking is like words. B. My thinking is like pictures.

7. A. I am open to new ideas. B. I question new ideas.

8. A. I can organize everything well. B. I can't organize well.

9. A. I have good self-discipline. B. I generally act on my feelings.

10. A. I plan my time. B. Time planning is not important.

11. A. I do something true. B. I do something I feel true.

12. A. I do important things first. B. I do easy things first.

13. A. In a new situation, I have many ideas B. In a new situation, I don't have many ideas.

14. A. I have orderly life. B. I don't plan my life.

15. A. I'm right because I have reasons. B. I'm right according to my feelings.

16. A. I do my work immediately. B. I do my work at the last minute.

17. A. I keep everything in a suitable place. B. I often change the places of things.

18. A. I make my own plans. B. I follow someone's plan.

19. A. I am a consistent person. B. I am a flexible person.

20. A. I want to do my best for everything. B. I want to find my way of doing for everything.

Appendix 6. Official Permission of the Republic of Turkey Ministry of National Education

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı
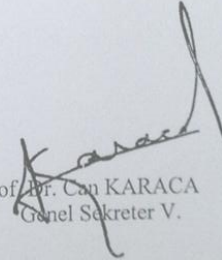
SAYI: B.30.2.DEÜ.0.72.02/504-
KONU: Tuba TAYHANİ

24.05.2012 ∗ 00784

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE
İZMİR

İlgi: 21.02.2012 tarih ve 378 sayılı yazınız.

Enstitüsünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Tuba TAYHANİ' nin "The Effects of Different Teaching Methods, Which are Grammar Translation and Communicative Teaching Method, on Vocabulary Teaching and Learning on the High School Students at Tenth Grade" konulu tez çalışması uygulama isteğinin uygun bulunduğu hakkında Şanlıurfa İl Milli Eğitim Müdürlüğünden alınan 08.05.2012 tarih ve B.08.4.MEM.0.63.11.00.044-14771 sayılı yazı ekte gönderilmektedir.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Can KARACA
Genel Sekreter V.

Ek: İlgi yazı (1 sayfa)

GELEN EVRAK
Tarihi   : 25 MAYIS 2012
Kayıt No : 1240
Dosya No :

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T.C.
ŞANLIURFA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

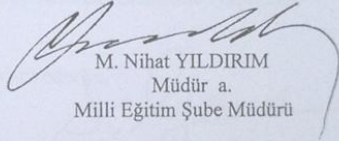Sayı : B.08.4.MEM.0.63.11.00.044- 14771
Konu: Anket Uygulaması

08 MAY 2012

DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
(Öğrenci İşleri Daire Başkanlığına)
Alsancak / İZMİR

İLGİ: 28.02.2012 tarih ve 324 sayılı yazınız

İlgili yazı gereği; Dokuz Eylül Üniversitesi Eğitim Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans öğrencisi Tuba AYHANİ' nin İlimiz Şanlıurfa Ticaret Meslek Lisesinde **"The Effects of Different Teaching Methods Which are Grammar Translation and Communcative Teaching Method on Vocabulary Teaching and Learning on the High School Students at Tenth Grade"** konulu tez çalışması için Valilik Makamından alınan Olur ekte sunulmuştur.

Bilgilerinize arz ederim.

M. Nihat YILDIRIM
Müdür a.
Milli Eğitim Şube Müdürü

EKLER   :
1- Valilik Olur' u   (1 sayfa)

T.C.
ŞANLIURFA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.0.63.11.00.044- 13859

30 NİS 2012
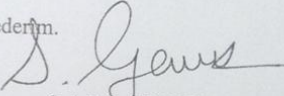
Konu : Anket Uygulaması

VALİLİK MAKAMINA
ŞANLIURFA

İlgi: Dokuz Eylül Üniversitesi Rektörlüğünün 28.02.2012 Tarih ve 324 Sayılı Yazısı

İlgi yazı ile; Dokuz Eylül Üniversitesi Eğitim Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Programında Yard. Doç. Dr. Kadim ÖZTÜRK' ün danışmanlığında Yüksek Lisans öğrencisi Tuba AYHANİ tarafından **"The Effects of Different Teaching Methods Which are Grammar Translation and Communcative Teaching Method on Vocabulary Teaching and Learning on the High School Students at Tenth Grade"** konulu tez çalışması yapılması planlanmıştır.

Söz konusu tez çalışma uygulamasının Şanlıurfa Ticaret Meslek Lisesinde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olur'larınıza arz ederim.

Sadullah GENCER
İl Milli Eğitim Müdür V.

O L U R
26/04/2012
Erdoğan KANYILMAZ
Vali a.
Vali Yardımcısı

EKLER   :
  1- Yazı   (2 Adet)
  2- Karar Tutanağı   (1 Adet)
  3- Tez Taslağı ve Uyg. Dos. (2 Adet)