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USE OF EXAMPLES IN TEACHING L2 WORD MEANING WITH PICTURES

(YÜKSEK LİSANS TEZİ)

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Danışman
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BURSA 2009

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 20034500 numaralı Esra Akça' nın hazırladığı "Use of Examples in Teaching L2 Word Meaning with Pictures" (Yabancı Dilde Sözcük Anlamının Resimlerle Öğretilmesinde Örneklerin Kullanımı) konulu Yüksek Lisans ile ilgili tez savunma sınavı, 20/02/ 2009 günü 13.00 – 14.30 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oybirliği ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)　　　　　　Üye
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ÖZET

YABANCI DİLDE SÖZCÜK ANLAMININ RESİMLERLE ÖĞRETİLMESİNDE ÖRNEKLERİN KULLANIMI

Bu çalışmanın amacı yabancı dilde sözcük anlamının resimlerle öğretiminde örneklerin kullanımını araştırmaktı. Örneklerin kullanımı, kelime anlamlarının tekil olumlu örnek, çoklu olumlu örnek ve çoklu olumlu & olumsuz örnek aracılığı ile sunumu açısından araştırılmışır. Materyal olarak resim çizimleri kullanılmıştır.

Çalışma; Bursa, Türkiye'de bir devlet okulunda yürütüldü. Denekler, İngilizce başlangıç seviyesinde olan 4. sınıf öğrencileriydi. Denekler üç guruba bölünmüştü; "tekil olumlu örnek gurubu", "çoklu olumlu örnek gurubu" ve " çoklu olumlu ve olumsuz örnek gurubu".

Deney üç aşamadan oluşmuştu; öğretim aşaması (hedef sözcüklerin sunumlarını ve alıştırmalarını içeriyordu), immediate post test aşaması (bir adet eşleştirme ve bir adet çeviri testini içeriyordu) ve delayed post test aşaması (bir adet eşleştirme ve bir adet çeviri testini içeriyordu).

Gurupların genel sonuçları incelendiği zaman, birden çok örneğin kelime öğrenimi için daha iyi olduğu hipotezini destekleyecek şekilde, "çoklu olumlu örnek gurubu"nun "tekli olumlu örnek gurubu"ndan öğrenmede daha iyi olduğu görülebiliyordu. Dahası "çoklu olumlu örnek gurubu", "çoklu olumlu & olumsuz örnek gurubu"ndan daha başarılı olmuştu. Deneyin genel sonuçları, kelimelerin anlamları arasında oluşan "cross-association"un denek gurupların başarısını etkilediğini işaret etmişti.

ANAHTAR SÖZCÜKLER:

Sözcük Anlamı, Örnek, Olumlu Örnek, Olumsuz Örnek, Resim

ABSTRACT

Yazar	: Esra AKÇA
Üniversite	: Uludağ Üniversitesi
Anabilim Dalı	: Yabancı Diller Eğitimi
Bilim Dalı	: İngiliz Dili Eğitimi
Tezin Niteliği	: Yüksek Lisans Tezi
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Tez Danışman(lar)ı	: Yrd. Doç. Dr. Meral ÖZTÜRK

USE OF EXAMPLES IN TEACHING L2 WORD MEANING WITH PICTURES

The aim of this study was to investigate the use of examples in teaching L2 word meaning with pictures. The use of examples were investigated in terms of presenting the word meanings by means of a single positive example, multiple positive examples and multiple positive & negative examples. Picture-drawings were used as material.

The study was conducted in a government school in Bursa, Turkey. The subjects were 4th grade students with beginner level of English. The subjects were divided into three groups; "the single positive example group", "the multiple positive example group" and "the multiple positive & negative example group".

The experiment consisted of three sessions; Teaching session (included presentation and practice of target items), immediate post test session (included a matching and a translation test) and delayed post test session (included a matching and a translation test.

When overall results of the groups were examined, it could be seen that "the multiple positive example group" was better for learning over "the single positive example group", demonstrating the hypothesis that more than one examples were better for learning a word. Moreover, "the multiple positive example group" did better than "the multiple positive & negative example group".The overall results of the experiment pointed out that cross-association among the word meanings affected the success of the subject groups.

KEY WORDS:
Word Meaning, Example, Positive Example, Negative Example, Picture Drawing

ACKNOWLEDGEMENTS

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CHAPTER 1: INTRODUCTION

1.0. Introduction

This study was conducted to investigate the use of examples while teaching L2 word meanings with pictures to young learners.

Although vocabulary is unarguably one of the most important componants of SLA, until the last decade, it has been somehow ignored by linguists and researchers. Fortunately, there has been an increasing interest for vocabulary acquisition in the last decades. The vital role of vocabulary in the comprehension and the production of L2 is well-known. Studies have shown that vocabulary is the best predictor of overall comprehension(Bransford and Johnson [1972], Sternberg and Powell [1983] and Sternberg [1987]).

Since young learners have limited attention to what is taught and tend to get bored and unmotivated more easily than adult learners, teachers always have to find a way to keep them motivated. Harmer (2001) says about the characteristics of young learners that, they have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. Although young learners have a larger capacity for learning a second language, finding suitable teaching methods is an important business for teachers. Young learners like learning while playing, exploring, singing or seeing.

Children have a larger capacity for visiual memory than adult learners.Thus, while teaching the word meanings in L2 to young learners, teachers should make use of visuals. Brown (1994) states that children are motivated by the use of visuals. He also states that, they help young learners to internalize concepts more easily. Chen and

Leung (1989 in Lotto&Groot, 1998), conducted a study about the vocabulary acquisition of young learners, and found that, children were faster in picture-naming in L2 than translating L1 words to L2. They assume that there are direct links between L2 lexical representations and the corresponding image representations and that, these links are exploited when pictures have to be named in L2. They called it "Picture Association Model". Some kind of visual information can be remembered better than verbal information (Levin, 1988). Levin also states that there is good evidence that humans can process information using mental imagery. Researches have shown that word frequency has also an effect on picture-naming. This may be due to the fact that retrieving names is faster for high-frequency words (Gregg,1976). Nonetheless, if a Picture represents a common object, access to its meaning will be faster than an uncommon object (Lotto and Groot, 1998). There have been some studies about the use of visual techniques in teaching/learning L2 word-meanings such as; "The Keyword Method" (developed by Atkinson in 1975), mnemonic techniques and mental imagery (Levin, 1971). Mental imagery has a long history in psychology as well.

There are various visuals such as flashcards, photographs, blackboard drawings, wallcharts, realia and some features of body, mime and gestures.Visuals are particularly suitable for teaching concrete items of vocabulary. Levin (1988) states that concrete words can elicit mental images (visual code), but abstract words seldom are conducive to visual coding, and consequently, they are processed only in the verbal modality. Among the visuals, language teachers make use of Picture cards commonly. Picture cards are advisable since they are a good way of presenting word meanings, they attract the students attention and words that are learnt by means of pictures will be stored in the visual memory and will be long-lasting aswell. Levin states that *a list of pictures is can be recalled better than a list of concrete words* (Levin,1988).

Thus, I decided to make use of pictures while presenting the target vocabulary items, that involve concrete nouns, in this study.

Learning word meaning in a second language is a hard task. There are various approaches and methods for teaching/learning word meaning , but there are not enough studies to identify which approach or method is the best for teaching/learning word meaning for young learners. Since the young learner's use of inferencing strategies and cognitive development is inadequate , direct learning might be the most convinient way to learn word meanings in L2 for young learners. "*Especially for high-frequency words, teachers should explain the meaning of words and, learners should do exercises, look up in dictionaries, and think about the meanings. After brief attention to spelling and pronunciation however, experience in meeting and producing the word form should be left to encounters in meaning focused use*" (Nation, 2001, p. 16).There is plenty of evidence that, for the simple word form-word meaning aspect of vocabulary learning, direct learning is an efficient and highly effective practice. Schmidt(1990,1994) argues that learners need to pay some degree of attention to language forms in order for acquisition to take place. Moreover, picture cards are widely used in direct learning. Lado, Baldwin and Lobo (1967) argue that, there is no better way than a presentation of both a written and spoken translation of a word accompanied by a corresponding picture. Ellis(1995), argues that grasping the meaning of a word requires conscius learning along with more in-depth techniques such as semantic mapping and imagery, which are mnemonic techniques related to explicit learning. According to Nation (1990), it is easier to infer the meaning of a noun, since learners focus more on nouns, because they are essential elements in messages and it is through nouns that the mnemonic technique of the key-word association is facilated. Besides, direct learning is a very useful complement to learning from context.

That's why I intended my subjects learn the target items directly. Studies have shown that direct learning is an efficient way of learning word meanings. "*It allows learners to process the vocabulary to make learning secure*"(Nation, 2001, p. 302).

One of the most important principles of teaching word meaning is making use of examples. According to Doff a good example should clearly show the meaning of the word to someone who does not know it already (Doff, 1988). We can distinguish

the concept of a word from particular uses of the word. For instance, if we want the learners to understand the concept of *person* we should show several examples of people helping them to see what the same in all these examples (Nation, 2001). There are several conditions which the establishment of concepts are learnt with the help of examples (Carroll, 1964).Teachers should present examples of a word to learners, including both positives and negatives, in order to enable their learners to understand the concepts better. "*These positive and negative examples need to be arranged in the best way for learning*" (Nation, 1990, p. 53). Giving examples while teaching the meaning helps the students to make more realistic inferences.

Nevertheless, although there have been various researches about teaching/ learning L2 word meaning as mentioned above, use of examples in teaching/ learning L2 word meaning has been neglected somehow. Unfortunately, there is little information about use of examples in teaching/ learning L2 word meaning, most of which is mentioned as a paragraph within the text of a research which was carried out about a different subject.

Therefore, the main purpose of this study was to measure the effectiveness of using examples in teaching L2 word meanings. Three different subject groups were arranged for this study; the single positive example group ,the multiple positive example group and the multiple positive & negative example group. Assuming that several examples of a word helps undertsanding the concept better, the results of the experiment is examined for each group in order to find out whether this assumption is true or false.

Teaching word meanings to learners is often a problem for most English teachers, especially for those who teach English to young learners at primary school age. Due to the limited teaching hours and heavy curriculum, language teachers, who work at government schools, usually ignore vocabulary teaching in the class-time and tend to give the target words as homework to be memorized and learnt. But this is not a suitable method for young learners. Even if they memorize new vocabulary items, they usually tend to forget the meanings easily in course of time.Thus, learners have

difficulty in expanding their vocabulary in L2. Young learners need effective and motivating vocabulary learning methods.

As a language teacher, I intended to carry out a study in my usual teaching hours that would investigate the effectiveness of the use of pictures and examples in teaching L2 word meanings to young learners.

CHAPTER 2: LITERATURE REVIEW

2.1. Teaching Vocabulary

Vocabulary can be defined as the words we teach in the foreign language.In other words it can be described as the word knowledge.

2.1.1. Approaches to Teaching Vocabulary

There have been many researches carried out about explicit / implicit learning so far. Thus, these terms will be explained in a detailed way below. The term "learning" is used throughout the explanations, but the same explanations can be said to be valid for the term "teaching" as well, since "teaching" and "learning" can be seen as the two sides of a coin, thus cannot be seperately studied.

Ellis (1995: 212) claims that implicit learning involves the recognition of forms and meanings wheras the explicit learning inolves conscious processes.

 "Explicit learning is more conscious. The learner makes and tests hypothesis in a search for structure" (Ellis,1994: 214). Explicit learning is strongly related with mental processing. What Ellis calls the "Mediational" aspect is the mapping or linking of knowledge of the word form to knowledge of the meaning of the word. When learners are involved in explicit learning, they search for the rules and then apply those rules consciously. On the other hand, learners learn through repetition subconsciously in implicit learning. Attention is an important factor for implicit learning.

The terms "learn" and "acquire" are strongly related with implicit and explicit learning. During implicit learning acquisition is developed subconsciously through comprehending input while communicating, whereas learning is developed consciously

through deliberate study of L2 during explicit learning (Ellis, 1997). Krashen argues that "learning" can never be converted into "acquisition". There are some psychologists who shares the same idea with Krashen, saying that learners can learn complex items only through acquisiton and can store them in the long-term memory. However, there are also some psychologists who are opposed to this idea, claiming that learning which has taken place only appears to be implicit, but in fact learners are aware of what they are learning (Ellis, 1997: 56).

According to Nation, priority should be given to high-frequency words. Words that represent unfamiliar concepts are more difficult to guess than words that represent known concepts (Nagy, Anderson and Herman, 1987). Also, Nation (2001, p. 255) claims that most second language learners know the words represeting known concepts. This is of course something that is strongly related with learners'level.

Studies have shown that direct learning is a highly efficient and effective practice, especially for learning form-meaning relations of words.

A number of studies carried out in recent years revealed that learning L2 is not an incidental process. Schmidt points out to "noticing" saying that noticing provides the necessary conditions for input to turn into intake.

The values of direct (explicit) learning of vocabulary are:

1)   it is efficient in terms of return for time and effort,

2)   it allows learners to consciously focus on an aspect of word knowledge that is not easily gained in a context or dictionary use and

3)   it allows learners to process the vocabulary to make learning secure.   (Nation, 2001, p. 302)

Nevertheless, there are some critisms about direct learning which advocate that, direct learning decontextualizes a word, makes it harder to retrieve and prevents the learner from using the word as a part of the language. Judd (1978: 73) comments that words taught in isolated forms are not good for recalling. Laufer and Schmidt (1997) also claims that presenting a word in a context helps form-meaning association, whereas there are studies claiming that contextual setting is not vital for form-meaning relation.

But Ellis (1997) claims that this is a matter of "item" learning and "system" learning. In other words, direct learning may be effective while teaching items, but it may not be a good choice while learning complex language systems.

2.1.2. Aspects of Knowing a Word

There are many aspects of knowing a word. Knowing these aspects of a word helps a learner to use it receptively and productively in L2 communication. What it means to know a word for a learner is to know its;

1) Form
2) Meaning (concept and referants)
3) Word parts
4) Word family
5) Associations
6) Grammatical functions
7) Collocations
8) Constraints on use

(Nation, 2001, p. 33)

Of course, knowing all these aspects of a word will take time for a learner. For instance, as for the young learners with a low-level of proficiency, the main concern is to teach the meaning and the form of a new word . Teaching a word's pragmatic aspects will not be meaningful for such learners at that stage.

2.1.3. Presenting Word Meaning

Teaching of meaning is a "communicative process". In this process, teacher acts as "the information source" by changing the meaning that is in his/her mind into something that can be perceived by learners. The information is delivered to learners from teacher by means of "the transmitter" (the techniques and the materials used) and by this way "communication" occurs. And this communication results in "learning". The meaning of a word, "information" in other words, can be perceived by someone else only if it is encoded. Nevertheless, the encoding usually results in something not exactly the same as the meaning. For instance; our idea of a chair and a real chair are not the same. The word "translation" is also used instead of "encoding". We can translate the idea of a chair in many ways. We can translate it by using gestures , a drawing, a photograph, a description in English, or a translation into the mother tongue , and so on.

While presenting the word meanings, the order of words, if there is a group of them, should be determined beforehand.More complex words should be taught earlier, since the level of learning capacity will decrease with each new word.

Before presenting the meaning of a word, there are some points to be considered, such as;

1) the importance of the word, and the extent to which the learners need it in their vocabulary.

2) how to present it.

3) the learners' age, interest, and sophistication.

4) the need for variety in presentation.

(Nation, 2001, p. 302)

2.1.3.1. Principles of Presenting Word Meaning

Tiryakioğlu (2006) mentioned a number of principles of teaching word meaning in her study.Those principles and some more are listed below:

1) *Connecting Form and Meaning*; learners should be able to build form-meaning relationships. Knowing only the form or the meaning of a word is inadequate. For example a learner of English might be aware of the form *brunch*. The learners might also know that there is a concept for a single meal which take the place of breakfast and lunch. But the learners should also be able to unite these two information in order to say that they "know" the word *brunch*. The strength of form-meaning connection will determine the learner's receptive recognition or production. Baddeley (1990) suggests that each successful retrieval of the form or meaning strengthens the link between the two.

There are some important points about form-meaning connection;

a) Form-meaning connection is easier if roughly the same form in the first language relates to roughly the same meaning.
b) Another way of making the form-meaning connection easier is to put a first language link between the second language word form and the meaning. This is the basis of the keyword technique.
c) The form-meaning connection is easier to make if the sound or shape of the word form has a clear connection to the meaning   (Nation, 2001, p. 47-48)

Focusing on only form or meaning of a word is not enough. Form-meaning association should not be neglected. Practice and repitition activites should be arranged so that form-meaning association of a target word can be learnt.

2) *Repetition;* is another principle of teaching word meaning. Bloom and Shuell (1981 in Nation 2001) and Dempster (1987 in Nation 2001) discuss "spaced repetition". They

define spaced repetition which is done at larger intervals as secure learning. By this way, repetition leads to better recognition of words. Anderson and Jordan (1928 in Nation 2001) investigated retention of vocabulary over time. They measured the percentage of recall as 66 % after one week. It was found to be 37 % after eight weeks. According to the results of this study, since the retention of words decreases in course of time, it would be advisable to make repititons in order to prevent it as much as possible Cross (1991) offers a vocabulary revision at the begining or at the end of the week for a better retention of words.Choral repititions are promoted by him as well and seen as a part of presentation. Tinkham (1993) also favours repititions (Tiryakioğlu, 2006).

To sum up, it can be said that repetitions are vital for learning word meanings. Necessary attention should be paid to repetiton for effective teaching and "spaced repetition" activities should be arranged as well as "massed repitition" activities.

3) *Dual encoding*; is another principle. "Dual encoding" means; the use of two techniques in learning one item. It is usually best to combine two or more types of definition. (Nation, 2001, p. 85). The more techniques are used while presenting a word meaning, there is the more chance of retention of the meaning. For instance; a definition by abstraction combined with contextual examples would be easier for the students to understand.

4) *Avoiding cross-association;* is one of the other principles of teaching word meaning. Words that are formally similar to each other, or that belong to the same lexical set, or which are near synonyms, opposites or free associates should not be learnt together (Higa,1963; Tinkham 1993 and 1997; Waring 1997b; Nation,2000a). *"Similarities between words make learning easier. However, they may make it more dificult also if they are presented at the same time. Teaching related words together, makes them twice difficult to learn"* (Tiryakioğlu,2006). The mental lexicon is seen as a complex network with words linked together not only by semantic similarities, but also by their

phonological and syntactic properties (Mitchell and Myles, 1998: 97). "Cross-association" can be named as "cross-referencing" aswell.One way to avoid cross-referencing is to use different visual techniques to present two similar items (Nation 1990).

For instance, if the following words -*table, chair, cupboard, sofa*- are taught as a set at one time there will be a risk of cross-association. Since these target words belong to the same word category –noun- , and their meanings are quite related since they are hyponyms, if there is not enough form-meaning association, learners will probably tend to mix up the forms and the meanings of the target words. As a result the word *sofa* can be retained as the meaning of *chair*.

As mentioned before, form-meaning association should be strengthened after teaching the for m and the meaning of a target word.

5) *Examplification*; The concept of a word can be differenciated from particular uses of the word. In other words, if the learners should understand the concept of a word, several examples of that word will help them to see what is the same in all these examples. There are several conditions which the establishment of concepts are learnt with the help of examples (Carroll, 1964). Positive examples display the actual concept, whereas negative examples display things, people, or objects which are not the examples for the given concept.

For instance, in order to present the meaning of the word *city*, both postivite and negative examples are arranged. The first positive example is given as *"İstanbul is a city"* to help the learners infer the meaning of the word *city*. Another positive example is "*Ankara is a city"*. As for the negative example *"Türkiye is not a city"* will help the learner to see how the word *city* is used and will help them to restrict the use of this word.

Positive examples have to be presented initially before negative examples. These positive and negative example need to be arranged in the best way for learning.

Giving examples helps the students to make more realistic inferences.The important points to get from the examples are these:

a) An example of the meaning of a word is different from the concept of a word. To find the concept we must see several examples.

b) In order to know the boundary of a concept we should see several positive examples and some negative examples. It is useful to have both positive and negative examples, but it is best to have more positive examples_than negative examples (Carroll, 1964, p. 190).

Concepts can be learned inductively or deductively. We can help our learners to grasp the concept by means of dual-encoding by giving multiple examples of that concept including both positive and negative ones. So learners will be given the opportunity to restrict the meaning of a word by the help of non-examples

6) *Checking the comprehension*; we can test understanding of concepts in the following ways;

a)   We can present the learners with several examples, and we can see if they can tell which are examples of the concept (positive examples) and which are not (negative examples).

b)   We can ask the learners to describe the important features that make up the concept.

c)   We can ask learners to translate the English word into the mother tongue. (Nation, 2001)

2.1.3.2. Techniques Used in (Encoding) Teaching of Meaning

The meaning of words can be communicated or taught in many different ways. Gairns and Redman (1986) identify techniques used to teach word meaning in three different categories

a) The first category which Gairns and Redman (1986) offer is visual techniques. Visual techniques involve visuals such as flashcards, photographs, blackboard drawings, wallcharts, realia and some features of body, namely mime and gesture. Visuals are particularly suitable for teaching concrete items of vocabulary such as food and certain areas of vocabulary such as professions. Mime and gesture are also used to supplement other ways of conveying meaning. For instance, the meaning of the verb "swerve" can best be displayed by using mimes and gestures together with actions.

b) The second category discusses verbal techniques.

c) The last category made by Gairns and Redman (1986) includes translation technique.

Harmer (2001) mentions that varios techniques can be used in conveying the word meaning.It can be demonstrated by offering the students a situation which shows the language in action and then modelling the language ourselves-which relates to the first category of Gairns and Redman (1986). We can also use pictures or various items of realia to demonstrate meaning- it also relates to the first category of Gairns and Redman (1986). Moreover, the language can be used in a textual context which clearly shows what it means –which relates to the second category of Gairns and Redman (1986).

2.1.3.2.1. Visual Techniques

Visual techniques include using demonstration or pictures. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of

vocabulary. Visuals are extensively used for conveying meaning. Doff (1988) claims that visuals provide learners something to look and keep their attention making the class more interesting.Showing visuals focuses attention on meaning and helps to make the language used in the class more real and alive. Visuals can be listed as the following:

1) Using an object
2) Using a cut-out figure
3) Using gesture and mime
4) Performing an action
5) Photographs
6) Backboard drawings or diagrams
7) Pictures from boks

Visuals are widely used for arranging activities for student interacion and often lend themselves easily to practice activities involving student interaction."Realia" means real things such as balls, tables, and puddles that cannot be easily be brought or created in the classroom environment. When we define words by "demonstration", we try to show their meaning without using other words; we point to things. This kind of definition is associated with what is often called the "direct method." In "direct method"; we can draw on the blackboard, use simple pictures or do simple actions in order to present the meaning. *"We can also use the term "ostensive" at this point" (*Tiryakioğlu,2006). For many words this kind of definition is quite unsuitable (e.g., *expect, a purpose),* and some words which can be demonstrated cannot be defined by demonstration alone, since a definition by demonstration alone is likely to cause misunderstanding. So, it is better to use more than one kind of definition. For instance, while teaching a target word, after demonstration, explanation by using sentence context will be more effective.

Among the visual materials for vocabulary teaching the use of picture drawings and photographs are the most common techniques as many researchers have suggested. According to Gairns & Redman (1986), the use of picture drawings have an advantage

over other visual techniques. For instance, a teacher can prepare his/her picture cards before the class in order to save from the teaching time and prepare the picture cards' size as she/he wishes in order to make them noticable by all the students in the class. The teacher may highlight the points that matches her/his objectives to make the meaning more clear and help the students to infer the correct meaning more easily.Less ambiguous materials can facilitate the learning of vocabulary items and make the presentation manageable for teachers. And, for young learners, the content of the drawing should not be overloaded with distracting and confusing details. Learners around this age sometimes tend to pay specific attention to small details and thus are unable to see overall.For all these reasons, it is reasonable to prepare picture drawings according to their needs rather than using photographs (Tiryakioğlu, 2006).

Learning the meaning from word cards or Picture cards calls for analytical ability. While linking the word form to the meaning, learners focus on the underlying concept of a word and make an analysis. *"Linking knowledge of word forms to meaning, however, is a strongly explicit process which benefits from the use of memory tricks, thoughtful processing, deliberate analysis and elaboration, and conscious connections to previous knowledge"* (Nation, 2001, p. 310).

There are three aspects of intelligence;
-analytical
-creative
-practical

(R. J. Sternberg, 2007)

Nevertheless, according to Piaget, logical thinking can become autonomous only after the age of 7 or 8 and this development coincides with that by which the child becomes aware of his /her thought process. This is because, due to the universal law of mental development, initially, a child is able to give casual explanations and after that he/she will move to the stage of making logical demonstrations (B. Inholder& J. Piaget, 1999, p.24, p. 32).

Chappelle&Green (1992) equate strategic competence with fluid ability, which they call "General Analytic Ability" in their proposed model of aptitude Chappelle& Green (1992, in P. Robinson, 2002).

The importance of a learner's language analytic ability in predicting success in L2 learning was established by a research carried out in audio-lingual or grammar-translation classrooms (Carroll, 1962). Today it is well-known that analytical ability is a good predictor of success (Ehrman & Oxford,1995).

Pictures are used for presenting objects which are not easily carried or are unavailable.Pictures can only be used to present nouns, adjectives, or verbs.

Here are a few simple principles to bear in mind in the preparation of picture drawings:

a) To direct attention to something and make it more recognisable, particularly if it is small within a picture, for example, one person giving another a present, people are better drawn in black line and the present in a color.

b) For the presentation of some words there needs to be a context which help viewers elicit the meaning of the target word.

c) If you want to draw real objects such as animals and people, there are two things to consider; first the proportions of the basic shape and secondly the angles of the edges of the shape.

d) Avoid all perspective drawing if it is possible. It is better to draw buildings and similar objects face-on rather than going away.

e) When an object which is "flat on" is drawn without perspective, it is necessary to decide which view to take. Some objects are easier to recognise from the front, some from the side.   Wright (1994 in Tiryakioğlu, 2006)

Presentation of pictures need to be made in a procedure that involve several stages.

a) the sound and the meaning

b) repetition

c) written form

d) illustrative sentence.

Cross (1991 in Tiyakioğlu, 2006)

"The last point to consider while using these visual resources is that there need to be multiple examples containing positive and negatives in order to teach just one word. Learners should see what a word refers to and does not refer to at the same time". (Tiyakioğlu, 2006)

2.1.3.2.2. Verbal Techniques

Nation (1990, p. 58-61) identifies verbal techniques as;

1)   *Analytical definition*: For this kind of definition, we break the words into its parts and elements in order to understand its meaning more clearly. Since we analyze the concept by abstacting –seperating out in other words- we can also call these definitions as *"definitions by abstraction"*. It is often better to give several examples for this technique so that the learners can understand the definition better.

2)   *Putting the new word in a defining context: A contextual definition does not directly explain the meaning of a word but encourages learners to make an effort and find out the meaning by seeing how the word is used and with what other words it is associated.*

3)   *Translating into another language:* This kind of definition may be used to save time, if the concepts in English and the learners' mother tongue are the same.But there are some disadvanges of this technique aswell; First, there is usually no exact correspondance between one language and another. Secondly, translaton into the mother

tongue is indirect. Lastly, the use of the mother tongue is time consuming. This time would better be spent in using English. Nevertheless, the teacher can ask the learners to respond by using translation to see if they have understood something which was presented in another way. Except where the teacher provides a multiple-choice list of definitions or pictures, there is not really any other way in which the learners can respond freely, quickly, and easily to show they have understood something.

2.1.3.3. Retention of Meaning

There are two types of memory, which are short term memory and long term memory. Short term memory's capacity is limited and therefor can not store information. Learnt input is stored in the long term memory and recalled whenever necessary. Teachers' aim is to enable learners to transport the input to the long term memory to be long-lasting.

Holding the learners' attention is an important point if the teacher wants his/her learners to remember the word form and its meaning. Mitchell and Myles (1998) argue that the degree of attention is important if we want the L2 input to turn into L2 intake for our learners.

Attention-drawing can be done in the following ways:

1)   Drawing attention to the word by pretesting, preteaching, seeing a list before reading

2)   Highlighting (colour, bold, italics) in the text, having a list while reading

3)   Providing access to the meaning, glossing, teacher defining through preteaching, teacher defining while listening to the text, hyper text look up, dictionary look up

4)   Motivating attention to the word, warning of a test, providing follow-up exercises, noting contexts while reading

If a vocabulary item is presented in a meaningful context, it will be more long-lasting in the memory than an item presented in a decontextualized and isolated way.Nation (2001, p. 305) argues that presenting the words by the help of picture cards could improve the memory.

Repetition also plays an important role for retention. If the vocabulary items are repeated after they have been presented, their chance of being stored in the long-term memory increases.

Visual memory is another key-point for the retention of word meanings. Underwood (1989) emphasizes that when words are associated with images, they are easily remembered. Since young learners have larger capacity for visual memory, teachers should make use of this rich resource.

2.1.4. Characteristics of Young Learners

Some charactersitics of young learners are listed by Harmer (2001, p. 38) as the following;

a)	They respond to meaning even if they do not understand individual words.

b)	Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

c)	They generally display an enthusiasm for learning and a curiosity about the world around them.

d)	They have a need for individual attention and approval from the teacher.

e)	They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

f)	They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Brown (1994)　states that children are motivated by the use of visuals. Its advantage can be explained as; using nonverbal language by means of facial features, gestures, and mimes makes learners attend very sensitively. He also states that, they help young learners to internalize concepts more easily. But it should be kept in mind that when the students are a group of young learners, the content of the drawing should not be overloaded with distracting and confusing details. Learners around this age sometimes tend to pay specific attention to small details and thus are unable to see overall picture. The use of colorful lines even in stick figures are excessively appealing to young learners and express feelings. He brings the issue of attention span which is one of the most cruical differences between young learners and adults. Since visual techniques let teachers make their vocabulary presentation more enjoyable and interesting for young learners, this may lenghten the time children focus on learning (Tiryakioğlu, 2006).

The issue of choosing the vocabulary items to be learnt by young learners is a serious job. There are some important points to take into consideration such as frequency, range, word category of that item. In a language some words are more useful than others and one can often come across these words in everyday language. Such words are called "High-frequency words". According to Nation (2001, p. 16), the high frequency words of a language are so important that teachers would not hesitate spending time on them and that anything that teachers and learners would do to learn them is worth doing. Groot (1998)　conducted a study about effects of learning method and word-type in acquisition of words in L2. She found that high-frequency words are learnt more easily than low-frequency words. Numerous studies have shown that word retrieval and lexical access is faster for high-frequency words than low-frequency words (Balota and Chombley 1984, 1985).Gairns and Redman (1986) claim that concrete nouns tend to be learnt prior to the abstract nouns. Thus, children need to enlarge their vocabulary size by focusing on high frequency words which are made of concrete items mostly.

This study was designed to answer the following research questions;

1. Which group understood the concept better?

2. Which group learnt the target words more successfully immediately after the teaching session?

3. Which group retained the words better one week later?

CHAPTER 3: METHODOLOGY

3.1. Participants

This study was conducted in a government school, in Bursa,Turkey. The participants of the study are 4th grade students of that school , who have been learning English as a foreign language. They began taking English classes at the begining of this year for the first time in their lives, which means that they have no previous knowledge of English. Thus, their level of English is starter. They take English classes four sessions a week.Each session of English lasts for 40 minutes. The students are mixed groups of boys and girls. Their age range is between 9-10.

This study was applied to three different groups. There were three classes within the 4th grades, which were; 4/A ,4/B and 4/C. All three groups were used in this study. The groups were named after the experimental condition they are assigned to. The first group was named "Single Positive Example", the second group was given "Multiple Positive Examples", while the third group was presented "Multiple Positive &Multiple Negative Examples" during the teaching of vocabulary. By this way, the groups were intact.

The total number of students, that the experiment was initially applied to, was 91. The results of 7 students were excluded from this study due to the fact that they were slow-learners who had serious concentration and learning problems. These students have lack of sensation ability and are facing difficulties with reading and writing and some of them are attending to the sessions of "The School Guidiance Service". The results of these students were excluded from this study in order to control the "inteligence variable", since the difference in the results of the groups should be related with the pictures, not with the intelligence. Besides, although the students who had been absent during the teaching session were given the Delayed Post Tests, their results were excluded since those students' answers could affect the results

of the study. Thus, the total number of students, that the experiment was applied to was 84. 39 of the students were girls, while 45 of them were boys.

In order to control for the academic success levels of the three groups, their 3rd grade marks were taken into consideration. The range of the marks were between 0-5, which means that the highest mark was 5, whereas the lowest mark was 0. Table 3.1. shows teachers' overall evaluation of the learners. The results of "Standart Deviation" and "Mean Number" of each class is shown in the table.

Table 3.1. Teachers' overall evaluation of the learners

	4/A N:	4/B N:	4/C N:
M	4,78	4,78	3,77
SD	0,39	0,33	0,80

One-way ANOVA indicated a significiant difference of success between the three groups (F.05 (2,85) = 27,65 ,p. < 000).

Thus, in order to find out among which groups the difference occured, Tuckey HSD multiple comparisons was applied. "Tuckey HSD Multiple Comparisons" indicated that 4/C had a significantly lower level of success than 4/A and 4/B in terms of marks. In fact, the researcher had wanted the results to be similar to each other. A significant difference in the success levels of the groups was not desirable for the researcher, since she wanted to control the academic ability variable.

But these results may not be reliable enough, since the students did not have any written or oral examinations in the 1st, 2nd and 3th grades.Their marks were given by a single teacher who was their own classroom teacher according to his/her own observations and thoughts about the students.Thus, these marks are highly likely to be subjective. Also,the students had no English classes up to the 4th grade.Their marks did

not tell us much about their level of success in terms of English. Thus, the marks tended to be highly subjective and were not reliable enough for a scientific study.

In order to get more reliable results , an English quiz was applied to all of the groups. An English quiz was more relevant than the overall grades of recent years for this study. The reason is this; the English quiz is arranged in the target language and thus gives us more reliable results about the subject students' level of proficiency. The English quiz aims at measuring the subjects' success level of learning English, wheras the overall grades measure the level of overall learning of the subjects by taking into account all their lessons. Since this study is designed for learning an aspect of the target language, it is much more convinient to measure the success level of the target language directly and to prevent contaminating the results. Again the same students' quiz results ,who were mentioned above, were excluded in order to control for the "inteligence variable".The quiz questions were chosen from the topics and vocabulary that the students were already familiar with from the previous sessions.The quiz consisted of three parts.In the first part, the vocabulary items included some of the classroom objects such as "bag,ruler,sharpener,table,board" , and the students were asked to match the names with the pictures. In the second part , the students were asked five "complete the dialouge" questions about introducing oneself and greeting. In the last part, the students were asked ten words which they were familiar with ,and were asked to write their translations. Each item was 5 points and the total score was 100 points.

In Table 3.2. the results of English quiz is explained in detail. "Standart Deviation" and "Mean Number" is given for the results of each class.

Table 3.2. Results of the English Quiz

	4/A N:	4/B N:	4/C N:
M	66,86	65,29	65,48
SD	21,56	24,33	24,69

According to the results of One-way ANOVA, there was no significant difference among the three groups (F.05 (2,85) = .051 , p. < .950).

The difference in quiz scores among the three groups was not statically significant at the ".05" level , thus there was no need to apply Tuckey HSD to the scores.

As a result, no significant difference was found among the three groups in terms of their level of English,and it was detected that all of the three groups were convinient for the implementation of this experiment .

3.2. Materials

The materials used in this study were 25 picture drawings to teach the target words and two different tests, which are translation and matching tests, to measure learning of these words.

3.2.1. Pictures

For this experiment, 25 pictures were used. 15 of them were pictures of positive examples, and 10 of them were negatives. Some of the pictures were the same pictures that Mine Tiryakioğlu had used in her study titled; "Development of Resource Material for Teaching English Vocabulary". The same pictures were chosen on purpose, since the picture drawings in her study were tested for effectiveness in teaching vocabulary to primary-school students. Most of the pictures she used, appeared to be effective in vocabulary teaching. Besides, not every picture, but only the pictures of the words that were beyond the success cut-point (70 %) in the study of Mine Tiryakioğlu, were chosen to be used in this study. Thus, the pictures used in this study were the most effective ones.

It was mentioned in Tiryakoğlu (2006) that 18 target words were taught in the study and that they were selected from the General Service List (West), which includes the most frequent 2000 words in English . It was explained in the study that the students were given matching and translation tests after the experiment session. It was also mentioned in the study that the success cut-point was predetermined as 70%. The following table summarizes the results of the study in percentages for each word..

Table 3.3. Results of the study by Mine Tiryakioğlu (2003) in percentages of learner success for each word

Word	The Percentage Of Matching Test	The Percentage Of Translation Test
City	93,3 %	87 %
Patient	86,6 %	86,6 %
Language	100 %	70 %
Building	**100 %**	**84 %**
Century	97 %	76,4 %
Price	97 %	67,6 %
Voice	100 %	85,2 %
Idea	91,1 %	67,6 %
Subject	97,1 %	74,2 %
Term	85.7 %	65,7 %
Result	94,2 %	80 %
Side	85,7 %	48,5 %
Life	82,8 %	65,7 %
Body	100 %	76,6 %
Hour	100 %	86,6 %
Ground	90 %	83,3 %
Road	96,6 %	93,3 %
Health	93,3 %	33,3 %
Average	**94,39 %**	**73,98 %**

The words that were used in this study were chosen among the words in this table whose percentages of success were beyond the cut-point 70% in both of the matching and the translation tests.

All of the target words were among the "Noun" word category. And only the basic meanings of the words were taught. Four of the words ; "Body", "Building", "Ground" and "Road" were "Concrete Nouns" , while one of them, "Hour", was an "Abstract Noun". The intention while choosing most of the target words from the "Concrete Noun" category was that, due to their age, it was easier for the subjects to understand concrete nouns than abstract nouns.As mentioned before,students'age range is between 9-10 and concrete nouns would be more relevant to their cognitive level. Also, during definition, it is easier to present concrete words in Picture contexts.

Some modifications were made, since the number of the positive and the negative examples were not fixed in Tiryakoğlu's study and sometimes positive and negative examples were combined together in the same picture. Thus, some of the pictures were re-drawn and some were ommited and completely new pictures were drawn instead. In this study, for each target word ,there were 5 pictures ; 3 of them were positive examples while 2 of them were negatives, and this was fixed for each target word.

The first target word of this study was "Body". Three positive examples were used for the presentation of the word. In figure 3.1. the positive examples are shown. In the first picture, there is a picture of a human body ,which was also used as the picture card for the "single positive example group". In the second picture there is a picture of a shark body and in the third picture there is a picture of a rabbit body. The second and the third pictures were presented to the students so that they could be able to generalize the word "body" and could understand that the word "body" can be used not only for e humans, but also for other living creatures. All these three pictures were taken from Tiryakioğlu (2006).

Figure 3.1. Positive examples for "Body"

In figure 3.2. the two negative examples for the word "Body" are shown. In the first negative example there is a picture of a skeleton, which would help the students to see that only the bones cannot form the body and that there should be all the organs and flesh as well. For the second negative example of the word "Body" in Mine Tiryakioğlu's study, the picture, which had been in the form of a girl's portrait , was re-drawn and modified, and this time only her head was drawn, so that the students would identifiy more easily, that it is an organ or a part of the body, not the half of the whole, which would help the students to see that only one part cannot be accepted as "Body" and that the union of the whole parts can be called as "Body".

Figure 3.2. Negative examples for "Body"

The second target word of this study was "Building". Three positive examples were used for the presenation of the word. In figure 3.3. the positive examples are

shown. All these three pictures were taken from Tiryakioğlu (2006). In the first example there is a picture of a house, in the second example there is a picture of an apartment, which was also used as the picture card for the "single positive example group," and in the third example there is a picture of a factory.These examples were used in this study so that the students could see the different forms of buildings and that they would not equate building with house only.
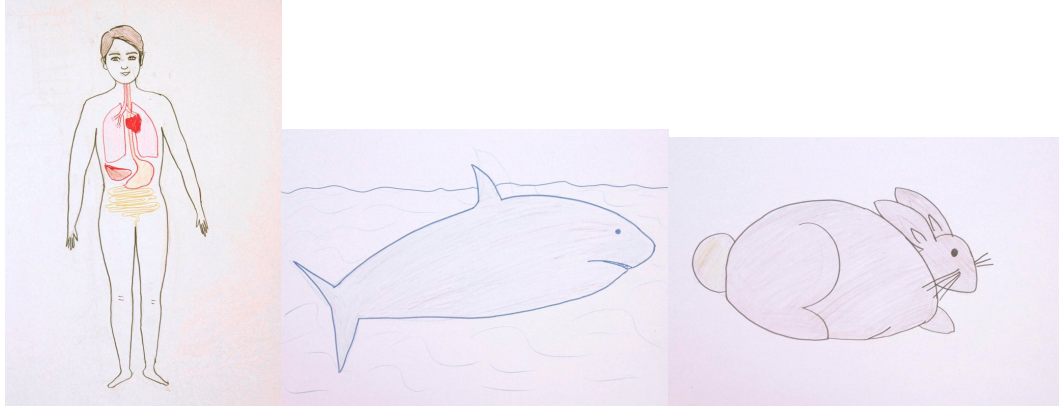

Figure 3.3. Positive examples for "Building"

In figure 3.4. the two negative examples for the word "Building" are shown. In the first negative example there is a picture of a bridge. The focus of attention was prominent in the drawings like the bridge, and the contextual details were less significant. In this particular example, the bridge was drawn bigger than the fisherman or the boat (Tiryakioğlu, 2006). In the second negative example, there is a picture of a tent ,which was intended to help the students see that a building should be consisted of materials such as concrete and must be permanenet. These examples point out that not all constructions made of concrete or people live in are buildings.

Figure 3.4. Negative examples for "Building"

The third target word of this study was "Hour". Three positive examples were used for the presentation of the word. In figure 3.5. the positive examples are shown. The first and the second pictures were taken from Tiryakioğlu (2006) as the same, but some modifications were made on the third picture. In Tiryakioğlu's study, for the word "Hour" , both the positive and the negative examples were represented in one picture (Figure 4.60). In this study, the same picture was drawn twice,and the positive and the negative examples were indicated and shown seperately so that the students wouldn't be mixed up. The first picture was used as the picture card for the "single positive example group"
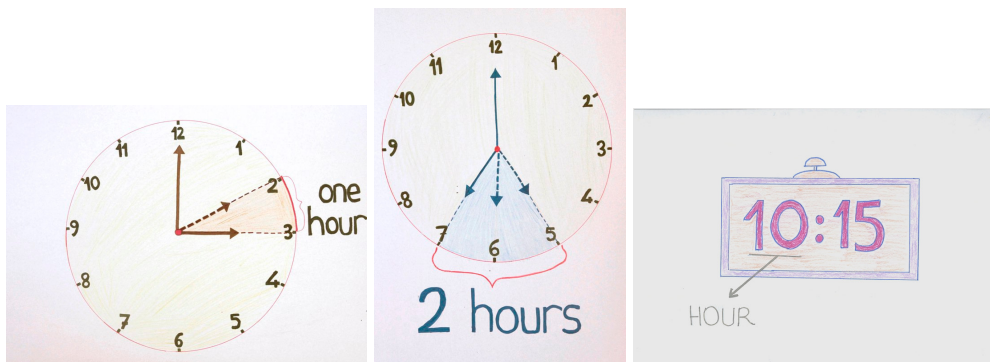
Figure 3.5. Positive examples for "Hour"

In figure 3.6. the two negative examples for the word "Hour" are shown. Minutes were indicated for both classical and digital clocks.
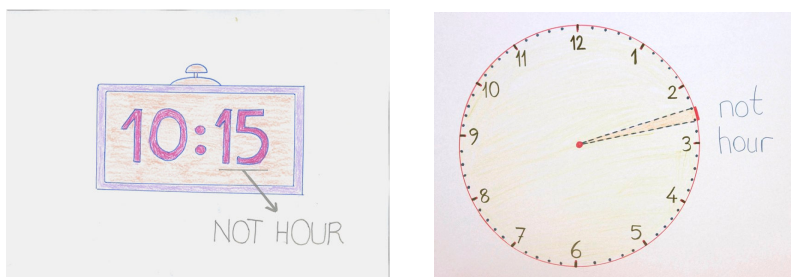
Figure 3.6. Negative examples for "Hour"

The fourth target word of this study was "Ground". In figure 3.7. The positive examples are shown. For the word "Ground" , the first positive example of Mine Tiryakioğlu's study was re-drawn and modified.The flowers on the window were omitted,so that the students wouldn't be confused when it was announced that "There are some flowers on the ground." Also,more and bigger flowers were drawn and they were highlighted with bright colours in order to attract the students' attention. The second picture was used as the picture card for the "single positive example group". For the third positive example of the word "Ground" , a completely new picture ,that showed a tree and its apples on the ground , was drawn.

Figure 3.7. Positive examples for "Ground"

In figure 3.8. the two negative examples for the word "Ground" are shown. In Mine Tiryakioğlu's study, in the fourth positive example picture for word "Ground" , there were two cats,one of which was on the ground and the other on the tree. So,it can be said that,both the positive and the negative examples for the word were embedded in one picture. For this study, the picture was re-drawn and the cat figure on the ground was ommited in order to create the second negative example.

Figure 3.8. Negative examples for "Ground"

The fifth and the last target word of this study was "Road". Three positive examples were used for the presentation of the word. In figure 3.9. the positive examples are shown. The first and the second pictures were taken from Tiryakioğlu (2006) as the same, but the third positive example in Tiryakioğlu's study was re-drawn and was modified according to the school surrounding of the students that are subject to this study, so that they can understand the meaning of the word more easily. The second picture was used as the picture card for the "single positive example group"
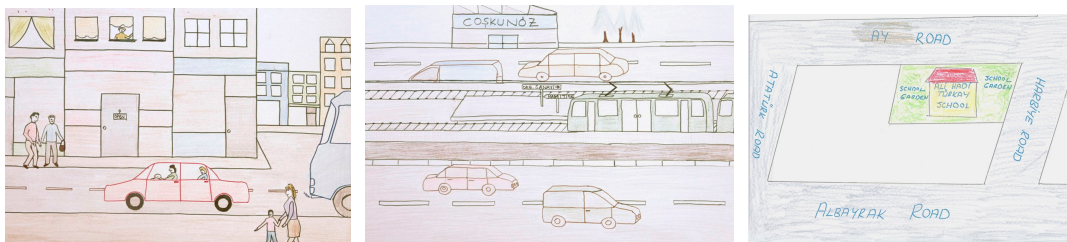
Figure 3.9. Positive examples for "Road"

In figure 3.10. the two negative examples for the word "Road" are shown. The first negative example for the word "Road" was re-drawn and the valley was highlighed, so that the students could understand more easily what was being indicated as the negative example.

Figure 3.10. Negative examples for "Road"

The dimensions of the picture drawings were A3 size cards.These dimensions were found ideal for this study, so that every student, even the ones at the back seats, could see the pictures easily. All of the pictures were drawings. They were not photographs or printings. Besides, all the pictures were coloured and brighter colours were used to highlight the key-points and to attract the students' attention. The students showed a great interest in the pictures, because they were not flashcards or photographs as the students had been used to. The fact that the pictures were drawn and coloured by their own teacher made them happy and they were much more interested.

In order to display the drawings in electronic version and thus in the thesis, their photographs were taken by a professional photographer and these photographs were transferred into the computer and arranged in terms of colour and size.

While identifying the meaning in the pictures, extra details were given as well.For instance, in the third positive example of the word "Road", not only the road pictures were drawn, but also the roads around the students' own school were indicated with their names. So, it can be said that all of the pictures had a meaningful context in order to enable the learners' more easy and correct understanding.

3.2.2. Tests

Two different kinds of tests were used in this study; "Matching" and "Translation" tests. Both tests were called "receptive", since there is movement from

"Form" to the "Meaning" in these tests. In other words, the subjects see the form of the target words on the test papers first, and then they try to identify their meanings. Students had already been given the target words in English in their test papers, and what they should do was to indicate their meanings. According to Nation (2001) if the learning and testing are in the same direction, the results will be more successful.In other words, if there is receptive learning ,the tests should measure the receptive knowledge, whereas the tests should measure the productive knowledge if the learning is productive. Thus, taking this issue into consideration,in this study, the tests were designed to measure receptive knowledge, since the learning during the experiment session was receptive. Moreover, the subjects of this study were young learners with a low-level of proficiency and it is easier to recall a meaning of a given form than it is to recall a word form for a given meaning (Nation,2001, p. 306).
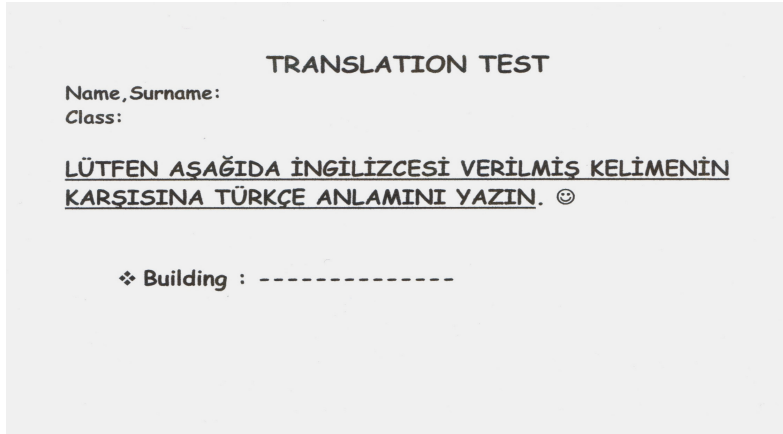
Both matching and translation tests were designed to measure the form and meaning aspects of the target words. There were some criteria to bear in mind in order to enable validity while preparing the tests. These were;

1) Can the learner recognize the written form of the word?
2) Can the learner spell and write the word?
3) Can the learner recall the appropriate meaning for this word form? (Nation,2001, p. 347)

3.2.2.1. Translation Tests

For the "Immediate Post Test Session", the aim of the translation test was to check the understanding of the concepts.In the "Immediate Post Test Session", there were 5 different translation test papers and each of them had one vocabulary item. In other words, the items of the translation test to be used in the "Immediate Post Test Session" were seperated. After the presentation of each target word, the test paper for that word was handed out the students, and the students were asked to write the translation of the target word in their native language in order to avoid

"Crossassociation". In Figure 3.11. "Translation Test Paper" sample used in the "Immediate Post Test Session" is shown.

TRANSLATION TEST
Name,Surname:
Class:

LÜTFEN AŞAĞIDA İNGİLİZCESİ VERİLMİŞ KELİMENİN KARŞISINA TÜRKÇE ANLAMINI YAZIN. ☺

❖ Building : - - - - - - - - - - - - - -

Figure 3.11. "Translation Test Paper" sample used in the "Immediate Post Test Session"

For the "Delayed Post Test Session"; the translation tests was designed to measure receptive recall. "Recall" is used since the form of the target words were given but the meanings were not present on the test papers. Thus, the translation test required students to recall the meanings of the target words and to translate the words from English into their native language.

In the "Delayed Post Test Session", the translation test included the five vocabulary items that were taught in the experiment session ; body ,building ,hour, ground and road aswell. The tests included an instruction in the students' native language at the beginning. Then the words that were mentioned above were listed , and the students were asked to write their translations in their native language next to each word. Figure 3.12. displays the "Translation Test Paper" used in the "Delayed Post Test Session".

```
                    TRANSLATION TEST
Name, Surname:
Class:


LÜTFEN AŞAĞIDA İNGİLİZCELERİ VERİLMİŞ
KELİMELERİN KARŞILARINA TÜRKÇE
ANLAMLARINI YAZIN. ☺



1. Building : --------------

2. Body : --------------

3. Hour : -------------

4. Ground : -------------

5. Road : ---------------
```

Figure 3.12. "Translation Test Paper" used in the "Delayed Post Test Session"

3.2.2.2. Matching Tests

For the "Immediate Post Test Session", the aim of the matching test was to check the comprehnsion of the forms, meanings and the form-meaning associations of the target words. The matching tests included the five vocabulary items that were taught in the experiment session ; body ,building ,hour, ground and road. The tests included an instruction in the students' native language at the begining. Then the words that were mentioned above were listed on the left side of the paper ,and the students were asked to match the words with the small pictures on the right side of the paper.The small pictures were the smaller copies of the pictures that had been used during the experiment session for the "Single Positive Example Group" in order to avoid injustice among the subject groups. Thus, all learners had been taught with these pictures. Figure 3.13. shows a sample of the "Matching Test Paper".
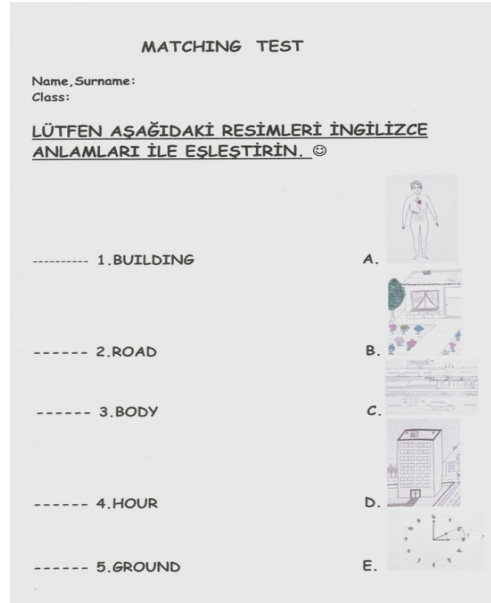
Figure 3.13. Matching Test Paper

In the "Delayed Post Test Session"; matching test was used to measure "receptive recognition". The term "recognition" is used since the form of the target words were given and the meaning of those words were given in the pictures aswell. The subjects should only recognize the meanings for the given forms. The same test papers were used as "Immediate Post Tests" and DelayedPost Tests" .The immediate post tests were given to the students right after the experiment session ,while the delayed post tests were implemented a week after the experiment.

3.2.2.3. Scoring

The scoring of the tests was done according to frequency. The frequency number of the students who answerd correctly for each target word was found.

For the matching test,the criterion for each item to be accepted as "True", was to correspond the right word to the right picture.

As for the translation test; the translation equivalent of the target word was accepted as "True". For instance; the translation equivalent of the target word "Road", "Sokak" or "Yol" was accepted as "True". Also the synonym of the target word was accepted as "True". For instance; the synonym for the target word "Road", "Cadde" was accepted as "True". Besides the paraphrase of the target word was also accepted as "True". For instance; "60 dakikalık zaman dilimi" for the target word "Hour" was accepted as "True",since the student tried to express that he had understood the meaning with his own words. It was accepted as "False", when the translation was unrelated with the target word. For instance; "Tavşan" was an unrelated translation for the target word "Hour", thus it was accepted as "False". When there was a cross-association between the words, the translation was accepted as "False". For instance; the translation "Vücut" was a false translation for the target word "Ground",since it is the translation of another target word. Nevertheless, some cross-associations might occur since the students learnt all the target words in the same session. And the translations that were related with the target word, but not the synonyms,translation equivalents or paraphrases were not accepted as "True". For instance; the translation "Apartman" might be seen to be related with the target word"Building", but it was accepted as "False", since it was not a synonym, a translation equivalent or a paraphrase.

3.3. Procedure

As it was mentioned before, there were three different groups in this study; the first group was presented with a"Single Positive Example" , the second group was given "Multiple Positive Examples" , while the third group was presented with "Multiple Positive &Multiple Negative Examples" during the teaching of vocabulary. The number of the students was 29 in the "Single Positive Example Group" , and there were 30 students in the "Multiple Positive Example Group", while the number of the students was 25 in the "Multiple Positive &Multiple Negative Example Group" during the teaching session. There were already three classes within the 4th grades , which were

4/A ,4/B and 4/C. Thus, each class was selected randomly and assigned to the experimental conditions. So,the groups were intact.

Before the experiment the researcher made a careful planning.The goal,objectives,materials,steps and the evaluation techniques were planned.

1)   First, words to be learnt were chosen among the high-frequency words and the researcher decided that only the basic meanings of these words would be the focus.

2)   The goal of the experiment was to teach five target words that consist of four concrete nouns and an abstract noun

3)   Objectives were as listed below;

   a) The subject groups will be able to comprehend the forms of the target words
   b) The subject groups will be able to comprehend the meanings of the target words
   c) The subject groups will be able to build a form-meaning relationship for each of the target words
   d) The subject groups will be able to recognize the meanings of the target words
   e) The subject groups will be able to recall the meanings of the target words

4)   The teacher would use A3 size Picture cards which consist of positive and negative examples of the target words in order to present the meaning

5)   Steps of presentation will be explained in detail in "Teaching Session" part (cf 3.3.1.)

6)   The comprehension of the subject groups would be measured by two kinds of tests; matching and translation tests. Both tests would be given in two sessions; immediate post test session and delayed post test session.(Further information about tests will be given in "Evaluation" part [cf 3.3.2.]).

The experiment consisted of 3 stages:

1) Teaching Stage
2) Immediate Post Test
3) Delayed Post Test

Each stage is described below in more detail.

3.3.1. Teaching Session

The teaching session was applied to all the groups in the same week in the usual teaching hours of English. Since the researcher worked also as an English teacher at that school, she had classes to the 4th grades as well. So, the study was conducted in the English class hours of each class by the teacher (the researcher) of the subject students. Thus, it can be said that the students had no difficulty in coping with the experimental conditions, such as getting used to the researcher. So, this was not a factor to affect the study.

The term "presentation" is used not only for the limited and controlled modelling of a target item that we do when we introduce a new word or a grammatical structure, but also for the initial encounter with comprehensible input in form of spoken or written texts, as well as various kinds of explanations, instructions and discussion of new language items or tasks (Ur, 1996, p. 11).

Before the presentation some explanations were made by the researcher in order to attract the students' attention and sustain motivation. It was explained to the subject groups that this was a scientific study about teaching vocabulary and that there was no need to panic since the results would not effect their marks. Such an explanation was vital, due to the fact that most of the subjects were in panic when they heard the word

"test", since they had not been informed a few days before and since they had not studied. Furthermore, the students were warned against cheating.

A fixed procedure was applied during the teaching session. It was a slightly modified version of the procedure that Tiryakioğlu used in her study. She used the following steps in her study;

Step 1: Teacher writes the word on the board in capitals saying it aloud.

Step 2: Students repeat the word for 3 or 5 times chorally. (choral repetition)

Step 3: Individual students repeat the word. (individual repetition)

Step 4: Teacher presents positive and negative examples with verbal explanation and sticks them on the board in groups of positives and negatives.

Step 5: Students are delivered the translation test papers. They write the Turkish equivalent of the word and then, the papers are collected.

Step 6: Teacher shows the pictures of an individual word at random and asks yes-no questions about them. Students usually respond chorally.

Step 7: Teacher asks "What is it?" questions about the picture drawings to all students or a few individuals if possible.

Step 8: Teacher delivers the matching test papers. Students match the drawings with the words. After that, students hand in their papers.   (Tiryakioğlu, 2003).

In this study immediate translation test was implemented after the presentation of each single word in order to avoid "crossassociation" among the target words. Since the students learned 5 new words in the same session, so there was a risk of subjects' getting confused. Also, the order of the 5th and the 6th steps were changed, since it would be more logical to make practice by asking-answering questions before the translation tests were given. So, in this study "Step 5" is asking yes-no question, whereas "Step 6" is handing out the translation test papers.Also, different from the study of Tiryakioğlu, "Step 6" was implemented during the presentation of each target

word, so that the subjects would have a better comprehension of the target word, not only by the explanation but also by practice. For each target word, the steps between 1-6 were implemented, but "Step 8" and "Step 9" were implemented after the presentations of all the words were completed.

So the steps used this study can be said to be as the following;

Step 1: Teacher writes the word on the board in capitals saying it aloud.

Step 2: Students repeat the word for 3 or 5 times chorally. (choral repetition)

Step 3: Individual students repeat the word. (individual repetition)

Step 4: Teacher presents positive and negative examples with verbal explanation and sticks them on the board in groups of positives and negatives.(This is only one positive example for the"Single Positive Example Group" and three positive examples for the Multiple Positive Example Group".

Step 5: Teacher shows the pictures of the target word at random and asks yes-no questions about them. Students usually respond chorally.

Step 6: Students are delivered the translation test papers after the presentation of each single word. They write the Turkish equivalent of the word and then, the papers are collected.

Step 7: Teacher repeats 1-6 for each of the target words.

Step 8: Teacher asks mixed "Wh-" questions and "Yes-No" questions about the picture drawings of all the target words to the whole class or a few individuals if possible.

Step 9: Teacher delivers the matching test papers. Students match the drawings with the words. After that, students hand in their papers.

Steps 1-3 aim to teach the form of the words. The words were written on the board in capitals so that the learners could meet the form in the first hand. Then the researcher pronounced the word 2 or 3 times and repetition drill activities were carried out afterwards. By this way the "form" of the word was introduced in order to enable

noticing. First, the subjects were told to repeat the word for 3 or 5 times chorally and following that the target word was repeated by individual students again, in order to make practice. By this way the "form" of the word was practiced for a better comprehension.

Later, the meaning of each word was presented by means of picture cards in a sequenced way (Step 4 and step 5). "Meaning" was explained by using the picture cards in step 4. So,there occurred a direction from "form" to the "meaning" during the presentation of each word. Moreover, the picture cards were not designed as flashcards in order to prevent the words' being presented in an isolated and decontextualised way; but the meanings of the words were explained by means of pictures in a meaningful way. Positive examples were always prior to the negatives. Moreover, all the words were presented in context, it means in an illustrative sentence. i.e. The researcher pointed to the cards and presented the target words in sentences such as "Look at the cat. Where is the cat. The cat is on the tree. It is not on the ground." (cf Figure 3.8.)

The words were presented not in isolted and decontextualised forms,but in the picture contexts, so that the intake would take place in the long term memory of the subjects. For instance, while giving positive examples for the word "road", the meaning of the word was explained by using picture clues since the road names around the subjects' own school surrounding were written on the picture to help the students to infer the meaning from the picture context (cf Figure 3.9.).

In step 5, the subjects were asked Yes-No Questions about the pictures for further practice of the form-meaning relationship. If the form or form-meaning relationship was not yet learned, the word might have got cross-associated with other words.

At the end of the presentation of each word, the students were delivered the translation test papers (step 6) and asked to write the Turkish equivalent of the target

words on the translation test paper. Each translation test paper involved only one single word that was presented immediately prior to the test in order to avoid cross-associaton.

Steps 1-6 were repeated for each word and when all the pictures were presented.

Following that, the subjects were asked Wh- Questions and Yes-No Questions about all the pictures such as; "Where is the pencil-box?" , "What is this?" , "Is this a building?" (step 8).

Finally, when the presentations and the translation tests of the all words were over, the matching test papers were delivered and the subjects matched the drawings with the target words (Step 9).

As for the subject groups; "The Single Positive Example Group" was presented with 5 picture cards in total, thus the presentation and the practice session lasted shorter than the other groups. "The Multiple Positive Example Group" was presented with 15 picture cards in total, since there were 3 pictures for each word. Lastly, "The Multiple Positive and Negative Example Group" was presented with 25 pictures, since there were 3 positive example pictures and 2 negative example pictures for each word. Of course, there were more things to ask and talk about the pictures for the last two groups when compared to the first group. Thus, the presentation and the practice sessions were longer for the last two groups.

3.3.2. Evaluation

The tests were arrenged in two sessions; 1-Immedite Post Test Session 2-Delayed Post Test Session . In both sessions there were two different tests; translation test and matching test. Both for the translation and the matching tests, it was explained to the subjects in their mother tongue what they should do, before the test papers were handed out. There were also instructions written in the subjects L1, on their test papers

in order to direct and help the students. And the same tests were given to the subjects both in the "Immedite Post Test Session" and the "Delayed Post Test Session".

Altough the three subject groups were different from each other in terms of exposure of the new vocabulary, the same tests were given to all the groups.But the tests included such items that all the groups would be able to answer the questions. As it was mentioned before, in the matching test, the small pictures were the smaller copies of the pictures that had been used during the experiment session for the "Single Positive Example Group" in order to avoid injustice among the subject groups. Thus all three groups had seen the pictures used in the matching test. There were no limitations about the duration of the tests.The researcher was to wait until the last student handed his/her test paper in order to end the testing time. Also, the students were told beforehand not to hurry and that there were no limitations for time.

3.3.2.1. Immediate Post Test Session

Immediate Post Test Session involved two different tests; matching test and translation tests. Each test had a different aim. The matching test was designed in order to check the recognition of the target vocabulary items, while the translation test was designed to check the comprehension of the concept of the target words.

Each single item on the translation test paper was written on a seperate paper, thus the "immediate translation test" consisited of five different test papers. The translation test papers were given to the students just after the presentation of each single word in order to avoid "crossassociation". As mentioned beforehand, there was only one item, the target word, on each translation paper. The students would write their names and the equivalent of the target word in their L1, when they get the paper.Then, they would hand in the papers. But the researcher should wait until the last paper was

handed in before moving to the presentation of the next word. And the total number of the translation test papers in the "Immedite Post Test Session" was 5, since there were 5 target words.

The matching test was given only after all the words were presented and the translation tests were over. Maching test was not designed in seperate forms which contained only one target word, since there was receptive recognition in this kind of test. Students would write their names and match the pictures with the target words, when they get the papers. .The researcher would wait until the last paper was handed in ,since there was no limitation for time.

3.3.2.2. Delayed Post Test Session

A delayed post test session was arranged for each group a week after the presentation in order to measure retention of the target words. The "Delayed Post Test" contained translation and matching tests aswell. The matching test was designed to measure "Receptive Recognition" while the translation test's aim was to measure "Receptive Recall".

First, the subjects were given the translation test papers. Translation test was designed in a different way from the one in the "Immedite Post Test Session", although the contents remained the same. The difference was that, this time all the target words were written on the same paper as there was no preceding teaching session. Thus, there was no problem in presenting all the target words on the same, one paper. The students should write their names and the equivalent of the target words in their L1, when they get the paper.Then, they would hand in the papers. Again, the researcher waited until the last paper was handed in.

Afterwards, matching tests were given to the subjects. As in the "Immedite Post Test Session", students would write their names and match the pictures with the target

words, when they get the papers.The researcher would wait until the last paper was handed in.

3.3.3. Training Session

A few weeks before the experiment a training session was arranged in order to enable the students' getting used to the process. The same subject groups in the same experimental conditions were used also for the training session as they had been planned to be used in the experiment; "Single Positive Example Group", "Multiple Positive Example Group", and "Multiple Positive &Multiple Negative Example Group". There were 32 students in each group during the training session.

For the training, one of the words from Tiryakioğlu's study was chosen as the target word as well. The word "Patient" was chosen since it was beyond the success cut-point (70 %) in both matching and translation tests in the study of Mine Tiryakioğlu, and since it was a concrete noun , it would be easier for the students to comprehend.

As it had been planned for the experiment, five pictures were used to teach the target word also in the training session. Three of them was designed as positive examples and two were designed as negative examples. During the presentation, the positive examples were presented before the negatives.

Of course, for the "Single Positive Example Group", only one Picture that involved a positive example was presented, while for the "Multiple Positive Example Group" only three pictures involving positive examples were presented. Lastly, for the "Multiple Positive & Negative Example Group" all of the pictures were used in presentation.

In Tiryakioğlu's study, there were three different picture cards to be used for teaching the word "Patient". Two of them were positive examples. And on the other picture card two pictures were embedded in one card. Since it was aimed to use five

different picture cards for each word, three of whom were positive examples and two were negative examples in this study, some modifications were made on the pictures in order to separate positive and negative examples.

Figure 3.14. shows the three positive examples that were used in this study in the training session for the target word "Patient". The first picture was used in the training session of "The Single Positive Example Group".
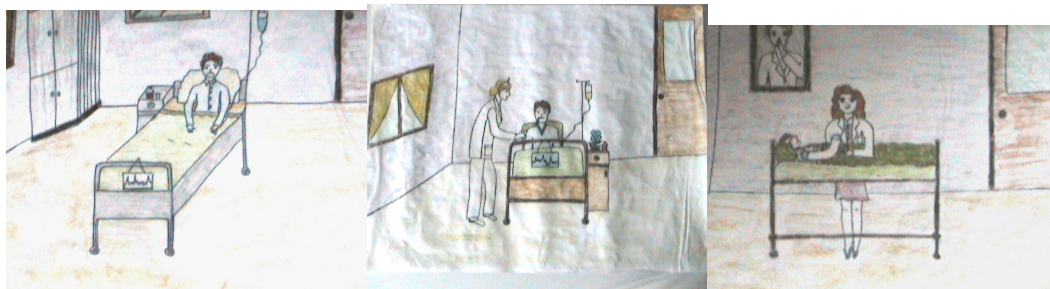

Figure 3.14. Positive Examples for "Patient"

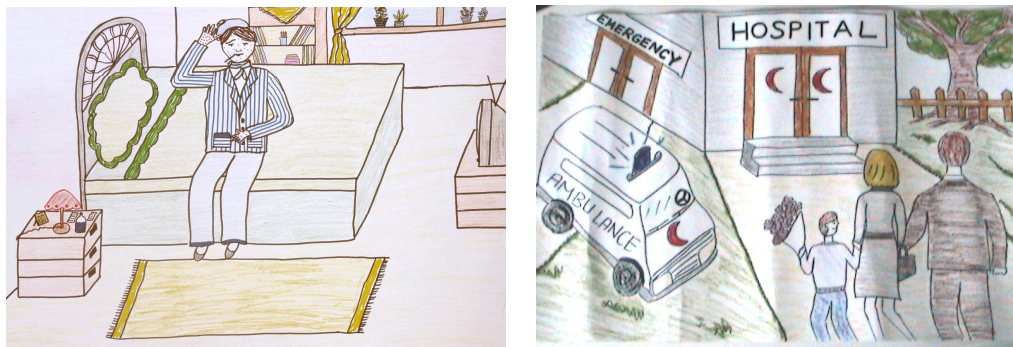In figure 3.15. the two negative examples for the word "Patient" are shown.

Figure 3.15. Negative Examples for "Patient"

After the presentation of the target words, a matching and a translation test was given to the subjects. As for the matching test the most successful group was "The Multiple Positive Example Group" with an average percentage of 89 % and the least successful group was "The Multiple Positive&Negative Example Group" with an average percentage of 68 %. As for the translation test, the most successful group was "The Single Example Group" with an avrage percentage of 78 %, whereas the least successful group was again "The Multiple Positive&Negative Example Group" with an average percentage of 59 %.

CHAPTER 4: RESULTS

4.0. Introduction

In this chapter, in section 4.1. the results of the matching and the translation tests are shown in form of tables and figures. In section 4.1.1 the results of the matching test are explained, while in section 4.1.2 the results of the translation test are writen in detail. Both test results are explaind as immediate and post test sections.Also in section 4.1.3. results of the individual words are given in detail.

4.1. Results

As mentioned before, both tests are designed as immediate and delayed post tests. So, it can be said that four different test results are shown in form of tables and figures. And the succes is declared in form of "average" number and percentage. The term "average" represents mean number of students who has answered correctly over 5 items. For example; in Table 4.1. the average number of students who answered correctly was 16 for "the single positive example group". This number was found by ; first counting the correct answers for each target word, then adding the correct results of all the target words, and lastly diving this total result into 5 (since there were 5 target words). As for the average percentage of the same group; the number of correct answers for each target word was multiplied by 100 and then divided to 29 (total number of students in that group). Then the percentage results of each target word was added and divided into 5(since there were 5 target words) in order to find the average percentage .

In all of the four tests, the success level of each experimental group was at about 50% and was even lower than 50%. And such a result explains that no matter what the experimental method (single positive example, multiple positive example and multiple

positive&negative example) is , teaching vocabulary by using pictures was not as effective as it had been expected.

4.1.1. Results of the Matching Test

As can be seen in table 4.1. the results of all three groups in the immediate matching test are very close to each other. There is a slight difference (about 1,5%) between the most and the least successful group. Although each of the three subject groups was taught with a different method, it can be said that there seems to be no important difference among the three different methods in terms of success.

Table 4.1. Results of the Immediate Matching Test

	4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29	4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30	4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER:25
AVARAGE NUMBER	16	16,4	14
AVARAGE PERCENTAGE	55,17 %	54,66 %	56,00 %

As shown in Table 4.2., the differences among the three different groups in the delayed matching test are also very small.

Table 4.2. Results of the Delayed Matching Test

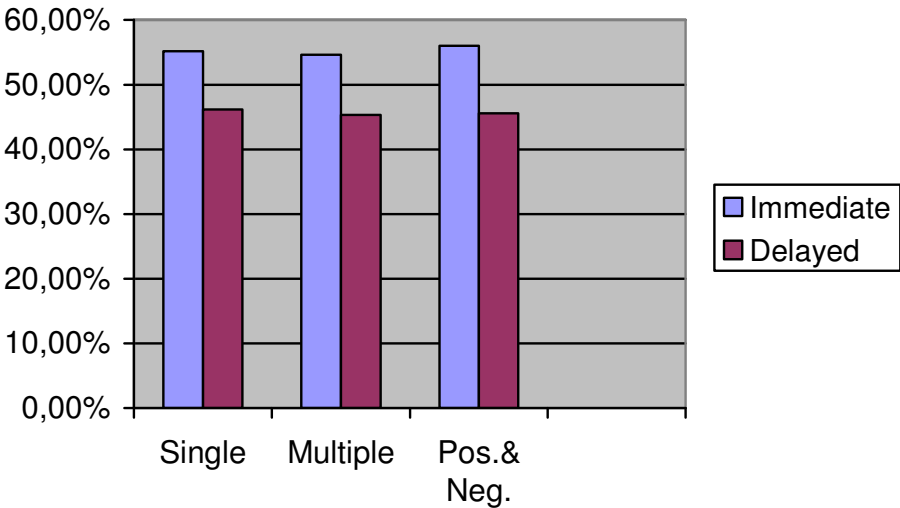|	4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29	4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30	4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER:25
AVARAGE NUMBER	13,4	13,6	11,4
AVARAGE PERCENTAGE	46,20 %	45,33 %	45,60 %

Figure 4.1. Results of the Immediate and Delayed Matching Tests

In Figure 4.1. a difference can be seen in the results of the immediate and delayed matching tests, which means that, during the time period between the immediate and the delayed post tests, there was some loss of the acquired items . It can be seen that, all the groups performed better in the immediate post test than the delayed

post test. The most important deal of loss in the acquisition of the words in this period of time was in "The Multiple Positive&Negative Example Group". While the difference between the average percentages of immediate and delayed post tests was about 9% for the other two groups, the difference was about 10,5% for "The Multiple Positive&Negative Example Group". Nevertheless, 10,5% and 9% are very close results, and it can be assumed that, the deal of loss in the acquisition among the three groups was not so different from each other.

4.1.2. Results of the Translation Test

The Table 4.3. shows the level of success among the three subject groups for the immediate translation test. By judging from the table, it can be said that, the subject groups scored almost the same in the immediate translation test as in the immediate matching test. In other words, it can be said that, both recognition of the meaning and understanding the concept of the target words were about the same level for the subject groups. It can be seen that the most successful group is "The Multiple Positive Example Group" (58,66%), while there is not much difference between the other two groups.

Table 4.3. Results of the Immediate Translation Test

	4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29	4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30	4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER:25
AVARAGE NUMBER	15	17,6	13
AVARAGE PERCENTAGE	51,72 %	58,66 %	52,00 %

As in the previous table, also in Table 4.4., the most succesful group is "The Multiple Positive Example Group". Although the average percentage of success for all the three groups is below 40%, "The Multiple Positive Example Group" has better performance

than the other two groups. Nevertheless, none of the groups can be said to have good performance in this test.

Table 4.4. Results of the Delayed Translation Test

	4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29	4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30	4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER:25
AVARAGE NUMBER	9	10,8	7
AVARAGE PERCENTAGE	31,03 %	36,00 %	28,00 %

As seen in Figure 4.2., there are big differences in the average percentages of success between the immediate and the delayed translation tests.It can be easily concluded that the level of success for the delayed translation test is worse for all the groups when compared to the results of the immediate translation test. As for the "Single Positive Example Group"; while the success level is about 50% for the immediate post test, this level of success is about 30% for the delayed post test.Thus, there occurs a decrease about 20% in terms of sucess between the two tests. As for the "Multiple Positive Example Group"; while the success level is about 60% for the immediate post test, this level of success is about 35% for the delayed post test.Thus, there occurs a decrease about 25% in terms of sucess between the two tests. Lastly, as for the "Multiple Positive & Negative Example Group"; while the success level is about 50% for the immediate post test, this level of success is about 30% for the delayed post test.Thus, there occurs a decrease about 20% in terms of sucess between the two tests. In other words, the subjects had a loss of knowledge in the course of time.
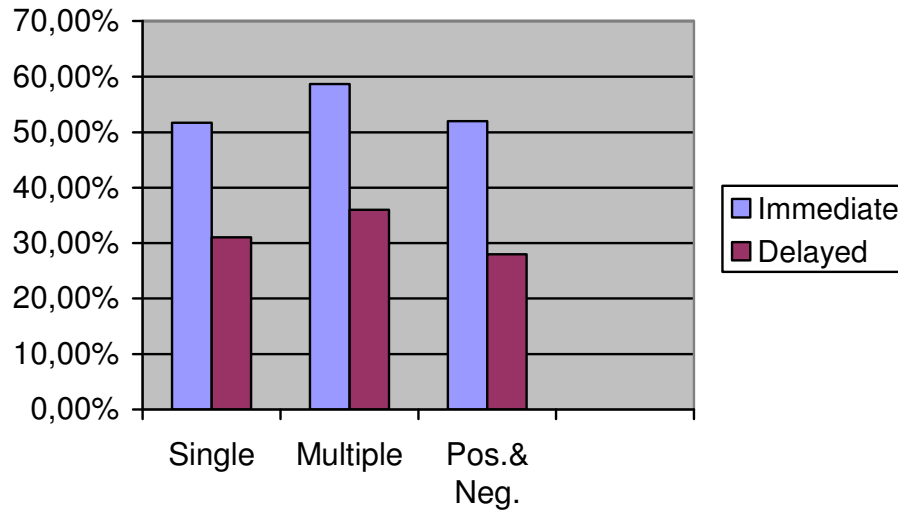
Figure 4.2. Results of the Immediate and Delayed Translation Tests

4.1.3. Overall Results

Table 4.10. shows the average results of the subject groups' overall results. When overall results of all the subject groups were examined, "the multiple positive example group" was the most successful one for both the immediate and delayed translation tests. As for the matching tests, there was not a big difference in terms of success among the three subject groups either in immediate or delayed post test.

Table 4.5. Average Percentages of the Subject Groups' Overall Results

			SINGLE POSITIVE G.	MULTIPLE POSITIVE G.	MULTIPLE POSITIVE&NEGATIVE G.
MATCHING		IMMEDIATE	55,17 %	54,66 %	56 %
TEST		DELAYED	46,20 %	45,33 %	45,6 %
TRANSLA-		IMMEDIATE	51,72 %	58,66 %	52 %
TION TEST		DELAYED	31,03 %	36 %	28 %

4.1.4. Results for the Individual Words

The results, which were shown in tables and figures above, were the average results for all of the target words. In this section, the results for each individual word will be displayed in tables and figures seperately.

4.1.4.1. Body

Except for the immediate matching test result of "The Multiple Positive Example Group", all the groups have better results (about a success average of 80%) both for the immediate matching and translation tests, when compared to the average results of the total words above. In Table 4.5. the results are explained in a detailed way.

Table 4.6. Results of the Matching and Translation Tests for "Body"

		4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29		4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30		4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER :25	
MATCHING TEST	**Immediate Post Test**	Avarage Number	25	Avarage Number	16	Avarage Number	23
		Avarage Percentage	86,20 %	Avarage Percentage	53,33 %	Avarage Percentage	92,00 %
	Delayed Post Test	Avarage Number	23	Avarage Number	18	Avarage Number	16
		Avarage Percentage	79,31 %	Avarage Percentage	60,00 %	Avarage Percentage	64,00 %
TRANSLATION TEST	**Immediate Post Test**	Avarage Number	26	Avarage Number	24	Avarage Number	20
		Avarage Percentage	89,65 %	Avarage Percentage	80,00 %	Avarage Percentage	80,00 %
	Delayed Post Test	Avarage Number	18	Avarage Number	10	Avarage Number	6
		Avarage Percentage	62,06 %	Avarage Percentage	33,33 %	Avarage Percentage	24,00 %

Figure 4.3. displays a comparision of immediate and delayed matching test results for "body". It is obviously seen that all the groups has a success level above 50% in both tests. While the "multiple positive& negative example group" was the most successful group in the immediate matching test, it can seen that the biggest amount of retention occurs for that group. For the "single positive example group", there is not that much retention in the course of time concluding from the figure . What is surprising is about the results of "multiple positive example group" , since the percentages of success is higher for the delayed matching test than the immediate matching test, probably because learning occured in the course of time between the two tests.
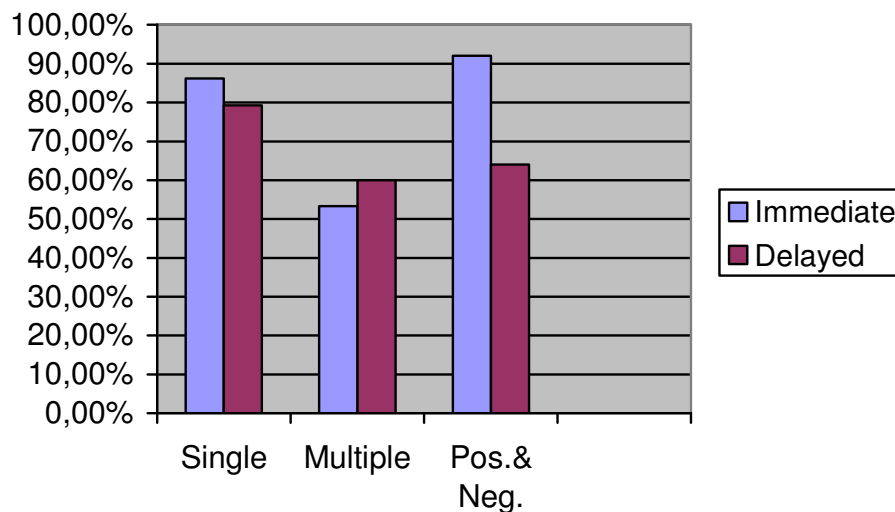

Figure 4.3. Results of the Matching Tests for "Body"

Figure 4.4. shows compared results of immediate and delayed translation tests for "body". Judging from the figure, it can be said that the groups had much better results in the immediate translation test than the delayed translation test. There is a huge difference in terms of success between the two test results for all the groups. "Single positive example group" is the most successful group in both tests and the least successful group is the "multiple positive & negative example group".
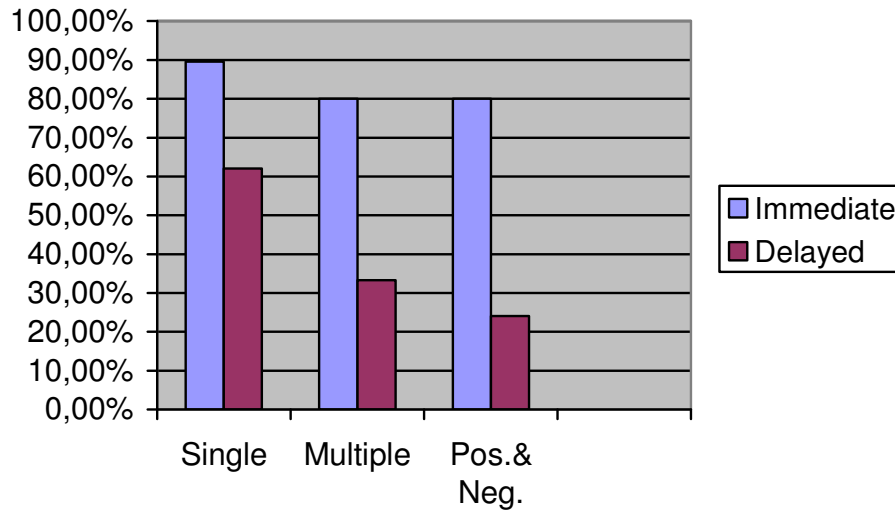
Figure 4.4. Results of the Translation Tests for "Body"

4.1.4.2. Building

By looking at the table 4.6. , it can be concluded that there is a huge difference of success between the matching and the translation tests in both sessions for all the three groups. All the groups succeded better in matching tests in both sessions. The average percentage of success in the matching tests for all groups is about 62% for the immediate matching test and 47% for the delayed matching test , whereas the average percentage of success for all groups is about 19% for the immediate translation test and 10% for the delayed translation test.

Table 4.7. Results of the Matching and Translation Tests for "Building"

		4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29		4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30		4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER :25	
MATCHING TEST	**Immediate Post Test**	Avarage Number	19	Avarage Number	21	Avarage Number	13
		Avarage Percentage	65,51 %	Avarage Percentage	70,00 %	Avarage Percentage	52,00 %
	Delayed Post Test	Avarage Number	11	Avarage Number	20	Avarage Number	10
		Avarage Percentage	37,93 %	Avarage Percentage	66,66 %	Avarage Percentage	40,00 %
TRANSLATION TEST	**Immediate Post Test**	Avarage Number	5	Avarage Number	11	Avarage Number	1
		Avarage Percentage	17,24 %	Avarage Percentage	36,66 %	Avarage Percentage	4,00 %
	Delayed Post Test	Avarage Number	1	Avarage Number	7	Avarage Number	1
		Avarage Percentage	3,44 %	Avarage Percentage	23,33 %	Avarage Percentage	4,00 %

In figure 4.5. the results of immediate and delayed matching tests of all the groups are shown. For the immediate matching test, all the groups can be said to be successful with percentages between 50% and 70%. But, these percentages fall down for the delayed matching test. "The single positive example group" is the one which has the biggest difference in percentages of the two test results. Loss of word knowledge can be seen most in "single positive example group" and least in "multiple positive & negative example group".
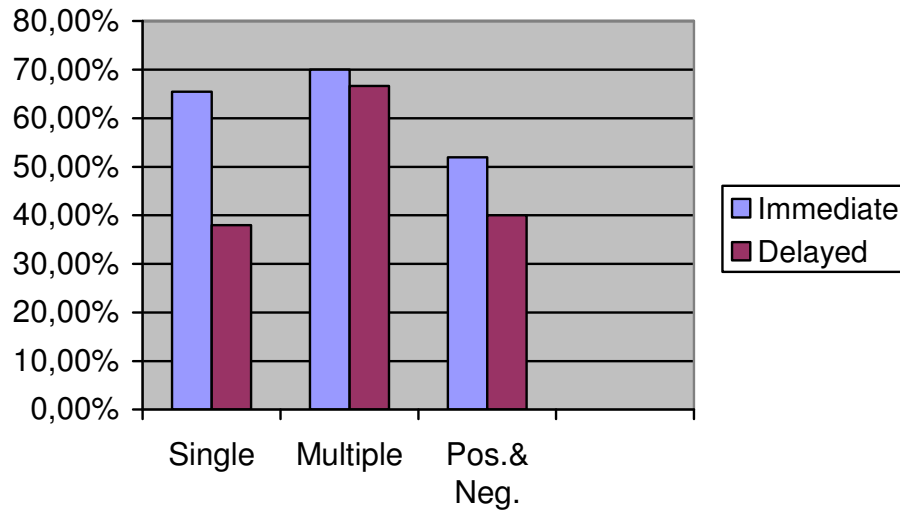
Figure 4.5. Results of the Matching Tests for "Building"

Judging from the figure 4.6. ,it can be said that the most successful group in both tests isthe "multiple positive example group" , and the least successful group in both tests is the "multiple positive & negative example group" . While there was difference in percentages of success between two tests results for both "single positive example group" and "multiple positive example group" , the percentages of two test results were the same for the "multiple positive & negative example group".
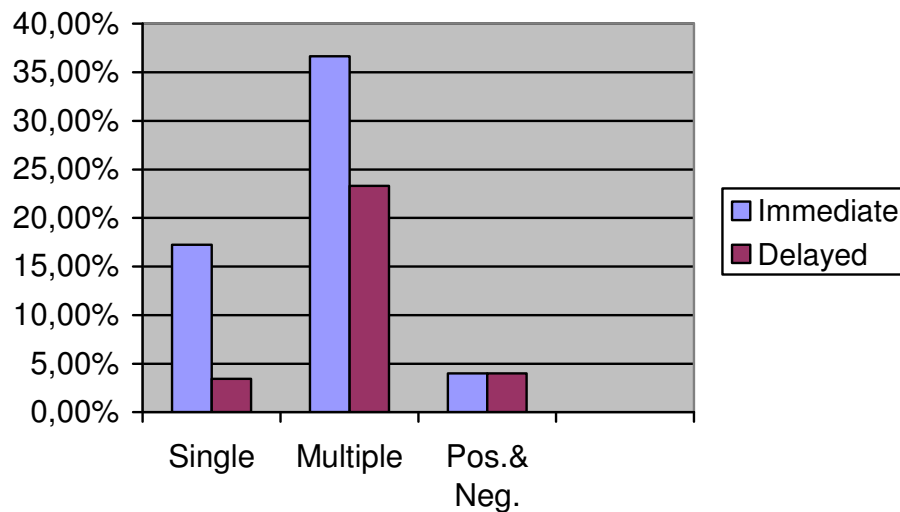

Figure 4.6. Results of the Translation Tests for "Building"

4.1.4.3. Hour

Table 4.7. shows the results of the matching and translation tests for "Hour". As an overall view, it can be said that the groups had better scores in matching tests when compared to the translation tests. Another point is that; "hour" was the only "abstact noun" among the other target words, since the rest of the words were "concrete nouns". Due to this fact, it was expected by the researcher that the results for "Hour" might be less successful than the other words', since the subject students might have difficulty in comprehending "hour" due to their age. Surprisingly, the students did quite well for "hour" and the average results for this word was even better than the average results of "building" and " ground".

Table 4.8. Results of the Matching and Translation Tests for "Hour"

		4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29		4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30		4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER :25	
MATCHING TEST	**Immediate Post Test**	Avarage Number	18	Avarage Number	24	Avarage Number	14
		Avarage Percentage	62,00 %	Avarage Percentage	80,00 %	Avarage Percentage	56,00 %
	Delayed Post Test	Avarage Number	20	Avarage Number	11	Avarage Number	16
		Avarage Percentage	68,96 %	Avarage Percentage	36,66 %	Avarage Percentage	64,00 %
TRANSLATION TEST	**Immediate Post Test**	Avarage Number	9	Avarage Number	18	Avarage Number	13
		Avarage Percentage	31,03 %	Avarage Percentage	60,00 %	Avarage Percentage	52,00 %
	Delayed Post Test	Avarage Number	5	Avarage Number	10	Avarage Number	8
		Avarage Percentage	17,24 %	Avarage Percentage	33,33 %	Avarage Percentage	32,00 %

In figure 4.7. results of the matching tests for "Hour" are displayed. "The multiple positive example group" has the biggest percentage of success for the immediate matching test. Nevertheless it can be concluded that the same group has got the smallest retention level.
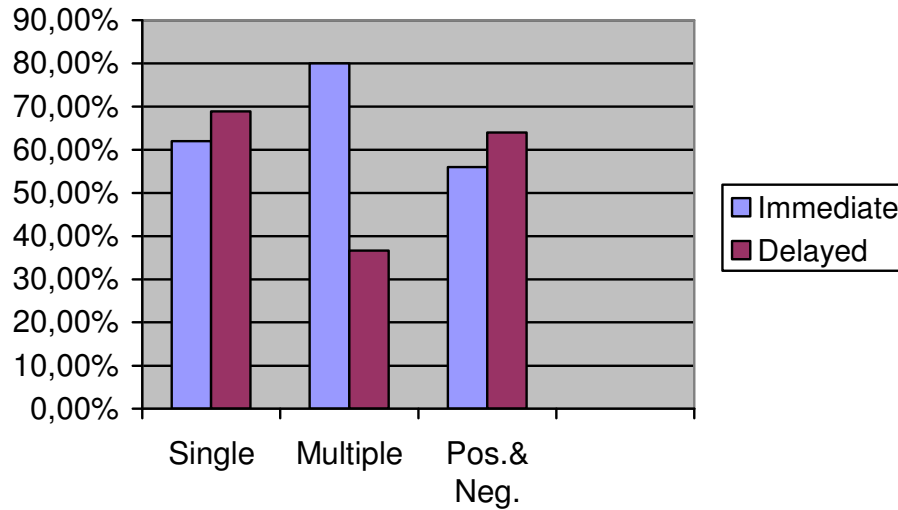
Figure 4.7. Results of the Matching Tests for "Hour"

Looking at figure 4.8., it can be concluded that "the multiple positive example group" has the biggest percentage of success for the immediate translation test wheras the same group has got the smallest retention level. By the way, the highest retention level belongs to the "single positive example group", nevertheless, this group is the least successful group inboth matching tests.
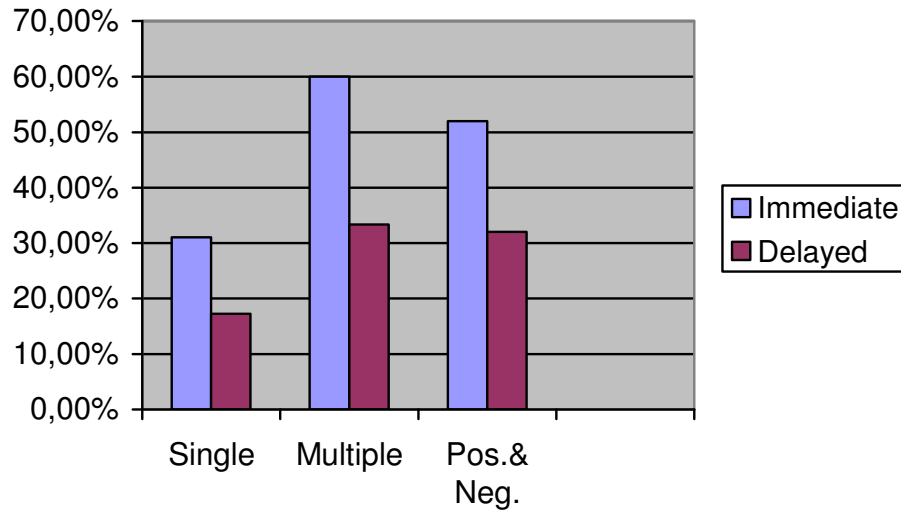
Figure 4.8. Results of the Translation Test for "Hour"

4.1.4.4. Ground

In table 4.8. results of the matching and translation tests for "Ground" are shown in detail. As for the most of the words that were discussed so far, all the groups had better scores in the matching tests than in the translation tests for the word "ground" . Nevertheless, all of the groups' success percentages were below 50% for both matching and translation tests.

Table 4.9. Results of the Matching and Translation Tests for "Ground"

		4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29		4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30		4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER :25	
MATCHING TEST	**Immediate Post Test**	Avarage Number	13	Avarage Number	8	Avarage Number	9
		Avarage Percentage	44,82 %	Avarage Percentage	27,00 %	Avarage Percentage	30,00 %
	Delayed Post Test	Avarage Number	5	Avarage Number	8	Avarage Number	6
		Avarage Percentage	17,24 %	Avarage Percentage	26,66 %	Avarage Percentage	24,00 %
TRANSLATION TEST	**Immediate Post Test**	Avarage Number	8	Avarage Number	5	Avarage Number	7
		Avarage Percentage	27,58 %	Avarage Percentage	16,66 %	Avarage Percentage	28,00 %
	Delayed Post Test	Avarage Number	5	Avarage Number	4	Avarage Number	1
		Avarage Percentage	17,24 %	Avarage Percentage	13,33 %	Avarage Percentage	4,00 %

As seen in figure 4.9. , the most successful group for the immediate matching test is "the single positive example group", but the same group also has the smallest retention. There is not much difference for "the multiple positive example group" in terms of success in both tests. For "the multiple positive & negative example group" it can be said that there is a little loss of acquisition in course of time. Nevertheless, none of the groups scored higher than 50% in both tests.
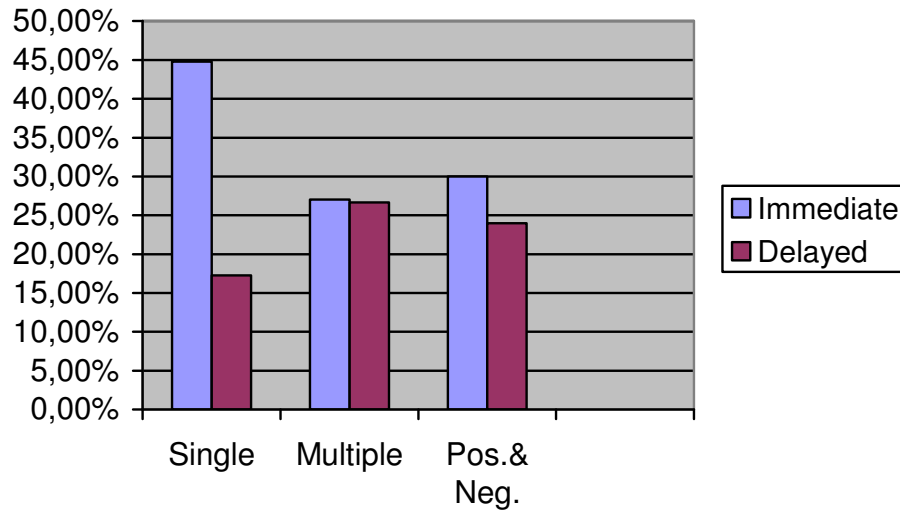
Figure 4.9. Results of the Matching Tests for "Ground"

Figure 4.10. shows the results of the translation test for "Ground". All the groups had better scores in the immediate translation test when compared to the delayed translation test. Unfortunately, all of the groups success levels were below 30% even for the immediate trnslation test. It can be said that, "the positive & negative example group" has got the smallest amount of retention in delayed translation test .

Figure 4.10. Results of the Translation Tests for "Ground"

4.1.4.5. Road

When we look at table 4.9., the results are quite surprising and confusing. In contrast to the results of the other target words discussed so far, as for "road", the subject groups scored so much better in translation tests when compared to the m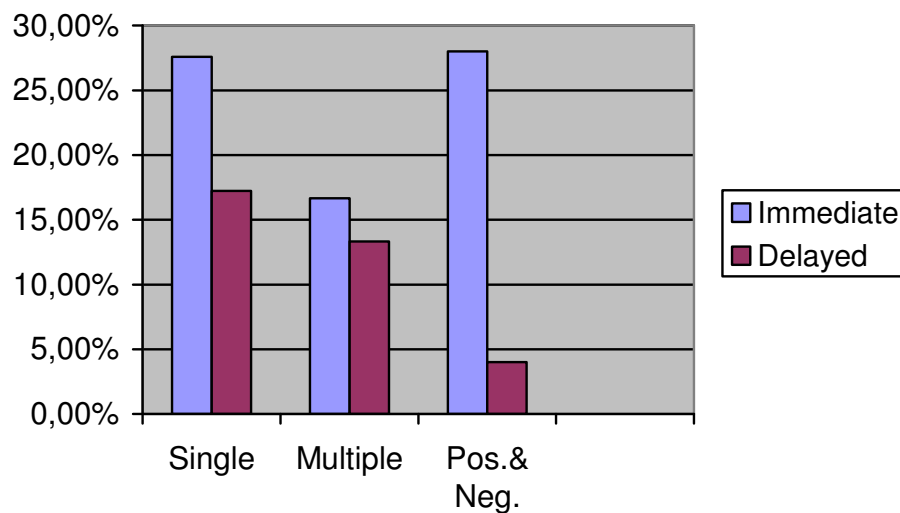atching tests. It can be concluded from the table that, none of the groups scored above 50% in the matching tests. On the other hand, the groups had very good scores (especially in the immediate translation test) in the translation tests.

Table 4.10. Results of the Matching and Translation Tests for "Road"

		4-A SINGLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:29		4-B MULTIPLE POSITIVE EXAMPLE GROUP TOTAL NUMBER:30		4-C MULTIPLE POSITIVE AND NEGATIVE EXAMPLE GROUP TOTAL NUMBER :25	
MATCHING TEST	**Immediate Post Test**	Avarage Number	5	Avarage Number	13	Avarage Number	11
		Avarage Percentage	17,24 %	Avarage Percentage	43,33 %	Avarage Percentage	44,00 %
	Delayed Post Test	Avarage Number	8	Avarage Number	11	Avarage Number	9
		Avarage Percentage	27,58 %	Avarage Percentage	36,66 %	Avarage Percentage	36,00 %
TRANSLATION TEST	**Immediate Post Test**	Avarage Number	27	Avarage Number	30	Avarage Number	24
		Avarage Percentage	93,10 %	Avarage Percentage	100,00 %	Avarage Percentage	96,00 %
	Delayed Post Test	Avarage Number	16	Avarage Number	23	Avarage Number	19
		Avarage Percentage	55,17 %	Avarage Percentage	76,66 %	Avarage Percentage	76,00 %

Figure 4.11. displays the results of the matching tests for "Road". None of the groups had a success level above 50% in either test. "The multiple positive & negative example group" can be said to be the most successful, while "the single positive example group" is the least successful group.
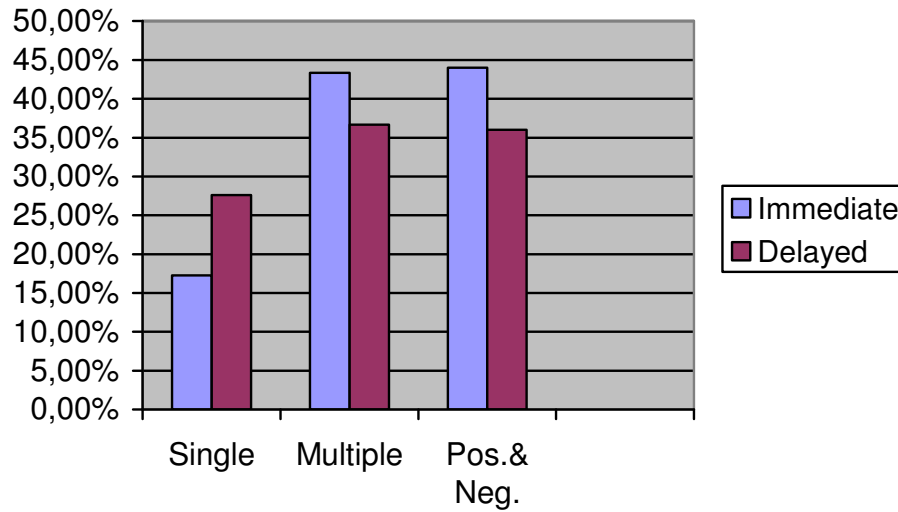
Figure 4.11. Results of the Matching Tests for "Road"

As seen in figure 4.12., all the groups are very successful, especially in the immediate translation test. The success levels for all groups are above 90% in the immediate translation test. Nevertheless, judging from the results of the delayed translaion test, there occured a loss of acquisition for all groups in course of time. The most successful group is "the multiple positive example group" while the least successful group was "the single positive example group".
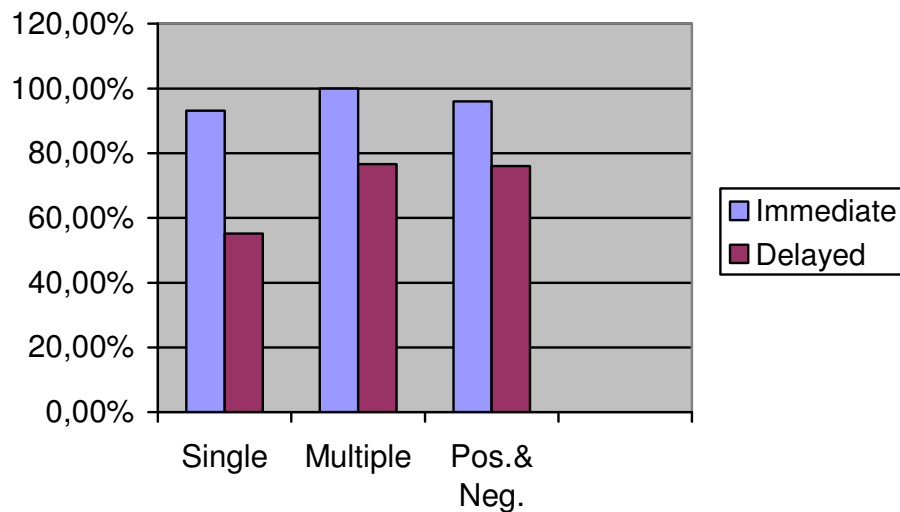

Figure 4.12. Results of the Translation Tests for "

CHAPTER 5: DISCUSSION

5.0. Introduction

In this study the subject students' success level was not as high as it had been expected.It can be said that   50% of the students answered the tests correctly on the average.This was a surprising result, since the researcher had made a careful planning and was quite careful during the implementation of the experiment.

The results were quite surprising since the words chosen and the techniques used in conveying the word meaning were quite convinent for the subject students age and level. As mentioned before, the words were chosen among the first 2000 words of General Service List and they were high-frequency words. The target words involved concrete nouns mostly, since it was easier for our subjects who were young learners at primary school age. Only one was chosen from the abstract nouns. Since all the target words belonged to the noun word category, taking into consideration the subjects' age and level, the most convinient technique was determined as "demonstration by the use of picture cards". Studies have shown that children have a larger visual memory than adults and they learn more easily by means of visuals. Moreover, young lerners, due to their age, tend to get bored and lose concentration more easily (Harmer, 2001). Thus, presenting target items by using picture cards would be more striking and motivating. The researcher prepared her picture cards before the class in order to save from the teaching time and prepared the picture cards' in A3 size in order to make them noticable by all the students in the class. The teacher also highlighted the important points that would help inferring the meaning more easily. (Mitchell and Myles, 1998). Nevertheless, colouring only the target items and leaving the rest uncoloured in the pictures might have been a more effective and striking way to present the meaning. The picture cards were only the pictures of the words that were beyond the success cut-point (70 %) in the study of Mine Tiryakioğlu, were chosen to be used in this study. Thus, the pictures used in this study were the most effective ones..

The researcher had made a careful planning, taking into consideration all the aspects before the experiment. She also implemented the expriment following the steps.

Before the experiment the subjects were given some information about the study and were explained that this would be a scientific experiment and the results would not affect their marks, so they should not be in panic (because all the students were in panic when they heard the word "test", since they had not been informed a few days before and had not studied). This explanation created a sense of responsibilty and motivation among the children and they felt themselves important since they had been given informaiton about the study and their cooperation was necessary. (Mitchell and Myles, 1998). Besides, during the experiment the instructions were given clearly in the students mother tongue and necessary explanations were made. Thus, all the subjects knew what to do .

As for evaluation, the "translation" test technique was chosen,since using L1 to test the word meaning is a very efficient way (Nation, 2001, p. 351). Moreover, taking into consideration the subject groups' level, it would have been too hard for them to try to explain the word meaning in L2. The "matching" test technique was chosen, since it was directly related with the learning technique. Besides, recognizing an item is easier than recalling it. On the other hand, there was a great risk of cross-referencing since matching test requires testing all the target words at the same time. Thus, the items could affect each other.

In fact, assuming that teaching new vocabulary by using pictures was a good way of vocabulary teaching taking into consideration the subjects' age and intelligence levels (Harmer, 2001, p. 38), the test results with an average percentage about 50 %, were quite surprising and dissappointing.

The reasons of these results might be related with the individual learners of the groupsAn explanation for the results' being so surprising might be the subject students'

not being used to such kind of a teaching/learning style. Unfortunately, in government schools,due to the limited and inadequate hours of teaching , unequipped classrooms and heavy curriculum which has to be followed strictly, English as a foreign language is taught usually by classical methods, such as grammar-translation, question-answer..etc. But it must be added at that point that, these limitations and inadequate teaching environment occurs not only in English lessons, but also in most of the other lessons. As for English, most vocabulry items are taught by giving their mother tongue translations.Furthermore, it can be admitted that, most vocabulary items are given as homework to be memorised. Teaching vocabulary by using picture cards might be an ideal way of teaching , but since the students are not used to such kind of a teaching/learning style, they might be confused. Altough, the researcher had arranged a training session in order to overcome such a handicup, this might have not been enough for the students who had been used to learning in a classical way for many years.Some students might have found learning with pictures funny,some weird and some might not be able to derive meanings from the picture cards. Piaget (1999) states that; *" a child's mind is in a state of perpetual movement. Sometimes a child builds up new general schemas, tries to connect everything and tries to incorporate the new elements into the old ones. At other times, the discovery or sudden emerge of incomprehensible knowledge cannot be dissolved and are destroyed in mind"* (Piaget, 1999, p. 59).

One of the disadvantages of teaching vocabulary by using pictures is that, the students' attention might be distracted.They might focus on the wrong point,thus their concantration might be spoiled. The researcher observed that, most of the students's attention was centered on the pictures and details, and that they did not try deriving meaning from the pictures that much. They were too excited, talking among themselves and noise in the classroom during the presentation of each picture was unavoidable. The researcher notes that there was a raising noise whenever she presented a new picture. As mentioned before, the picture cards, which were used in this study, were prepared by the teacher; they were not printed picture cards. Thus, the students concantrated on how the their teacher drew the picture..etc. and ignored the point that they should concantrate on and should infer the meaning. So, this situation can be

summarised saying that the pictures might be too situmulating and distracting the attention from the word itself.

Inferring, which is a determination strategy, is one of the most favored strategies among SL learners.Inferring meaning from context, is a kind of incidental vocabulary learning strategy. It is believed to be a more effective and preferable strategy than the other vocabulary learning strategies. In a study by Harley and Hart (2000), one of the subjects' favourite strategies was inferencing strategies and it showed that there was a common tendency of trying to understand the meaning of the words by making use of available contextual clues among language learners . To what extent language learners were successful in inferring the meaning when the context has sufficient contextual clues was investigated by Bensoussan and Laufer (1984). 60 subjects were given 70 words to translate into their mother tongue. A week later, the subjects were given a copy of the same word list and a text including those words. There were no contextual clues for 29 of the words. The subjects managed to arrive at the meaning of only 17 words out of 70 words. This result indicated that context helped lexical guessing in this study for only 24% of the words. The reason for the subjects' failure in inferring might be non-existence of clues or the subjects' inability to exploit them. It can be understood that even if various contextual clues are available in context and language learners have a tendency to use them, they may fail to guess the meanings of unfamiliar words correctly. Direct learning by using word cards or picture cards requires analyical ability. Meaning needs to be worked out from the clues and details (Nation, 2001, p. 303). This ability is highly related with the learners age and proficiency level. Older learners and more advanced learners tend to use analytical abilities better. Piaget (1999) states that although logical thinking starts to appear at about 7 or 8, a child will not be able to train his/her thoughts until the age of 11 or 12. The reasons of this situation are absence of conscious realization and absence of deduction (B. Inholder& J. Piaget, 1999, p.24, p. 32, p. 54).

"Selective Attention"is the starting point of the learning strategies.Focusing on special aspects of learning tasks, listening for key words or phrases is necessary for

acquiring new vocabulary (O'Malley and Chamot 1990, p. 43). And input becomes intake via "selective attention" (Long 1996). So, this can be the case for our study, too.

The situation above might be related with the subject students age. The students age range is between 9-10. Learning is a cognitive process. Second language learning is viewed as the acquisition of a complex cognitive skill which requires some sub-skills (McLaughlin 1987, pp. 133-4). Since the subject students' age range is quite young, their cognitive skills might be less improved and tend to have more concantration problems than older learners.

The findings of this study provide some answers to each of the three research questions raised before and which will be repeated here one more time;

5.1. Understanding The Concept

The first question of this research was designed to find the most successful group in understanding the concepts of the target words that were presented during the teaching session.

Research question 1: *"Which group understood the concept better?"*

While presenting the target words, the researcher used examplification technique in order to enable the subjects to know the boundary of a concept. Only one positive example was used for "the single positive example group" for each target word. The researcher had expected that group to have more difficulty in understanding the concepts than the other groups. "The multiple positive example group" was presented 3 positive examples for each target word in order to know the boundries of the concepts. Since there were multiple examples of the concepts, the second group's chance was superior than the former group. And the last grup was presented with multiple examples and non-examples of that concept (i.e. both positive and negative ones). So learners would have been given the opportunity to

restrict the meaning of a word by the help of non-examples. Positive examples would display the actual concept, whereas negative examples would display things, which were not the examples for the given concept.But the researcher arranged more positive examples_than negative examples, since it was advised so (Carroll, 1964). Also, these examples   were arranged in the best by the researcher, presenting positive examples initially before negative examples. Thus, the last group had been expected to be the most successful group according to the researcher.

Nevertheless, the results were not as expected. When we look at "Table 4.3." (Results of the immediate translation test), it can be seen that the most successful group is "The Multiple Positive Example Group" (58,66%), while there is not much difference between the other two groups. "The single positive example group" scored 51,72%, while "the multiple positive & negative example group" scored 52% . Deducing from these results, several examples of a word helps understanding the concept better, while negative examples besides the positives might be confusing for the subject students. On the other hand, only one example might not be enough for understanding the concept of a word.

"The immediate translation test" was designed in order to check the understanding of the concepts. As mentioned before in "procedure" section (Cf 3.3.2.1.), the necessary precautions were taken by the researcher in order to avoid cross-association, since teaching the target items in a set might lead to cross-association. Thus, the translation test papers were given to the students just after the presentation of each single word and each single item on the translation test paper was written on a seperate paper as explained in more detail in "procedure" section (Cf 3.3.2.1. and 3.2.2.)

When we look at individual target words, it can be seen that "road" is the most successful word, with the average of all three groups being 96%. In other words, the concept of "road" was understood quite successfully by all groups. Also, the concept of the other target word "body" was quite successfully understood by the subject groups

with an average of 83%.   The groups were least successful in understanding the concept of the word "building" with an average of 19%.

The reasons of these results should be related to the examples, since the concepts are understood by the subjects by the help of the examples. For instanse, as for "road" the positive examples might be well defining (Cf Figure 3.9.). Besides, two of the positive examples included the contexts that the students had already been familiar with – one of them was the school surrounding of the students that had road names on it, and the other one was the picture of a well-known road in the city that the subjects live in.

5.2. Learning Words: Establishing The Form- Meaning Relationship

The second research question of this study was developed to find out the most successful group that learnt the target words immediately after the teaching session.

Research Question 2: *"Which group learnt the target words more successfully immediately after the teaching session?"*

The researcher used explicit teaching by focusing on the form of the word and then moving to the meaning.That was because the studies (Nation, 2001, p. 16) have shown that especially for high-frequency words, teachers should explain the meaning of words and, learners should do exercises, and think about the meanings. For the simple word form-word meaning aspect of vocabulary learning, direct learning is an efficient and highly effective practice. In order to convey the meaning, picture cards were used. Besides, the "matching" test technique was chosen, since it was directly related with the learning technique. The aim was to see how much the subjects learnt the meanings. "The immediate matching test" was a harder task than "the immediate translation test", since the subjects should have understood the form and the meanings of the target words and should build a form-meaning relationship aswell.

In order to find out which group learnt the target words more successfully immediately after the teaching session, "Table 4.1."(results of the immediate matching test) should be examined. Judging from the table, it can be deduced that there was not a serious difference in terms of success between the groups. The teaching technique (examplification) seems to be fair enough in terms of "receptive recognition".

A possible reason of these results might be that same pictures were used both in teaching and testing sessions and all the subject students were presented the same pictures. Therefor, the success levels of all groups were almost the same. If different pictures had been used in tests, "the multiple positive & negative example group" and "the multiple positive example group" could have more advantage than "the single positive example group".

5.3. Retention of The Target Words:

The third research question of this study aimed at finding the most successful group in the retention of the target words.

Research Question 3: *"Which group retained the words better one week later?"*

Studies have shown that recalling items is harder than recognizing them. Thus, the researcher had expected the results of "the delayed matching test" to be superior to the results of "the delayed translation test", since"The delayed matching test" was designed in order to check "receptive recognition", while "the delayed translation test" was designed in order to check " receptive recall".

To find out the answer for the question above, "Table 4.2." and "Table 4.4." should be examined. When the results in these two tables are compared with each other, the average success rate of all groups for "the delayed matching test" is 45,71%, while the average success rate of all groups for "the delayed translation test" is 31,6%. These results confirm the researcher's expectations about the tests. Another explanation about

the results might be; as mentioned before, "the matching test" technique is directly related with the teaching tecnique used during the presentation than "the translation test technique. Thus, success in the retention of the target words might be greater for "the delayed matching test" when compared to "the delayed translation test".

As for "the delayed matching test" (receptive recognition), judging from "Table 4.2.", all the groups' average success rate is below 50% and lower than "the immediate matching test" results. This means that, there occured a loss of knowledge in the course of time between the two tests. But, there is not a dramatic loss of knowledge, which can be concluded as visual learning can be seen as an effective learning. In "Table 4.2.", the differences among the three groups in the delayed matching test are very small. "The single positive example group" is the most successful group with a rate of 46,20% in receptive recognition, whereas "the multiple positive & negative example group is the second with a rate of 45,60% and "the multiple positive example group" is the least successful with a rate of 45,33%.

As for "the delayed translation test" (receptive recall), "Table 4.4." should be examined. It can be deduced from the table that, all the three groups' success rate is about 31% , which means that   the rate of retention is much lower for "the delayed translation test". "The multiple positive example group" is the most successful group in "receptive recall" with a success rate of 36%, while the least successful group tends to be "the multiple positive & negative example group with a success rate of 28%.

Both "the delayed post test" results were less successful than "the immediate post test" results which means that there was some loss of knowledge during one week. In order to enhance retention, the researcher presented the meanings of the target words by means of detailed picture cards, not by using flashcards in an isolated and decontextualized way. The researcher's purpose of using the pictures was to visualize the meanings of the words in the subjects' minds. Since the subjects of this study were young learners, their capacity of visual memory was to be larger than adults and when the words and the images associated, there was a high potential of the target words'

being remembered. Moreover, she announced the target words in meaningful sentences during the presentation in order to provide meaningful contexts Her aim was to enable the retention of the target words in the subjects' memory. "The use of meaningful learning in the teaching of English is necessary. If meaningful learning is used, once the activity is over, the new knowledge will be stored in the long-term memory" (Zanon, 1992, p: 100-101).Then, the researcher get the subjects pratice the target words after the presentation so that the words can be retained later. Nevertheless, the loss of acquisition was inevitable.

On the other hand, when the results of the delayed post tests were compared to the results of the immediate post test results in terms of individual words, in some occasions, as for "road" or "hour", the success rates for the delayed post tests are higher than the success rates of the immediate post tests. The reasons for this situation might be;

1)   "learning" might have occured in the course of time between the immediate and the delayed post tests.

2)   As they had been used to until that time, subject students might have written the target items that were learnt in the class in their vocabulary notebooks when they were at home and might have studied later on.

3)   Later, subjects might have consulted each other for the ambigious points in their minds and peer-teaching might have occured by this way.

4)   Subjects might be curious for the ambigious points in their minds and might have looked up in the dictionary at home in order to learn the correct meanings of the target words.

 5)   There is a lot of variation among the individual words. When we examine Table 5.1., it can be seen that which group is the most successful for each target word. Judging from the table it can be deduced that, there is not a pattern among the words.

Table 5.1. The most succesful groups for each target word

		BODY	BUİLDING	HOUR	GROUND	ROAD
IMMEDIATE POST TEST	MATCHING TEST	Multiple Pos./Neg. Example Group	Multiple Positive Example Group	Multiple Positive Example Group	Single Positive Example Group	Multiple Pos./Neg. Example Group
	TRANSLA-TION TEST	Single Positive Example Group	Multiple Positive Example Group	Single Positive Example Group	Multiple Positive Example Group	Multiple Pos./Neg. = Multiple Positive Example Group
DELAYED POST TEST	MATCHING TEST	Single Positive Example Group	Multiple Positive Example Group	Multiple Positive Example Group	Single Positive Example Group	Multiple Positive Example Group
	TRANSLA-TION TEST	Single Positive Example Group	Multiple Positive Example Group	Multiple Positive Example Group	Single Positive Example Group	Multiple Pos./Neg. = Multiple Positive Example Group

5.4. Cross-association in the Data

As mentioned above,the results of the study were quite interesting. Looking at the results it is hard to make an overall generalization and decide which technique did the best. When the tables and the figures in "The Results" section are examined, it can be seen that results differ for each individual word. This situation led the researcher to make a further study in order to find out the extent of cross-association variable on the results.

After the experiment, the researcher picked randomly 10 papers among each group for each test in order to see the extent of cross-association. The results are shown in detail in "Table 5.2." . According to the table, in all the groups, cross-association average percentages are higher for "the delayed post tests" when compared to "the immediate post tests". This can be explained as; in the course of time the retention of the target words decreases. This might also have an effect as an increase in cross-association amount. In other words, there is a negative correlance between retention and cross-association. Besides, cross-association average percentages are higher for the matching tests when compared to the translation tests. The reason for this might be that the test items of matching tests might lead to cross-association. Lastly, cross-association variable was prevented during "the immediate tanslation test" session by handing out seperate test papers after the presentation of each item. Thus, cross-association average percentage for that test is 0% .

Table 5.2. Average percentages of cross-association for immediate and delayed post tests

			SINGLE POSITIVE	MULTIPLE POSITIVE	MULTIPLE POSITIVE & NEGATIVE
MATCHI		**IMMEDIATE P. TEST**	**42%**	**34%**	**38%**
		DELAYED P. TEST	**58%**	**60%**	**42%**
TRANSL		**IMMEDIATE P. TEST**	**0%**	**0%**	**0%**
		DELAYED P. TEST	**28%**	**26%**	**20%**

As explained in detail, cross-association between the target words was unavoidable since there was a set of target words, that belonged to the same word category, presented at the same time. Although, the target words were not related with each other in terms of form and meaning, 50 % average percentage of cross-association points out that there is always a risk of cross-association among the words that are taught at one time as a set. Only, this risk can be higher for the words that are related or similar as well. To avoid this situation, teaching of forms should have been more focus of attention and there should have been more time for "form-meaning association" to occur. The weakness in this study was that, forms and the meanings of the target words were taught, but there was not enough practice and time for building "form-meaning associations". Besides, explaining the meanings of the words in L2, although with the help of Picture cards, might be challenging for the subjects. May be it would have been better to give the L1 translations aswell.

CHAPTER SİX: CONCLUSION

6.1. Conclusions

The aim of this study was to investigate the use of examples in teaching L2 word meanings with pictures. The researcher tried to find out the effectiveness of examples by varying the examples to be used in the study as "single positive", " multiple positive" and "multiple positive& negative" by arranging a subject group for each type.

Nevertheless, at the end of the study, it is hard to make an overall generalization and to say which group was the most or the least successful in terms of examples. The success rates of the groups changed with every individual word in an unpredictable mood. As mentioned before, while arranging the groups before the experiment, the researcher had expected "the multiple positive & negative example group" to be the most successful group, "the multiple positive example group" to be the second successful group, while "the single positive example group" to be the least successful one. But, when Table 4.5. (overall results of the groups) is examined, it is seen that "the multiple positive example group" was better for learning over "the single positive example group" as expected, demonstrating the idea that several examples are better for learning a word. Moreover, "the multiple positive example group" did better than "the multiple positive & negative example group" ,and this is an unexpected result which can be explained as negative examples might be somehow confusing for the students.

"The multiple positive example group" was the most successful one for both the immediate and delayed translation tests. Thus, it can be said that presenting several examples of a word helps understanding the concept better and is good for the retention of the meaning.

6.2. Further Research

According to the researcher, there are some variables affecting the results of the study aswell. Cross-association within the target words, since they were taught in a set, was one of the main factors that affected the success rates. The researcher advises for further research that, more precautions should be taken in order to avoid cross-association. One way to avoid cross-association might be using different visual techniques to present two similar items. For instance, while teaching the names of animals such as cat and dog, we can use a flash-card for presenting the meaning of dog, whereas we can demonstrate the meaning of cat by using gests and mimes.

Besides, learners' not being used to learning vocabulary with pictures and their lack of ability in strategy using might have caused misinferencing of the target words .This situation could be clearly seen on the translation test papers. Although the researcher tried to control these variables by arranging a training session a week before the experiment, it can be seen that this was not enough. Researchers, who want to carry out such a study, should spend more time on training, since it takes time for students to understand what to do and get used to a different learning technique. Moreover, during training session, strategy training should be given to subject students, since students need to know how to make inferences by using the picture clues or how to infer the meaning from the context, when the target item is used in a sentence. Another important point in strategy training should be "selective attention". In this study, as mentioned before, some of the subject students diverted their attention to other useless details in the pictures, thus, they misinferenced some target words. Due to this reason, subjects should be taught how to pay attention selectively to important details in pictures.

In this study, since the experiment session was arranged as a single session with a limited time, the number of the target items used was also limited with five. The researcher paid attention to target items not to be overloaded, since the studies so far have advised to limit the number of target items up to five or six at most , which were to be taught as a set at one time. Nevertheless, since the number of the target items were

few, the results of the subject groups changed with every indiviual word and it was hard to make a generalization at the end of the study. According to the researcher, the number of target items should be more for further research. Due to this reason, arranging more than one experiment sessions would be advisable. In the researcher's opinion, if there are more target words, there would be the chance of their making up "patterns" within themselves. By this way, the results might be more predictable and meaningful.

In this study, taking into the consideration the subjects' age and level, the most convinient technique was determined as "demonstration by the use of Picture cards" and the target words were taught directly without using the L1 translations. Nevertheless, when the overall results are examined, the average percentange of success is about 50 %. Teaching the target words only by using L2, might have caused the subjects' misunderstanding the meanings or the students might have needed more time for building a form-meaning relationship. Thus, for further research, after presenting the target words by means of pictures and by using them in L2 contexts, the L1 translations should be given at the end of the teaching session as a feedback. Otherwise, there is the risk of misinferrenced word meanings' being transferred into the long-term memory.

Using imagery is a good way for retention of meaning, since the visual memory tend to be stronger than the verbal memory according to the studies. Thus,using picture cards while presenting word meanings was a good choice for the retention of the word meanings. Nonetheless, for further research, the subjects should be given more practice of the target words, since the studies have shown that, the more practice of a word, the more chance of retention of that word. Also, in this study, there was a direct link between the learning method and the testing method (receptive learning $\rightarrow$ receptive testing). For further research, as in this study, relevance between the learning and testing methods should be kept in mind inorder to get more reliable results.

6.3. Applications for Teaching

Since vocabulary is the best predictor of overall comprehension(Bransford and Johnson [1972], Sternberg and Powell [1983] and Sternberg [1987]), teachers should allocate specific class time to vocabulary learning.

Choosing the target words to be learnt is another important point. Especially the language teachers, who teach young learners at primary school age with a low proficiency level, should not hesitate to spend time or effort in teaching high-frequency words.

Teachers should make use of visuals, while teaching concrete nouns especially. They can prepare their own picture cards, if possibe, since picture cards are long-lasting materials that can be stored and used whenever necessary. Besides, using picture cards helps saving from class-time and picture cards are motivating stimuli for students. Teachers can prepare their picture cards according to their own classroom environment in terms of size, content...etc.

As for examplification, teachers should use as much examples as possible so that the learners will be able to understand the concepts more easily. Deducing from the results of this study, using several positive examples can be said to help understanding the meanings and concepts better. Nevertheless, teachers should be careful while using negative examples   since they might be somehow confusing for the learners.

Teachers should also encourage students to develop strategies for determining the meaning of the words. Students should be given strategy training about inferring meanings from context and making use of contextual clues.

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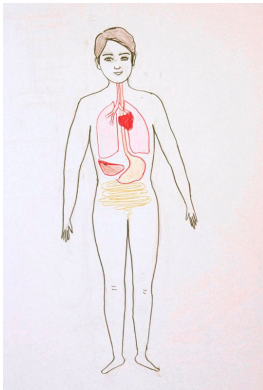1988   Vocabulary Posters. Modern English Teacher Journal. 15,3: 31-32.

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Appendix I

Teaching Materials (Picture Cards)

A) Positive examples for "Body"
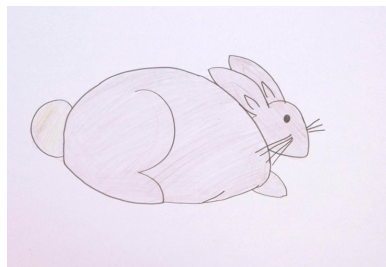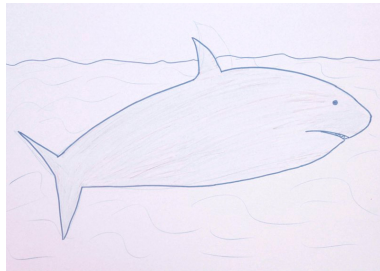
B) Negative examples for "Body"
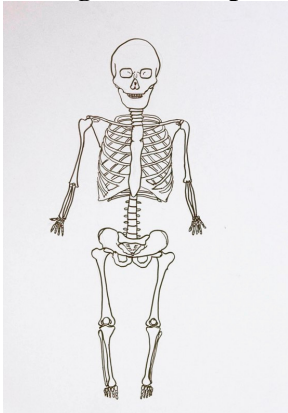
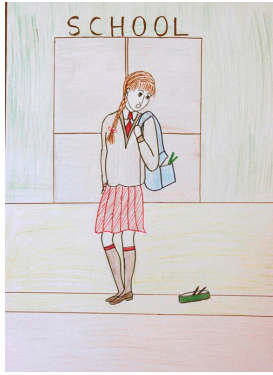**C) Positive examples for "Building"**

D) Negative examples for "Building"

E) Positive examples for "Hour"
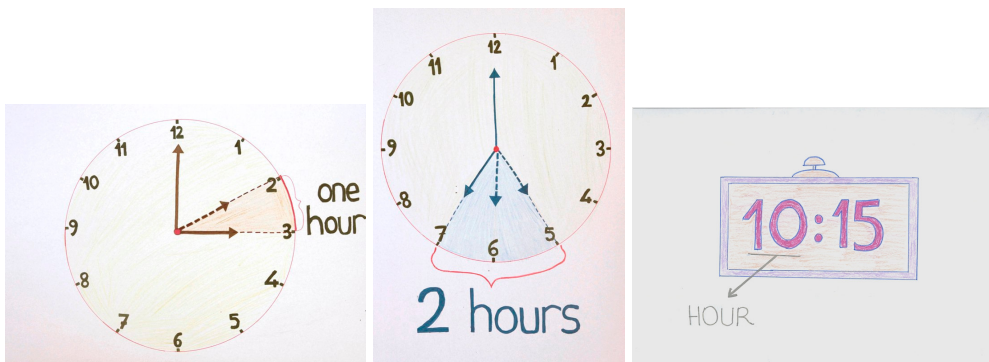
F) Negative examples for "Hour"
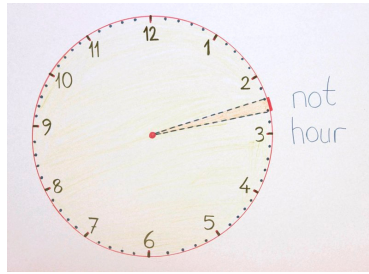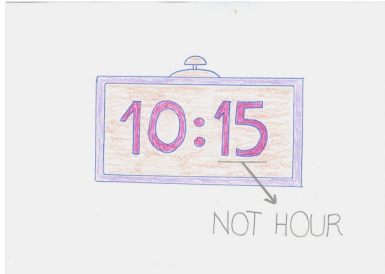
G) Positive examples for "Ground"
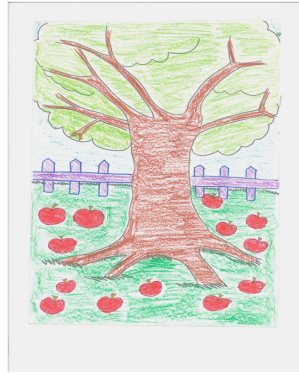
H) Negative examples for "Ground"

I) Positive examples for "Road"
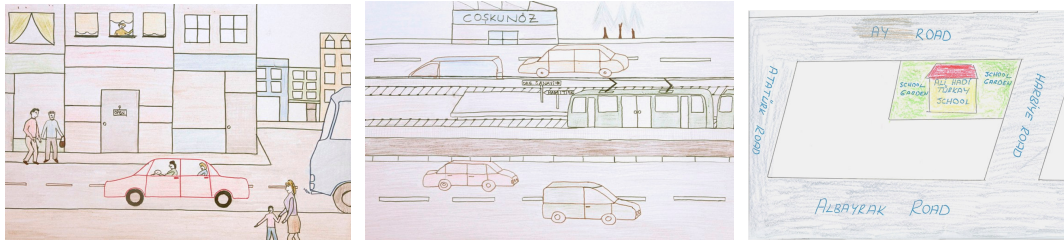
J) Negative examples for "Road"

Matching Test (as Immediate & Delayed Post Tests)

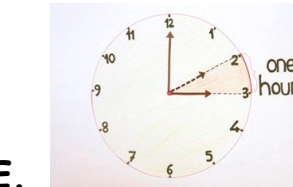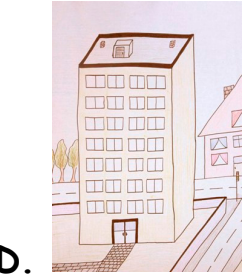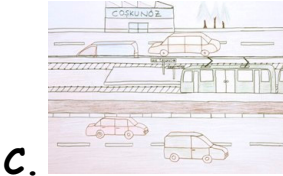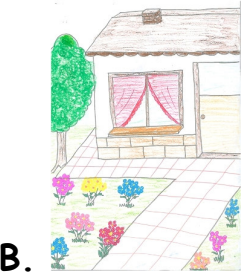## <u>LÜTFEN AŞAĞIDAKİ RESİMLERİ İNGİLİZCE ANLAMLARI İLE EŞLEŞTİRİN.</u> ☺

---------- 1.BUILDING   A.

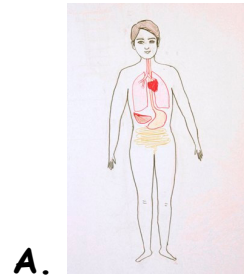------ 2.ROAD   B.

 ------ 3.BODY   C.

------ 4.HOUR   D.

------ 5.GROUND   E.

Translation Test (as Immediate Post Test)

LÜTFEN AŞAĞIDA İNGİLİZCESİ VERİLMİŞ KELİMENİN KARŞISINA TÜRKÇE ANLAMINI YAZIN. ☺

Body : - - - - - - - - - - - - - -

_____

LÜTFEN AŞAĞIDA İNGİLİZCESİ VERİLMİŞ KELİMENİN KARŞISINA TÜRKÇE ANLAMINI YAZIN. ☺

Building : - - - - - - - - - - - - - -

_____

LÜTFEN AŞAĞIDA İNGİLİZCESİ VERİLMİŞ KELİMENİN KARŞISINA TÜRKÇE ANLAMINI YAZIN. ☺

Hour : - - - - - - - - - - - - - -

LÜTFEN AŞAĞIDA İNGİLİZCESİ VERİLMİŞ KELİMENİN KARŞISINA TÜRKÇE ANLAMINI YAZIN. ☺

Ground : --------------

_____

LÜTFEN AŞAĞIDA İNGİLİZCESİ VERİLMİŞ KELİMENİN KARŞISINA TÜRKÇE ANLAMINI YAZIN. ☺

Road : --------------

TranslationTest (as Delayed Post Test)

LÜTFEN AŞAĞIDA İNGİLİZCELERİ VERİLMİŞ KELİMELERİN KARŞILARINA TÜRKÇE ANLAMLARINI YAZIN. ☺

1. Building : --------------

2. Body : --------------

3. Hour : ------------

4. Ground : -------------

5. Road : --------------

ÖZGEÇMİŞ

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Esra AKÇA