

ÖZET

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ÇOCUKLARA KELİME ÖĞRETİMİNDE KULLANILAN YAKLAŞIMLARIN KARŞILAŞTIRMASI

Bu çalışma; çocuklara yabancı dil öğretiminde, özellikle kelime öğretiminde, daha etkili bir yol olup olmadığını araştırmaktadır. Bunun için odağın kelimelerde olduğu (bilinçli ve kasıtlı bir süreç olarak düşünülebilecek bir yöntem) ve odağın verilen görevi tamamlamada olduğu, kelimelerin yapılan etkinliğin yan ürünü olarak kazanıldığı (daha az bilinçli ve kasıtsız bir süreç olarak düşünülebilecek bir yöntem) farklı iki kelime öğretme yaklaşımı kullanılmıştır. Çalışmanın katılımcıları, çalışma boyunca 48 hedef kelimeye (ki sıklıkla karşılaşılan kelimeler olarak düşünülebilirler) maruz kalan 52 tane Türk Devlet Okulu 4. sınıf öğrencisidir. Katılımcılar kelime öğretme yaklaşımlarına göre iki gruba ayrılmışlardır. Bir gruba kelimeler direkt olarak öğretilirken, diğerine dolaylı yoldan verilmiştir. Uygulanan yaklaşımlardan edinilen kazanımları değerlendirebilmek için, aynı ön test ve son testler her iki gruba da uygulanmıştır. Sonuç olarak kelimelerin direkt olarak öğretildiği grup daha başarılı olmuştur. Beklentilerin dışında gelişen bu sonuç, gelecekteki yabancı dil müfredatı açısından detaylı bir şekilde tartışılmıştır.

ABSTRACT

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COMPARING APPROACHES FOR VOCABULARY TEACHING TO YOUNG EFL LEARNERS

This study aims to investigate whether there is a better way to teach English, specially English vocabulary, to young learners. To investigate this, two different vocabulary teaching approaches were used, where the focus was on words (which can be considered as a conscious and intentional operation) and where the focus was on completing a task and the words are learnt as a by-product of any activity not explicitly geared to vocabulary learning (which can be considered as a less conscious and unintentional operation). The participants of this study were 52 fourth grade students in a state school in Turkey and they were exposed to 48 target words (which can be considered as high frequency words) throughout the study. The participants were categorized into two groups according to two vocabulary teaching approaches. One group was taught the words in an explicit way whereas the other one was taught implicitly. The same pre test, immediate post test and delayed post tests were applied to two groups in order to see the gained words by participants and evaluate the performance of the two approaches in this study. The results showed that explicit teaching resulted in better performance than implicit teaching. As opposed to our expectations, the reasons for the success of the explicit teaching group were discussed for the future curricula for foreign language learning.

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1. INTRODUCTION

1.0.Introduction

Education is fundamental to reach the level of developed countries and to guide the future of a nation. Hence, regarding education in Turkey, each government is within a constant endeavor for a better education system ranging from Kindergarten to College. However, the cascade educational policies of the governments do not reach their ultimate goals, as applicants of these policies have been the same people in the education business for years (Hayes, 2000, p. 135).

The government ruling today in Turkey attempts to bring some changes to the educational system. One of the important changes is the introduction of English to the fourth and fifth graders where learners are young children aged 10 or 11. Teaching English to fourth and fifth graders started in 1999. However, the Ministry of Education did not implement any teacher development program to prepare the teachers for this new and demanding task. Hence, the teachers had to find their own way to teach English to young EFL learners.

It is known that in a number of Turkish schools there is a shortage of teachers, or of teachers who are appropriately prepared to deal with the target age group. Moreover, although learners tend to start earlier, teaching in the long run seems to be often less effective than expected, since the sixth graders who has passed this process are still not as successful as it is expected. Presently, it is unclear what happens in early start programmes, how good practice - including assessment and self-assessment – is implemented and what young learners can do.

One of the reasons for this situation might be the insufficient knowledge of teachers and programme designers about young learners, because, as it is mentioned before, teacher candidates at universities are generally educated to teach English to

secondary and high school level. Another reason might be the fact that not only the foreign language education system in Turkey, but also the classrooms and materials at state schools are not ready yet. Therefore, both foreign language teacher candidates and programme designers should be educated through the new trends about language teaching, and also the classrooms and materials should be designed or adapted according to new education program to provide an atmosphere which will help to stimulate imagination and creativity of young learners through various activities appropriate to the world they live in.

Vocabulary teaching is crucial in learning a foreign language. Nation (1993 a) claims that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on. As a result; an English teacher must have an idea about making his / her students acquire or learn the vocabulary they need.

Language teachers and education programme designers have always wondered how to teach second language vocabulary to young language learners. The most demanding task at this level seems to be teaching vocabulary due to the fact that learning a second language involves the learning of a large number of vocabulary. Two points should be taken into consideration for teaching vocabulary to young learners.

As a first point, teachers have to be aware of the fact that teaching children and teaching adults are entirely different processes. The primary root of the problems encountered while teaching children stems from the fact that teachers are adults themselves, working and living in an adult world; whereas, their clients are children living in a children's world. (Şimşek, H. 2007) Therefore, teachers sometimes encounter problems while teaching children. Moreover, teachers of English teaching adults for years tend to use the same techniques and principles while teaching children. However, since adults and children are different, the same teaching and learning principles and methods do not work with both groups of learners. Even experienced

teachers may be tempted to stick to the teaching practices, or theoretical backgrounds they have been making use of for so many years. Since the ideal learning environment for children is not what it is for adults, teachers have difficulties in teaching children.

As a second point, teachers should be aware of the current research on vocabulary teaching. Research on vocabulary teaching is still insufficient although it may have attention as a research area recently. There is still an unilluminated debate on how to teach vocabulary. Two approaches seem to come into question on this issue: explicit vocabulary teaching and implicit vocabulary teaching. As the first approach requires a focus on the target item where the meaning is presented by the teacher through showing pictures, realias, explaining the meaning, or translating it into the mother tongue of the learners, and the second one can be considered as a less conscious and unintentional process where the words are acquired through extensive reading or listening, playing games or etc. As children go for meaning, they like short stories, they like playing games and having fun, they are expected to learn better through implicit vocabulary teaching. However, since 4th grade students in Turkish state school seem to have no vocabulary knowledge and without any experience with the words, comprehending a text and inferencing meaning does not seem possible which leads using simplified texts or simplified games including the words that the participants have already known. Thus, although past research has dealt with the distinction between explicit and implicit learning of grammar, a special study is still necessary for the distinction between explicit and implicit teaching of vocabulary to young learners due to the fact that "without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (Wilkins, 1972). Since object names make up the largest portion of children's early vocabulary (Chan), they seem to be taught at the initial stage and this study mainly includes teaching object names and other high frequency words through explicit and implicit vocabulary teaching approaches. And although some research has been done on explicit or implicit vocabulary teaching, the present study seems to be the first one which compares these two approaches on young EFL learners. Therefore, this study investigates these two questions;

Research Questions

- 1) What are the appropriate approaches for teaching vocabulary to young learners?
- 2) Can explicit vocabulary teaching approach be considered as more effective for teaching vocabulary to young EFL learners?

2. LITERATURE REVIEW

2.0. Introduction

This chapter aims to introduce the concepts underlying this study through 3 main parts. The first part is about the importance of teaching English to young learners, characteristics of young learners, differences between young learners and adults in terms of abstract and concrete concepts, times of exposure, metalinguistic knowledge and cognitive maturity, affective factors, language input and duration of the knowledge in memory. The second part is about the importance of vocabulary in a second language, the degree of knowing a word (size, depth, fluency), the kinds of vocabulary in a text (high frequency words, low frequency words, technical words and academic words) different approaches to vocabulary teaching, in particular, explicit and implicit vocabulary teaching. Finally, the last part will deal with the ways to teach words to young learners in a detailed way.

2.1. Young Learners

Understanding the nature of second language is directly related to understanding the nature of first language. Cameron L. (2005) emphasizes that age is an important factor in learning first language as well as learning second language (p 15). While younger children (7 – 8 years) seem to pay more attention to sound and prosody (the ‘music’ of an utterance), older children (12 – 14 years) are more attentive to cues of word order (Harley et al. 1990)

Nikolov (2007) states that training foreign language teachers and learning languages from an early age are currently two central issues in language education across Europe. Recently, these issues has become an integral part of language education across Turkey. In the beginning of 2000, learners were taking English courses at the sixth grades of Turkish State Schools, whereas in the middle of 2000, the

Ministry of Education decides to start English learning from the fourth graders of schools.

There have been some misleading points on teaching languages to young learners at the beginning. For instance, the idea that “Teaching children is straightforward” is seen as a crucial misunderstanding about teaching young learners by Cameron L. (2005). It is clear that teaching children or young learners is different from teaching adult learners. Yet, it does not mean that teaching English to children is easier than teaching adults. Cameron (2005) summarizes the misunderstanding on this situation as:

Children do have a less complicated view of the world than older children and adults, yet this does not imply that teaching children is simple or straightforward. On the contrary, the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their understandings towards more formal, more extensive and differently organised concept. Primary teachers need to understand how children make sense of the world and how they learn... (p. xii)

As Cameron (2005) emphasizes, it seems even harder to teach a language to young learners. Teaching young learners not only includes teaching the language itself, but also keeping their attention on the task, making them understand the aim of the task, adapting the materials and techniques according to their needs and interests.

Another author Philips S. (1994) has also expressed that children need to learn how to learn which means that their education and learning should not be confined to the limits of their classroom, textbooks, and teacher, but that should help them to acquire skills and independence that will enable them to continue learning outside and beyond school. It can be said that children are expected to become independent and responsible for their own learning with the help of the teacher through experimenting with different learning styles. All this means that being a primary school language

teacher requires much wider responsibility than the mere teaching of a language system.

We clearly see that, teaching languages to children needs all the skills of a good teacher such as; knowing your students well, adapting materials, motivating students, simplifying the tasks, keeping interests, good planning, good timing, teaching different learning strategies, using different teaching methods, and etc.

Children seek out intentions and purposes in what they see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language (Cameron L., 2005). Yet it should be realised that although children are active "sense – makers" , their sense – making is limited by their experience.

2.1.1. Characteristics of Young Learners

We need to define who young learners are. Giving a certain age does not seem reasonable due to the fact that the definition of young learners may vary from country to country. However, it is still possible to mention some of the characteristics which young learners share. Cameron (2005) lists these characteristics as follows:

- 1) They are often more enthusiastic and lively as learners. They will have a go at an activity to please their teacher, even when they do not quite understand why or how. In the present study, most of the learners raised their fingers to give answers or to take part in the activities whether they have understood the aim of the activity or not.
- 2) They get bored easily. They lose their interest more quickly than older learners and are less able to keep themselves motivated on tasks they find difficult.

However, the participants of this study did not seem to get bored during most of the treatment time, as the activities included fun element.

- 3) They often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. Participants of the present study seemed to pronounce the target words correctly even though they did not get the meaning and they seemed to do this eagerly.
- 4) They are not afraid of taking risks. Since they are less embarrassed and they are more willing to learn, their being risk-takers is not a surprising point.
- 5) They like having fun, singing songs, playing games. As the present study includes pictures, songs and games, the participants seemed to have great time during the treatment sessions.
- 6) Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times. They like moving and touching things. Brumfit (1991) also claims that they need to be active or move physically.
- 7) They actively try to make sense, to find and construct a meaning and purpose for what they are doing. However, participants of implicit vocabulary teaching in this study did not seem to construct the meaning and the purpose of the activities enough as explicit group did. Possible reasons for this situation will be discussed in chapter 4.
- 8) They may act as if they understand to please their teacher which makes it hard to check on how much they understand and learn. As it is mentioned in the first point, they are eager to take part in the lessons with or without an understanding. Although this made objective observation during the treatment more difficult, their understanding and learning performance could be observed through translation checklists' results.
- 9) They have a great sense of energy, curiosity and involvement. Both of the groups in this study seemed to have their attention during all the phases of the treatment session due to their energy and curiosity.
- 10) They are great mimics. In the present study, they seemed to observe the teacher and try to do what she did during the activities.

The characteristics show that learning a language at an early age has significant advantages. They seem to be more open to learn new things, they have much more time for the learning process than adults, they are easier to motivate for learning and they need to have fun while they are learning.

2.1.2. Advantages of learning a foreign language at an early age

2.1.2.1. Time

Brumfit (1991) emphasizes that children have opportunity to concentrate on their language without any interruption. When the difficulties and responsibilities of an adult are thought, it can be seen that children have more time to deal with the language. It also seems that they can focus on what they are doing due to the fact that their only responsibility is discovering and learning new things.

On the contrary, Birgit H. (1990) claims younger children learn the grammar of the second language more slowly than other learners, so that although they start earlier with language learning they make slower progress and overall gains are not straight forwardly linked to the time spent learning.

Yet, Harley B. (1990) also states that the amount of second language exposure is a more important factor (for which length of residence is an index) in determining the level of linguistic skill than is cognitive development (for which age is index) Thus it can be said that second language learners may simply need an extended period of time for the acquisition process to take place.

2.1.2.2. Critical Period Hypothesis

According to Lightbown and Spada (1999), children who come from immigrant families generally reach native-like fluency in their second language, while their

families rarely achieve this. It is thought that there is a period in which language acquisition is easy. Turkish children in Germany can be considered an evidence for this hypothesis. However, in our context we are not able to profit from this since English language learning is confined to classroom only.

2.1.2.3. Positive Attitude to New Language and Culture

It seems that adults can get more critical about the things that they do not know well, whereas children are open and motivated to learn new things. Children have no prejudices and they are eager to discover new concepts. In the present study, most of the children also seemed to have no prejudices to learn a foreign language.

2.1.2.4. Being Familiar with Language Acquisition

Young learners, since they are still trying to learn their own native language, are accustomed to learning a language. Therefore, they might unconsciously and easily transfer related rules between languages.

2.1.3. Differences Between Young Learners and Adults

Differences between young language learners and adults can be categorized as; Abstract and Concrete Concepts, Time of Exposure, Metalinguistic Knowledge and Cognitive Maturity, Affective Factors, Language Input, and Duration of the Knowledge in Memory.

2.1.3.1. Abstract and Concrete Concepts

While Nunan (1991) divides learners in general into four types; concrete, analytical, communicative and authority-oriented, he calls children as “concrete learners”, who tend to like games, pictures, films, videos, and etc. Children learn through touching or seeing whereas adults are already accustomed to deal with abstract concepts. Therefore, while working with children, giving grammar rules or giving the meanings of words in

bilingual lists can be considered as meaningless. However, in this study, the group which works on word lists and translation seems to result in better performance than the group which deals with the words through extensive reading or playing games.

2.1.3.2. Time of Exposure

Brumfit (1991) claims that children seem to have more time to deal with language. However, something can easily make them get distracted. Therefore, fun and interesting activities should be used when teaching to young learners. It always seems to be a problem to apply fun and interesting activities in a classroom due to the time restriction. Time might not be thought as a problem for young learners to learn on their own, yet it seems to be a problem for the English lessons in the Turkish state schools.

2. 1.3.3. Metalinguistic Knowledge and Cognitive Maturity

It is not right to expect a child to understand the whole linguistic knowledge in lessons, they can get it in proportion to their own cognitive level. Therefore, the amount of what is going to be taught and how it is going to be done should be adjusted according to their level.

According to Piaget (1955, p. 14), children at elementary schools are usually in the “concrete operational stage of their cognitive development”. In other words, children learn through hands on experiences and through the manipulation of objects in their environment. In English classes, this would mean that they learn through active engagement in some type of activities of which language is a part but not the main concern. They have to work on some meaningful tasks to accomplish using the language they are going to learn because children learn in these years by doing. Schachter J. (1988) claims that cognitive maturity is at least as important as amount of second language exposure However, Piaget's theories have been criticized by some researchers including Robbie Case, Pierr Dasen, Kurt Fischer, and Elizabeth Spelke

(articles.directory.net). According to them, the stages of Piaget are not described distinctly and are not defined clearly. The critics also maintain that children do not pass through these stages in precisely the same way or order. One can understand that implicit teaching requires upper cognitive skills than explicit one as it includes inferring meaning not getting it directly. Thus, it should be said that cognitive maturity is important for teaching vocabulary to young learners.

2. 1.3.4. Affective Factors

Anxiety can be considered as an age-related affective factor. Children have little or no anxiety, they are not afraid of expressing themselves or making mistakes whereas adults are.

Children are free to make mistakes and this makes them more eager to complete the tasks, take part in lessons. Concerning this fact, they can be called as braver learners and learning best occurs when some risks are taken. However, Sertçetin (2005) claims the reverse of the situation as she states that anxiety of children in Turkish primary schools is high in her study.

2.1.3.5. Language Input

Familiarity might be a facilitative effect for language learning. It can be familiarity in form, pronunciation or use. One can transfer what he has in his background knowledge to the new context, however for the minority children this effect is restricted to linguistically simple text due to their limited knowledge of the target language. With respect to the restricted background knowledge of children, language input should be simplified.

2.1.3.6. Duration of the Knowledge in Memory

It is stated that young learners learn and forget faster. Therefore, they need more repetitions in different types of activities to keep the knowledge in long-term memory. Repetition can be mentioned as a key concept for teaching vocabulary to young learners. They need to be taught small amount of new concepts through large amount of repetitions. In the area of vocabulary teaching, remembering the word that is expected to be learnt called as retention. It does not mean that the word is learnt if it will not be able to remembered. Retention is thought to occur best when children do something with the words they are learning. Therefore, tasks, which includes repetition and multiple exposure to vocabulary items, should be designed by the teachers

2.2. Vocabulary

Vocabulary knowledge is only one component of language skills such as reading and speaking (Nation 2001 , Waring 1997). Thus, it might be said that one should take time in teaching vocabulary. As Nation (1993 a) claims, “Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on”. In conclusion; an English teacher must have an idea about making his / her students acquire or learn the vocabulary they need.

2.2.1. The Role of Vocabulary in Second Language Learning

Research has shown that vocabulary teaching should be a part of the syllabus, and it should be taught in a well-planned way. According to Lewis (1993), vocabulary should be at the centre of language teaching due to the fact that ‘language consists of grammaticalised lexis, not lexicalised grammar’. He highlighted the idea that vocabulary is the basic element of communication. It is certain that if learners do not recognise the meaning of keywords they will be unable to participate in the conversation, even if they know the morphology and syntax.

Karatay, H. (2007) claims that oral and written communication skills especially understanding and expounding main language skills and using language skills are effected by and depend on vocabulary. It can be easily understood that teaching and learning vocabulary is a very important phase in language obtain.

Words of a language are used to express the abstract or concrete meaning of an object. Gaining main four language skills (reading, writing, speaking and listening) and using these skills in an effective way is truly depended on gained vocabulary knowledge (Karatay, H. pp. 4). The lack of vocabulary knowledge leads to

misunderstanding of others, unable to explain yourself and many other similar problems.

Natural Approach methodology emphasizes comprehensible and meaningful input rather than grammatically correct production. Thus, vocabulary acquisition is crucial to natural approach due to the fact that acquisition will not take place without understanding of vocabulary. (Cherly Boyd Zimmerman)

Krashen & Terrell (cited in Zimmerman, 1983) state that activities are not necessarily “vocabulary builders”. Student’s attention is not on vocabulary learning per se but on communication, on the goal of an activity. However, without a degree of vocabulary knowledge, students seem not to gain any words, they seem just have fun through trying to reach the goal of the activity.

2. 2.2. Knowing a Word

Three questions that arise in vocabulary teaching area should be answered for the present study. These are;

1. What does it mean to know a word? (i.e. The degrees of knowing a word)
2. What is the target vocabulary size for language learners?
3. How many types of words can be mentioned?

2.2.2.1. What does it mean to know a word? (i.e. The degrees of knowing a word)

What it means to know a word is the first question that arises in vocabulary teaching area. Carey's notions (cited in Beck, 1978) about word knowledge seems to be one of the simplest ones. She made a distinction between fast mapping and extended mapping. How young learners can get a sense of a word's meaning is considered as fast mapping, whereas full understanding and use, which can occur only

over time and multiple encounters, is considered as extended mapping. In the present study, fast mapping is expected from the participants regarding their age and background knowledge.

Knowing a word does not mean knowing only the meaning of that word. According to Nation (2001), there are three dimensions of lexical competence: size (or breadth), depth, and fluency. Size is about the number of the words that is known, depth means what is known about that word (its form, meaning, collocations, being formal or informal, etc.), and fluency is about the use of that word. When teaching young learners, size seems to be more important than others. Young learners are expected to learn the basic sense (basic meaning) of a word. They are expected to learn as much basic words as they can in order to understand and produce basic sentences. Depth and fluency appear to require upper cognitive processes, thus they are thought to be in the secondary status.

Verhallen (1998) also emphasizes that one should realize that acquisition of words or knowledge of words is a continuum with different levels. The continuum of word knowledge ranges from ‘I think I’ve seen that word before’ to ‘That’s what I did my dissertation on’. And this seems to be related to the depth of lexical competence. For young (ages from 7 to 12) and very young (under the age of 7) learners; ‘I think I’ve seen that word before’ level seems to be more reasonable. They do not have to know all aspects of a word, and expecting them to do so is meaningless.

2.2.2.2. What is the target vocabulary size for language learners?

Another question that arouse in vocabulary teaching area is about target vocabulary size. Nation (2001) claims that the number of words needed to use the language for a given purpose allow us to set more realistic vocabulary goals for our learners. It is clear that all the vocabulary of a language is not known even by native speakers of that language. And there are also words which are used in a restricted area such as mechanical engineering, medical science, astronomy or etc. A second language learner at the fourth grade of a primary school do not need to know all these words and

it also seems impossible to teach all these words to not only a child but also to any person at any age. The desired size is described by Nation in correlation with the native speaker's vocabulary size by Nation. According to his research, an adult native speaker knows 20.000 word families and adds 1.000 new word families per year to his / her vocabulary size. This vocabulary size seems relatively quite limited for a pre – school child of about 5 years old. They roughly have 4000 to 5000 word families, regarding to Nation's research (1993). Then, it may be calculated that when they reach their adulthood after university graduation they reach a size of 20.000 words.

However, according to Jamieson's research (2001); adult foreign learners of English have much less than 5.000 word families although they have been studying English for several years. It might be said that, we need to fill in the gap between the native speakers who have always had the chance of acquiring vocabulary implicitly throughout their lives and the foreign speakers who usually have much more limited exposure to the language they learn in terms of time and opportunities. Thus, although there might be differences in each person when their different reading habits, jobs and educational or vocational background are taken into account, explicit vocabulary teaching seems inevitable if one desires to create native like speakers of English.

Hirs and Nation (1992) also claim that a vocabulary size of 2000 to 3000 words is still required to understand a text. Thus; it might be assumed that the initial explicit teaching of vocabulary constructs a good base for further implicit vocabulary learning. This number may be smaller if the texts used are one unique topic, such as economics history, etc. And the suitable topics for children can be family, clothes, body parts as it is in the present study.

2.2.2.3. How many types of word can be mentioned?

The third question aroused is about the selection of the words that are going to be taught. There is an important distinction in vocabulary related to deciding which words to teach. This distinction is related to the frequency of words which is about the occurrence of a word in a written or spoken text, whereas the others are considered as low frequent words.

According to Nation (2001) we can distinguish four kinds of vocabulary in language, regarding their occurrence in a written or a spoken text. These are; high – frequency words, academic words, technical words and low frequency words.

2.2.2.3.1. High – frequency words

The words which we highly come across in a text (i.e. The most common words in the corpus (Nenkova, A. , Gravano, A. , Hirschberg, J. 2008, pg168) are considered as high frequent words. They are the most encountered words in a language. Nation (2001) states that high – frequency words are the ones that are not marked at all, such as function words. But they may also include many content words.

2.2.2.3.2. Academic words

These words are the ones that are encountered in academic textbooks such as; X-rays, theorem or etc. These types of words are not our concern in the present study.

2.2.2.3.3. Technical words

Nation defines technical words as the words that are common in a specific area, but not so common elsewhere. Words related to economics, engineering, or medical science can be considered as technical words. We do not really deal with these types of words in our study.

2.2.2.3.4. Low – frequency words

Low – frequency words appear to be the biggest group of words. The words except from high – frequency words, academic words and technical words can be considered as low – frequency words.

High – frequency words seem to be a smaller group of words than low – frequency words. Yet, they are more important than low – frequency words due to the fact that they cover a very large proportion of the running words in spoken and written texts. Therefore, this word type is chosen to deal with in the scope of the present study.

Nation (2001) claims that it seems reasonable to spend a lot of time on high – frequency words, especially at the first stage due to some reasons. Firstly, they make up a relatively small (2000 words) group of words that could feasibly be dealt with in a school programme. Secondly, they have a wide range which means they occur in many different texts or subcorpora. Thirdly, they have a wide coverage that we can understand nearly %80 of a text just by knowing them. Finally, they are short and simple.

Concerning high – frequency vocabulary and low – frequency vocabulary distinction one can easily understand that how to teach a word differs. At this point Nation (2001) claims that while teacher and learners pay attention to each high – frequency word, only learners seem to pay attention to low – frequency ones.

2.2.3. Different Approaches to Vocabulary Teaching

Two main approaches named as explicit vocabulary teaching and implicit vocabulary teaching will be dealt with in the next sections.

2.2.3.1. Explicit Vocabulary Teaching

In this approach the focus is on teaching the vocabulary. Words can be given explicitly or directly through word definitions, synonym pairs, word lists, word associations, the keyword method, semantic mapping, or by using realia, pictures, mimicry, contrast, enumeration, explanation and translation. Nation (2001) points out that there are some advantages of direct teaching. First, it can raise students' awareness of particular words so that they notice them when they meet them while reading. Second, due to the fact that non-native speakers know very few English words at the beginning, it is practical and feasible to directly teach high frequency words. Third, direct vocabulary teaching is a way to speed up the second language learning process.

The results of a study (Lotto and Groot, 1998) examined 56 adult Dutch learners who were expected to learn 80 Italian words with 2 learning methods (word learning where the translation of the words were given and picture learning where the meanings were presented with a picture and seems to be less explicit than the first method) show that word learning resulted better performance than picture learning. One can assume that the more explicit the words are presented, the more learners gain vocabulary in number.

2.2.3.2. Implicit Vocabulary Teaching

In this approach the focus is not on teaching vocabulary items but on completing a task or reading a text, the vocabulary is learnt as by-product. Knowing a word includes the knowledge of form (pronunciation, spelling, position in grammatical constructions, collocations) and functions (frequency and appropriateness, and association.) (Nation, 2001) Due to the fact that many linguists (Nagy, 1997; Huckin 1999) believe in giving the translation of unknown words can only account for a very limited vocabulary growth, implicit teaching is considered as a significant alternative. It seems that it is impossible for learners to learn all these aspects of words by explicit learning alone. Hence, extensive reading can be done to learn vocabulary implicitly or

indirectly. Nation (2001) points out that implicit teaching is good for learning low frequency words while explicit teaching is good for learning high frequency words.

Nation claims that most of the time, vocabulary teaching should be devoted to high frequency words or words that fill a language need that the learners have, and this is possible by giving the meaning of the words directly. After teaching high frequency words (nearly 2000 words), learners can be taught words in an indirect way. One can easily understand that, there are thousands of English words and it is not possible for a teacher to teach all of them in an explicit way. Therefore, it is suggested that first 2000 words should be taught explicitly by showing pictures, giving the translation of the word or etc. Yet, after teaching these words, vocabulary teaching should be done through playing games, watching videos, extensive readings or etc.

It can be said that direct teaching is more appropriate when teaching high frequency words due to the fact that high frequency words will be of constant importance for the learners and a learner who has not learned the high frequency words yet will probably have no or little vocabulary knowledge. Therefore, this kind of words will be given attention. However, Nation states that low frequency words can be passed over without a comment.

According to Rott (1999) intermediate learners acquire a small but significant amount of words through reading. However, due to the need of former vocabulary knowledge, this unintentional lexical growth seems harder for the beginner learners.

A beginner foreign language learner has restricted experience with words and they may not develop approaches to infer word meanings since they will probably be still developing cognitively. Thus, it can be said that beginner foreign language learners might not be ready to learn the words in an incidental way.

According to Schmitt (2000) learners can learn numerous vocabulary explicitly, for instance, by using word lists and the “depth of processing” which proposes a more mentally challenging way of learning vocabulary in order to locate words into long term memory. For example; learners can learn a word from a word list and then use it in a sentence or try to focus on it in a reading passage. On the other hand; Krashen (1989) claims that reading can give a student a complete knowledge of the word and he criticizes many vocabulary teaching methods.

Regarding the drawbacks of both implicit and explicit learning Ellis (1995, as cited in Schui Ching, K. L., 2006, p.18) establishes a more balanced method that does not discriminate one from other but find them complementary rather than competitive. Ellis firstly categorizes four main hypothesis as a continuum:

- 1-) a strong implicit learning hypothesis
- 2-) A weak implicit learning hypothesis
- 3-) A weak explicit learning hypothesis
- 4-) A strong explicit learning hypothesis

The hypothesis are explained by Ellis as in the following way:

A strong implicit-learning hypothesis holds that words are acquired largely by unconsciousness. A weak implicit learning hypothesis holds that words cannot be learned. A weak explicit learning hypothesis holds that learners are active processors of information and that a range of strategies are used to infer the meaning of a word, usually with reference to its context. A strong explicit-learning hypothesis holds that a range of metacognitive strategies such as planning and monitoring are necessary for vocabulary learning; in particular, the greater the depth of processing involved in learning, the longer the learning is likely to be. (cited in Schui Ching, K. L., 2006, p.18)

Since the strong implicit learning hypothesis seems to suggest acquiring the language used in target language rather than learning it in a conscious way, it has been mostly advanced by Krashen (1982), who believes language is acquired by

understanding of messages in the target language. Yet, Ellis (cited in Benthuisen, 1995) claims that learning meaning is a conscious process that requires at least a weak explicit approach or, more probably, a strong explicit approach. Therefore, teachers should be aware of the need for an explicit approach even within the use of implicit approach.

An example of a weak explicit learning hypothesis can be considered as using word lists through reading. Benthuisen (2001) suggests using a word list to focus attention on reading. It can be considered as decontextualized vocabulary teaching which is defined by him as follows:

... many teachers criticize the practice of presenting new vocabulary in word lists. The feeling seems to be that new words should be introduced to learners in context. However, there is research dating back to the 1930s that supports the idea that learning words from a list is an efficient means of acquiring second language vocabulary (Carter and McCarthy, 1988). Using word lists can also provide motivation since most students seem to see vocabulary development as one of the most important aspects of second language learning and many of them feel their greatest difficulty in reading stems from limitations in their vocabulary. (p. 94)

Using word lists through reading activities can be considered as direct instruction in inferencing which seems to be useful, especially for beginners. Otherwise, as Biemiller, A. (2001) claims, readers appear to understand less than 95 percent of the words in a text, and they are likely to lose the meaning of that text (and be especially unlikely to infer meanings of unfamiliar words).

Rivers, (1968 / 1981, p.254 cited in Zimmerman) claimed that students are unprepared to use the words they have learned as isolated units, however although explicit teaching (which is going to be dealt in a detailed way in the next title) includes isolation of words from the context, the participants of this study got higher scores through explicit instruction.

In the light of the hypothesis that is explained by Ellis (1995), it may be concluded that these methods may facilitate covering each other's drawbacks or limitations when used complementarily.

Carter (2001) claims that "different types of word knowledge are learned in different ways." (P 18) and as it is mentioned before, according to Nation, we can distinguish four kinds of vocabulary: high-frequency words, academic words, technical and low-frequency words. It seems that language teachers, especially the ones working with young learners, should pay a great deal of attention to the high-frequency words at the beginning. High-frequency words have a reasonably small number of vocabulary to be taught in lessons (2000), they also have a wide range which means that we can see them in different contexts (for instance, the word 'child' can be seen in a story, in a newspaper, or in a daily conversation). High-frequency words are shorter and easier in general, thus learning them becomes easier, too. Coverage of the high-frequency words can be considered as another advantage; they cover a very large proportion of the running words in spoken and written texts. As can be understood from the earlier statements, high-frequency words are so important that any language learner who wants to use English should learn them at the beginning. Teaching high-frequency words also provides the feeling of accomplishment which can increase motivation and thus can be helpful for the future learning.

There seems to be two main problems in vocabulary teaching; deciding to select the words to teach and sense relations of the words (their having more than one meaning). When teaching vocabulary to young learners, trying to teach academic words, technical or low-frequency words seems to be meaningless due to their ages, their needs and interests, and their levels. It is thought that by just knowing the most frequent 2000 words, one can understand 90% of a conversation. That makes teaching high-frequent words more crucial (Nation, 2001).

Ideas of Biemiller (2001), A. in his article "Teaching Vocabulary: Early, direct, and sequential" seem to be supporting Nation's claims:

Overall, I believe that before age 10, the evidence supports the conclusion that a substantial majority of new root words are acquired through explanation by others (including explanations in texts) rather than by inference while reading, as has often been argued by Anderson, Nagy and Herman, and by Sternberg. For practical purposes, we should be prepared to ensure the availability and use of explanations of word meanings throughout at least the elementary school years. (p.30)

To sum up; it may be said that initial explicit learning of 2000 – 3000 high – frequency words or topic based vocabulary seems beneficial in order to constitute a threshold on which the learners may construct further vocabulary size owing to strategy use or implicit learning. As a result, it is suggested that, regardless of the age of a second language learner, high frequency words need to be taught in an explicit way immediately as they can be considered as important words.

2.3. Young Learners Learning Vocabulary

Until recent years, vocabulary has not been a particular subject to learn, but has been taught within the lessons of four main skills; speaking, listening, reading and writing. Huyan (2003) claims that learning vocabulary has been thought as memorizing a list of new words with meanings in learner's native language without any real context practice. This method seems to make learners unwilling to learn. Decarrico (2001) also states that words should not be learnt separately or by memorization without understanding. Using this method makes the learner stressful, it is hard to memorize but easy to forget. When the learners are children, this way seems more useless for several reasons. First of all, children get bored easily and this method appears to be a boring one. Secondly, they can learn small amount of new concepts, however in this method there are large amount of new vocabulary on the lists. And finally, memorizing the words probably leads to forget them easily and children forget more easily than other learners do.

Teaching vocabulary is a challenging process. Schmitt, N. (1997) claims that there is not necessarily a one to one correspondence between the meaning and a single word. However, children usually think that a word can only have one meaning. That is why they need to learn concrete words at the beginning. That is why they need to learn through pictures or realias. Children need a correspondence between meaning and the word.

In recent years, games appears to be crucial for language acquisition. Games might link four skills of speaking, listening, reading and writing to vocabulary in a fun way (Huyen, 2003). Considering this fact, the most used incidental learning technique for vocabulary teaching to young learners seems to be games. A considerable majority of students find games relaxing and motivating. Students who practised vocabulary activity with games seem to feel more motivated and interested in what they are doing. However, the time they spend working on the words might usually be slightly longer than when other techniques are used with different groups. Moreover, whilst games

seem to create a context for language learning , and are considered as authentic sources for language teaching, some students may want to play with them according to the teacher's explanation in mother tongue, because they do not understand it in English, or do not try to. This situation can be acceptable when working with 4th or 5th graders, since our main target is to create positive attitude towards language learning. However, starting from the 6th graders, the aim is not only a positive attitude towards language and language learning, but also to learn that language. And, in some cases, there is a need to focus on the vocabulary, or at least make the students be aware of the vocabulary, raising their consciousness; otherwise they may not learn the words, even they come across to it a hundred times.

Tasks and activities should be designed with respect to the level of children. Young learners and very young learners seem to acquire language by watching, listening, doing things, and imitating (Slattery 2004). One way of their learning vocabulary is by looking at things. Vocabulary presentation can be supported by realia, pictures, flashcards, toys, posters, etc. in order to make vocabulary lessons interesting.

Philips (1994) claims that the kinds of activities that work well with children are games and songs with actions, total physical response activities, tasks that involve colouring, cutting, and sticking, simple, repetitive stories that have an obvious communicative value. Although this kind of activities seem to be a tool for implicit vocabulary teaching, they might also be used through explicit vocabulary teaching. For instance, if the students are expected to play a board game, and try to understand the words just for completing the game, this can be considered as an implicit teaching activity. However, if the target words in a game are presented by pictures, realia or their meanings in first language, then it can be considered as an explicit activity. Either explicitly or implicitly, use of games for teaching a language in a classroom environment always seems to be a great way to deal with young learners.

Another way of children's learning vocabulary is through listening. They learn their first words of first language by listening, and it is also reasonable in second

language learning. One of the most important source for EFL context learners seems to be the “teacher talk” due to their having no other opportunity for exposure to target language. In order to make lesson more enjoyable and attractive, teacher can talk with hand puppets or toys instead of talking to herself.

Performing action is also an important way of vocabulary teaching. Thus, activities should incorporate movements and actions. As Slattery (2004) explains, actions might be rhyme-based. When performing actions incorporate with repetition, retention will probably occur. If we have a look at the ‘sit down’ and ‘stand up’ examples, it can be understood that children learn best when they hear the same words over and over, and also when they perform an action with the help of those words.

Imitating is one of the ways that can be used while dealing with young learners. Children often imitate what they hear. Thus, teachers should pay attention to their own pronunciation of words. By this way, misleadings can be prevented.

Activities for very young children might cover lexical themes such as colours, food, animals, parts of the body; whereas activities for young children can be designed for upper cognitive skills. They might be expected to make sense of a situation or interpret nonverbal clues. Use of word games such as Bingo, Dominoes, word puzzles, and crosswords can be considered as good examples for this situation.

Vocabulary acquisition can also be a result of storytelling activities. The secret, however, is to read simple and familiar stories over and over again, and maybe to support them with visual aids, facial expressions and gestures.

Another important issue in children’s learning vocabulary is ‘chunks’. Chunks include collocations, fixed and semi-fixed expressions and idioms, and according to Lewis (1997), occupy a crucial role in facilitating language production, being the key to fluency. Considering the fact that, very young children have not raised a morphological awareness and they see things as a whole, multiword units should be given at the early

stages; as they progress, they will be able to separate the multiword units, and understand meanings of its parts. Consequently, it is essential to make students aware of chunks, giving them opportunities to identify, organise and record these. Identifying chunks is not always easy, and at least in the beginning, students need a lot of guidance.

Çakır İ. (2004) divides teaching languages to young learners into four main categories; teaching through visuals, teaching in context, teaching through activities and teaching through fun and games.

2.3.1. Teaching through visuals

It is known that use of visuals in language teaching have always been favored by learners and teachers. One can easily assume that not only young learners, but also adult learners are keen on learning things through seeing and doing. However, regarding the predominantly visual and kinesthetic learning style of young learners, it can be said that visuals work best with children. In teaching any topic, teachers can support presentation visually; through big colourful pictures, posters, drawings or flashcards, puppets, toys and real objects or by dramatising the meanings through mime, facial expressions, gestures and so on. The benefits of the use of visuals in classroom are countless. Yet, the best thing about visuals appears that they are able to make the learning more permanent. (Sprenger M., 1999)

2.3.2. Teaching in context

Çakır says that the unknown words becomes more meaningful when contextualised than when presented as a single word having no explanation that helps to make the meaning clear except its translation. However, when we say this, we, in fact assume that learners have learnt the most common words. Otherwise, it might not be

possible for the learners to understand the context and use it as a tool to gain word meanings.

2.3.3. Teaching through activities

According to Çakır (2004), young learners find learning language by activities quite stimulating, motivating and interesting. As Cameron (2005) claims before, children learn best by doing, being actively involved in their learning, and language learning activities give them opportunities to use their imagination and creativity. Thus, using different types of activities as a tool for teaching language to young learners seems quite important.

Some of the major activities that Çakır advises for using in EFL classrooms and which are implemented through this study are ; TPR activities, Read and Draw, Groupwork, Drawing, Colouring, Cutting out, Falshcards, Guess the words, Labelling parts, Sticking in pictures, Odd one out and songs .

2.3.4. Teaching through fun and games

Recently, using games in language teaching has become popular because of some important reasons. One of the reasons is the motivation. As it is mentioned before, (see section 2.1.1.), children get bored easily, and it is hard to keep them motivated for a long time. Using games can be a great solution to this problem as it is fun to play games. Another reason might be their ability to create a context for language learning which makes learning more meaningful. The last reason can be the co-operation that games provide. Since, most of the games are played as a group, children learn how to behave in a group and also they might learn some new vocabulary by their peers while playing.

Suggested games for young learners by Çakır which are used in this study are Yes/No games, Guessing games and Write what you see, hear, know...etc.

3. METHODOLOGY

3.0. Introduction

In this chapter, an overall design of the study will be presented, giving detailed information about the subjects involved in the study, the setting, the treatment applied and the instruments used for data collection and data analysis.

3.1. Participants

This specific study included 52 students who studied at the 4th grade at a State School in Turkey whose foreign language level can be considered as beginner owing to the fact that foreign language education officially begins at 4th grade in Turkish State Schools. All students' mother tongue was Turkish. The gender factor was not taken into consideration. Since this is an experimental study, which aims at comparing the impact of explicit and implicit approaches for vocabulary instruction on young EFL learners' vocabulary knowledge, the subjects from two fourth grade classes were divided into two groups as explicit and implicit treatment groups. The groups are chosen and allocated randomly. In other words, the selection and allocation are not done according to any specific factor. The two classes seem to be equal in academic success and motivation aspects as their grade point averages for 3rd grade were close to each other. Each class included 26 students. The homogeneity of the groups in terms of knowing the target words of the present study can also be seen in Figure 4.5.

Both classes had the same teacher. The teacher was at the same time the researcher in order to eliminate the variable in teacher instruction. In terms of the hours of instruction, there were no differences between two treatment groups. Both groups received 11 hours of maincourse and 4 hours for the 3 pre test and 4 post tests (which include 3 immediate post tests and 1 delayed post test).

3.2. Setting

As the purpose of the study was to explore and describe the impact of explicit and implicit approaches to vocabulary instruction on young EFL learners' vocabulary knowledge , primary schools seemed to be the right places in order to conduct the present study. Thus, the present study was performed at a public primary school in Bursa, Turkey. In Turkey, primary schools are formed of two complementary components. The first part offers a five-year teaching programme in which the learners are supplied with some basic courses. The second part offers a three-year teaching programme where the students are provided with courses, which enhance their skills and prepare them for high school education.

The data presented in this study were collected from the first part of the primary school. Learners, in this part, take basic courses such as Turkish, Maths, Science, Art and etc. In this part of the primary school, English, which has been made a compulsory subject by MNE by the year of 1997, is given to the 4th and 5th grades. The data of this study was derived from the fourth year students. They had 3 hours English course in a week.

3.3. Treatment

For the purpose of the study, treatment lessons were designed on the basis of assumptions about vocabulary learning emphasized by Nation in sections 2.2.2.3 and 2.2.3. The activities were designed in line with the same purposes. The treatment took 5 weeks which means 15 course hours.

The 48 target words in the present study were not chosen according to any specific factor. The same 48 words in the curriculum, which the researcher had to follow, were tried to be taught. There were 3 units as my clothes, my body parts and my house. Unit one included 25 words, unit two included 14 words and unit three included

9 words. The treatment sessions which were applied to explicit and implicit groups were equal in terms of time.

Explicit instruction group just dealt with coursebook vocabulary exercises, which could be considered traditional definition based vocabulary instruction. For presenting the words, translation technique was used. Turkish meaning of the words were given immediately and then fill-in-the-blanks, matching exercises, bilingual word lists, Flashcards, Labelling parts, Sticking in pictures were used to practise the words. (see Appendix)

The implicit vocabulary instruction aimed to provide students with meaningful context for vocabulary. The activities for the implicit group included: Draw and Colour, Listen and Show, Listen and Put the Right Picture, Yes/No games, Guessing games, Read and Draw, Groupwork, Odd one out and songs, Labelling parts, Sticking in pictures but through reading a text. All these activities were used to present the words which can be considered as different from explicit one.(see Appendix)

The researcher prepared her materials for the implicit group before teaching sessions in order to save from the teaching time, and prepared the picture cards for the target words related to the clothes in A4 size in order to make them noticeable by all the students in the class when they are asked to play a dress-up game with a big paper doll on the board. In the second teaching session, students are asked to complete the parts of body of a paper doll according to a little text they have read. In another teaching session which is related to the target words of the house unit, they are asked to put the room items into the correct rooms according to their teacher's instructions and then they are expected to try to give instructions to each other.

3.4. Data Collection

In order to see the difference between the results of explicit and implicit vocabulary instruction in students' vocabulary knowledge, quantitative data were

collected. The quantitative data were obtained from vocabulary checklist. All of the participants from the explicit and implicit instruction group were asked to complete the same vocabulary checklist on a pre- and post- test (immediate and delayed post tests) basis to determine whether there were effective gains in vocabulary acquisition after the treatment. The items in vocabulary checklist contain the words that the students have dealt with in their lessons. A pilot study was applied to two fourth grade classes in another school before the present study in order to test the design of the full-scale experiment. Some parts of the treatment and the activities were adjusted. In other words, some items on the checklist were eliminated since the students tend to transfer certain words from L1 such as; T-shirt, boots, etc.

The vocabulary checklists were given to both explicit and implicit groups as pre and post (immediate and delayed) checklists. A pre test has been applied at the beginning of the study, an immediate post test has been applied a short time after the treatment and a delayed post test has been applied a long time after the first post test. The checklists were designed as English to Turkish translation due to the fact that Turkish to English translation seems to be more productive and may not be appropriate for the proficiency level of 4th grade Turkish students.

John Read (2004) criticizes using multiple choice items for assessing vocabulary as they are time consuming to construct and the test-takers' performance is too dependent on the choice of distractors.

Read (2004) also states that tests such as picture naming or matching do not give any indication of whether the learners will understand the word when they encounter it in use. It can be also said that picture naming can result in words that are not related to the target word, but just something about the children see in the picture.

Beck (2002) also claims that measuring whether knowledge has been attained or not is a hard operation. According to her, if the goal is for students to fully understand that word, then evaluations based on simple synonym matching or multiple-choice definitions will not tell us if that goal has been reached due to the fact that those kinds of measures cannot differentiate whether the word is really gained or the right answers are found by chance.

Another point should be mentioned is the type of translation; translation from English to Turkish seems also ambiguous, due to the fact that test-takers may produce a range of answers that have to be scored subjectively, which takes more time than for a more objective test format. To prevent this ambiguity, and to reduce the load of evaluation in terms of time and effort, researcher of the study decided to use translation checklists from English to Turkish.

The lexical items in the checklist were chosen from the vocabulary that the students worked on in their treatment lessons. All the items were concrete words due to the age factor. The checklist included 48 vocabulary items (see Appendix).

Scoring of the checklists had been done according to the exact meaning of the target words. Each student took 1 point for each correct word meaning.

3.5. Data Analysis

T- tests were applied to analyse the data obtained from the vocabulary checklists with the help of the program called SPSS. The paired-samples t-tests were applied in order to calculate the differences between the pre and post- checklist scores of a group. T-tests were also applied in order to calculate the differences between the explicit and implicit instruction groups before and after the study.

The analysis of the checklists were done through the mean of the results (which means the average correct answer of a group). At first, the means of explicit group's pre and immediate post test were compared. Then, its immediate and delayed post test results were compared. The same procedure was applied for the results of implicit group on its own. Finally, all the test results of two groups were compared to each other in order to see whether there was a significant difference resulted from the treatment sessions. Whilst comparing the immediate post test results of explicit and implicit vocabulary teaching groups, two different evaluation methods were used. At first, the results were evaluated through a strict evaluation where learners were expected to answer the words with their exact meaning. After that, the results were evaluated through a flexible evaluation where the closer answers to exact meaning were considered as correct. These two different evaluation results were also compared to each other for a better understanding of the difference between the groups.

3.6. Conclusion

In this study there were 48 target words to teach to 52 primary school students in a Turkish state school who were separated into explicit and implicit vocabulary teaching groups, after the treatment sessions pre and two different timed post tests applied to the groups and the results obtained from the tests were analysed through SPSS in terms of mean and T-tests.

4. RESULTS

4.0. Introduction

In this chapter, in section 4.1. the results of the explicit vocabulary teaching groups from pre-test, immediate and delayed post tests are shown in forms of tables and figures. In section 4.2 the results of the implicit vocabulary teaching groups from pre-test, immediate and delayed post tests are shown in forms of tables and figures. In section 4.3. the results of both group are going to be compared and shown in forms of tables and figures. In section 4.4. the results of t-tests are shown in forms of tables.

4.1. Results of the Explicit Group Tests

In this section explicit group's pre test results will be compared to its immediate post test results and then the same procedure is going to be applied to compare its immediate and delayed post test results

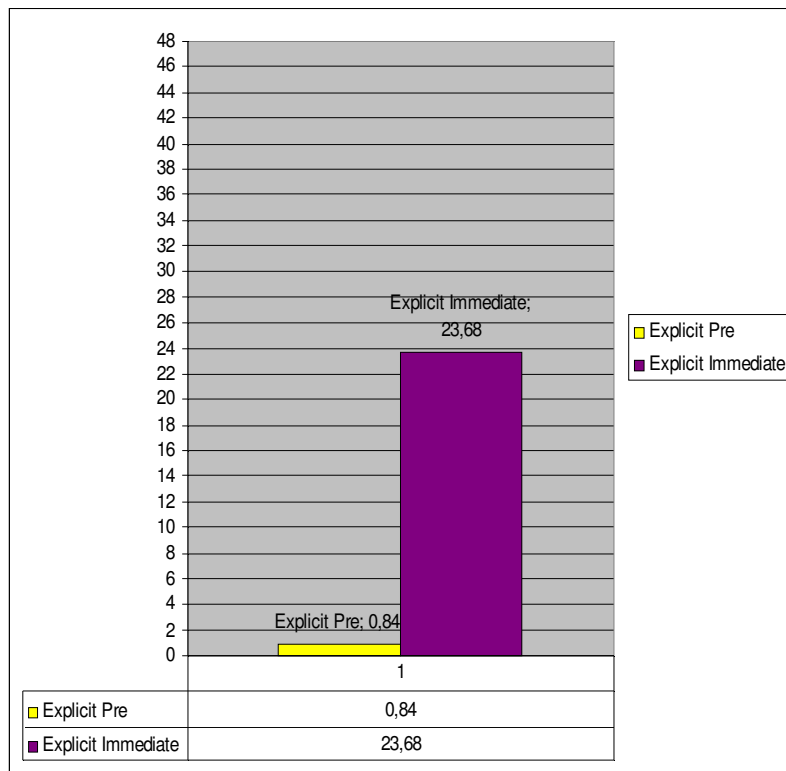
4. 1. 1. Results of the Explicit Group Pre and Immediate Post Test

As can be seen in Table 4.1. the results of explicit group from two different timed tests are considerably different from each other. There is a significant difference (22,84) between pre test results and immediate post test results of the explicit group. About 1 word was known by each student before the treatment session, it raised up to 24 words. Thus, it can be said that the explicit treatment session has a successful impact on students' learning the new words.

Table 4.1. Results of the Explicit Group Pre and Immediate Post Test

	Explicit Pre	Explicit Immediate
N	26	26
Mean	,84	23,68

Figure 4.1. Results of the Explicit Group Pre and Immediate Post Test



As shown in Figure 4.1., the differences between pre and immediate tests of explicit group are immense. The gain of words appears to increase from 1 word to 24 words. Thus, it can be said that the explicit treatment obviously has increased the amount of gained words by each student.

4.1.2. Results of the Explicit Group Immediate and Delayed Post Test

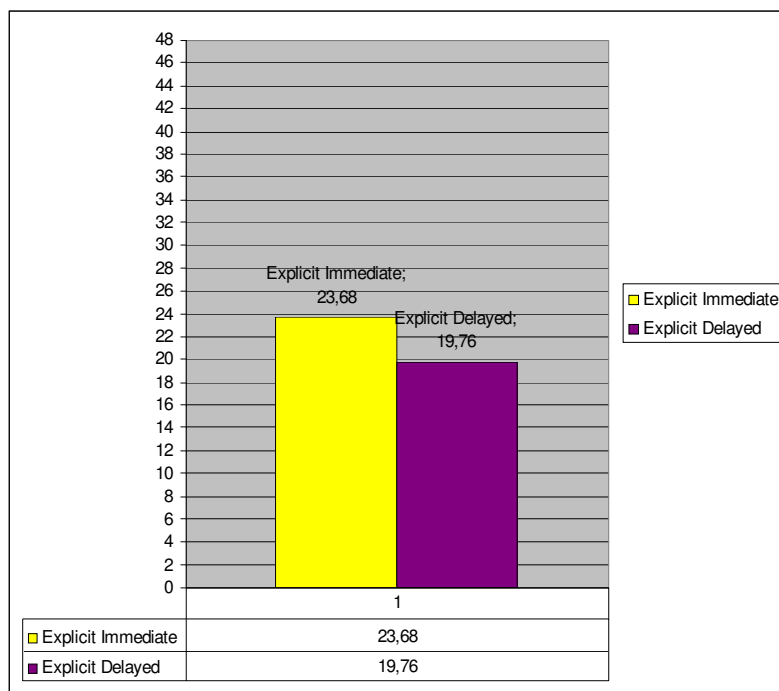
As can be seen in Table 4.2. the results of explicit group from two different timed post tests are also different from each other. The difference between average scores of immediate and delayed post tests are about 4 words. While, each participant of explicit group seems to gain 24 words in the test that has been applied just after the teaching session, they score about 20 words in the test that has been applied after one month from the treatment. Thus, it can be said that there has been a loss about 4 words for each student. Paired-samples t-test was applied in order to calculate whether this loss is significant. The results of this test can be seen in section 4.4 (see Table 4.10).

Table 4.2. Results of the Explicit Group Immediate and Delayed Post Test

	Explicit Immediate	Explicit Delayed
N	26	26
Mean	23,68	19,76

Figure 4.2. shows the differences between immediate and delayed post tests of explicit group.

Figure 4.2. Results of the Explicit Group Immediate and Delayed Post Test



While learners in explicit treatment group seem to score 24 words in the immediate post test, their score decreases to 20 in the delayed post test. This loss might be a result of the long time between the treatment session and the implementation of the delayed post test.

4. 2. Results of the Implicit Group Tests

In this section implicit group's pre test results will be compared to its immediate post test results and then the same procedure is going to be applied to compare its immediate and delayed post test results

4.2.1. Results of the Implicit Group Pre and Immediate Post Test

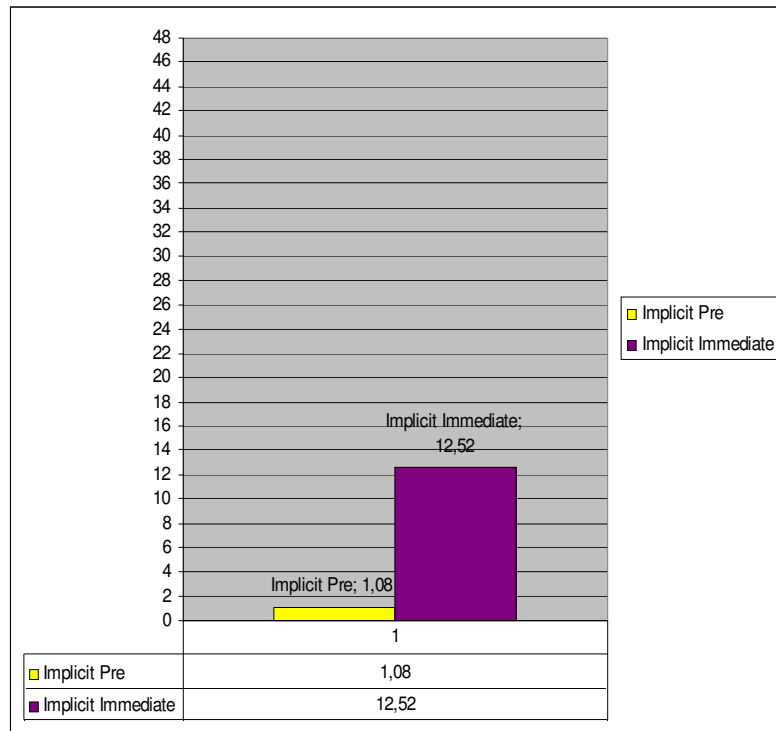
It can be seen in Table 4.3. that the results of implicit group from two different timed tests are also considerably different from each other. There is a significant difference (11,44) between pre test results and immediate post test results of the implicit group (see Figure 4.9). About 1 word was known by each student before the treatment session, it raised up to 13 words. Thus, it can be said that the implicit treatment session has a successful impact alone on students' learning the new words.

Table 4.3. Results of the Implicit Group Pre and Immediate Post Test

	Implicit Pre	Implicit Immediate
N	26	26
Mean	1,08	12,52

As shown in Figure 4.3., the differences between pre and immediate tests of implicit group are big.

Figure 4.3. Results of the Implicit Group Pre and Immediate Post Test



Similar to the difference between pre and immediate post test results of explicit vocabulary teaching group, there is a big significant difference before and after treatment sessions. The average amount of gained words after implicit treatment seem to increase from 1 word to almost 13 words.

4.2.2. Results of the Implicit Group Immediate and Delayed Post Test

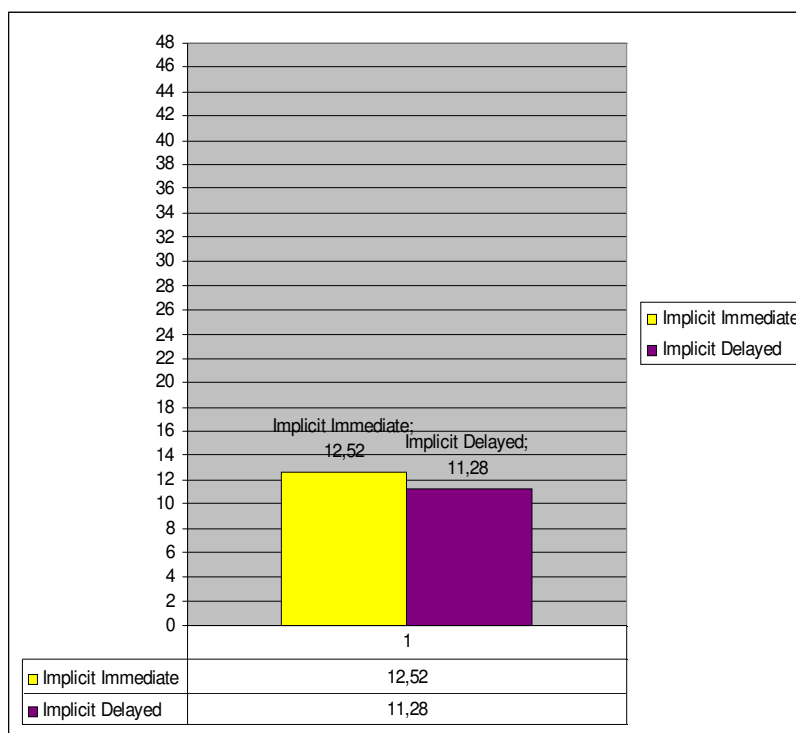
As can be seen in Table 4.4. there is no important difference between the results of implicit group from two different timed post tests. The difference between average scores of immediate and delayed post tests are about 1 word. While, each participant of implicit group seems to gain 12 words in the test that has been applied just after the teaching session, they score about 11 words in the test that has been applied after one month from the treatment. Thus, during the time period between the immediate and delayed post tests, there was some loss of the acquired items. However, this loss does not seem to be as important as the loss in explicit treatment group's two different timed post tests (see Table 4.10).

Table 4.4. Results of the Implicit Group Immediate and Delayed Post Test

	Implicit Immediate	Implicit Delayed
N	26	26
Mean	12,52	11,28

Figure 4.4. shows the differences between immediate and delayed post tests of implicit group.

Figure 4.4. Results of the Implicit Group Immediate and Delayed Post Test



The exact results of the immediate post test of the implicit group is 12,52 whilst it is 11,28 for the delayed post test. Although there seems to be a decrease in the delayed post test results, the decrease does not seem to be an important one.

4. 3. Results of Explicit and Implicit Group Tests

In this section pre test results of explicit group will be compared to pre test results of implicit group. Then, strictly and flexibly evaluated immediate post test results of the groups are going to be compared to each other, finally the same procedure is going to be applied to compare their delayed post test results

4.3.1. Comparison of the Explicit and Implicit Group Pre Tests

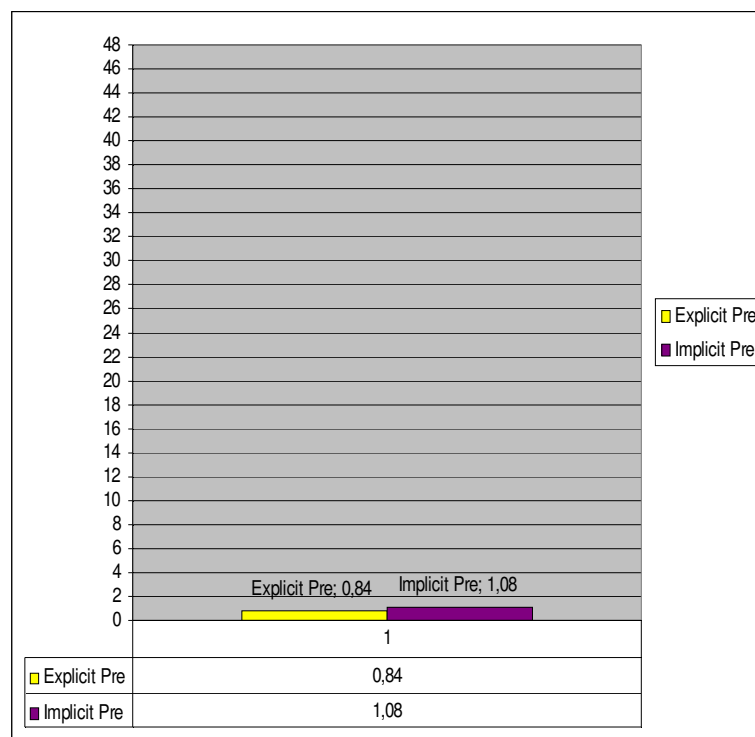
As can be seen in Table 4.5. the results of explicit and implicit group from pre test seem not so different from each other. There is a slight difference (0,24) between pre test results of two different treatment groups. Thus, it can be said that the groups' knowledge of the target words were similar before the teaching sessions. It is a preferred situation by the researcher as the aim of the present study is to apply two different vocabulary teaching approaches to two homogeneous groups in order to see whether there is a difference or not (see Table 4.9 : t-test for pre test results of explicit and implicit groups).

Table 4.5. Comparison of the Explicit and Implicit Group Pre Tests

	Explicit Pre	Implicit Pre
N	26	26
Mean	,84	1,08

As shown in Figure 4.5., the differences between pre test results of explicit and implicit groups are very small.

Figure 4.5. Comparison of the Explicit and Implicit Group Pre Tests



By looking at Figure 4.5. it can be said that there is not a remarkable difference between vocabulary knowledge of explicit and implicit treatment groups. It can be seen that both groups' average score is 1 word.

4.3.2. Comparison of the Explicit and Implicit Group Immediate Post Tests in a Strict Way

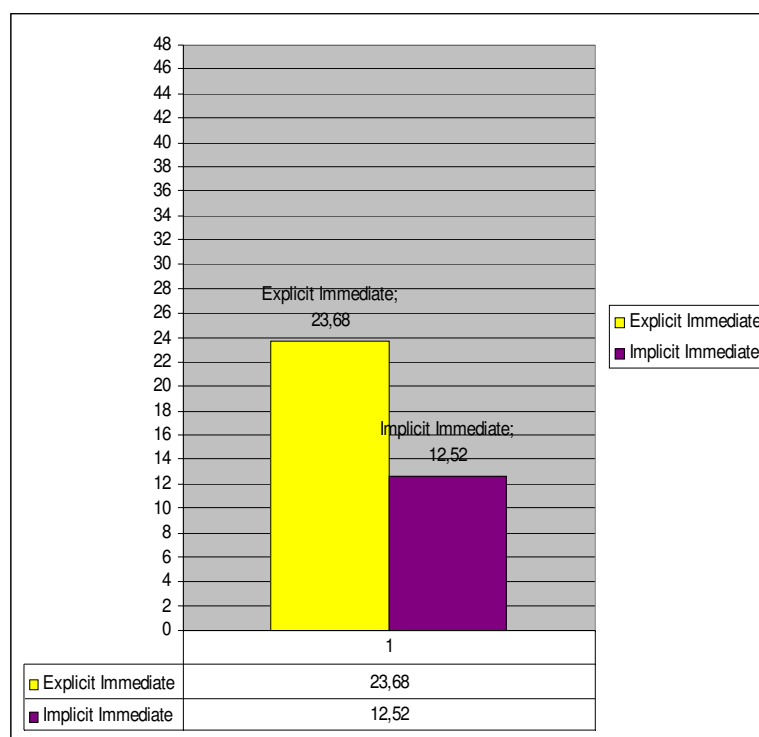
As can be seen in Table 4.6. the results of explicit and implicit group from immediate post test seem very different from each other. There is a significant difference (11,56) between immediate post test results of two different treatment groups. Thus, it can be said that different teaching methods have different effects on students' learning new words and explicit group seem to have a better effect on that case (see Table 4.9 for the t-test results of explicit and implicit treatment groups' immediate post test results).

Table 4.6. Comparison of the Explicit and Implicit Group Immediate Post Tests in a Strict Way

	Explicit Immediate	Implicit Immediate
N	26	26
Mean	23,68	12,52

Figure 4.6. shows the differences between immediate post test results of explicit and implicit groups.

Figure 4.6. Comparison of the Explicit and Implicit Group Immediate Post Tests



As seen in Figure 4.6. explicit vocabulary teaching group scores 24 words, whereas implicit vocabulary teaching group scores 13 words in the immediate post test. One can easily understand that participants of explicit vocabulary teaching group learn much more vocabulary than participant of implicit vocabulary teaching group.

4.3.3. Comparison of the Explicit and Implicit Group Immediate Post Tests in a Strict and Flexible Way

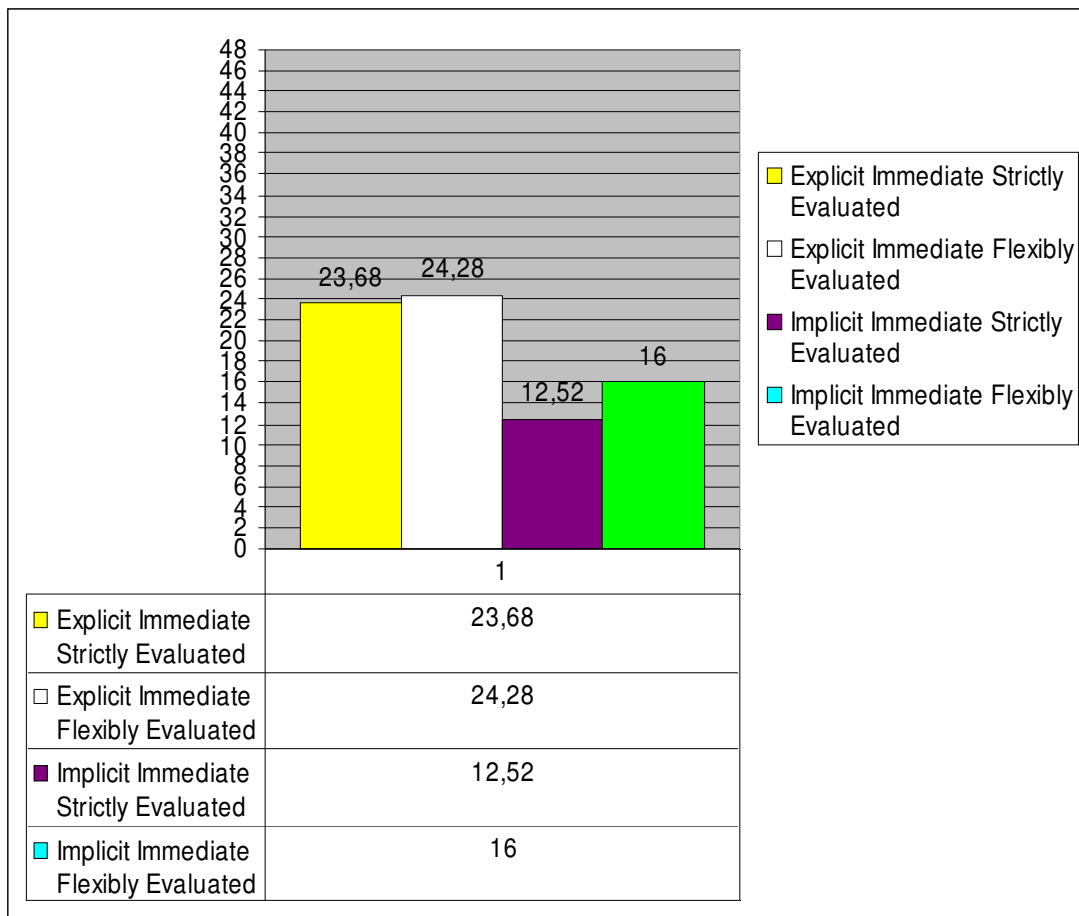
As can be seen in Table 4.7. the results of explicit and implicit group from immediate post test seem very different from each other whether the evaluation of the gained items has been done in a strict way or not. The difference between the two groups based on strict evaluation of the tests is 11,56 whereas the difference based on flexible evaluation of the tests is 8,28. Thus, it can be said the explicit group seems to outperform the implicit group in all types of evaluations. Yet, it can be noted that the difference between strict and flexible evaluation of implicit group is higher than the strict and flexible evaluation of explicit group. Therefore, one can assume that explicit group learns the exact meaning of the words while implicit group might have difficulties in learning the exact meaning (see Table 4.9 for t-test results).

Table 4.7. Comparison of the Explicit and Implicit Group Immediate Post Tests in a Strict and Flexible Way

	Explicit Immediate (strict)	Explicit Immediate (flexible)	Implicit Immediate (strict)	Implicit Immediate (flexible)
N	26	26	26	26
Mean	23,68	24,28	12,52	16,00

Figure 4.7. shows the differences between strictly and flexibly evaluated immediate post test results of explicit and implicit groups

Figure 4.7. Comparison of the Explicit and Implicit Group Immediate Post Tests in a Strict and Flexible Way



As seen in Figure 4.7. whether evaluating the results of the test in a strict way or in a flexible way, explicit vocabulary teaching group appears to result in better performance than implicit vocabulary teaching group. It can also be said that the

difference between strictly and flexibly evaluated immediate post test results of implicit vocabulary teaching group is higher than explicit vocabulary teaching group. While, the gain was hardly 13 in strict evaluation, it is 16 in flexible evaluation.

4.3.4. Comparison of the Explicit and Implicit Group Delayed Post Tests

As shown in Table 4.8. the results of explicit and implicit group from delayed post test seem also different from each other. Although it seems smaller than the difference of immediate post test results, there is still a significant difference (8,48) between two groups. Thus, it can be said that despite the time period between the immediate and delayed post tests, the explicit group still seems to be more successful than the implicit group (see Figure 4.9 for the t-test results of the explicit and implicit groups' delayed post test comparison)

Table 4.8. Comparison of the Explicit and Implicit Group Delayed Post Tests

	Explicit Delayed	Implicit Delayed
N	26	26
Mean	19,76	11,28

Figure 4.8. Comparison of the Explicit and Implicit Group Delayed Post Tests

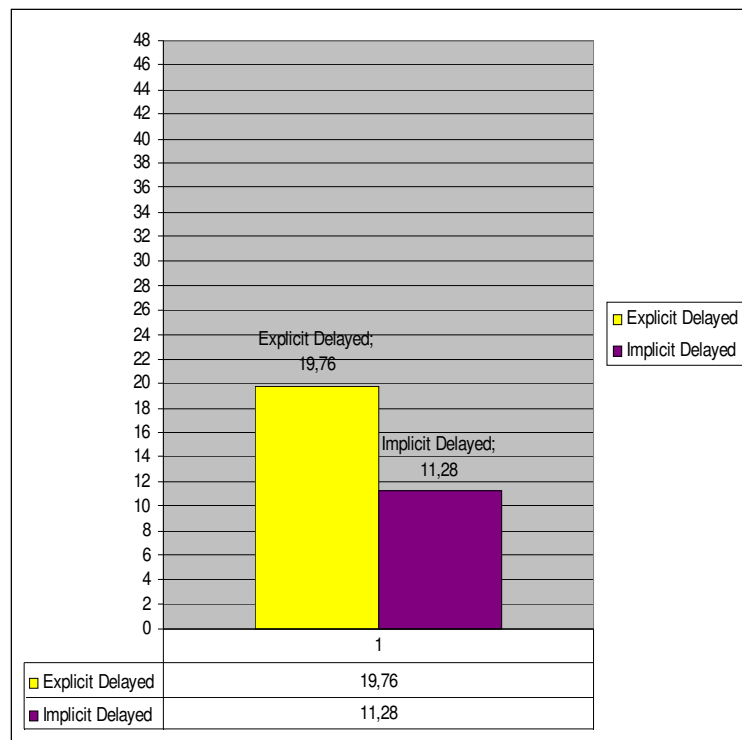


Figure 4.8. shows the differences between delayed post test results of explicit and implicit groups. Although explicit group seems to have a better performance in both immediate and delayed post tests, one can easily understand from Figure 4.6. and 4.7. that the loss of acquired items are less in implicit group. The reasons for these results will be discussed in the next section.

4.4. T-Test Results

As it is mentioned in section 3.5., t-tests were applied in order to calculate the differences between the pre and post- checklist scores of a group and to calculate the differences between the explicit and implicit instruction groups before and after the study.

Table 4.9. Paired Correlations of the Two Different Groups' Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Exp. Pre- Imp. Pre	-,240	2,634	,527	-1,327	,847	-,456	24	,653
Pair 2	Exp Immediate Imp Immediate	11,160	11,506	2,301	6,411	15,909	4,850	24	,000
Pair 3	Exp Delayed – Imp Delayed	8,480	11,076	2,215	3,908	13,052	3,828	24	,001

Paired samples T-tests have been applied to check whether there is a significant difference between the results of the groups with each other. The significance is shown in Sig column which is also shown as “p” in formulas. If the number in the sig column is smaller than 0,05 ($p < 0,05$), then the difference is significant. If it is bigger than 0,05 ($p > 0,05$), then the difference is inconsiderable. Pre-test results of two different groups are compared. As can be seen from table 4.2., the Sig.(significance) between pre tests of two different groups is 0,653. One can easily understand from this result that, there is a slight difference between the pre tests of two groups since the significance is bigger than 0,05. In other words, the knowledge of both implicit and explicit groups about the target words were nearly at the same level before the treatment session. However, the significance between immediate post test results is 0,000, and the significance between delayed post test results is 0,001. Since these results are smaller

than 0,05 , it can be said that there are considerable differences between the post tests of the two treatment groups. Thus, it can be said that the treatments have considerably different effects on the participants.

Table 4.10. Paired Correlations of the Tests Results within the Same Group

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	EXP Pre-Imm	-22,840	7,581	1,516	-25,969	-19,711	-15,064	24	,000
Pair 2	EXP Imm-Del	3,920	3,957	,791	2,287	5,553	4,953	24	,000
Pair 3	IMP Pre-Imm	-11,440	6,583	1,317	-14,157	-8,723	-8,689	24	,000
Pair 4	IMP Imm-Del	1,240	2,634	,527	,153	2,327	2,353	24	,027

Paired samples T-tests have also been applied to the pre and post tests within the same groups to see whether there is a difference in each group before and after the treatment. Table 4.10. shows the comparisons of pre and immediate tests of explicit treatment group, immediate and delayed test results of explicit treatment group, pre and immediate tests results of implicit treatment group and immediate and delayed test results of implicit treatment group. As can be seen, there are significant differences between pre and immediate post test results of both explicit and implicit groups. The same difference can also be observed between the immediate and delayed post test results of the two groups. However, while the significance between immediate and delayed post test results of explicit group is 0,000 , it is 0,027 for the implicit group. These numbers show the difference in acquired items, while there is a major loss in the explicit group results, it seems less significant for the implicit group's.

5. DISCUSSION

5.0. Introduction

This study aims to teach 48 target words which are all concrete words (which can be considered as high frequency words as their occurrence in a spoken or written text is high) to 52 participants who are 4th grade students at a Turkish primary school through two different vocabulary teaching approaches. After the treatment, three tests (Pre test, Immediate post test, Delayed post test) have been applied to evaluate the results of the study. Although the immediate post tests show that both of the group have an increase in their vocabulary knowledge, the explicit teaching group's scores were significantly higher than the implicit one. Both groups seem to have a decrease in their delayed post test results. However, this decrease was lower at the implicit teaching group's scores. On this section the possible reasons for this unexpected results are going to be discussed, and some of the limitations of the study are going to be mentioned as well.

As it is mentioned in the previous chapters, there were two treatment groups in the present study; explicit vocabulary teaching group and implicit vocabulary teaching group. In the field of vocabulary, the first term is defined as focusing on the target words to learn them whereas the second one is defined as learning of vocabulary as the by – product of any activity not explicitly geared to vocabulary learning. As it is presented in the results chapter (see section 4.1.1. and 4.2.1.), the vocabulary knowledge of the target words for each group has increased at the end of the treatment. However, some differences occur.

5.1. The differences between pre and post test results of explicit group

The results of explicit vocabulary teaching group from pre test and immediate post test are significantly different from each other (After the treatment it has been raised from 1 word to 24 words as average). The great difference between pre and

immediate post test seem to show that the explicit treatment session has a successful impact on student's learning most of the target words of the study. When the results of two different timed post tests (immediate and delayed) are compared, the difference does not seem as important as it has been at the pre test – immediate post test comparison. However, it is still worth to mention about the loss that is seen at the delayed post test results. The average of the gained vocabulary by the participants of the explicit group is 24 for the immediate post test results; yet it decreases to 20 in the delayed post test results. The most important reason for the loss between two different timed post test seems to be the long time between implementation of them. While immediate post test is applied at the end of the treatment sessions, delayed post test is applied one month later. Twaddell, F. (1973) also explains the issue as follows:

The quickest and most tempting way to help is to supply a gloss for a word or a paraphrase or even a translation for a phrase. This kind of help will almost certainly lead to quick forgetting, unless it is promptly reinforced by being used to discover the meaning of other sentences. Slower, less precise in the long run, and no more permanent, is the recourse to a dictionary or an end-vocabulary; at best this offers immediate temporary aid, but it does little to develop desirable habits of reading for comprehension. (p.76)

Thus, it can be said that, although explicit teaching may provide gaining a great number of vocabulary in a short time, it also may cause quick forgetting as students try to memorize the de-contextualized words.

5.2. The differences between pre and post test results of implicit group

The results of implicit vocabulary teaching group from pre test and immediate post test are also significantly different from each other (After the treatment it has been raised from 1 word to 13 words as average). The difference between pre and immediate post test seem to show that the implicit treatment session has also been useful for student's learning some of the target words of the study. When the results of

two different timed post tests (immediate and delayed) of implicit vocabulary teaching group are compared, the difference does not seem as important as it has been at the pre test – immediate post test comparison. It can be said that the loss is only 1 word. The average of the gained vocabulary by the participants of the implicit is 13 for the immediate post test results; yet it decreases to 12 in the delayed post test results. The most important reason for the inconsiderable loss between two different timed post test of implicit treatment seems to be that it is more contextualized, it enables vocabulary acquisition and reading and it is more individualized and learner-based (Huckin 1999). Therefore, it can be said that although the total number of the gained words seems to be not as high as it is expected, the retention is high in the implicit teaching group.

5.3. Comparison for pre and post test results of explicit and implicit group

When the results which are presented in chapter 4 for two different vocabulary teaching approaches are compared, one can easily understand that total gain of explicit vocabulary teaching group is significantly higher than implicit teaching group's. It can be said that almost 50 % of the target words are answered by the subjects of explicit teaching group correctly whereas almost 25 % of the target words are answered by the subjects of implicit group correctly on the average. The target words of the study involved only concrete nouns, since it was easier for the subjects of this study who were young learners at primary school age. Although research claims that young learners due to their ages, tend to get bored and lose concentration more easily (Cameron; 2005), the results of this study has shown the reverse as the participants in the explicit group get higher scores although their treatment session includes giving the meaning of the target words through pictures, realias or translation which can be considered as less fun than short story listening, singing or playing games. Thus, even presenting target items through using stories, pictures, songs or games seems more striking and motivating for young learners , yet it seems not enough for the 4th grade students in Turkey context who are exposed to English for the first time.

Treatment session of explicit vocabulary teaching includes giving the meaning of target words through pictures or translation, whereas treatment session of implicit vocabulary teaching includes simplified reading, playing games such as; listen and do and trying to infer the meanings from the tasks which can be considered as less explicit. As it is mentioned by Cameron (see section 2.1.), young learners seek for meaning, they learn from context, they learn unconsciously, they learn by doing things, they like playing games and having fun. According to the characteristics of young learners, it is expected that implicit group will result in better performance than explicit group, which is in contradiction to the results of the present study. There are several reasons for the unexpected results of the study.

The most important reason seems to be the word type. As it is presented in chapter 2, there are four kinds of vocabulary in a text; high frequency words, low frequency words, technical words and academic words. According to Nagy (1997) direct teaching can only account for a very small proportion of native speaker's vocabulary growth. However, if the distinction between high frequency and low frequency words are taken into consideration, it seems unacceptable to ignore the value of explicit teaching approach. It is clear that there are a large number of words in English and it seems almost impossible to teach all these words deliberately and explicitly, yet teaching to young learners includes mostly high frequent words and these words need to be taught explicitly due to learners' restricted vocabulary knowledge.

As it is mentioned before, Nation (2001) points out that implicit teaching is good for learning low frequency words while explicit teaching is good for learning high frequency words and the target words of this study were high frequent words. Thus, it seems that there is a mismatch between the words and the way they are taught.

Nation states that first 2000 words should be taught in an explicit way at class time. However, low – frequency words do not have to be taught explicitly. Instead learners can be trained in the use of strategies to deal with vocabulary, such as,

guessing from context, using word parts to help remember words, using dictionaries or etc. Thus, it can be said that high – frequency words should be taught explicitly and after that control of vocabulary learning can be left to the learners. As the participants of this study are young learners with a little or no background knowledge of English vocabulary, they should be taught high – frequency words in an explicit way.

Locke (1960 cit.) might be considered as another supporter for explicit teaching in vocabulary learning at the first stage since he claims that in order to make children learn the concrete words, the items should be shown to them by repeating the name of the item.

Hunt A. and Beglar D. (1998) also claim that explicit instruction is essential for beginning students whose lack of vocabulary limits their reading ability. Coady (1997) states that 3000 most frequent words should be studied explicitly due to the fact that one needs to know words to some extent to do extensive reading. After that learning vocabulary through extensive reading or listening seems possible and reasonable regarding the large number of low – frequency vocabulary.

Meara (1995) argues against earlier “vocabulary control” approaches in which students were taught only a basic vocabulary of several hundred words. In any given language there are a small number of words that occur many times in texts we see most often and it would be sensible to teach beginners these words very quickly to make them encouraged, to make them feel the accomplishment and also to make them read for extensive reading. The most famous list of high – frequency words is the General Service List of English Words (West 1953) and it seems that it is still not replaced. As implicit learning includes focusing on understanding a text or using language for communicative purposes where as explicit learning includes focusing on learning a target item, explicit teaching appears to be necessary at the initial stage for providing implicit teaching afterwards.

Another reason for the success of explicit vocabulary teaching group can be considered as participants' not being ready to use word inferring strategies which seems to need high level cognitive process or much more exposure to the target language as in the first language context. Implicit vocabulary teaching includes inferring the meaning of a word from context, and learners should find out the information in a way and this process obviously needs upper cognitive skills than learning the words where the meaning is directly given to the learner by the teacher as in explicit teaching. As it is mentioned in section 2.1.3.3. according to Piaget (1955, p. 14), children at elementary schools are usually in the "concrete operational stage of their cognitive development". However, according to some researchers including Robbie Case, Pierr Dasen, Kurt Fischer, and Elizabeth Spelke (articles.directorym.net) the stages of Piaget are not described distinctly and are not defined clearly and that children do not pass through these stages in precisely the same way or order. One can understand that implicit teaching requires upper cognitive skills than explicit one as it includes inferring meaning not getting it directly. Therefore, it can be said that although some of the participants in the implicit group might be ready to process the information in a cognitive sense (which scored in the post test over 20 items), some of them might not.

Third reason for the explanation of the results' being in contradiction to the past research might be the subject students' not being used to such a kind of teaching-learning style or in other words their unfamiliarity with the approach. Unfortunately, in government schools, due to the limited and inadequate hours of teaching, unequipped classrooms and heavy curriculum which has to be followed strictly, vocabulary is usually taught through classical methods, such as giving the translations of the words or giving bilingual vocabulary lists or asking students to look them up in a dictionary, etc. And Turkish language learners appear to be accustomed to take the information directly without thinking or analyzing it. Teaching vocabulary in an implicit way by short story reading, game playing, or singing might be an efficient way of teaching. However, since the students are not used to such a kind of teaching-learning style, they might be confused. Implicit teaching seems not only more time consuming, but also it seems

more complicated due to the fact that the information is not given to the child directly, and he/she should find out the information in a way.

Fourth reason might be the restricted background knowledge and limited experience with words of the participants as they are 4th grade students. Children begin 4th grade at primary school with important differences in vocabulary knowledge of English. While some children enter with exposure to some supportive oral language experiences such as watching kid movies or listening songs in the second language, playing computer games, etc., others (most of them in Turkish context) enter without knowledge of language and word meanings. Compounding this situation, children who have difficulty learning word identification skills are also less able to develop their vocabulary knowledge through independent reading (Cunningham and Stanovich, 1998).

It can be a reason for the success of explicit vocabulary teaching group as implicit vocabulary teaching includes extensive reading or listening and without a degree of vocabulary knowledge it is not possible to read or listen. Yet, it is possible to learn the words in a de-contextualized way through their explanations without any background knowledge.

It can also be considered as a reason for the significant difference between the participants of implicit teaching group itself. In the present study, while a few students in implicit vocabulary teaching group seem to score 25 words at the end of the study, most of them score 10 or less words. The participants with some background knowledge of English words might understand the simplified reading or listening texts used in implicit teaching session , whereas the others might not.

Michael D. (2007) expresses that there is a danger of using implicit teaching through incidental exposure with lower initial vocabularies. He states that listening to and discussing storybooks is a promising way to promote language and vocabulary development in young children. He also states that there has been past research on the

good effect of incidental exposure during reading storybooks and watching video narratives by Elley, 1989; Nicholson and Whyte, 1992; Senechal and Cornell, 1993; and Robbins and Ehri, 1994. Yet, he claims that these activities are not equally effective for all students. According to him, children who are at risk for reading disability with lower initial vocabularies are less likely than peers with higher vocabularies to learn words incidentally while listening stories or watching videos.

As Michael claims, it is easy to realize that learners with little vocabulary knowledge are less able to make use of context to infer word meanings. Michael expresses that more intentional, teacher-directed vocabulary instruction and intervention are needed to complement traditional storybook reading activities for young children who are at risk for language and reading difficulties.

Robbins and Ehri (1994) expresses this situation as follows:

... "because children with weaker vocabularies are less likely to learn new words from listening to stories than children with larger vocabularies, teachers need to provide more explicit vocabulary instruction for children with smaller vocabularies" (p. 61).

Since the participants of the present study are young children with weaker vocabularies, explicit vocabulary instruction seems more effective for them which is in line with the results that are presented in chapter 4.

Beck, I. (1982) also states that written context is clearly an important source of new vocabulary for any reader. Yet relying on learning word meanings from independent reading is not an adequate way to deal with students' vocabulary development.

Öz (2001) ctd. in Karatay, H. also states that the more written texts and visual aids are used, the more vocabulary are gained by the students. Actually, this idea are being tried to be tested by Ministry of Education in Turkey. A new programme is

prepared according to the skill – based language. New coursebooks include more written texts, pictures, songs and games presented in the class time. However, changing the coursebooks and the programme is not enough. Teachers should also be educated through new techniques, and language classrooms should be designed according to the needs of the programme and students.

Actually, as Öz claims, it can be said that the more you read, the more vocabulary you gain. However, one can assume that without vocabulary growth put a reasonable pace, it seems impossible to read and understand a text. Coady (1997) calls this the beginner’s paradox.

Fifth reason might be related to the focusing point of the two approaches. As it is mentioned before, explicit teaching includes focusing on learning a word whereas implicit teaching includes more unconscious and unintentional process. Nikolov M.(2000) emphasizes that caution is necessary for language learning . In fact assuming that attention appears to play a crucial role in both implicit and explicit language learning (Laufer & Hulstijn, 2001), the results of the implicit group were quite surprising and disappointing. Besides the appropriateness of the approach to the type of word that is going to be taught, to the cognitive development level, to the background knowledge of the participants and familiarity to the technique, another reason for this surprising result might be the level of attention takes place in two different vocabulary teaching approach. Although Laufer and Hulstijn claim that attention is significant for the two vocabulary teaching approaches, the level of attention to words seems very low during the implicit vocabulary treatment. This might be a result of the participants' ages. Since they are young learners, they might consider the implicit vocabulary teaching activities as just fun, but nothing more. They might not be able to see the purpose in doing the activity, and consider it as fun.

Nation P. also expresses the relation between vocabulary and language – focused instruction. Language – focused instruction includes focusing on deliberately learning the meanings of a word. According to Nation, it is possible to teach a word

explicitly even the learners are not at an appropriate stage of conceptual development. However, it seems less possible to do it implicitly.

Huckin (1999) believes that incidental learning of vocabulary (implicit teaching) has certain advantages over direct instruction (explicit teaching); it is contextualized, it enables vocabulary acquisition and reading, it is more individualized and learner-based. However, learner attention is a crucial variable and in incidental vocabulary acquisition, the learner's attention is focused primarily on communicative meaning, not on form as it is mentioned before. It can be said that primary school learners focused on the tasks they are working on and they do not pay attention to the words.

Although it seems unsuitable for communicative approach; accepted currently worldwide; according to Nation (2001), research supports the initial use of decontextualized word cards or explicit vocabulary teaching as a part of holistic vocabulary learning – teaching process which seems to be the opposite of Huckin's view. Yet, Nation (1982) claims that there is no research that shows that learning from context provides better results than learning from word cards.

Carey's notions (cited in Beck, 1978) about word knowledge which is mentioned before might be considered as the sixth reason for the results of this study. A distinction between fast mapping and extended mapping is made by her in this notion. How young learners can very quickly get a sense of a word's meaning is considered as fast mapping, whereas full understanding and use, which can occur only over time and multiple encounters, is considered as extended mapping. In the present study, fast mapping is expected from the participants regarding their age and background knowledge. And, fast mapping appears to be taught by direct teaching due to children's limited background, whilst extended mapping can be taught through extensive reading or listening.

The importance of repetition for implicit vocabulary teaching can be considered as the seventh reason for the results in chapter 4. Ellis (1994) claims that the perceptual aspects of new words such as acquiring their phonetic and phonological features are learned implicitly as a result of frequent exposure whereas the meaning of words is learned explicitly, requiring the conscious processing at semantic and conceptual levels and paying attention to the form-meaning connections. Since the aim of the study is to teach the meanings of the words and implicit teaching seems to require more frequent exposure to the target words than explicit teaching, the scores of implicit vocabulary teaching group is lower than explicit vocabulary teaching group.

As it is said above, the dependence of incidental learning on multiple exposures to a word in different texts might be a limitation, whereas less exposure seems to be enough for explicit teaching. The amount of exposure to the words were same in both treatment. The results might be different if the implicit group was exposed the language much more than explicit one. Ellis (1994) also states that implicit learning involves attention to the stimulus but does not involve other conscious operations. It is strongly affected by repetition. Explicit learning is more conscious. The learner make and test hypotheses in a search for structure. If the amount of repetition had been more in implicit group, the results might have changed. However, we can say implicit teaching is time-consuming and in a state school in Turkey, explicit teaching might be more suitable due to the time problem where English language lessons seem to be limited in time.

The eighth reason for the surprising results of the study might be the assessment method that is used in the present study in order to see the gains of the groups. As it is proposed in chapter 3, the translation technique was chosen for the assessment, since using first language to test word meaning is a very efficient way (Nation, 2001). Turkish meanings of the target words are directly given to the participants of the explicit teaching group during the treatment session, and participants of implicit teaching group are expected to infer the meanings of the words from the

tasks. Thus, at the time of assessment, translation technique seems to be a more demanding task for implicit teaching group. If the assessment was done through matching the words with the pictures, the results might be different as both of the groups seem to be equal in terms of the demanding level of the test.

The last reason can be considered as time. As it is known, in Turkish state schools, there are restricted course hours for foreign language teaching and there is a rigid curriculum to follow which makes it harder to use the implicit vocabulary teaching techniques. The conditions of the classrooms are also inappropriate for the demanding tasks of implicit teaching. Therefore, explicit teaching seems to be more appropriate to use in Turkish context as it aims to teach much more vocabulary in a short time, without any extra preparation for the treatment. Yet, it should be said that, if the time and suitable location problem was solved, the results might be different.

As Cameron (2005) suggests, children seek out intentions and purposes in what they see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language. Cameron L. (2005) Yet it should be realised that although children are active "sense – makers", their sense – making is limited by their experience.

According to Nation (2001), present teaching should be related to the past knowledge of the learners. However, in this study, learners have no or a little knowledge about English words. As for, implicit teaching needs some background knowledge, it may not be possible at this stage to infer meaning of a word through extensive reading, extensive listening or through playing games without focusing on the target words. However, as it mentioned before, without knowing an English word, one can still learn a word in an explicit way, this method seems to be more appropriate for the fourth grade students in a Turkish state school.

5.4. Conclusion

This study results in that implicit vocabulary teaching on its own, seems not suitable for the 4th grade students in Turkey who are possibly exposed to the foreign language for the first time. It can be said that, at the initial stage, giving the words in an explicit way seems more reasonable. After learning some high frequent words, some of the new words can be presented in an implicit way. However, whether words can or cannot be learned in an explicit or implicit way, is still an unresolved issue. Therefore, much more experimental research on this area should be done.

6. CONCLUSION

6.1. Conclusions

Vocabulary seems to be essential for the ability of reading comprehension. As implicit teaching favours extensive reading and listening, and it does not seem reasonable to do these activities without knowing some words, it can be advisable to teach first 2000 words explicitly. Since the participants of the present study have no vocabulary knowledge, and they are taught high frequency words as it is mentioned in section 3.3., explicit vocabulary teaching results in better performance than implicit one. However, although in the present study explicit vocabulary teaching appears to be more effective in teaching vocabulary to young EFL learners, it should be said that there is no certain “right” or “best” way to teach vocabulary. The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many other factors. In other words, combination of explicit teaching (which seems to provide initial learning) and implicit teaching (which seems to provide long term retention and increased depth) in an appropriate way according to our context is important for effective vocabulary teaching.

Either explicitly, or implicitly vocabulary teaching is important. Because without lexical competence, communicative competence cannot exist. For lexical competence’s being developed, children’s experience with the word to be learned is advisable, and this experience is mostly provided by tasks. As it is stated in sections 2.1.3.6. and 2.3., retention is one of the most important aspects in vocabulary development. It does not mean that the word is learnt if it will not be able to remembered. Tests, workbooks, and reviews are common teaching methods that allow students to learn words for a short period of time, but there is no guarantee that those words will be used once the test, review, or workbook is completed. Retention is thought to occur best when children do something with the words they are learning. Therefore, tasks should be organized by the teachers.

The National Reading Panel (2000) also concluded that no one single instructional method is sufficient for optimal vocabulary learning; therefore, effective instruction must use a variety of methods to help students acquire new words and increase the depth of their word knowledge over time. Effective instruction includes opportunities for both incidental word learning which can be considered as implicit learning and intentional word teaching which seems to be related to explicit teaching. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary. Therefore, teachers should give importance to repetition and multiple exposure to vocabulary items. Teachers can restructure vocabulary tasks when necessary due to the fact that restructuring seems to be most effective for low achieving or low vocabulary knowledge students.

Currently, a well-structured vocabulary program seems to need a balanced approach that includes explicit teaching together with activities providing appropriate contexts for incidental learning. It should be remembered that teacher's depending on a single vocabulary instruction method will not result in sufficient vocabulary learning. A variety of methods should be used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

6.2. Limitations of the Study

Although it can be considered as a useful study for teaching vocabularies to young EFL learners, there have been some limitations during the treatment and evaluation phases of it.

As it is stated in sections 2.1.3.6. and 5.3. , repetition is crucial for gaining vocabulary, especially for implicit teaching. Since the study takes place in a state school where the English course hours are restricted 120 minutes in a week, and there is

a strict curriculum to follow, the researcher have insufficient time for repeating the target words of the study.

Another limitation can be considered as the evaluation method to see the gains of the participants. It is mentioned in section 3.4. that translation method has been used for the evaluation. However, whilst participants of the explicit teaching group are familiar with the method due to the fact that they are given the Turkish meanings of the words during the treatment sessions, participants of implicit teaching group are not.

The last point to be mentioned can be the type of the words that are used in this study. It is stated in section 2.2.2.3. that there are 4 main types of words; high frequency words, academic words, technical words, and low frequency words. Due to the participants' age and little experience with foreign language, only high frequency words are chosen to teach.

6.3. Further Research

Although this research seems useful for teaching foreign language vocabulary, there is still much to be done, the field is open and more research in this line is needed.

In the present study, the participants were 4th grade students in a Turkish state school, and as it is mentioned in section 3.1., they had no experience with the target language. As implicit teaching seems to require some vocabulary knowledge and upper cognitive skills to comprehend the texts, another study may have the purpose for comparing the same vocabulary teaching approaches on adult learners or more advanced learners.

The focus of the present study was on teaching the exact meaning of the target words. Therefore, the success of the participants were assessed according to their exact meaning gains. However, participants in the implicit vocabulary teaching group had the chance to develop different learning strategies such as; understanding from the context,

guessing, predicting, or etc... The scope of the present study was not enough to handle these issues. Another research can be done to investigate these points.

As it is mentioned in section 6.2., time and repetition seem to be some of the limitations of the present study. Nation (2001) suggests that the most frequent words of any foreign language had better be taught quickly by using explicit teaching. Yet, it seems that teaching the words implicitly requires much more time and repetition than explicit one. Another research can be designed by taking time and repetition points into consideration.

The type of the words that are aimed to be taught in this study were high frequency words. And, as it is discussed in section 5.3., teaching them in an explicit way seems more reasonable. Comparing the same vocabulary teaching approaches for teaching low frequency words can be another research question.

Using translation method for the evaluation of the gained words was another limitation of the study. Since the purpose was to see whether the learners learn the exact meaning of the target words, translation method was chosen. However, if guessing tasks were used, the result might be different. Therefore, another study can investigate the research questions of the present study by using different evaluation techniques.

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APPENDIX I

Delayed Post Test

Ad / Soyad:

Sınıf / Numara:

Bu testten her hangi bir puan ya da not verilmeyecektir. Amacım; kullanmış olduğum yöntemlerin, kelimeleri öğrenmenizde faydalı olup olmadığını tespit edebilmektir. Lütfen kelimeleri okuyup; eğer biliyorsanız; karşlarına Türkçelerini yazınız.

Clothes:	Brown:	Fingers:
Gloves:	Orange:	Arms:
Sweater:	Black:	Body:
Trousers:	Green:	Head:
Jeans:	Yellow:	Shoulders:
Shirt:	Red:	Knees:
Skirt:	Blue:	Toes:
Nightgown:	House:	Eyes:
Sneakers:	Bedroom:	Ears:
Shoes:	Bathroom:	Mouth:
Cap:	Living room:	Nose:
Socks:	Kitchen:	Legs:
Slippers:	Tap:	Hands:
Coat:	Wardrobe:	Foot:
Hat:	Fridge:	Sofa:
Dress:	Tights:	White:

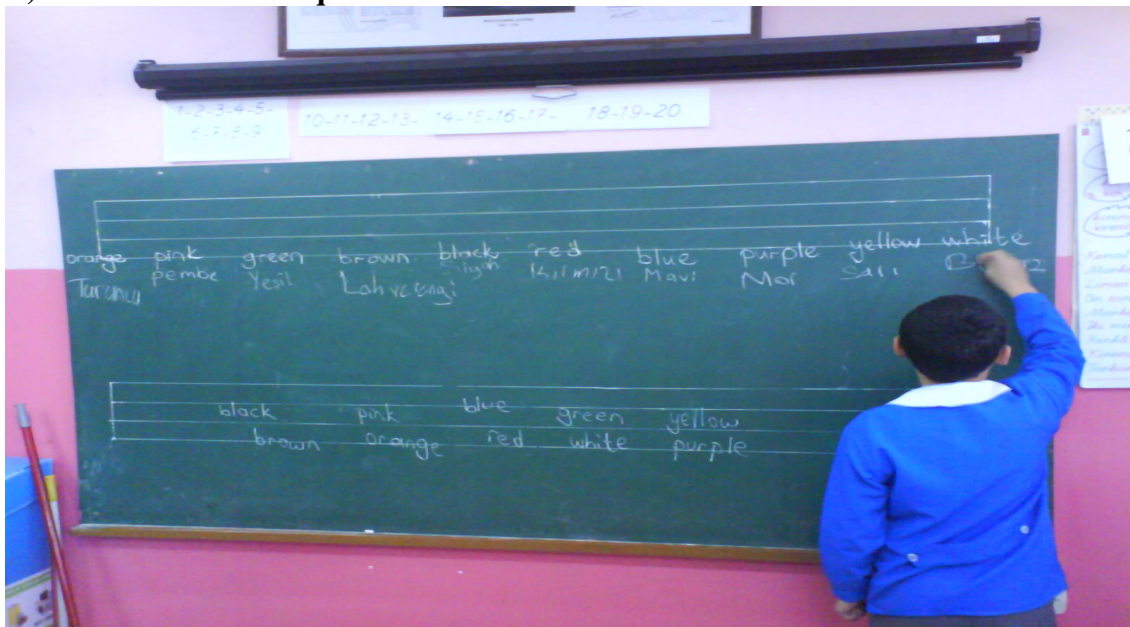
APPENDIX II

Exemplary Lesson for Explicit Vocabulary Teaching Group (My Clothes)

A) Giving the Names through Pictures



B) Translation Technique



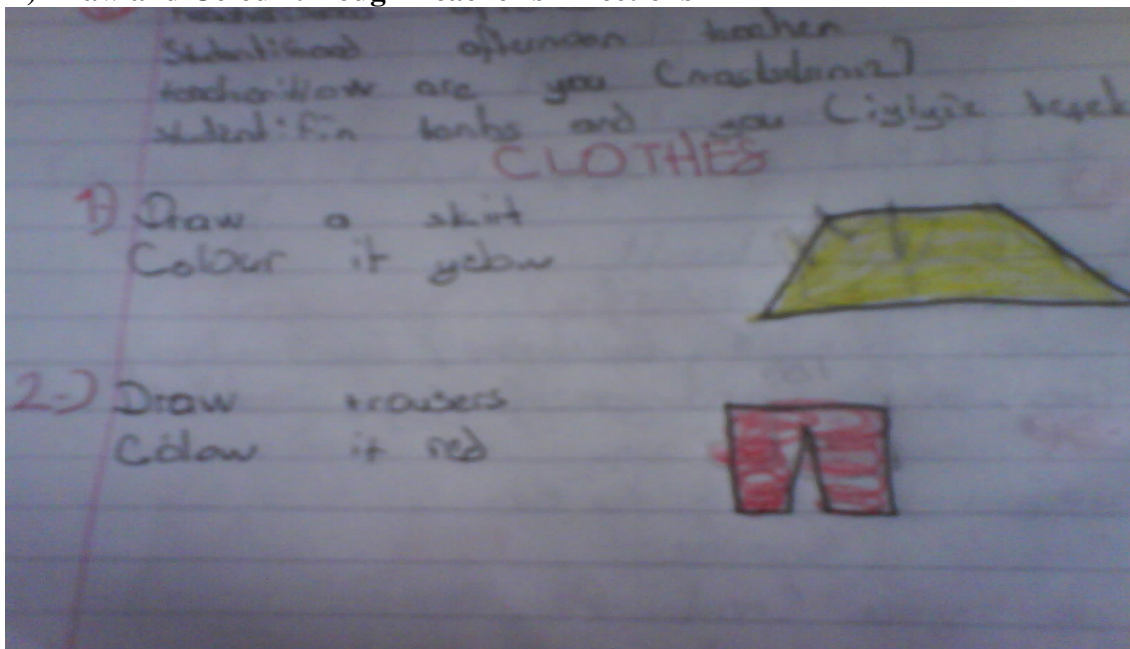
APPENDIX III

Exemplary Lesson for Implicit Vocabulary Teaching Group (My Clothes)

A) Sticking the Pictures through Teacher's Directions



B) Draw and Colour through Teacher's Directions



APPENDIX IV

Exemplary Lesson for Explicit Vocabulary Teaching Group (Body Parts)

A) Bilingual Word List



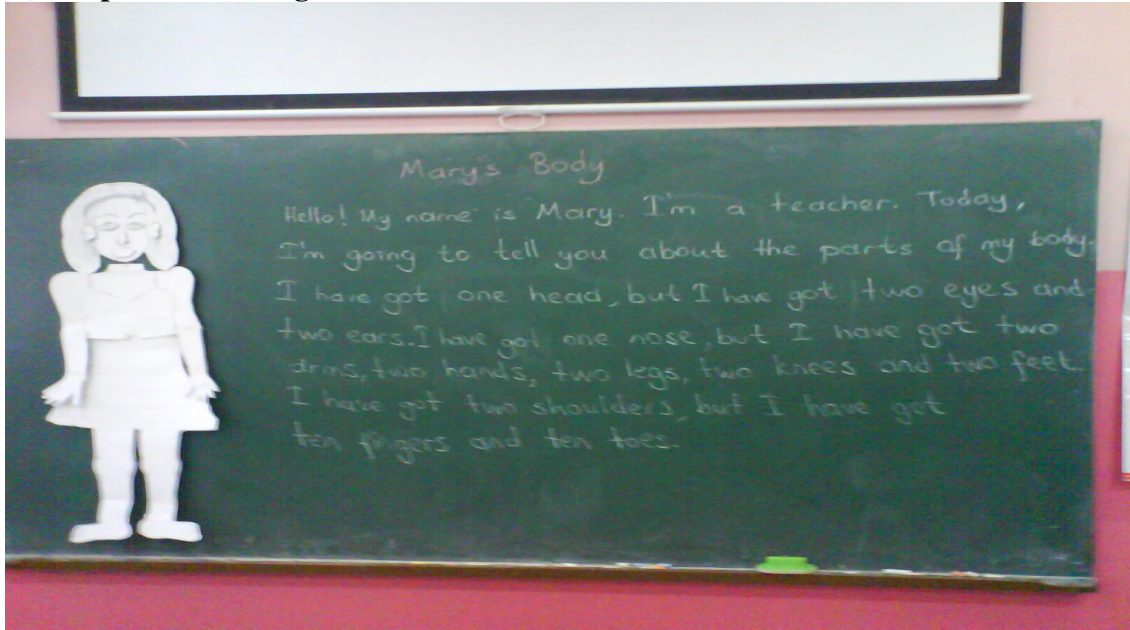
B) Labelling the Picture



APPENDIX V

Exemplary Lesson for Implicit Vocabulary Teaching Group (Body Parts)

A) Simplified Reading



B) Draw What you Hear



ÖZGEÇMİŞ
(Suna ŞAHİN)

Doğum Yeri ve Yılı :			
<u>Öğr.Gördüğü Kurumlar</u> :	Başlama Yılı	Bitirme Yılı	Kurum Adı
Lise :	1997	2001	Edirne Lisesi
Lisans :	2001	2005	Uludağ Üniversitesi
Yüksek Lisans :	2006		Uludağ Üniversitesi
Doktora :	-	-	-
Medeni Durum :	Evli		
<u>Bilgi/Yabancı Diller ve Düzeyi:</u>	İngilizce (Çok iyi)		Almanca (Başlangıç seviyesi)
<u>Çalıştığı Kurum (lar)</u> :	Başlama ve Ayrılma Tarihleri		Çalışılan Kurumun Adı
1.	2005	2009	Gürsu 80.Yıl Cumhuriyet İlköğretim Okulu
2.	2009	-	Gebze Pagey Teknik ve Endüstri Meslek Lisesi
<u>Yurtdışı Görevleri</u> :	-		
<u>Kullandığı Burslar</u> :	-		
<u>Aldığı Ödüller</u> :	2001 Yılı Edirne İli Çevre Konulu Kompozisyon Yarışması İl Birincisi		
<u>Üye Olduğu Bilimsel ve Mesleki Toplumlar</u> :	-		
<u>Editör veya Yayın Kurulu Üyelikleri</u> :	-		
<u>Yurt İçi ve Yurt Dışında katıldığı Projeler</u> :	-		
<u>Katıldığı Yurt İçi ve Yurt Dışı Bilimsel Toplantılar:</u>	-		
<u>Yayımlanan Çalışmalar</u> :	-		
<u>Diğer</u> :	-		
			16/09/2009 Suna ŞAHİN