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SOSYAL BİLİMLER ENSTİTÜSÜ  
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İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**DEVELOPMENT OF RESOURCE MATERIAL FOR  
TEACHING ENGLISH VOCABULARY**

**(YÜKSEK LİSANS TEZİ)**

**Seda MERTER**

**BURSA 2006**

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**Seda MERTER**

**Danışman**

**Yrd. Doç.Dr. Meral ÖZTÜRK**

**BURSA 2006**

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ULUDAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dil Eğitimi Bilim Dalı'nda 2004509 numaralı Seda Merter'in hazırladığı "Development of Resource Material For Teaching English Vocabulary" konulu Yüksek Lisans Çalışması ile ilgili tez savunma sınavı ...../...../ 20.... günü ..... - ..... saatleri arasında yapılmış; sorulan sorulara alınan cevaplar sonunda adayın tezinin.....(başarılı/başarısız) olduğuna .....(oybirliği/oy çokluğu) ile karar verilmiştir.

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## ÖZET

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### İNGİLİZCE KELİME BİLGİSİ ÖĞRETİMİ İÇİN KAYNAK MATERYAL GELİŞTİRME

**Bu çalışma İngilizce öğretmenliği alanında kelime öğretimi için fotoğrafların rolünü araştırmaktadır. Çalışma özellikle bu alanda çalışan öğretmenler için bir referans listesi oluşturmayı amaçlamaktadır. Kelime öğretiminde fotoğraf kullanımı tekniğinin sonuçlarını elde etmek için bir araştırma yürütülmüştür. Model öğretim için Michael West'in İngilizcede en sık kullanılan 2000 kelimenin bulunduğu listesinde 1000-1500 aralığındaki isimlerden yirmi dört tanesi seçilmiştir. Artı ve eksi örnekler içeren bu fotoğraflar öğrencilere sunulmuştur. Sonuçlar öğrencilerin ilgilerinde artış olduğunu ve sunum sonrası yapılan testlerin en az iki tanesinde öğrencilerin başarılı olduğunu göstermektedir. Çalışma aynı zamanda öğretmenler için kelime öğretiminde daha kalıcı teknikler kullanma konusunda bir rehber sunmaktadır.**

#### Anahtar Sözcükler

General Service List

Vocabulary teaching

Photographs

## ABSTRACT

Yazar : Seda MERTER  
Üniversite : Uludağ Üniversitesi  
Anabilim Dalı : YABANCI DİLLER EĞİTİMİ  
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Tez Danışman(lar)ı :

## DEVELOPMENT OF RESOURCE MATERIAL FOR TEACHING ENGLISH VOCABULARY

**This study investigates the role of photographs in vocabulary teaching in the area of English Language Teaching. The study aims to devise a reference list for teachers working in this field of study. It aims to help teachers with tested materials to be used while introducing new words. A research was conducted to obtain the results of the technique of using photographs for vocabulary teaching. Twenty-four nouns between 1000-1500 ranges from Michael West's 2000 most frequently used word list were chosen for model teaching. These words were presented to the students by using photographs, which include positive examples and negative examples. The results showed that there was an increase in the interest of the students and the students succeeded and got results above the cut point in at least two tests in the post presentation session. The study also presented a guide for the teachers on using more permanent techniques for vocabulary teaching.**

### Key Words

General Service List

Vocabulary teaching

Photographs

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## CHAPTER ONE INTRODUCTION

Language is for communication, and without sufficient vocabulary knowledge it is impossible to communicate well. Vocabulary knowledge is an important component of language, which constructs one of the main structures.

There are various techniques and methods exploited in vocabulary teaching. The language itself, pictures or sound can be exploited. There are different modes of presentation for meaning; visual, verbal definition and audio presentation. Gairns&Redman (1986) mention two major techniques; visual techniques and verbal techniques. Visuals include flashcards, photographs, blackboards drawings, wallcharts and realia (i.e. objects themselves). They are extensively used to convey meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, and descriptions of people, actions and activities. They often lend themselves easily to practice activities involving student interaction. Verbal techniques include use of illustrative situations oral and written, use of synonymy and definition, contrasts and opposites, putting the word in a defining context, translating into another language and using examples of the type.

Visual techniques can undoubtedly be claimed as the most effective ones. Using drawings, posters, photographs and realia (i. e. real objects) is not only fascinating but also motivating for both the teachers and the students. Using visual aids in the classroom attracts students' attention and provide an entertaining milieu. Learning via visual materials is a lot more fun for students since it appeals to their visual cognitions and remembering is a lot easier once you teach vocabulary with the guidance of visual aids. These aids can be used for presentation, practice, revision and testing. Visual aids are also a very useful basis for language practice and communicative practice can be achieved from clines, diagrams and grids as well as pictures.

The educational significance of visual learning is of high importance owing to the fact that “the way we learn bears a strong relationship to the way our senses operate” and “a very high proportion of all sensory learning is visual” (Avgerinou and Ericson 1997: 287). Nowadays, visual literacy is as important as language textual literacy. In this new reality, the ability to communicate ideas visually is as important as our ability to conceive them. As a result, language teachers should explore the potential of visuals, and exploit spatial instructional strategies to enhance learning and instruction in order to help students acquire structural knowledge in a content area.

Teachers must also make sure students have understood the new words, which will be remembered better if introduced in a memorable way. Bearing all this in mind, teachers have to employ a variety of techniques for new vocabulary presentation and revision. Gairns and Redman (1986) suggest the visual techniques, which are considered especially helpful with vocabulary retention. Learners remember the material that has been presented by means of visual aids better. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

Among other visual materials, photographs are considered to be more effective. Realia can be replaced by photographs due to the fact that bringing some realia (e.g. building, bridge, sea etc) into the classroom is impossible. Instead, photographs can be exploited, which are as highly effective as realia. Mimes and gestures are only suitable to present certain words. Similarly, picture drawings cannot express every word and may not be sufficient since they are not real like. The students cannot relate picture drawings with their own experiences. Although video seems to be more effective than photographs, it may distract students’ attention because it contains a lot of details and the students may get confused. The advantages of photographs over other visual materials will be discussed in detail in this present study in the following sections.

Photographs are one of the most effective visual materials for vocabulary teaching due to the fact that they elicit students' interest and provide lively examples. Photographs are not commonly used in teaching vocabulary because there are a lot of difficulties in finding good photographs to teach specific words. Moreover, it is time consuming: it takes years to prepare a collection. Newspapers and magazines are regarded to be the easiest sources to access whereas the photographs in them are dominantly occupied by advertisements so it is hardly possible to find a clear photograph for abstract concepts. There is no need to discuss the importance of resource materials for teaching vocabulary. However, it is a fact that the teachers' job should be teaching, not developing teaching materials. These resource materials should be tested for effectiveness before they were offered for classroom use.

This study aims to develop photographs for vocabulary teaching – in particular for high–frequent words. The nouns of 1000–1500 frequency range in Michael West's (1953) General Service List will be used. This range was chosen considering the level and knowledge of the participants. This list contains high frequency words which are very important for they cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language. Michael West's GSL contains 2,000 word families. About 165 word families in this list are function words such as “*a*”, “*some*”, “*two*”, “*because*” and “*to*”. The rest are content words: nouns, verbs, adjectives and adverbs. Nouns were chosen to be presented by using photographs in this study because they are more concrete compared to adjectives or verbs.

Although there are other aspects of word knowledge like collocations, register, morphology and word grammar, this present study will focus on teaching word meaning. It will provide photographs, tested for effectiveness, for teaching a set of English vocabulary, in particular nouns at the 1000 – 1500 frequency range, which are more likely to be candidates for explicit teaching in the classroom for the target group. A fixed teaching procedure which is based on well-recognised principles of teaching word meaning will be exploited. More than one photograph will be necessary to teach a concept, negative examples, where available, will be used as well as positive examples for each word.

## CHAPTER TWO LITERATURE REVIEW

This chapter includes the following sections: techniques of teaching word meaning, principles of teaching word meaning and visual resources for vocabulary teaching.

The literature on techniques of teaching word meaning is presented in section 2.1 and sources on principles of teaching word meaning are presented in section 2.2. Section 2.3 reviews the visual resources for vocabulary teaching.

### **2.1. Techniques of teaching word meaning**

Several techniques of teaching word meaning have been classified in different ways by researchers. These classifications are stated below.

Cross (1991) states that there are several ways of making the meaning of a word clear and add that these may be used alone or in combination. Ostensive means; verbal definition, audio presentation, and running context are the basic groups for making the meaning of words clear. They will be explained in details in the following paragraphs.

Some words can be presented ostensively; using realia, visuals or the teacher's body. Ostensive means by showing. By pointing to objects in the classroom or holding up things, the meaning of a word can be made clear. Realia can be used as ostensive means. Realia means real things. They can easily be carried and brought to the classroom. They also create interest. Pictures, which provide the opportunity to present objects that are not easily carried or unavailable, are another ostensive means. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. The teacher's and the student's body can also be used to get meanings across. Facial expressions can be used to show feelings. In order to show a range of meanings like "*fast*", "*small*", "*wide*" one can use gestures, hands and arms. Mimes and actions can be preferred to show many verbs and some adverbs.

Verbal definition is another technique presented by Cross (1991). There are several ways to define the meaning of a new word using teacher talk. A linguistic approach is not



suitable for lower level students as they do not have a large enough vocabulary to understand the explanations made by the teacher. With this in mind, word sets, synonyms, antonyms, cognates, illustrative sentences, building on general knowledge, scales and translation can be used to help comprehension. Word sets are groups of related words, which can be used to introduce new related words with the ones that the students already know. For instance, a concept such as clothing can easily be conveyed by giving different examples of items of clothing. Synonyms, words that mean more or less the same thing, can be best shown on the board using the mathematical sign for equals as in “*residence=home*”. Antonyms, words that have an opposite meaning, can be shown by an equal sign crossed through, in this way; “*hot ≠ cold*”. Cognates are words in the students’ own language that have the same, or very similar form as the English word. “*Telephone*” and “*telefon*” can be given as an example for cognates. Illustrative sentences also help to make the meaning clear for the unknown words. A sentence or a sequence of sentences is used to create a linguistic context in which the meaning of the unknown word is illustrated. In addition to these techniques, a new word can be presented by building on general knowledge of the students. For example, the points of the compass can be introduced by showing the cities they know on the map in those points. With the help of scales, the meaning of some types of words can be shown by sequencing them along a scale between two antonyms. For instance; between the extremes of horrible and wonderful, nasty, unpleasant, pleasant and nice can be shown on a scale. When there isn’t any easy alternative, translation can be exploited. Instead of spending a great deal of time trying to define or show the meaning, it is sometimes better to give the mother tongue equivalent. The time saved can be used more profitably on other teaching points.

Audio presentation is also used for teaching word meaning. It is a way of signalling the meaning of a word. Some words like “*argument*” or “*splash*” are more easily presented by a tape recording than by the techniques mentioned above. The noises of an argument or children splashing in water can easily be obtained or created by the teacher.

Running context is the last technique for teaching word meaning. It requires linking all the new words in some way. This can be done after the presentation of the words as separate entities or during the entire presentation. This adds interest to the lesson. The important thing is to assist the process of memorisation by linking the new words of the lesson in an interesting way, if possible. The students can also be encouraged to create their own running contexts.

Nation (1990) states two major techniques in which the meanings of words can be communicated or taught. The first one is by demonstration or pictures, which include using an object, a cut-out figure and a gesture, performing an action, photographs, blackboard drawings or diagrams and pictures from books. The second is by verbal explanation, including analytical definition, putting the new word in a defining context, and translating into another language.

Gairns and Redman (1986) made similar identifications for the techniques to teach word meaning like Cross (1991) and Nation (1990). Techniques to teach word meaning consists of visual techniques, verbal techniques and translation. The first two techniques were also stated by Cross and Nation. However translation was not considered to be a separate technique in either one. Gairns and Redman (1986) stated translation as a major technique different from Cross and Nation. Visual techniques identified by Gairns and Redman include visuals like flashcards, photographs, blackboard drawings, wallcharts, realia, as well as mime and gesture. Visuals are more appropriate to teach concrete items of vocabulary. Mimes and gestures are also commonly used to convey meaning. Verbal techniques which involve use of illustrative situations both in oral and written form, use of synonymy and definition, contrasts and opposites, scales, examples of the type are also exploited. Mostly abstract items can clearly be expressed in illustrative situations. They can be in both oral and written form. Synonyms, which are more suitable for low levels can also be used at high levels with subsequent qualification. Definitions may need to be supported by contextualised examples. This involves making use of the context in which the word appears to derive an idea of its meaning. Providing contextualised examples prevent misunderstandings. Contrasts and opposites are commonly used. A new item like “*sour*” is easily illustrated by contrasting it

with “*sweet*”, which would already be known by Intermediate level students. However, it is vital to illustrate the contexts in which this is not true. Sugar is sweet and lemons are sour, but opposite of sweet wine isn’t sour wine. Once students have learned two contrasting or related gradable items, scales can be a useful way. If students know “*hot*” and “*cold*”, for instance, a blackboard thermometer can be used for presenting “*warm*” and “*cool*”. Examples of the type are commonly used to illustrate the meaning of super ordinates such as “*furniture*”. It is a common procedure to exemplify “*furniture*” with “*table*”, “*chair*”, “*bed*” and “*sofa*”. The last technique stated by Gairns and Redman (1986) is the translation technique. They suggest that it is a very effective technique in teaching low frequency words in particular and especially in monolingual classes.

There are different views on using translation as a technique for teaching word meaning. Nation (1990) claims that the exclusion of mother tongue may cause the learners to make their uncontrolled and often incorrect translations. According to him, translation into the mother-tongue has certain features that can be used by the teacher to the learners’ advantage. First, it can be done quickly. Second, it is not limited to teaching different parts of speech, while realia and pictures are restricted to nouns. It can be used to explain many different types of words. Third, the teacher can ask the learners to respond by using translation to see if they have understood something which was presented in another way. Translation can be a very effective way of conveying meaning since it can save valuable time that might otherwise be spent on tortuous and unsuccessful explanation , and it can be a very quick way to dispose of low frequency items that may worry students but do not warrant significant attention. Translation has the advantages of being quick, simple and easily understood. Its major disadvantage is that its use may encourage use of the first language that seriously reduces the time available for the use of the second language. If teachers rely too heavily on the use of translation and deliver most explanations in the mother–tongue, their students will definitely lose some of the essential spirit and atmosphere of being in a language learning classroom.

Techniques for teaching word meaning were presented with the classification by different researches in the previous sections. Visual techniques and their advantages over other techniques in particular will be discussed in details in the following sections. As O' Bryan (1992) claims using visuals for teaching vocabulary can be beneficial for students when learning vocabulary and comprehending reading texts. Visual materials enhance learning in several ways. It is known that "A picture is worth a thousand words". Visuals are extensively used for conveying meaning. Particularly they are useful for teaching concrete items of vocabulary (Gairns and Redman 1986). The educational significance of visual learning and communication cannot be ignored due to the fact that "the way we learn bears a strong relationship to the way our senses operate and a very high proportion of all sensory learning is visual" (Avgerinou and Ericson 1997: 287). Brown (1994) names audio-visual aids sensory aids and adds that they help learners to internalize concepts. In a critical analysis of second language, it is stated that most learners are capable of associating new information to concepts in memory by means of meaningful visual images that make learning more efficient. Visual imagery is known to help learners' package information more efficiently than they could if using just words alone. Moreover, the pictorial-verbal combination involves many parts the brain, thus providing greater cognitive power (Al-Seghayer, Khalid 2001).

The importance of visuals is emphasized by Underwood (1998) by the concept of visual memory. Words are easily remembered when associated with images. According to Gairns and Redman (1986) visuals are very useful language tools for presentation, practice, revision and testing.

The present study aims to highlight the importance of using visual techniques especially photographs. Therefore some researchers showing the superiority of visual techniques will be presented below.

A study by Snyder and Colon (1988) investigated the influence of both audio and visual aids on facilitating second language acquisition. Two groups were taught for 7 weeks under two different conditions. One was exposed to a standard curriculum with audio-visuals limited to overhead transparencies, audiotapes, with accompanying fill-in pictures, and slides. The other group was exposed to a curriculum enriched with more additional overhead

transparencies, audio tapes and slides, as well as one bulletin board for reviewing material, and another for students to bring in materials from home, pictures from magazines, cut-out dolls to identify and reinforce names for parts of the body, and picture flash cards. After testing both groups on the material covered, it was found that the group provided with additional audio-visual aids performed significantly better in vocabulary retention. (Al-Seghayer, Khalid 2001)

The effects of video and pictures on L2 vocabulary acquisition particularly within multimedia environments have not been well explored. However, the effect of visual information on comprehending texts and learning other skills has received wide research attention. (Al-Seghayer, Khalid 2001). Recently, a research by (Chun, Plass, 1996a) has investigated whether glossing individual vocabulary words in a reading text with multimedia annotations—either textual, with video or with still images—helps students learn the individual items, and therefore improves comprehension. The studies revealed a positive correlation between imagery and vocabulary acquisition, but the results are conflicting as to which visual mode, whether still images or video is best. While Chun and Plass (1996a) found that words with still pictures and definitions were recalled much better than were words with video and definitions.

The superiority of using visual techniques over the other techniques mentioned in the previous section is accepted by a lot of researchers. In addition a lot of teachers exploit visual techniques more since they appeal to the learners and as a result of that enhance their learning. As discussed before there are several visual materials to be used. Photographs are more commonly exploited since they are easier to find, more interesting and suitable for teaching a lot of words. They reflect real life and provide the students the chance to relate the examples in the photographs with their own experiences. Besides teaching occurs directly and helps the students.

When compared to other visual materials their ability to convey meaning is higher. Realia, for instance, is restricted to certain objects; mimic and gestures are not appropriate to present every word. Another visual material; video can distract students attention.

Picture drawings, which can be as effective as photographs for teaching some words, may not be sufficient to present certain words. In addition to this, photographs are real like and enable the students to link the examples with their lives. Moreover, the word “*pain*” cannot be taught by a picture drawing easily. However, it can be presented by photographs showing people suffer. It can be claimed that picture drawings are suitable for basic words. Photographs are the best visual materials since they are appropriate to present a wider variety of words.

The advantages of photographs over other visual materials can turn into a disadvantage if the following principles are not taken into consideration. First of all a photograph to be exploited in the classroom must be of high quality. The photograph resolution is one of the primary factors for its effectiveness. Second the light aspects of the photographs should be correct. Most important of all; there must not be too many details in the photograph to distract students’ attention. The focus needs to be on the word intended to be demonstrated. If there are details or irrelevant parts, the photographs will mislead students’ attention and cause misunderstandings.

## **2.2 Principles of teaching word meaning.**

After choosing the most appropriate material to be used in teaching word meaning, a series of principles need to be followed. These fundamental principles are as follows ; use of multiple examples , use of positive and negative examples , importance of practice and repetition , dual coding ,avoiding of cross referencing and importance of giving feedback.

One of the main principles of teaching word meaning is the use of multiple examples, that is to say, using more than one example to present each word. The concept of a word should be highlighted in presentation. In order to teach the meaning of a word, the concept which the word refers to need to be taken into consideration during the presentation. Nation (1990) brings out its importance and adds that generalizations and abstractions need to be made when a word is introduced to the students. For example, one’s concept of person is a generalization and abstraction from his/her experience of many persons. For the word “*person*”, if there is only one positive example, which is a woman, the students can misunderstand the concept, or if the example is an old person, they may think the word means

“old”. The more examples the better comprehension of the students will be. Another important point is that skin colour, hair colour, and age are not criterial features of person. So in order to help students to understand the concept of person, these features need to be ignored. It can easily be achieved by presenting the learners with several examples of persons and helping them to see what is the same in all these examples.

Another principle of teaching word meaning is use of positive and negative examples. According to Carroll (1964), there are several conditions which help the establishment of concepts mentioned in the previous paragraph. First, there needs to be positive examples of the concept. Second, there needs to be negative examples. That is, the learners are shown things that are not persons and they are also told that these are not persons. Third, these positive and negative examples need to be arranged in the best way for learners. As actual concepts are presented by positive examples, they need to be displayed before negative examples. Negative examples show the contrary concepts, which are not the examples of the concepts. To sum up, it is important to present the positive and negative examples in the right order; the negative examples should follow the positive ones to enhance the students learning.

Practice and repetition are also important principles of teaching word meaning. Vocabulary practice promotes systematic learning. The aim is accurate reproduction. It is often connected to the tasks of formal instruction. Examples of practice are as follows; loud repetition, bilingual dictionary and noting new items in class. The more the students practice the words, the better they will learn them. Repetition is of high importance to retain the knowledge. Repetition may refer to repeating the whole practice task itself as a means of language development. Repetition may be defined as doing or experiencing something again or several times. Review, also known as revision, assists the learning process, so it needs to be done regularly.

There are several ways to provide repetition by suggests different researchers. Cross (1991) suggests revising by re-using the visuals exploited previously in the beginning of the following week for a comprehensive review stage. However, there are other ways to revise vocabulary. Creating new illustrative sentences, vocabulary networks and tables, scrambled sets, jumbled words, affixes and cognates are the alternatives suggested to re-using the visuals.

Nation (2001) mentions three elements essential for successful memorization through repeated exposure and recall. They have to do with time, number, and type of repetition. First of all, spaced repetition is more effective than massed repetition. Spaced repetition is drawing learners attention to a given item repeatedly for short periods of time over a longer time, whereas massed repetition is studying a given item for a longer, uninterrupted period of time. What is more, the intervals between consecutive repetitions should become longer. (Pimsleur, 1967 in Nation, 2001 :77). To sum up, the longer the time the given lexical item has resided in the learner's memory, the better chance it stands to stay there for good and be recalled.

In conclusion, repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well, so that they can be fluently accessed. Repetition, thus adds to the quality of knowledge. For the reasons mentioned above, sufficient and systematic repetition of new words is very important in selecting a course book. Nation (1990) suggests that if the course book lacks this, the teachers need to make necessary adaptations.

Dual coding is another principle in teaching word meaning. The dual coding theory proposed by Paivio attempts to give equal weight to verbal and non-verbal processing. Paivio (1986) states: "Human cognition is unique in that it has become specialized for dealing simultaneously with nonverbal objects and events. Moreover, the language system is peculiar in that it deals directly with linguistic input and output in the form of speech or writing, while at the same time serving a symbolic function with respect to nonverbal objects, events, and behaviours. Any representational theory must accommodate this dual functionality". The basic assumption of dual coding is that information is processed and stored in memory by two separate, but interconnected systems-one visual, the other verbal. It claims that pictures are faster and easier to recall since they are coded in both memory systems and the visual system is continuous and parallel in its organization. Verbal memory, on the other hand, is structured in discrete, sequential units. Dual coding is built on the use of imagery in associative learning. Verbal learning is effective when accompanied by visual learning. Since there are two cognitive processes, one does not need to take the place of the other; in contrast, they support one another. According to the theory, the human cognition consists of two subsystems that



process knowledge simultaneously, one processing the nonverbal objects (i.e. imagery) and one dealing with language. The two systems have different functions; the verbal subsystem processes and stores linguistic information whereas the visual subsystem processes and stores images and pictorial information. While the two subsystems can be activated independently, the interrelations and connections of the two systems allow the dual coding of information. Dual coding proposes that information is much easier to retain and retrieve when dual-coded because of the availability of two mental representations instead of one. Furthermore, pictures are more likely to activate both coding systems upon processing than words. As a result, Paivio claims a “mnemonic superiority of the image code over the “verbal code” (Paivio 1991,p.265) which makes pictures easier to remember than words. In addition, recalling information contained in the visual system accesses information through synchronous processing, as opposed to sequential access of information stored in the verbal system.

Avoiding cross-referencing or cross-association with other words is also a principle of teaching word meaning. Some words can be cross-associated in certain situations. In the first place, opposite words may be cross-associated when they are presented at the same time. A typical example of this occurs as follows; two opposite words, say “*thin*” and “*fat*” are presented at the same time, as they are both associated with weight, they may be cross-associated. Using similar actions, photographs or verbal explanations may trigger cross-referencing. The learners have difficulty in remembering what is what because they deal with two similar things at the same time. The difficulty of learning the correct associations is doubled by the difficulty of keeping the two items separate. Nation (1990) suggests using different visual techniques to prevent cross-referencing when presenting two similar items. In the same way, similar or related words should not be taught at the same time, the second word should be presented after the first one is fully comprehended.

Importance of giving feedback is the last principle of teaching word meaning. After presenting the words the teachers must check whether the students have learned the word or not. Immediate check can be done by asking simple questions or the native tongue equivalent

can be required. This process is necessary to avoid misunderstanding. Nation (1990) states some procedures to check the comprehension. One of them is asking the students to differentiate positive and negative examples. A second one is requiring the basic characteristics of the concept. The last one is asking the students to translate the word into their mother tongue.

### **2.3 Visual resources for vocabulary teaching**

There are various techniques and principles for word meaning. Visual resources have a big importance among the other techniques. These include flashcards, photographs, blackboard drawings, wallcharts and realia. They are extensively used to convey meaning and are particularly useful for teaching concrete items of vocabulary. Publishers have been developing several visual resources, namely picture dictionaries, flashcards, picture folders, course book dictionaries and websites for vocabulary learning. Teachers also guide the students in the learning process by teaching how to keep a vocabulary notebook and using visual resources provided by different publishers. There are different kinds of picture dictionaries of Longman, Oxford and Collins, which are very commonly used by teachers. There are also online picture dictionaries where a great number of pictures can be found. Below are the websites for online Picture dictionaries;

<http://www.enchantedlearning.com>

<http://www.pdictionary.com>

<http://www.vocabularya-z.com>

<http://www.languageguide.org>

The most effective visual materials; photographs can also be found online. Google graphics is a commonly used website by teachers. In addition to it, [www.visualphotos.com](http://www.visualphotos.com) provides various categories of photographs that can be exploited for teaching purposes. However, these materials may not be sufficient for effective vocabulary teaching. The reasons are stated in the following section.

The first and most important reason is the lack of multiple examples in these resources. They all provide positive examples but they do not provide negative ones. Second, some of these materials are not suitable to be used in the classroom. Third, they are not sufficient for self study. Fourth, they are usually divided into semantic categories like animals, flowers, fruit, and vegetables. The size of the visual resources is another important point to be considered. The pictures in picture dictionaries cannot be demonstrated in the classroom because they are not big enough to be seen clearly by the students. Similarly, there is not a systematic procedure suggested to be followed while introducing new vocabulary. The last reason is about testing. These materials are not usually designed according to certain needs or after a testing process. To sum up, it has been observed that the selection of visual materials is randomly made and does not have a purpose. They are not prepared according to a syllabus.

This present study aims to develop resource material for teaching vocabulary by using photographs. The selection of the word and the presentation were done according to principles of teaching word meaning. Furthermore, the comprehension of the students was checked by a test. By these means checking of learning and the effectiveness were tried.

Principled selection of words was made in this study. The words were chosen from Michael West's General Service List. The classic list of high frequency words of Michael West (1953) contains around 2000 word families. About 165 word families in this list are function words. The rest are content words, that is, nouns, verbs, adjectives and adverbs. It was found that almost 80% of the running words in a text are high frequency words. In spite of its age; GSL still remains the best of available lists because of its information about frequency of each word's various meanings and West's careful application of criteria of frequency and range. The high frequency words are so important, considerable time should be spent on them by teachers and learners. Enough attention should be paid. This attention can be in the form of direct teaching, direct learning and planning with the words.

Students of Elementary and Pre-intermediate level are participants of this study. For that reason the words are between 1001-1500 ranges. Principled presentation of the selected

words will be made intently. The presentation will be tailored to the participants' level of English. The steps followed and the procedure will be mentioned in details.

Three different tests will be applied in order to check learning. These tests are namely matching test, completion test and translation test. The tests are designed to check the effectiveness of the photographs in the first place. They also aim to check the comprehension of the students and the whole procedure. These three tests will be applied right after the photographs were presented.

In this present study, the main purpose is to develop effective photographs for teaching words between 1001-1500 ranges in GSL. The selection of the resource material will be made in the light of principles of teaching word meaning. Furthermore, the effectiveness of the materials and checking of learning will be tested and discussed.

## CHAPTER THREE METHODOLOGY

In this chapter, methodology is aimed to be presented. Participants, instruments, target words, photographs, in particular number of positive and negative examples, tests and procedures are the basic components of this chapter.

### 3.1. Participants

The participants were all students at a private language school in Bursa which offers general English programs for adults who wish to improve their knowledge of English for career or business purposes, or to enter colleges and universities in Turkey. In addition to these, courses including Business English, TOEFL (Test of English as a Foreign Language) exam preparation courses, and university language preparation courses are also offered.

There were thirty-two elementary students from morning and evening groups. There were twenty-four male and eight female students. They were 35 years old on average.

Their level, vocabulary knowledge and the content of the books they study have been taken into consideration for choosing the range from the Michael West's General Service List.

Five sessions were done for the presentation of twenty-four words chosen from GSL. In each session there were at least twenty-two students. The range for the number of students across sessions was between 22 and 36. The average of the students' age was 26. Their levels were Elementary and Pre-intermediate. These levels were the ones that the words in the 1001-1500 range of GSL were not known by the students.

Table 3.1 demonstrates general information about the sessions. In addition it includes details like the number of students, their level, number of words in each session, number of photographs used for each word and number of tests for the sessions.

Table 3.1. Sessions and details about the number of students, their level, photographs, words and tests

SESSIONS	NO of STUDENTS	STUDENTS' LEVEL	NO of WORDS	PHOTOGRAPHS	TESTS
Session I	32	Elementary	4	32	3
Session II	22	Elementary Pre-intermediate	5	24	3
Session III	36	Elementary Pre-intermediate	5	28	3
Session IV	29	Elementary Pre-intermediate	5	29	3
Session V	29	Elementary Pre-intermediate	5	23	3

### 3.2. Instruments

Target words were presented through photographs and a test was used in order to evaluate the effectiveness of the presentation. These are described below.

#### 3.2.1. Target words

Michael West's General Service List (1953), which consists of the most frequent 2000 words, was used in order to choose the target words. It contains 2,000 word families. About 165 word families in this list are function words such as *a*, *some*, *two*, *because* and *to*. It is important to remember that the 2,000 high-frequency words of English consists of some words that have very high frequencies and some words that are only slightly more frequent than others not in the list. The first 1,000 words cover about 77% and the second 1,000 about 5% of the running words in academic texts (Nation 2001). 1001-1500 range was chosen to be appropriate for the level of the students regarding their background knowledge. The words ranged between 0-1000 were mostly known by the students. A checklist was given before the presentations in order to decide the actual words to be taught in the specified range. (See Appendix 1) The students were asked to write their name, age, level and the date before they started looking at the words in the checklist. There are 42 nouns in the checklist. This target

word screening checklist provides information about the vocabulary knowledge of the participants.

There are 280 nouns in the 1001-1500 range. 42 nouns were chosen out of these 280 words. Only nouns were chosen to be presented by photographs. The main reason for this was the nouns' being more concrete compared to adjectives. As for verbs, they are more difficult to be presented by still photographs. A checklist consisting of 42 nouns were given to the students. The students were informed about the GSL and told that the checklist consisted of the nouns between 1001-1500 ranges. The students ticked the words they knew from the checklist.

The nouns were chosen by estimating the words they have not encountered with before. The students were Elementary and Pre-intermediate level. The researcher has taught these levels before so the selection was made according to the experience of the researcher. The words that are not taught in these levels were chosen. Twenty-two students participated in this process. The students ticked the nouns, which they believed they knew and they could use. They were warned not to tick the words that they could not use. Twenty-four nouns were finally chosen. The selection criterion was as follows; the words that were known by none or maximum five students were chosen as target words. Words that were known by more than five students and the words difficult to be presented by photographs had not been included.

Twenty-four words were selected, they are as follows; audience, battle, exhibition, scene, adult, author, distance, Earth, vehicle, candidate, damage, shape, solution, target, employer, prison, species, victim, weight, crime, length, pain, path and vote. A dictionary work was done before the session, the basic semantic meaning of these twenty-four words was found and the selection of the photographs was made according to their basic meaning. It should also be noted that basic meanings of the words were taught to the students in the presentations.

### **3.2.2 Photographs**

In the selection of the photographs, the appropriateness of the photograph to the culture, the quality, resolution, its being interesting, coloured, visible, clear, big enough and suitable for the target word had all been taken into consideration.

Google search and [www.visualphotos.com](http://www.visualphotos.com) were exploited for finding the photographs. Various addresses were accessed through Google. Most of the photographs were found from [www.visualphotos.com](http://www.visualphotos.com), which is a nicely designed photograph website. The quality of the photographs found in this web site was far better than the ones found through Google graphics.

The number of photographs used depended on the concepts. Always more than one photograph was used for each word. However, the use of positive and negative examples changes from one word to another.

Table 3.2. shows the words presented and the number of examples used to teach these words.



Table 3.2. Number of positive and negative examples and total number of photographs

	<b>WORDS</b>	<b>POSITIVE NO</b>	<b>NEGATIVE NO</b>	<b>TOTAL NO</b>	
1	<i>AUDIENCE</i>	3	2	5	
2	<i>BATTLE</i>	4	3	7	
3	<i>EXHIBITION</i>	3	3	6	
4	<i>SCENE</i>	11	3	14	
5	<i>ADULT</i>	4	1	5	2 combined photographs
6	<i>AUTHOR</i>	3	0	3	
7	<i>DISTANCE</i>	3	0	3	
8	<i>EARTH</i>	3	2	5	1 combined photograph
9	<i>VEHICLE</i>	8	0	8	
10	<i>CANDIDATE</i>	3	0	3	
11	<i>DAMAGE</i>	6	1	7	
12	<i>SHAPE</i>	5	0	5	
13	<i>SOLUTION</i>	6	0	6	
14	<i>TARGET</i>	7	0	7	
15	<i>EMPLOYER</i>	5	0	5	
16	<i>PRISON</i>	4	3	7	
17	<i>SPECIES</i>	4	0	4	
18	<i>VICTIM</i>	5	2	7	
19	<i>WEIGHT</i>	6	0	6	
20	<i>CRIME</i>	5	0	5	
21	<i>LENGTH</i>	4	0	4	
22	<i>PAIN</i>	5	0	5	
23	<i>PATH</i>	3	2	5	
24	<i>VOTE</i>	4	0	4	
<b>TOTAL</b>				<b>136</b>	

The average number of photographs per word was 5. Overall, there were 136 photographs to teach 24 words. The number of photographs per word ranged between 3 and 14.

The maximum number of the photographs is 14 for the word “*scene*”, whereas the minimum number is 3 for the word “*distance*”. There were more photographs for the words “*scene*” and “*vehicle*” than for any other word. The reason for that is the need to present a number of scenes from various films. Initially, the photographs from the film “*Titanic*” were used for the “*scene*” and the meaning was confused with love so that different photographs from different parts of the movie were used. In addition to this, photographs from the film “*Lord of the Rings*” were also used as a different example. The word “*vehicle*” also has more examples than the others due to the fact that it refers to a group of different means of transport.

As shown in Table 3.2, the number of positive examples was mostly more than the number of negative examples; only for the word “*exhibition*” there are equal number of positive and negative examples. Both positive and negative examples of words were used to teach a word. Figure 3.1 is a positive example for “*battle*” and Figure 3.2 is a negative example. In Figure 3.1 there are soldiers fighting in a battle but in Figure 3.2 the soldiers are in a ceremony and they are not fighting so the meaning is quite obvious for the students to understand.



Figure 3.1 A positive example for battle



Figure 3.2 A negative example for battle

The exact opposite of the word need not always to be exhibited as in the case of “*earth*”. By using examples that are not examples of earth or which do not belong to the earth; students make sure of the meaning. In Figure 3.3 and Figure 3.4 aliens from space are shown to the students with the guidance of a verbal explanation “*They are not from the Earth*”.

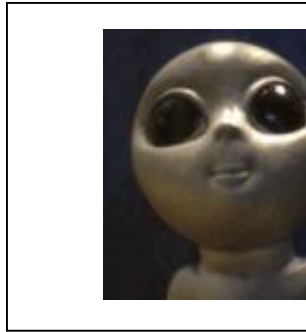


Figure 3.3 A negative example for Earth



Figure 3.4 A negative example for Earth

There were some words where the positive and negative examples are exhibited in the same photograph (i.e. combined photograph) like the words “*adult*” and “*earth*”.

Figure 3.5 and 3.6 are examples in which we can see both positive and negative examples”. There were only three photographs that were used as both positive and negative examples in the words chosen for this study. Two of the photographs were for the word “*adult*”. Figures 3.5 and 3.6 are combined photographs; they combine positive and negative examples. In Figure 3.5 there is a middle-aged man and a woman, and a little girl. The man and the woman are positive examples and the little girl is a negative one. Figure 3.6 is similar to Figure 3.5; there is a couple again but the man and the woman are older and there is a little boy, probably their grandchild.



Figure 3.5 A combined photograph for adult

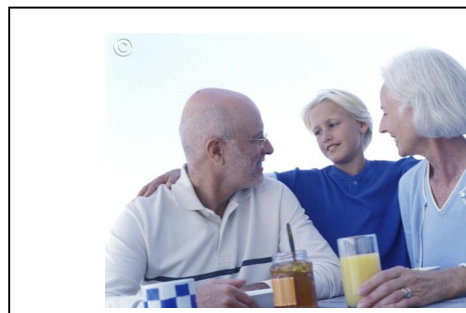


Figure 3.6 A combined photograph for adult

Another combined category is “Earth”. In Figure 3.7 we can see the solar system, the earth is presented as one of the planets in the solar system, where the other planets function as negative examples.

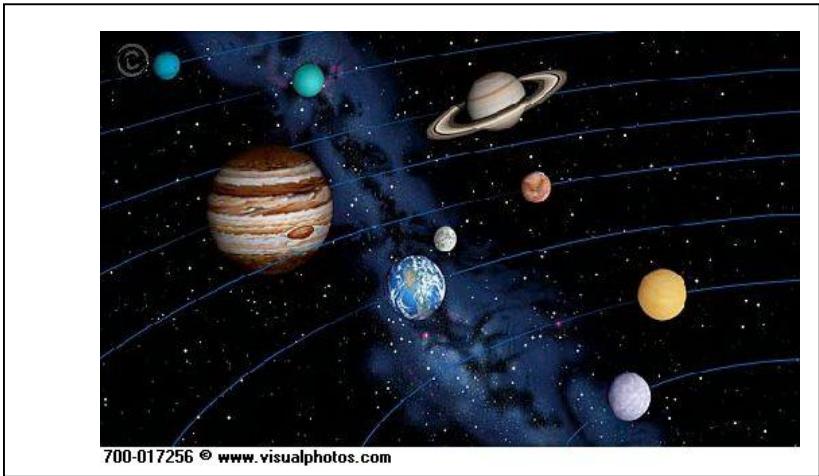


Figure 3.7 A combined photograph for Earth

In one case (i.e. scene) as in Figure 3.8 , all positive examples involving the movie “Titanic” were shown together again in a separate photograph in order to maintain a holistic comprehension after each has been presented individually.

In Figure 3.9 there is negative example of the “scene” in which the main actress Kate Winslett is with her baby on the street. This is from her real life, and not a scene from the movie.



Figure 3.8 A holistic photograph for scene



Figure 3.9 A negative photograph for scene

There were some occasions that no negative examples can be used due to the fact that words that are tested were nouns and do not have opposites. For instance for the words distance and vehicle, it is not possible to find effective negative examples. Anything can be given as an example for not being a “*vehicle*” of course but it is going to be quite confusing. “*book*” for example is not a vehicle but it has nothing to do with vehicle either.

The photographs found from Google and visualphotos.com were copied and pasted to a word program. By means of word art they were enlarged to A4 size. Then they were printed by a digital printer.

### **3.2.3 Tests**

A test was used for the words taught in each session. There were five tests altogether one for each presentation session. (see Appendix III, IV, V, VI and VII). The purpose for conducting these tests was to make sure that the students comprehend the meaning of the words. The number of the words depended on the number of words taught in the same session. This varied between 4 and 5. The test consisted of three sections. First there was a fill in the blanks part and then a matching part and finally a translation part.

The first part of the test was fill in the blanks. There were one sentence contexts with one blank for the target word (see Appendix III, IV, V, VI and VII). Target words were on the board. This was a guided production procedure. There is an example sentence below. The students were expected to fill in the blank with one of the words on the board. The answer is “*species*” for the example sentence below.

*“There are more than two hundred and fifty.....of shark.”*

For the matching part, photographs were minimised and placed randomly with the words given opposite. Only positive examples were used and no extra words were given apart from the target words. The target words were provided to the learner opposite the photographs on the left. There was only one photograph for each word and the order of the photos was different from the order of teaching. This part was for testing the students’ receptive knowledge of the words.

Target words were given in the translation part and their Turkish equivalents were asked for. Only exact equivalents were accepted. An important factor affecting the success rate of the students for matching and completion part was the difference of the words within the same group. Words, which have similar meanings or thought to be mixed up by the students, and therefore may cause cross-referencing were not presented in the same section. For instance, words; crime and victim were not presented in the same group as they are somehow related to each other. Although some students wrote similar translations to the targets words, they were not accepted (e.g. “*taşıyıcı*”, i.e. “*carrier*” for “*vehicle*”). The reason for asking for Turkish equivalents was to make sure that students comprehend the meaning of the target words. Partial understanding was not enough, full understanding was aimed at as it was hard to claim that one word was comprehended as a whole by partial understanding.

### **3.3 Procedure**

In the teaching session, each target word was presented individually. First, the target word printed in large font on an A4 sized paper was stuck on the board by Umut. It stayed on the board till the end of the presentation. In order to teach the form of the word, choral repetition was made. The researcher said the word and the students repeated after her. Then some of the students were chosen to say the word again. The students were not shown the photographs during this procedure. First positive examples were shown to the students one by one, with the guidance of some example sentences about the photographs. If there were some, negative examples were also shown to the students after the positive examples by giving some explanations. While showing the photographs sentences related to the photographs were uttered in order to make the meaning clear. For instance, during the presentation of the word “*scene*”, the positive examples were explained as “*These are scenes from the film*” and the negative examples as “*This is not a scene. Kate Winslett is with her baby. This is not from a film. This is real life*”. After all the words were shown, a quick revision was made by just saying for example “*This is audience, this is not*”. All the photographs were quickly shown to the students in this last step. Finally some positive examples were picked up for each word and students were asked what the word was. The purpose was further revision.

Principles of teaching word meaning mentioned in Literature Review were taken into consideration during the presentation.

Following each teaching session, the students were tested on the words taught by matching, fill in the blanks and translation tests in order to see whether they have understood the meaning or not. Each session took about twenty-five minutes; fifteen minutes for the presentation and ten minutes for the testing.

After the tests were completed, the answers of the students were evaluated one by one and recorded. For each section in the test, the percentages were calculated by dividing the number of correct answers by the total number of the students. The cut point was stated as 70 for all the tests.

Table 3.3 shows the checklist of the procedure while presenting the target words and testing them.

Table 3.3. Checklist of the procedure

		Tick √
1	Word size 48 stuck on the board	
2	The words said aloud by the teacher	
3	Choral repetition made by the students	
4	Students chosen repeat the word	
5	Positive examples were shown	
6	Negative examples were shown	
7	Repeat 1-6 for other words	
8	Quick revision of all words	
9	Practice with positive examples of all words	
10	Testing for learning	

A pilot study was done in order to test the procedure and the effectiveness of the photographs used as well as the tests. The participants of the pilot study were a similar group of students at the same institution. These students were Elementary level. There were sixteen students. The morning group was aged between 17 and 35 and the evening group was aged between 19 and 53. The average age for both groups was 35. There were six female and ten male students. Both morning and evening groups have English lessons four days a week. According to the results of the pilot study, it was found that the level Elementary was the appropriate one to present the target words. Besides, as the students were quite successful in learning the words, pre-intermediate level found to be suitable for the following sessions. The checklist of the procedures was improved after the pilot study. Repetition and practice parts were added after this pilot study. The results in the tests showed that the students needed further practice and repetition. The tests were also improved; as the students had difficulty in remembering the form of the word and made remarkable mistakes in the spelling of the words, for the actual presentations, it was decided that the words in large font should not be removed from the board throughout the presentation and testing. The holistic photographs for the word “*scene*” were also added after the pilot study. As there were a lot of photographs for this word, it was observed that the students got confused and there was a need for these kinds of photographs so two holistic photographs were added.



## CHAPTER FOUR RESULTS AND DISCUSSION

### 4.1. Word Group 1

The first word group consists of four words, namely; audience, battle, exhibition and scene.

#### 4.1.1. Audience

There are five photographs used in order to introduce the word “*audience*”. Three of these photographs were presented as positive examples and two as negative examples.

The definitions below state the basic meanings of the word. The semantic features of the word given in the definitions were enhanced by the presentation of the photographs. The Turkish equivalent of the word was also demonstrated to point the differences between the target language and the native one.

**Audience:** An assembly gathered to hear and see, as at a concert (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Audience:** The group of people who are watching or listening to something such as a play, concert, or film. (*Collins Cobuild Essential English Dictionary, 1992*)

**Audience:** Bir toplantıda hazır bulunanlar, dinleyiciler (*Redhouse English-Turkish Dictionary, 1995*)

As the definitions illustrate, the most important semantic features were shown of the word “*audience*”. They highlight these features, by showing a group of people gathered at a place, their listening to something, as well as watching it, including verbal and non-verbal properties at the same time.

##### 4.1.1.1. Positive examples for Audience

Figure 4.1 shows the first positive example for the audience. Students during a lecture are exhibited in the photograph. These students can be named as audience due to the fact that they are listening to a lecturer and they also see the lecturer. The verbal aspect of the word is highlighted in the photograph.



Figure 4.1. First positive example for audience

Figure 4.2 shows another positive example for audience. In the photograph there are people listening to a concert, obviously they can see the orchestra. This has been the fundamental reason that this photograph was chosen to be one of the positive examples for this word. This photograph points the non-verbal aspect of the word.



Figure 4.2. Second positive example for audience

Figure 4.3 illustrates the last positive example for the word, in which people watch and listen to an opera, taken in an opera house. This specific photograph was chosen because it clarifies the meaning of the word by showing the audience that refers to people gathered to hear and see just as in Figure 4.2. The non-verbal aspect of the word is pointed by this photograph.



Figure 4.3. Third positive example for audience

#### 4.1.1.2. Negative examples for Audience

The basic semantic feature of the word, which is listening, is missing in all the negative examples. Each example, which neglects the presence of the central meaning, is a sample for explaining what the word is and is not. The definitions of the word “*spectator*” below obviously differentiate the word from “*audience*” with its focus on watching rather than listening . The Turkish equivalent of “*audience*” is “*dinleyici*” and “*spectator*” is “*izleyici*” (“*seyirci*” being the older use). These two different words are sometimes used interchangeably in the native tongue of the students. There is not a certain distinction between these words. The use of one for other does not make a big difference. The impact of this actuality will be further discussed along with the results of the first trial.

**Spectator:** One who is present at and views a show, game, spectacle, etc. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Spectator:** A spectator is a person who watches something, especially a sporting event. (*Collins Cobuild Essential English Dictionary, 1992*)

**Spectator:** Seyreden kimse, seyirci ( *Redhouse English-Turkish Dictionary, 1995*)

Figure 4.4 shows the first negative example for the word. The people watching a football event is called spectators, not audience. The reason for choosing this photograph was to make this difference clear for the research group.



Figure 4.4. First negative example for audience

Figure 4.5 illustrates a horse race and the people watching this event. Since the people are just watching the event, this can be considered as a negative example for the word audience. This sporting event is visual. The focus is on watching, not listening.

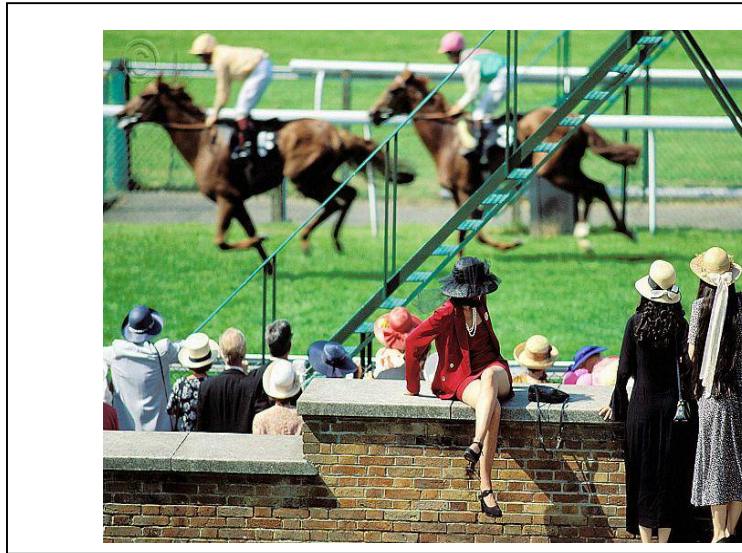


Figure 4.5. Second negative example for audience

#### 4.1.1.3. Results for audience on post tests

There was a mixed group of students, from beginner and elementary levels, to present the word. They were presented in the same manner due to the fact that the word was new to both groups.

The results are as follows; the students reached the cut point, which has been set at %70, in matching and sentence completion, whereas they could not reach it in translation.

Table 4.1. Results for audience on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	30	24	10
<b>Percentages</b>	94%	75%	31%

*Number of students = 32*

The results in the matching section are very sufficient; there were only two students who could not match the photos with the words at all.

In the completion part, the results were not as sufficient as in the matching part. Eight students failed to fill the blank with the correct word. Even the existence of a key word “*concert*” in the sentence could not attract the attention of the students. The students probably confused the form of the word with the other words tested in this section. This does not show that they didn’t learn the meaning of the word though.

In the translation test, from thirty-two students, only ten of the students could get the meaning of the word “*audience*” truly. Some of the students were confused with the noun and verb difference. Five out of thirty-two students considered the word to be a verb (listening), rather than a noun. When we add this to the total percentage of correct answers, we get a result with %16 plus, which means the result for the translation part will be %47. Another student thought the word meant watching. Four students did not have any idea on the meaning of the word at all.

Four of the students misunderstood the semantic feature, gathering of people, and focused on the event itself. They often thought that the word meant a concert, an opera, a meeting or a show. Another group of four students focused on the place the events took place, namely, a theatre, a concert hall or a lecture hall. They did not pay any attention to the action. Only one student thought the word meant “*a group of people*”.

Three students could not identify the difference between “*audience*” and “*spectator*”. When we look further into the meanings the students understood, the main reason why the translation result was far below the cut point is that the words “*audience*” and “*spectator*” are often used in the same sense in the native language of the students, which is Turkish. In other words, the using of one of these words for other does not change the comprehension of the people hearing them. The students may also get confused by the fact that when they listen to something they sometimes also watch it and when they watch something they listen to it at the same time, just the focus is either on listening in “*audience*” and on watching in “*spectator*”. The students did not pay attention to this distinction.

To sum up, the results of matching and completion parts were quite satisfactory whereas the translation is not partly due to the slight difference between Turkish and English meaning of the word. It can be claimed that in all incorrect answers even though the meaning of the word could not be translated exactly, the related meanings derived from the presentation were all related to the word. The students were confused about the meaning, they were not sure but all the translations are in a close relation with the semantic features of the word. It can also be asserted that if the related meaning derived from the presentation had been considered acceptable, the percentage of the translation test could be much above the cut point. There can be further recommendations for choosing positive and negative examples more wisely for another study; the meaning can be enhanced by using verbal instructions thus making the meaning clearer. In addition, the fact that photographs with crowded classroom used can one of the main reasons why the students could not get the meaning. Maybe a photograph with fewer students, their focus on the teacher speaking could influence them more.

#### **4.1.2. Battle**

There are seven pictures exploited to present the word “*battle*”. Four of the photographs are presented as positive examples and three of them are as negative ones.

The word is defined in the basic sense as follows in various dictionaries;

**Battle:** A combat between hostile armies or fleets; a military or naval engagement (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Battle:** In a war, a *battle* is a fight between armies or between groups of ships or planes. (*Collins Cobuild Essential English Dictionary, 1992*)

**Battle:** muharebe, savaş, dövüş (*Redhouse English-Turkish Dictionary, 1995*)

As the definitions show, the meaning of the word both in English and Turkish is the same.

The most important features of the word, on the basis of dictionary definitions are the presence of soldiers and their fighting. There needs to be a group of soldiers, armies, ships etc. fighting to each other.

#### 4.1.2.1. Positive examples for battle

Figure 4.6 is the first positive example for the word, which highlights the presence of soldiers and guns in a battle. In the picture one can see a group of soldiers pointing their guns probably towards the other group of soldiers. These two basic features of a battle, the presence of soldiers and fighting, are obvious in the picture so that it can be considered as a very good example for the word to be comprehended by the students.

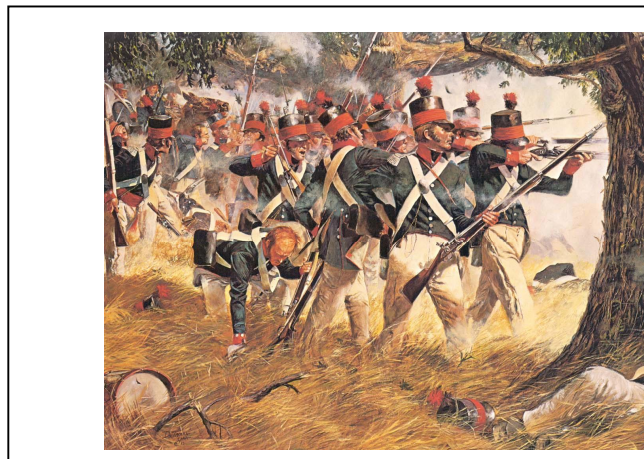


Figure 4.6. First positive example for battle



Figure 4.7. Second positive example for battle



Figure 4.8. Third positive example for battle





Figure 4.9. Fourth positive example for battle

Figures 4.7, 4.8 and 4.9 show scenes from different battles. They all focus on the basic meaning, a fight between armies. In the pictures there are groups of soldiers fighting with their swords and guns. The presence of another group fighting towards the soldiers enhances the meaning and makes it easier for the students to understand.

#### 4.1.2.2. Negative examples for battle

There are three negative examples for the word “*battle*”. In these pictures either one or other feature of the word was absent.

Figure 4.10 illustrates four soldiers during a military ceremony. Unlike the positive examples, the soldiers are not fighting in these pictures. This fact is the most obvious difference to provide the students with a better understanding of the word.



Figure 4.10. First negative example for battle

Both the Figure 4.11 and 4.12 show sport events that include fighting. In Figure 4.11 there are two men boxing. However this does not occur during a battle, it is just a sports event, a boxing match. In figure 4.12 we can see another sports event, fencing. Both pictures differentiate from the positive examples with the property of being a sports event. These people in the pictures are not soldiers and they are just fighting for the sake of sports.



Figure 4.11. Second negative example for battle

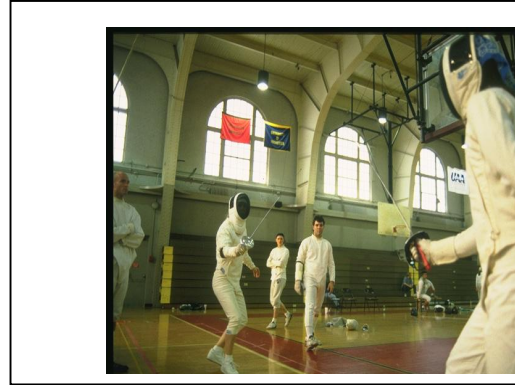


Figure 4.12. Third negative example for battle

#### **4.1.2.3. Results for battle on post tests**

The pictures were presented to a group of thirty-two students. Since all the students attended the presentation were the basic level learners of English, they can be considered as a whole group.

The cut point was reached in all the sections for this word. The results below show the number of the students who answered the questions correctly and the percentages of matching, completion and translation tests.

Table 4.2. Results for battle on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	30	24	25
<b>Percentages</b>	94%	75%	78%

*Number of students = 32*

The best results were observed in the matching section with the success rate of %94. Only two of the students could not match the given words with the pictures, these two students did not answer incorrectly, they did not match the items at all.

The completion part was the one with the lowest results; eight students could not find the right blank to fill in. The students probably confused the form of the word with the other words tested in this section. Therefore this may not be showing that they didn't learn the meaning of the word.

In the translation section, seven students could not find the Turkish equivalent of the word, two of them did not fill in the blanks at all and four of the students thought it was a verb. They focused on the action rather than the event. Only one student considered the word as a person (a warrior) that specific person focused on the soldiers rather than the event. However, all the meanings the students stated were somehow related to the basic word.

As a result, the results for all the parts in post-tests were more than satisfactory. The fact they could have been higher if the students had not mixed the noun and verb forms, proves the positive effect of the pictures on the comprehension of the presented word. If we accept these four students' translations true, the percentage will be %91 which can be considered a very sufficient rate for the translation section.

### 4.1.3.Exhibition

The word “*exhibition*” was presented by six photographs. Three photographs were used as positive examples and the other three were negative examples.

The definitions taken from different dictionaries below point out the basic meaning of the word.

**Exhibition:** Anything exhibited; a show; especially a public showing of works of art etc. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Exhibition:** Exhibition is the showing of pictures, sculptures, or other things in a public place. (*Collins Cobuild Essential English Dictionary, 1992*)

**Exhibition:** sergi (*Redhouse English-Turkish Dictionary, 1995*)

The definitions given above show that the Turkish and the English meanings resemble. They also highlight the presence of works of art like pictures, sculptures etc. and the fact that they are shown to other people in public.

#### 4.1.3.1.Positive examples for exhibition

As the definitions require, all the positive examples; Figures 4.13, 4.14 and 4.15 include showing of works of art in a public place. In these photographs pictures are in the spotlight. Photos with people were chosen in order to highlight “public”. Especially Figure 4.13 and 4.15 enhance this feature. Figure 4.15 shows people discussing about one of the pictures in an exhibition; this photograph helps the students to think that exhibition is somehow related to art.



Figure 4.13. First positive example for exhibition

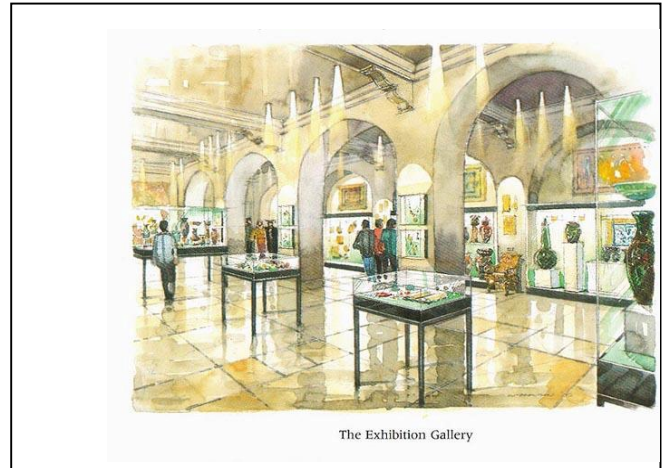


Figure 4.14. Second positive example for exhibition



Figure 4.15. Third positive example of exhibition

#### 4.1.3.2. Negative examples for exhibition

Three photographs were exploited as negative examples for “*exhibition*”.

Figure 4.16. shows a scene from a greengrocer where two people are shopping. The greengrocer is showing them some fruit. Here in this photograph we have the act of showing but it is not related to art. This enhances the meaning of “*exhibition*” in relation with art.



Figure 4.16. First negative example for exhibition

Both Figure 4.17 and 4.18 show notice boards. The fact that they exhibit information like announcements, cultural events etc. distinguish them from “exhibition” because they do not show works of art even they are exhibited in public.



Figure 4.17 Second negative example for exhibition



Figure 4.18 Third negative example for exhibition

#### 4.1.3.3. Results for exhibition on post tests

A group of thirty-two basic level learners of English attended the presentation of the photographs for “*exhibition*”.

The results below show the percentages of the students for the following tests; matching, completion and translation.

The cut point set for the success rate was met in all the tests.

Table 4.3. Results for exhibition on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	30	24	23
<b>Percentages</b>	94%	75%	72%

*Number of students = 32*

In the matching section, apart from two students who did not make any guesses in the test, correctly matched the given word with the photograph.

The success rate was lower in the completion part compared to the matching section. Eight of the students could not find the right blank to fill for the word “*exhibition*”. The sentence in the completion test was as follows;

*“We went to a/an.....last week. We saw a lot of pictures by famous painters.”*

The reason that the results were lower could be the difficulty of this sentence for the students. The words “*famous*” and “*painter*” might be unfamiliar to the students. This unfamiliarity of these words could cause misunderstanding of this sentence and mislead the students.

The results for the translation part are no different than the completion part. The reasons are quite different though. Out of thirty-two students, twenty-three could exactly translate the word into their native language. Three of the students could not translate the word at all.

One of the students wrote “*sanat galerisi (i.e. art gallery)*” which is very close to the meaning of “*exhibition*”. Another student considered the word as a group of people but she could not guess the reason for the gathering of these people. Two students in total also confused the word with the word “*art*” and “*fair*”. The fact that the word “*exhibition*” is a noun was not taken into consideration by two students; one of them considered the word as

“commenting on something by looking at it” and the other as “visiting an exhibition”.

Judging by the wrong answers, the learners seem to have generally understood the basic meaning features, i.e. art and public and were able to relate this to a typical exhibition scene but fail to pinpoint the exact part of the scene that the word refers to, i.e. the works of art shown in public. They focus on the place (art gallery), the people viewing the exhibition or the act of viewing (i.e. commenting on something by looking at it / visiting an exhibition). These answers are not completely irrelevant, but imprecise.

#### **4.1.4.Scene**

Fourteen photographs were used in total in order to present the word “*scene*”. Three of these photographs were negative examples and the rest were positive ones.

The definitions below show the definitions of the word along with the basic semantic features.

**Scene:** A division of an act of a play, a film ; one comprehensive event in these (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Scene:** A scene is one of the parts of a play, film, or book in which a series of events happen in the same place. (*Collins Cobuild Essential English Dictionary, 1992*)

**Scene:** sahne, bir olayın geçtiği yer ve şartlar (*Redhouse English-Turkish Dictionary, 1995*)

As the definitions state; the basic semantic features are related to a part of a play or a film, which will be taken in to consideration in this present study, and series of events or divisions of acts in a play or a film. In addition, these events happen in the same place.

##### **4.1.4.1. Positive examples for scene**

Figures 4.19 and 4.20 show the two main characters of the film “Titanic”. This film was chosen due to the fact that it is a very popular film in the world, as well as in Turkey. All



the students were thought to be familiar with this film. These figures show the scenes when they first met on the ship and focus on the activities they do together; in Figure 4.19 the main actress is looking at the drawings the main actor has done and in Figure 4.20 they are looking at the drawing together in which the main actress has been a model for the main actor. These two figures show scenes from the beginning of the film.



Figure 4.19 First positive example for scene



Figure 4.20 Second positive example for scene

Figures 4.21, 4.22 and 4.23 all show love scenes from the film. Especially Figures 4.21 and 4.22 are the most famous ones; actually they are the same scenes from different perspectives. Figure 4.23 shows the love scene whilst the ship was sinking, it was a very touching scene of the film. Figure 4.24 shows another scene from the film, which shows their love.



Figure 4.21 Third positive example for scene

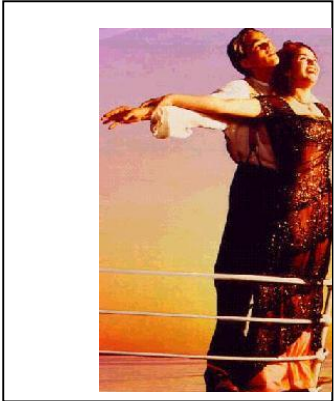


Figure 4.22 Fourth positive example for scene



Figure 4.23 Fifth positive example for scene



Figure 4.24 Sixth positive example for scene

The main reason for this was in the trial session most of the students considered the word as “love”. That is why there are a lot of positive examples for this word. Figures 4.25 and 4.26 show the scenes in which the main actress is with her fiancé, they both highlight the fact that she is not happy with him because we cannot see a sign of happiness on her face, whereas her fiancé is quite happy with his situation.



Figure 4.25 Seventh positive example for scene



Figure 4.26 Seventh positive example for scene

Figure 4.27 shows the most important symbol of the film, the Titanic itself. This is a scene in which the ship is sinking.



Figure 4.27 Eighth positive example for scene

Figure 4.28 shows a photograph, which includes different scenes from the film “Titanic”. This study was carried out in order to provide a general look at the scenes. Furthermore, the fact that there are film tapes like a frame in some of the photographs was to clarify this misunderstanding. Figure 4.29 shows a photograph containing different scenes of the film “Lord of the rings”, this film was chosen to exemplify the word due to the fact that action scenes are more in the spotlight in the film. So that it can attract the students’ attention towards the meaning of the word.



Figure 4.28 Ninth positive example for scene

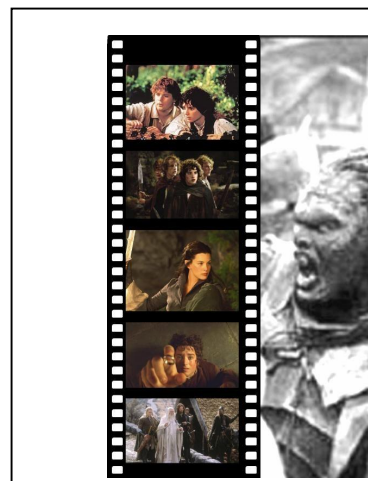


Figure 4.29 Tenth positive example for scene

There had been two trials in order to find the most appropriate words to present the word. In the first trial it was observed that the students thought the word meant love or romance. Then the film tapes were added to attract the attention to the film and scenes. Later

it had been observed that these additions were not sufficient so the photograph, which contains different scenes from the film, was designed to provide a holistic perspective for the students. Furthermore another holistic photograph, which includes various scenes from the film “Lord of the rings”, was added.

#### 4.1.4.2. Negative examples for scene

Three photographs were used as negative examples for the word. Figure 4.30 shows Leonardo di Caprio, the main actor in the film, with his real love walking on the street. This photo reminds the students that this is not a scene from the film, this is his real life and he is not always with his love in the film, he is with his real girlfriend and he has a life like other people do.



Figure 4.30 First negative example for scene

Figures 4.31 and 4.32 show real life situations from the life of the main actress, Kate Winslet. In the photos, she is with her husband and baby. These photographs were also chosen to make the students differentiate between her real life and her life in the film.



Figure 4.31 Second negative example for scene



Figure 4.32 Third negative example for scene

#### 4.1.4.3. Results for scene on post tests

A group of thirty-two basic level learners of English attended the presentation of the photographs for “*scene*”.

The results below show the percentages of the students for the following tests; matching, completion and translation.

The cut point set for the success rate was met in all the tests except for the translation test. The reasons will be further discussed.

Table 4.4. Results for scene on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	30	24	17
<b>Percentages</b>	94%	75%	53%

*Number of students = 32*

The results of the matching test are very good, only two of the students could not match the photographs with the words given. The percentage was %94 for this test. As expected, the receptive tests are easier for the students to solve.

The completion part can be claimed to be quite successful compared to the matching test; eight students failed to fill in the blanks with the correct word given. %75 of the students managed to find the right blank to fill in. Production is restricted in completion part because the students have limited choices.

The translation part, which requires productivity most, was again the part with low success rate. Out of 32, 17 students could get the meaning of the word correctly. Four of the students could not find anything to write. Two students thought the word meant “watching” and two other “film”. One of the students wrote “part” and another one wrote “view”. There were quite interesting words the students thought as the true equivalent for the word like; “acting”, “couple”, “cruise”, “life on the ship” and “romance”.

Even the verbal definitions made to enhance the meaning were not sufficient to make the meaning precise. In my point of view the fact that the photographs belong to a film, attracted their attention in a negative way. The students focused on different aspects of the film. The photographs were quite successful but a single method may not be. The photographs need to be supported by other techniques. This supporting is named as “dual coding” which will be further discussed in the conclusion part.

#### **4.1.5. General review of the results of the first group of words**

The first group of the words consists of four words, namely; audience, battle, exhibition and scene. The results of single in this group have been shown separately. A holistic view will be provided in this section by exhibiting a table including the results of all the word in the very same group.

Table 4.5. General review of the first group of words

WORDS	MATCHING	COMPLETION	TRANSLATION
<i>AUDIENCE</i>	94%	75%	41%
<i>BATTLE</i>	94%	75%	78%
<i>EXHIBITION</i>	94%	75%	72%
<i>SCENE</i>	94%	75%	53%

The matching sections for all the groups have the best results among the others. This result can be explained by the fact that in the matching section the students do not need to be very productive. Their receptive skills are assessed in the first place for this section. All the results are %94 for the matching section.

The results for completion part are closer to the cut point, which has been stated as 70. Although the words in the word group do not resemble the students had difficulty in filling the blanks with the appropriate words.

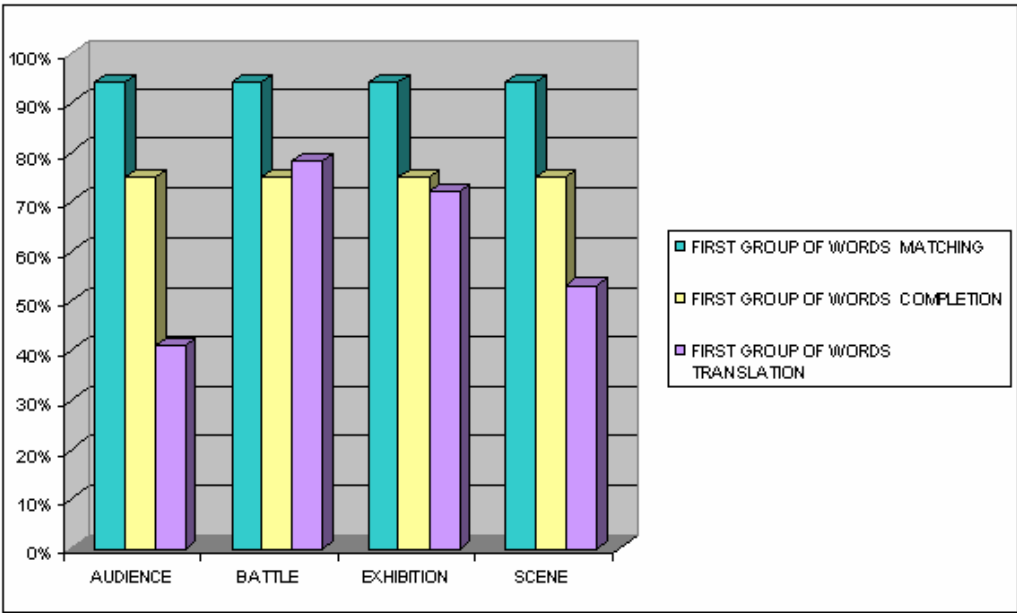
The translation part does not have very bright results compared to other sections. The fundamental reason for this is its requirement of productivity. Translation section is the one that the students have to use their productivity at most. Their productive skills are far more important. In addition to these skills, they need to be competent in both native and target language.

The results reached the cut point for the words “*battle*” and “*exhibition*”. However the students failed to translate “*audience*” and “*scene*”. There are some relevant reasons for this failure though. First of all, the word audience is used with spectator in Turkish interchangeably. Second, the students focused more on the event in the photographs than the people. For the word scene, most of the students were attracted by the other components of the photograph; they could not see the whole picture. They were affected by the concepts of

love and romance even though different scenes were used in order to provide an overall vision. Moreover a different film was used. However these all did not count.

When we look into the results intently, what is encouraging about the translations is they are more or less related with the words themselves. In the light of these results, it can be asserted that the photographs need the support of other techniques during presentation for the words “audience” and “scene”.

Table 4.6. General review for the first group



**4.2. Word group 2**

There are five words in this group of words, which are adult, author, distance, earth, and vehicle.

**4.2.1. Adult**

Five photographs were used in the presentation of the word “adult”. Four of these photographs were presented as positive examples whereas one of them was presented as a negative example.

Below are the basic definitions in various dictionaries for the word.



**Adult:** A person who has attained the age of maturity or legal maturity. (*The New International Webster's Comprehensive Dictionary of the English Language, 1996*)

**Adult:** An adult is a mature, fully developed person. (*Collins Cobuild Essential English Dictionary, 1992*)

**Adult:** reşit, ergin, erişkin kimse, yetişkin. (*Redhouse English-Turkish Dictionary, 1995*)

The main semantic feature of the word is being mature. Compared to the other words in the list, this word is pretty easier to present. One should focus on the meaning of maturity and that would enable the students comprehend the meaning of the word.

#### **4.2.1.1. Positive examples for adult**

There were four photographs as positive examples. These photographs were all chosen to highlight the basic semantic feature, which is being mature.

Figure 4.33 shows a middle-aged woman. This was the first photograph that was presented to the students. The wrinkles around her eyes help the students to think that she is mature enough.



Figure 4.33 First positive example for adult

Figure 4.34 shows a middle-aged man. The fact that he has greyish hair enables the students to think that he is a mature person.

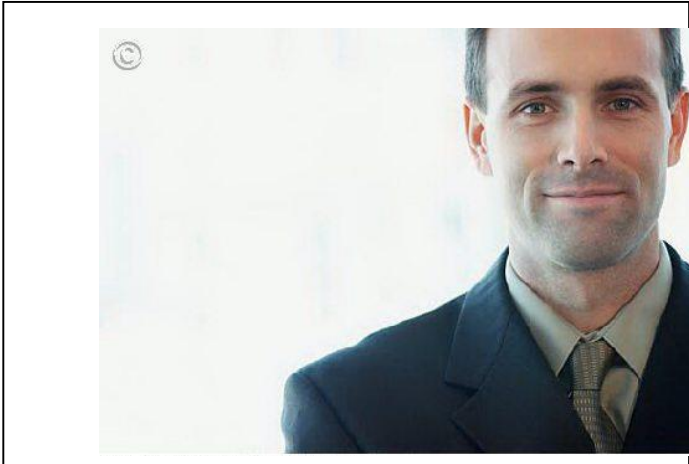


Figure 4.34 Second positive example for adult

Figures 4.35 and 4.36 both display families. In Figure 4.35 we see parents with their daughter having breakfast; the man and woman are young. However, it is obvious that they are mature people. In Figure 4.37 we see a grandfather and a grandmother drinking something with their grandson. They are older than the couple in Figure 4.35. There is only one photograph, which includes old people. The reason for this was to prevent misunderstanding of the word. The students might not differentiate between “old” and “adult”.



Figure 4.35 Third positive example for adult

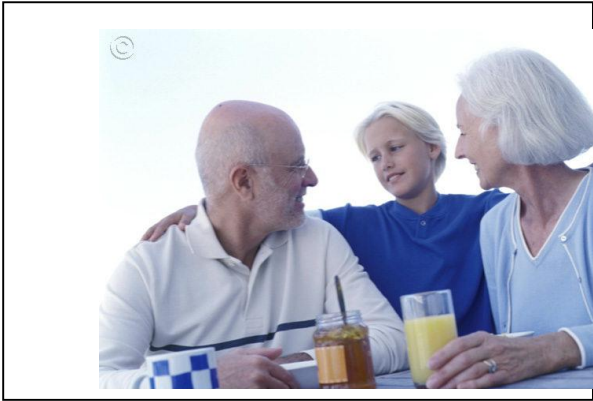


Figure 4.36 Fourth positive example for adult

#### 4.2.1.2. Negative examples for adult

There is only one example used as negative example for the word “*adult*”. This is a photograph of a baby girl looking out of the window. Behind the baby is her mother but the focus is on the baby. The reason why only one photo was used is the simplicity of what is not adult, not mature. So nothing, apart from a photograph of a baby could simply show this. As a result Figure 4.37 represents the only negative example of the word.

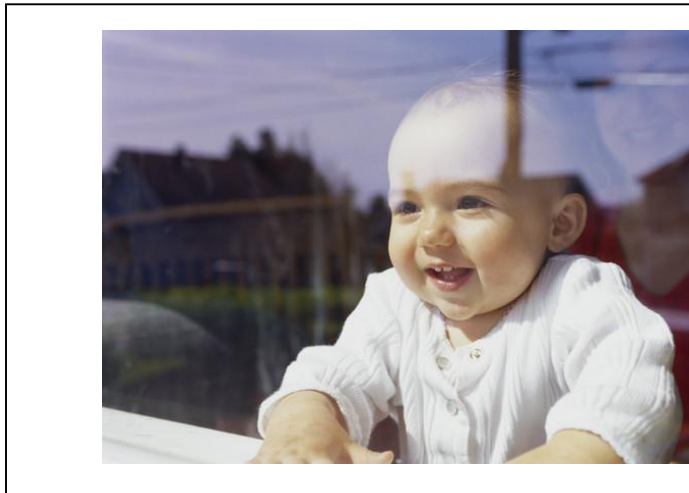


Figure 4.37 First negative example for adult

#### 4.2.1.3. Results for adult on post tests

The results were stated through a series of tests applied to twenty-students of elementary and pre-intermediate levels.

Table 4.7 below shows the results of the matching, completion and translation tests as well as the success rate of the students mentioned in the previous section.

Table 4.7. Results for adult on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	22	22	21
<b>Percentages</b>	100%	100%	95%

*Number of students = 22*

The results of the matching part are perfect. All the students could match the correct word with the correct photograph.

Like matching section, completion section has an excellent result; all the students could find the suitable word to fill in.

The translation part, which is considered to be the most difficult part, has a very satisfactory result of %95. Only one student could not find the correct equivalent of the word. He did not write a word at all as translation.

In a nutshell, up to the splendid results we can claim that the photographs were quite effective in teaching the word.

#### **4.2.2. Author**

The word “author” was presented with three photographs. All the photographs exploited were all presented as positive examples.

Below are the basic definitions in different dictionaries for the word.

**Author:** The original writer, as of a book; also, one who makes literary compositions his profession. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Author:** The author of a piece of writing is the person who wrote it. (*Collins Cobuild Essential English Dictionary, 1992*)

**Author:** Yazar, muharrir (*Redhouse English-Turkish Dictionary, 1995*)

All the dictionary meanings hold the fundamental semantic feature; a person who writes a book.

#### 4.2.2.1. Positive examples for author

As mentioned above, all the photographs chosen for this specific word were presented as positive examples.

Figure 4.38 shows a photograph of two books, one open, one close, a pair of glasses and a piece of paper with notes on it. Actually one cannot understand that this photograph serves for presenting the word “author” at first sight. However this photograph was presented as the first positive example in order to provide an introduction for the word. When they look at the photograph intently, the students can see the name of the book and the author on its cover.



Figure 4.38 First positive example for author

Figure 4.39 shows another positive example for the word in which there is the front page of a book with the name of its author. In the photograph the author is signing the book. As a matter of this fact, the students can focus on this event and wonder who this person

might be. Later they realise that the signature is the same with the name of the author. This clarifies the doubts on their minds.

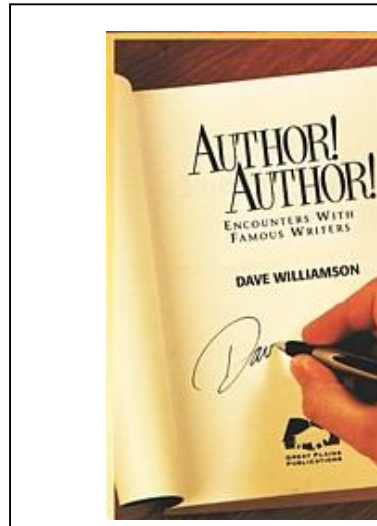


Figure 4.39 Second positive example for author

Figure 4.40 is an example for the word, which contains the photograph of an author who is very famous in Turkey and known in the world; Orhan Pamuk. Many of his books were translated into different languages and he is quite famous in the literature world. Due to the fact that he is a reputable author, it has been thought that he would be a good example for the students to understand the word.



Figure 4.40 Third positive example for author

#### 4.2.2.2.Negative examples for author

There were not any photographs used as negative examples for the word “*author*”. The reason is that nothing could be found “*which is not an author*”. Some related things could be found for sure but they would probably just confuse the students. We could have compared the word with writer and find negative examples depicting writers (eg. columnists) who haven’t written any books.

#### 4.2.2.3.Results for author on post-tests

Table 4.8 below contains the results of the word. The assessment includes matching, completion and translation tests.

Table 4.8 Results for author on post-tests

	<b>MATCHING</b>	<b>COMPLETION</b>	<b>TRANSLATION</b>
<b>Correct Responses</b>	22	22	22
<b>Percentages</b>	100%	100%	100%

*Number of students = 22*

The results for all the parts are excellent. All the students succeeded to match the words with the photographs, fill in the blanks with the correct words and translate the word correctly into their native language. Although the words “author” and “writer” hold different meanings in English, there is not any difference between these words in Turkish. This fact could well ease the understanding of the students. They may not differentiate the slight difference between the words.

To sum up, it can be claimed that all the photographs were perfectly effective in making the students grasp the meaning of the word. Furthermore, it has shown that the decision not to use any negative examples for the word was an appropriate one.

### 4.2.3.Distance

Three positive examples were considered to be sufficient to present the word “distance”.

The definitions for the word have been taken from various dictionaries.

**Distance:** Length of separation in space. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Distance:** The distance between two places is the amount of space between them. It is the

fact of being far away from something in space. (*Collins Cobuild Essential English Dictionary, 1992*)

**Distance:** Mesafe, uzaklık, ara (*Redhouse English-Turkish Dictionary, 1995*)

The fundamental properties in all the definitions meet at a point where the word requires an amount of space between two places. Being far away from something in space supports this feature as well.

#### 4.2.3.1.Positive examples for distance

The three positive examples that form all the photographs used to present the word are discussed below.

The first positive example fits better to the definitions and clarifies the meaning. In Figure 4.41 a map of Turkey is presented to the students. The cities Bursa and Sivas are pointed in the map and the distance between these two cities were drawn. The most important detail in the photograph is the fact that the two places implied by the definitions are overtly shown.





Figure 4.41 First positive example for distance

Figure 4.42 shows three signs to three different places with numbers beside them. The names of these places are as follows: Minas de Riotinto, Castillo de Las Guardas, and Sevilla. In each sign is the name of the place and the distance in numbers. The distance can be in kilometres or in miles.



Figure 4.42 Second positive example for distance

Figure 4.43 shows the third positive example for the word “distance”. This photograph resembles the first example in the sense that there are again place names with the distances beside. However this time the distance is shown in miles. In addition to this, the

places are countries, not cities as in Figure 4.41. There is also a hand of a man pointing to the distances by his thumb in the photograph.



Figure 4.43 Third positive example for distance

#### 4.2.3.2. Negative examples for distance

No negative examples were exploited in the presentation session because there was nothing that could be exemplified for “not distance”. However, the positive examples were quite sufficient for the students to comprehend the meaning of the word.

#### 4.2.3.3. Results for distance on post-tests

Table 4.9 below contains the results of the word. The results for all the three parts of the test were perfect. The students that attended the test session all succeeded to match the words with the appropriate photographs, fill in the blanks with the correct words and translate the word into their native language. The students translated “distance” into Turkish as follows; “*ara*”, “*mesafe*” and “*uzaklık*”.

Table 4.9 Results for distance on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	22	22	22
<b>Percentages</b>	100%	100%	100%

*Number of students = 22*

In conclusion, it can be claimed that the photographs chosen to present the word were efficient and there was no need to exploit negative examples.

#### **4.2.4.Earth**

Five photographs in total were used in the presentation of the word “earth”. Three of these photographs were positive examples and two of them were negative ones.

**The definitions from different dictionaries are stated below.**

**Earth:** The third planet in order of distance from the sun and fifth in order of size among planets. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Earth:** The Earth is the planet on which we live. (*Collins Cobuild Essential English Dictionary, 1992*)

**Earth:** Dünya (*Redhouse English-Turkish Dictionary, 1995*)

These definitions point out the basic semantic feature; its being a planet.

##### **4.2.4.1.Positive examples for Earth**

Figure 4.44 shows the first positive example that includes a photograph of the Earth taken from the space. We can see the whole planet in the photograph clearly.

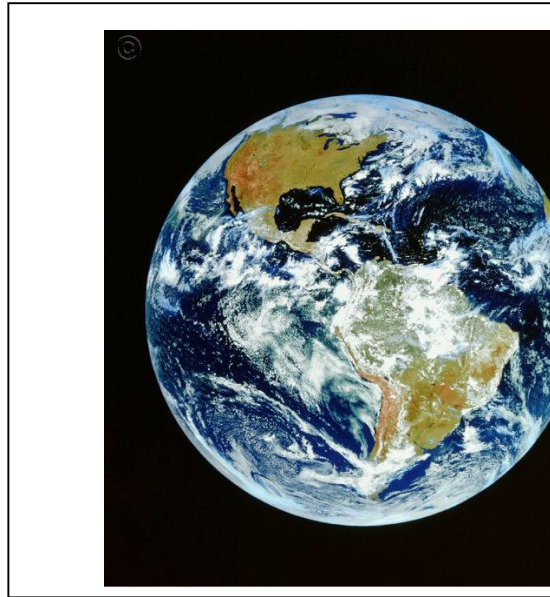


Figure 4.44 First positive example for Earth

Figure 4.45 illustrates the second positive example for the word. In this photograph we can see the Earth from a different perspective. It aims to point out the geographical features on the Earth.

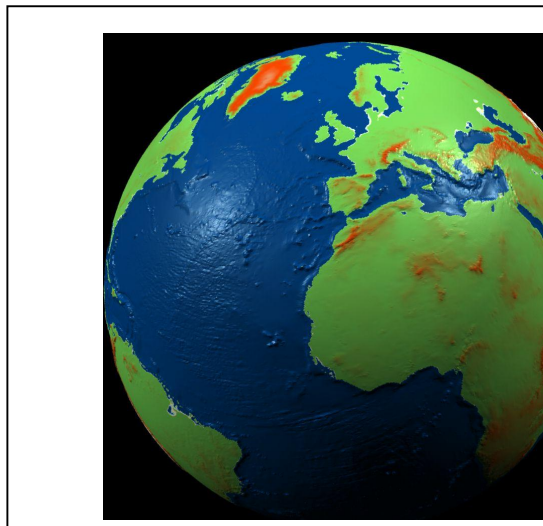


Figure 4.45 Second positive example for Earth

Figure 4.46 shows the position of the Earth among the other planets. In this specific photograph we see the solar system. It was chosen in order to provide a holistic look at the

word and perceive the Earth's position among the other planets. In addition, the third positive examples were used as a negative example as well because it also includes the planets which are not the Earth.

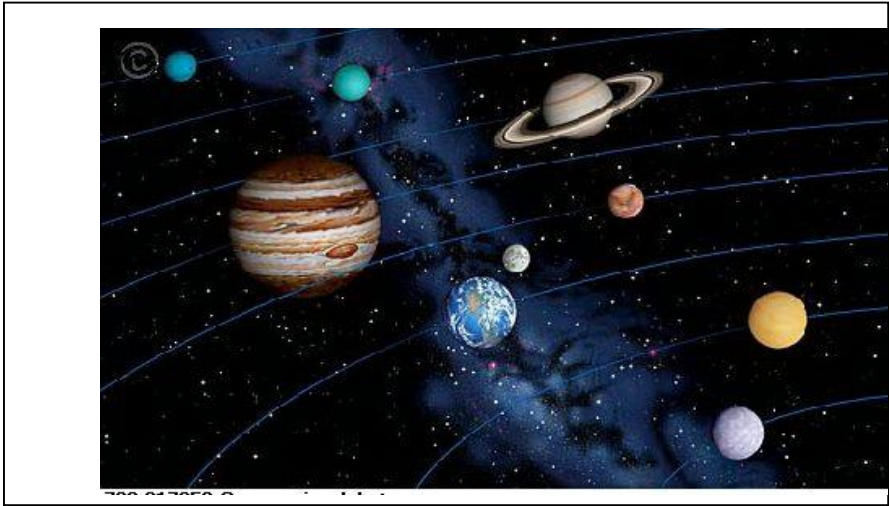


Figure 4.46 Third positive example for Earth

**4.2.4.2.Negative examples for Earth**

There were two photographs used as the negative examples. Actually both of the photographs cannot be considered as direct negative examples because they are not exact opposite of the word. They include photographs of aliens. The aliens were thought to be negatives examples due to the fact that they are not from the Earth.

Figure 4.47 shows the first negative example; a photograph of an alien.

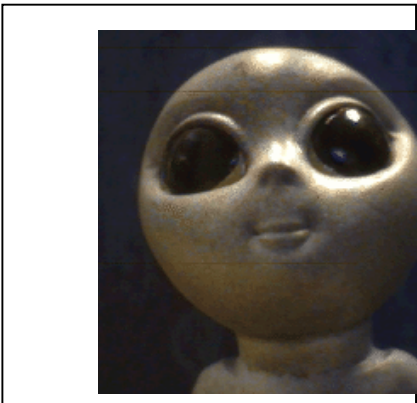


Figure 4.47 First negative example for Earth

Figure 4.48 shows the second negative example for the word, which includes two aliens. The fact that they are not from the Earth provides a better understanding of the word.



Figure 4.48 Second negative example for Earth

#### 4.2.4.3. Results for Earth on post-tests

Table 4.10 below contains the results of the tests for the word.

Table 4.10 Results for Earth on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	22	22	22
<b>Percentages</b>	100%	100%	100%

*Number of students = 22*

The results were perfect for all three parts. The students that attended the test session all succeeded to match the words with the correct photographs, fill in the blanks with the correct words and translate the word correctly into their native language. The students

translated “Earth” into Turkish as follows; “dünya”, “yeryüzü” and “dünya gezegeni”. So it is obvious they have understood the main semantic features of the word stated in the dictionary definitions that include the Earth’s being a planet and its being the planet which we live on. In conclusion, it can be claimed that the photographs chosen to present the word were efficient.

#### **4.2.5.Vehicle**

The word “vehicle” was presented with the most photographs in its group. There were eight photos and all of them were positive examples. Below are the definitions of the word from different dictionaries.

**Vehicle:** That in or on which anything is carried; especially, a contrivance fitted with wheels or runners for carrying something; a conveyance, as a car or sled. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Vehicle:** A vehicle is a machine such as a bus, car, or lorry, that carries people or things from place to place. (*Collins Cobuild Essential English Dictionary, 1992*)

**Vehicle:** Vasıta, araç, taşıt (*Redhouse English-Turkish Dictionary, 1995*)

All the definitions highlight the fundamental semantic feature which carries people or things from one place to another.

##### **4.2.5.1.Positive examples for vehicle**

Eight positive examples were used in the presentation session.

Figures 4.49, 4.50 and 4.51 show different kind of vehicles, namely a jeep, a truck and cars. These vehicles are not used for public transportation.



Figure 4.49 First positive example for vehicle



Figure 4.50 Second positive example for vehicle  
vehicle



Figure 4.51 Third positive example for  
vehicle

Figure 4.52 shows the means of transport, a bus that carries a lot of people at the same time, used for public transportation.





Figure 4.52 Fourth positive example for vehicle

Figure 4.53 shows three girls with their vehicles; their bicycles. This photograph highlights the fact that an engine is not needed to call something “vehicle”. A bicycle could well be a vehicle. For that reason this photograph is an important component of the presentation.

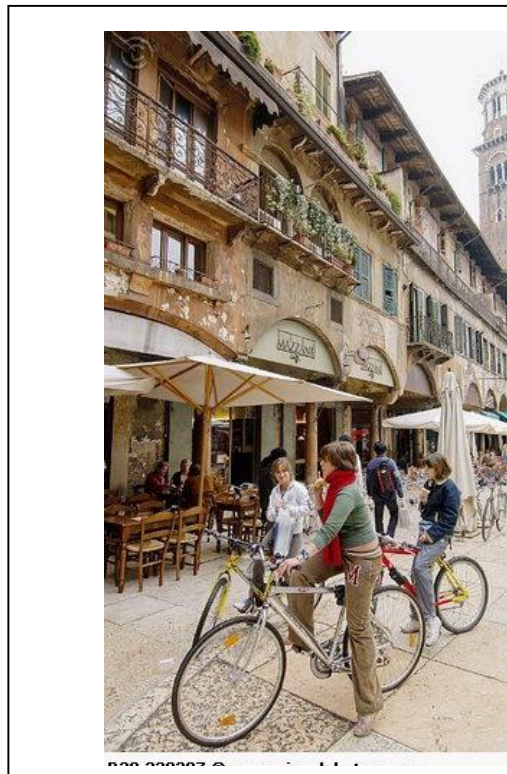


Figure 4.53 Fifth positive example for vehicle

Figures 4.54 and 4.55 show the vehicles that are used on the sea. Figure 4.54 shows a sea bus that carry people and Figure 4.55 shows a ship, which carries things as well as people. Figure 4.55 is an important photograph as it supports the definition by showing a vehicle carrying things.



Figure 4.54 Sixth positive example for vehicle



Figure 4.55 Seventh positive example for vehicle

Figure 4.56 shows different kinds of vehicles in one photograph. It provides a holistic perspective for the students.



Figure 4.56 Eighth positive example for vehicle

#### 4.2.5.2. Negative examples for vehicle

There weren't any negative examples exploited for the presentation of the word. The main reason for that was the lack of necessity for negative examples as the positive examples were sufficient for the students to comprehend the word easily. Besides nothing could be found to be an exact opposite of the word.

#### 4.2.5.3. Results for vehicle on post-tests

Table 4.11 below contains the results of the word. The assessment includes matching, completion and translation tests.

Table 4.11 Results for vehicle on post-tests

	MATCHING	COMPLETION	TRANSLATION
Correct Responses	22	22	22
Percentages	100%	100%	100%

*Number of students = 22*

The results for the entire test were outstanding. The students had a success rate of %100 for all the tests. They matched the photographs with the correct word, filled in the blanks with the right word and translated "vehicle" into Turkish correctly. The Turkish equivalents were as follows; "araç", "taşıt", "taşıyıcı", "ulaşım aracı".

To sum up, it can be suggested that the presence of negative examples are unnecessary and the positive examples are appropriate and effective.

#### 4.2.6. General review of the results of the second group of words

The second group of the words consists of five words, namely; adult, author, distance, earth and vehicle. Below are the results of the words given separately. The table below also gives collective results for all the words in this group.

Table 4.12 General review of the second group of words

<b>WORDS</b>	<b>MATCHING</b>	<b>COMPLETION</b>	<b>TRANSLATION</b>
<i>ADULT</i>	100%	100%	95%
<i>AUTHOR</i>	100%	100%	100%
<i>DISTANCE</i>	100%	100%	100%
<i>EARTH</i>	100%	100%	100%
<i>VEHICLE</i>	100%	100%	100%

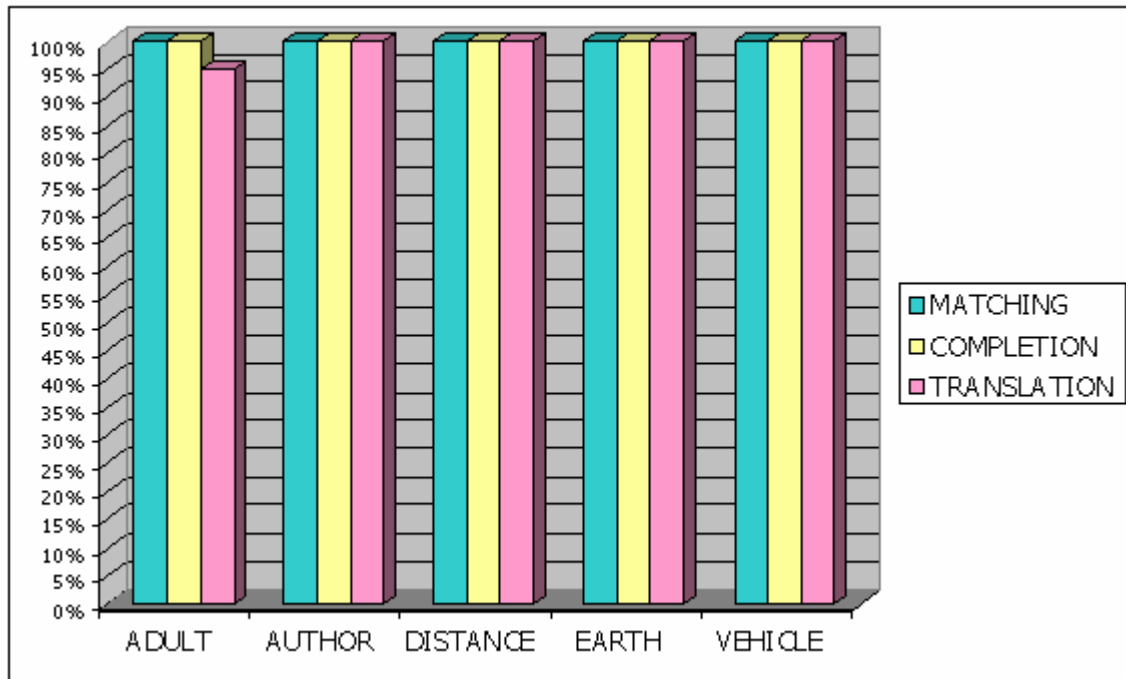
The matching sections for all the words have the best results among the other tests. The results in the completion section are equally good. This result can be explained by the fact that in the matching section the students do not have to be very productive. Their receptive skills are assessed in the first place for this section. All the results are %100 for the matching section.

The results for completion part are much higher than the cut point. This test measures the productive knowledge. Although the results can be lower in tests, which require productivity, the results for all the words are %100.

The translation test results are excellent with a success rate of %100 apart from “*adult*”. Only one student failed to find the Turkish equivalent of the word. He did not write anything. However, the result for this word is far above the cut point.

In conclusion, it can be claimed that all the results for the tests are splendid. The fundamental reason for this success can be explained by the concepts’ being concrete and being easy to understand. The exact equivalents written by the students prove this claim.

Table 4.13 General review for the second group



### 4.3. Word group 3

There are five words in word group 3, namely; candidate, damage, shape, solution and target.

#### 4.3.1. Candidate

There are three photographs used in the presentation session of the word “candidate”. The definitions from different dictionaries are given below.

**Candidate:** A nominee or aspirant for any position or honour. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Candidate:** A candidate is someone who is being considered for a position, for example in an

election or for a job. (*Collins Cobuild Essential English Dictionary, 1992*)

**Candidate:** Aday, namzet, talip (*Redhouse English-Turkish Dictionary, 1995*)

It is clear from the definitions that the main semantic feature is being a nominee for a particular position as well as a position which is not filled and therefore available. The

possibility that there will be other candidates for the same position is implied by the definition. Because of this there is also competition. You need to be considered for a position as well.

#### 4.3.1.1. Positive examples for candidate

Three photographs were used as positive examples for the presentation of the word.

Figure 4.57 shows the first positive example. In the photograph, there is a poster from a presidential election campaign which includes the photographs of the two candidates. They are both candidates for the presidency and thus rivals. On the poster, the students can see the names of the candidates and the slogans they use for the election.

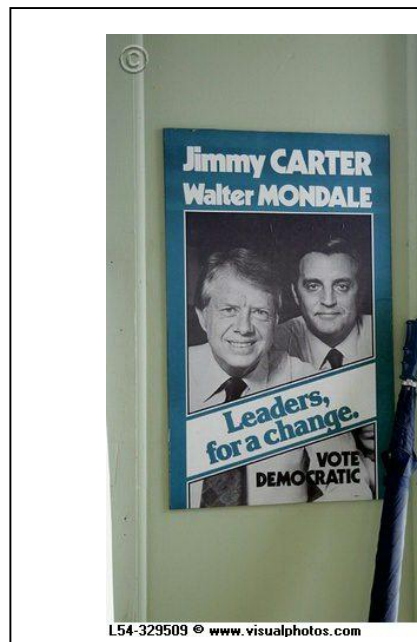


Figure 4.57 First positive example for candidate

Figure 4.58 shows the second positive example for “*candidate*”. These are the two candidates for the latest American President elections, namely; Bush and Kerry. This photograph was chosen because by the time the presentation was done, the presidential election was a current event.



Figure 4.58 Second positive example for candidate

Figure 4.59 shows the third positive example, which includes the things used in the election campaign. There are badges, small flags and photographs of Reagan. This photograph provides a better comprehension of the word by highlighting the components of an election for instance; competition, used on behalf of the candidates.



Figure 4.59 Third positive example for candidate

#### 4.3.1.2. Negative examples for candidate

There weren't any negative examples exploited in the presentation session because there was nothing that could be exemplified for "not candidate". (What about the elected person?) However, the positive examples were quite sufficient for the students to comprehend the meaning of the word.

### 4.3.1.3. Results for candidate on post-tests

Thirty-six students joined the post-tests for this word. Table 4.14 shows the number of students that completed the post-tests and their success rate in terms of matching, sentence completion and translation.

Table 4.14 Results for candidate on post-tests

	MATCHING	COMPLETION	TRANSLATION
Correct Responses	32	36	13
Percentages	%89	%100	%36

*Number of students = 36*

The results for the matching part is quite good except from four students who did not match the words with the photographs at all.

The completion part results are perfect. All the students could fill in the blanks with the appropriate word. This was the productive test. It is surprising that the results should be better on the productive part than the receptive part. The matching test presented words in isolation while the completion test provided context which might have aided the recall.

The results for the translation part are not as bright as the other parts. The fundamental reason for this is the fact that the word is closely associated with politics and that caused misinterpretation of the word. Seven of the students translated “*candidate*” as “*politician*”, five “*rival*”, two “*interview*”, one “*president*”, one “*minister or member of parliament*”, one “*manager*”, one “*event*”, and one “*candidateship*”. Four of the students could not translate the word at all. When we look at the translated words intently, we can see

that some of the words the students have written are related to “*candidate*”. This can increase the success rate of the students. The results on translation show that the photographs do not



emphasize “the open position” feature of the word’s meaning. The results on translation could be improved by using appropriate negative examples.

To sum up, the results for the tests were above the cut point except for the translation test.

#### **4.3.2. Damage**

Six photographs were used in the presentation session of the word “*damage*”. Five of these photographs were positive examples and one of them was considered to be both positive and negative. Below are the definitions for the word from different dictionaries.

**Damage:** Destruction or impairment of value, injury; harm (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Damage:** A harmful effect that something has on something else. (*Collins Cobuild Essential English Dictionary, 1992*)

**Damage:** Zarar, ziyan, hasar (*Redhouse English-Turkish Dictionary, 1995*)

The fundamental semantic feature is destruction and harm according to the definitions.

##### **4.3.2.1. Positive examples for damage**

There were six photographs used in the presentation of the word.

Figures 4.60 and 4.61 demonstrate the first two positive examples of the word. The students saw the photographs of buildings with severe damages due to different reasons. Figure 4.60 shows the collapse of a skyscraper. The collapse could be caused by a natural disaster, like an earthquake. However the fact that the other buildings around were in good a condition reduces the possibility of a natural disaster. In addition to this, the presence of people witnessing the collapse makes it obvious that the collapse was being done on purpose. Figure 4.61 shows a building which is about to collapse.

It is standing between two buildings which seem quite old. Accordingly, the building is damaged because of age.



Figure 4.60 First positive example for damage

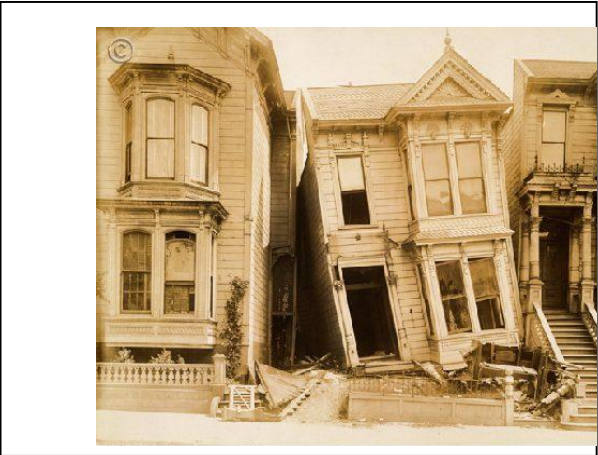


Figure 4.61 Second positive example for damage

Figures 4.62, 4.63 and 4.64 are all associated with damages in cars. Specifically Figure 4.62 and 4.63 show the damages caused by accidents. The damages caused by the accidents can clearly be seen in the photographs. Figure 4.64 demonstrates a car in the middle of flood. Unlike Figures 4.62 and 4.63 the damage in the car can only be inferred by the students. We cannot see the direct damage caused by the flood in the photograph.



Figure 4.62 Third positive example for damage



Figure 4.63 Fourth positive example for damage



Figure 4.64 Fifth positive example for damage

Figure 4.65 was used as both a positive and a negative example for the word. In this photograph there are six eggs, of which one was broken and five were not. the damage caused by the breaking was tried to be put emphasis . Because the students can see broken and unbroken, in other words, damaged and undamaged eggs, this photograph can be regarded as positive and negative example.

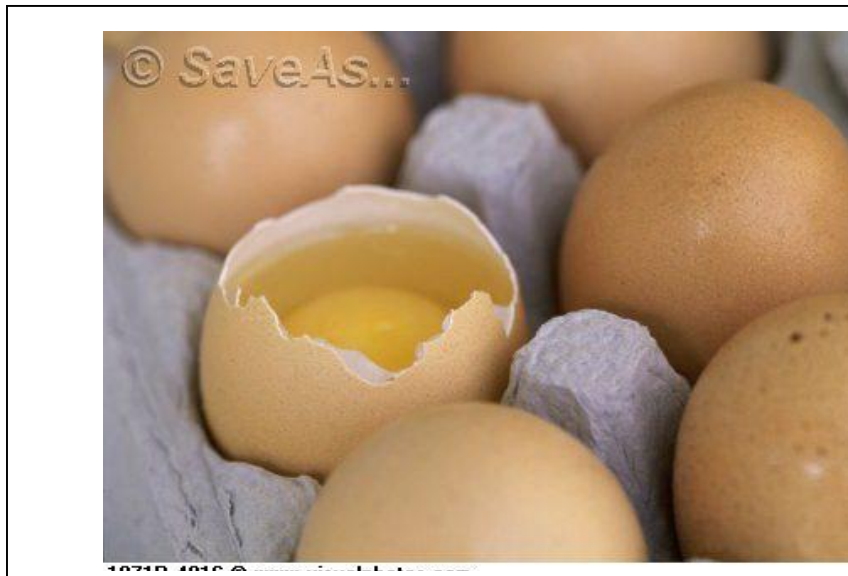


Figure 4.65 Sixth positive example for damage

#### 4.3.2.2. Negative examples for damage

As stated above, 4.64 can be used as both positive and negative example for the word “damage”.

#### 4.3.2.3. Results for damage on post-tests

There were thirty-six students in the presentation of this word. Table 4.15 demonstrates the number of students that completed the post-tests and their success rate in the matching, sentence completion and translation tests.

,Table 4.15 Results for damage on post-tests

	MATCHING	COMPLETION	TRANSLATION
Correct Responses	33	35	25
Percentages	%92	%97	%69

*Number of students = 36*

The results for the matching and completion tests are quite satisfactory. Three students could not match the word with the appropriate photograph. In the completion test only one student could not fill in the blank with the right word.

In the translation part, the results are not as good as the other tests. However the translations’ being close to the meaning of “damage” is encouraging. Only one student could not translate the word at all. Another student thought “damage” meant “düzen”“order”. One thought it meant “felaket”“disaster”. Seven of the students considered it as “hasarlı”, “damaged” or “kırılmış, yıkılmış, vurulmuş”“broken”, comprehending the word as an adjective rather than being a noun.

In conclusion, if other translations regarding the word as an adjective are accepted to be correct, the success rate would increase. Seven students would be added and the success rate would increase to %89. As a further recommendation the number of negative examples can be duplicated. For instance, a thing with and without damage can be put together in the same photograph like the egg photograph cannot be found and presented to the students.

#### **4.3.3. Shape**

Five photographs were used in the presentation session of the word “*shape*”. The definitions of the word from different dictionaries can be found below.

**Shape:** 1.Outward form or construction; configuration; contour. 2. A being, image, or appearance considered with reference to its form (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Shape:** 1. The shape of an object or area is the appearance of its outside edges, for example whether it is round, curved or wide. 2. A shape is something which has a definite form, for example a circle, a square, or triangle. (*Collins Cobuild Essential English Dictionary, 1992*)

**Shape:** Biçim, şekil, suret (*Redhouse English-Turkish Dictionary, 1995*)

The appearance and the form are the basic components in the definitions.

##### **4.3.3.1. Positive examples for shape**

Positive examples for the word “shape” consist of five photographs. Colourful photographs with a lot of different shapes and forms were chosen in order to attract the attention of the students.

Figure 4.66 demonstrates a little boy playing with wooden toys in different geometrical shapes and colours. This photograph was chosen to be the first one in the presentation because geometrical shapes are more regular and familiar and easier to comprehend. Also, the picture contained many different examples of shape.

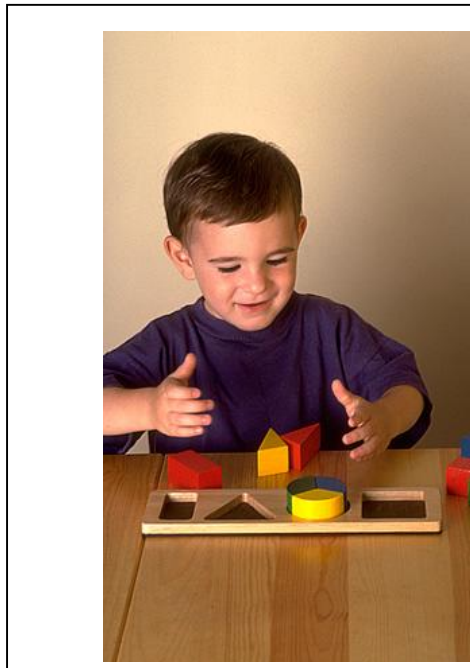


Figure 4.66 First positive example for shape

Figure 4.67 shows a red cube with messages on. This was the second photograph used in the presentation. In this photograph, the shape, cube could easily be seen at first glance.



Figure 4.67 Second positive example for shape

Figure 4.68 shows shapes related with mathematics like ruler and quadrant. These measurement tools are in different colours.



Figure 4.68 Third positive example for shape

Figure 4.69 demonstrates a lot of different shapes in various colours and forms. This photograph is similar to Figure 4.68 but it is different in the sense that not all the shapes can be named with specific terms.



Figure 4.69 Fourth positive example for shape

Figure 4.70 provides a different point of view to the students. It shows interesting cookies in different shapes. It is also important in the sense that a shape does not necessarily have to be something about mathematics.



Figure 4.70 Fifth positive example for shape

#### 4.3.3.2. Negative examples for shape

There were no negative examples for the word because shape is something concrete so it is easy to demonstrate it in different forms. However, it is not easy to show something which doesn't have a shape. Hence, nothing close to being not a shape could be found.

#### 4.3.3.3. Results for shape on post-tests

There were thirty-six students in the presentation followed by an assessment session. Table 4.16 demonstrates the number of students that completed the post-tests and their success rate in terms of matching, sentence completion and translation tests.



Table 4.16 Results for shape on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	32	35	27
<b>Percentages</b>	%89	%97	%75

*Number of students = 36*

In the matching part, four students could not match the word with the appropriate photograph. One of these students could not match only this word. However the other three students did not match any words with any photographs in this part. They might have mixed up all the words taught in this session.)

The completion part was the one with the most successful result. Only one student could not complete the gap with the correct word. He did not write anything in the blank.

The results for the translation part were above the cut point. One student could not find an equivalent word at all. One student limited the meaning by saying “*geometric şekil*”. This translation could well be accepted correct. One student translated the word as “*simge*”, “*symbol*” another as “*oyun*”, “*game*”. These are not related with the basic meaning. Surprisingly, one student considered the word as “*fal*”, “*fortune telling*”. The results can be higher if related translation like “*kalıp*”, “*structure*” and restricted translation “*geometric şekil*”, “*geometrical form*” were accepted.

To sum up, with the support of the successful results, it can be claimed that expedient choices were made about the photographs.

#### **4.3.4. Solution**

Six photographs were exploited in the presentation of the word “*solution*”. All the photographs were used as positive examples. In some of the photographs, there were two or

three photographs embedded in order to provide a better understanding of the word.

Below are the definitions of the word from different dictionaries.

**Solution:** 1.The act or process of explaining, settling, or disposing, as of a difficulty, problem, or doubt. 2. the answer to a problem; also, the method of finding the answer. (*The New International Webster's Comprehensive Dictionary of the English Language, 1996*)

**Solution:** A solution is a way of dealing with a difficult situation so that the difficulty is removed. (*Collins Cobuild Essential English Dictionary, 1992*)

**Solution:** Çare, çözüm (*Redhouse English-Turkish Dictionary, 1995*)

The basic definition includes the presence of a problem or difficulty and a requirement for dealing with it and removing it. Thus, the word solution presupposes a problem. The embedded photographs provide the problem with a separate picture. In others, the problem is implicit in the photo itself.

#### 4.3.4.1. Positive examples for solution

Positive examples for the word “*solution*” consist of six photographs.

Figures 4.71 and 4.72 demonstrate photographs related to the mathematical aspect of the word “*solution*”. There are problems to be solved in both photographs. In Figure 4.71 there is a girl (probably a student in a mathematics class), trying to find the solution for the problem. In the 4.70 the solution to the problem is there as well. The students have been informed about it.

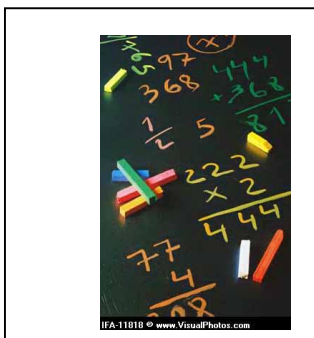


Figure 4.71 First positive example for solution

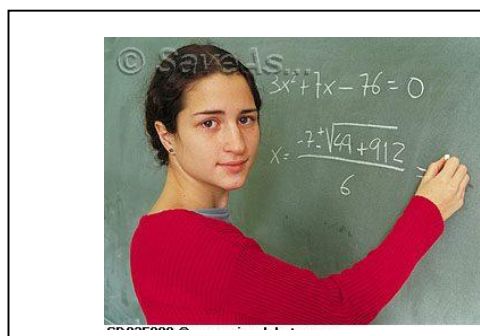


Figure 4.72 Second positive example for solution

Figure 4.73 shows two women. One of the woman, the one we cannot see the face of, seems depressed and the other woman in a pink suit is listening to her with attention. She is most probably a psychologist or a psychiatric seeking a solution to the woman's problem. This photograph provides a different aspect of the word to the students; they find out that a solution does not necessarily have to be about mathematics.

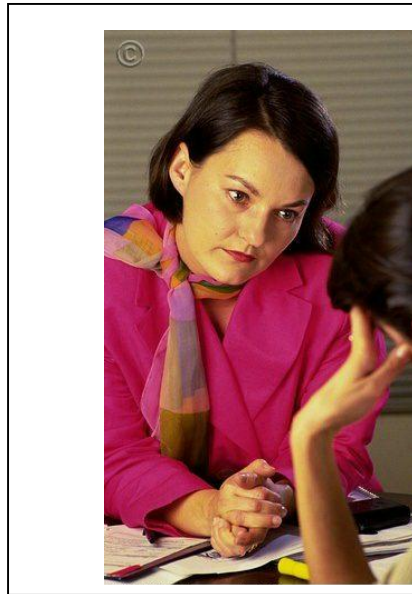


Figure 4.73 Third positive example for solution

Figures 4.74, 4.75 and 4.76 all contain photographs consisting of more than one photograph in each. These figures were formed in a computer program called "Freehand" and designed in order to enhance the comprehension of the students by providing the problem and the solution within the same photograph.

Figure 4.74 shows the problem of eyes which can be short-sightedness or farsightedness, and the solution of these by contact lenses. So that the students can see both the problem and solution in the same photograph.

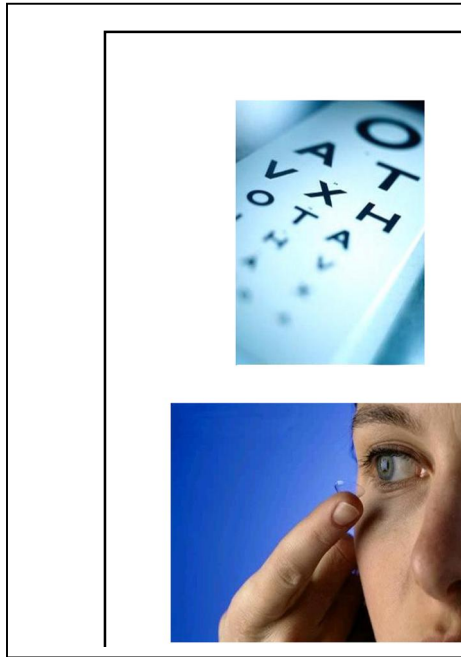


Figure 4.74 Fourth positive example for solution

Figure 4.75 illustrates the fifth positive example for the word. There is a woman suffering for some reason, it is tangible that she is not in good health and beside her is the solution suggested two bottles of medicine.

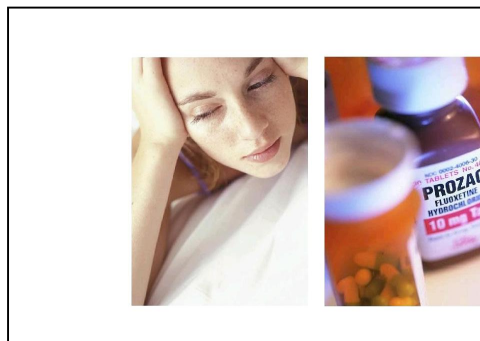


Figure 4.75 Fifth positive example for solution

Figure 4.76 shows the last pair of problem-solution photograph. We can see traffic jam as the problem and wide highways as the solution.

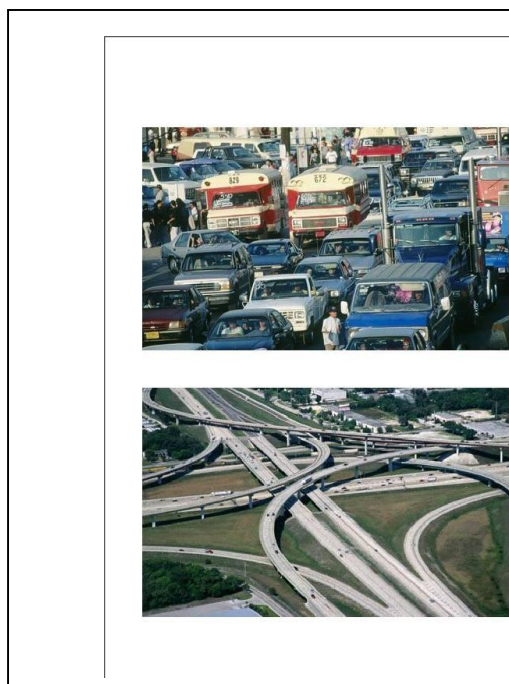


Figure 4.76 Sixth positive example for solution

#### **4.3.4.2. Negative examples for solution**

There were no negative examples for the word. The positive examples were considered to be sufficient and the lack of a thing completely opposite to solution supported the view of not exploiting negative examples.

#### **4.3.4.3. Results for solution on post-tests**

Thirty-six students joined the presentation session. Table 4.17 shows the number of students that completed the post-tests and their success rate in matching, sentence completion and translation tests.

Table 4.17 Results for solution on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	32	36	31
<b>Percentages</b>	%89	%100	%86

*Number of students = 36*

Only four students could not match the word with the correct photograph. These students did not match it wrong, they did not match it at all.

The results for the completion part are very good. All the students succeeded in filling in the blanks with the correct word.

The results for the translation part were lower compared to other tests. Five of the students could not find the equivalent for the word. Two of the students did not write anything. One student translated the word as “*çözücü, çözen*”, seemingly thinking it was a person. One student said “*çözüm yolu*,” *“way to solve the problem”*, and another “*sorunu çözmek*”, *“to solve the problem”*, considering the word to be a verb. Fortunately, all the incorrect translations are somehow related to the actual meaning of the word.

In a nutshell, it can be claimed that the use of only positive examples with some embedded ones worked very well for the word “*solution*”.

#### **4.3.5. Target**

Seven photographs were used in the presentation of the word “*target*”. All of these seven photographs were positive examples. The definitions from different dictionaries are given below.

**Target:** 1. An object presenting a surface that may be used as a mark, as in rifle or archery practice; anything that is shot at. 2. One who or that which is made an object of attack or a centre of attention or observation. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Target:** A target is 1.1 a town, building or other place at which a weapon such as a missile or bomb is aimed. 1.2 an object at which you fire arrows and bullets when you are shooting for sport or practice. (*Collins Cobuild Essential English Dictionary, 1992*)

**Target:** Hedef, nişangah (*Redhouse English-Turkish Dictionary, 1995*)

The definitions above show that the word is mainly related to something aimed at. The thing that is aimed at is called a target and the presence of a weapon-like object is necessary.

#### 4.3.5.1. Positive examples for target

The positive examples for target consist of seven photographs.

Figure 4.77 shows the first positive example for the word. There is a board used for targeting. This is the first step to make the students understand the word

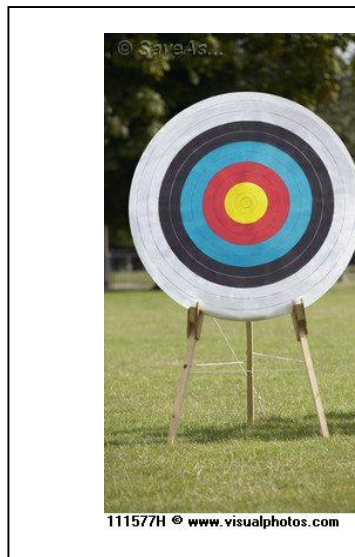


Figure 4.77 First positive example for target

Figure 4.78 demonstrates the second positive example in which there is a man blindfolded standing in front of a targeting board. Here in this photograph, the students see a human target. The man is understood to be the target as he is standing in front of a targeting board.

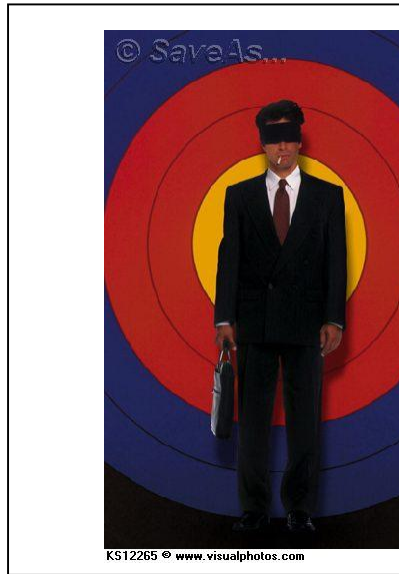


Figure 4.78 Second positive example for target

Figure 4.79 shows a professional dart on which there is a dollar. This is an extension of the idea of a *target* from a military context to the context of a game.



Figure 4.79 Third positive example for target

Figure 4.80 was found to be very interesting by the students and highly attracted their attention. The cow has a targeting board on itself or it can be considered as the target.





Figure 4.80 Fourth positive example for target

Figures 4.81 and 4.82 show people shooting the targets. In Figure 4.80 there is a woman and in Figure 4.82 there is a soldier shooting the target. Figure 4.81 depicts a military training scene, while in 4.81 it is for sports purposes.

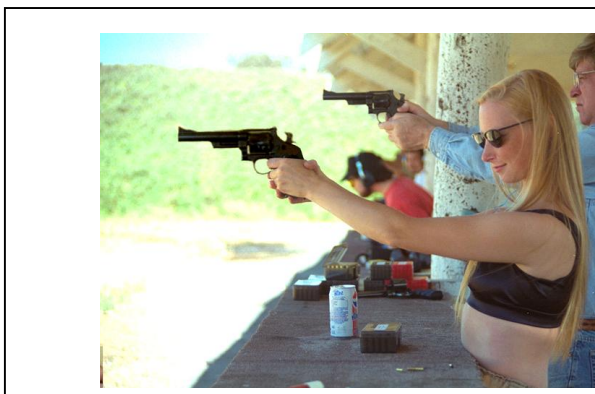


Figure 4.81 Fifth positive example for target  
target



Figure 4.82 Sixth positive example for target

Figure 4.83 demonstrates soldiers gathered around a map. They are looking at the map intently. There is a big red cross on the map which shows the target the soldiers aim at. There was not a cross in the original photograph, it was added later on by a computer program called “*Freehand*” in order to emphasise the target. The target here is more abstract in the sense that

the actual target (a city, a town, a bridge, or whatever it is) cannot be seen, but only implied by the cross mark on the map. The target is different from the other examples in another way as well: the target is a place rather than a targeting board.



Figure 4.83 Seventh positive example for target

#### **4.3.5.2. Negative examples for target**

As the positive examples were sufficient to present the word and make the students comprehend the meaning, no negative examples were used as negative examples.

#### **4.3.5.3. Results for target on post-tests**

Thirty-six students were present in the presentation session. Table 4.18 shows the number of students that completed the post-tests and their success rate in matching, sentence completion and translation tests.

Table 4.18 Results for target on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	32	35	34
<b>Percentages</b>	%89	%97	%94

*Number of students = 36*

Four students out of thirty-six did not match the word with the appropriate photograph at all.

In the completion part, only one student did not complete the blank with the correct word. That student did not write anything for the blank.

Only two students failed to find the right equivalent for the word. One of the students did not write anything for the word, the other one translated the word as “*dart*,” “*dart*” and “*hedef noktasi*”, “*target point*”. If the latter one were accepted true and the translation results would increase to %97.

According to the results in all the sections, it can be suggested that the photographs chosen for the word “*target*” were sufficient.

#### **4.3.6. General review of the results of the third group of words**

There were five words in the third group. These words were candidate, damage, shape, solution and target. The overall results for each test are given below in Table 4.19.

Table 4.19 General review of the third group of words

WORDS	MATCHING	COMPLETION	TRANSLATION
<i>CANDIDATE</i>	%89	%100	%36
<i>DAMAGE</i>	%92	%97	%69
<i>SHAPE</i>	%89	%97	%75
<i>SOLUTION</i>	%89	%100	%86
<i>TARGET</i>	%89	%97	%94

Interestingly the results for the matching test were the same for the words candidate, shape, solution and target. The students' receptive skills are assessed in this section.

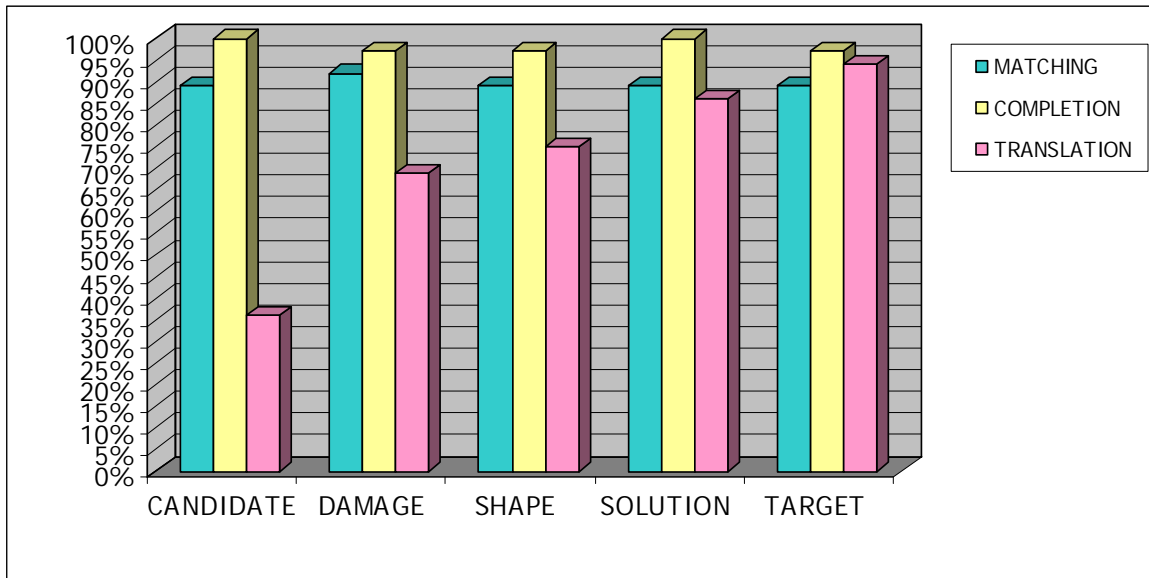
The results for the completion part were better than the results for the matching part. Unlike the matching section, this part requires productive knowledge and surprisingly, the results are better than the matching part which requires receptive skills. The presence of context in the case of completion might have caused this result.

The translation test was the one with the lowest results as usual. The words “*shape*”, “*solution*” and “*target*” have results higher than the cut point. The most unexpected result was for “*candidate*”. The students attended the presentation translated the word into their first language in related forms. If this fact is taken into consideration, the results for this part can be higher than the cut point. The word “*damage*” has a result which missed the cut point with one point. Again if related translations were counted, the results would be higher. Therefore, low scores for these words are due to the nature of these words themselves as discussed in the previous sections.

The Table 4.20 shows the graphic for the third group of words with test results.

In a nutshell, the results were more than satisfactory except for some words in the translation test. Fortunately, the results not counted for the success rate were somehow related to the word.

Table 4.20 General review for the third group



#### 4.4. Word group 4

The fourth group consists of the words employer, prison, species, victim and weight.

##### 4.4.1. Employer

There were five photographs used in the presentation of the word “*employer*”. Below are the definitions for the word taken from different dictionaries.

**Employer:** One who employs. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Employer:** Your employer is the person that you work for. (*Collins Cobuild Essential English Dictionary, 1992*)

**Employer:** Patron, işveren (*Redhouse English-Turkish Dictionary, 1995*)

All the definitions above state the basic meaning of the word; the person you work for.

#### 4.4.1.1. Positive examples for employer

There were five positive examples.

Figure 4.84 shows business people during a meeting. The employees are sitting round a table and the employer is standing telling something. All the employees are looking at the employer carefully. The employer is more significant and can be seen at first look in the photograph.



Figure 4.84 First positive example for employer

Figure 4.85 shows the second positive example for the word. There is an employee and an employer, again the employee is sitting and the employer is standing. The employee is most probably the secretary of the employer because the employer is saying something, probably giving directions and the secretary is writing down what he is saying. The secretary looks nervous and the employer looks angry.

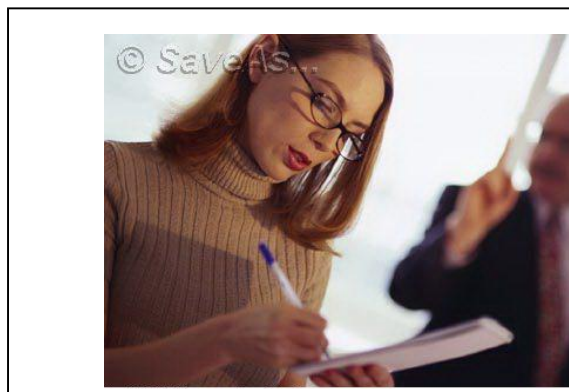


Figure 4.85 Second positive example for employer

Figure 4.86 demonstrates a famous employer, Donald Trump. He is an American businessman who provides job opportunities to many people. He was chosen to be a positive example because he was very popular in Turkey by the time the presentation was made. There is a show worldwide known called “recruit” and then there was the Turkish version of that competition show in Turkey so Donald Trump was known almost by everybody.

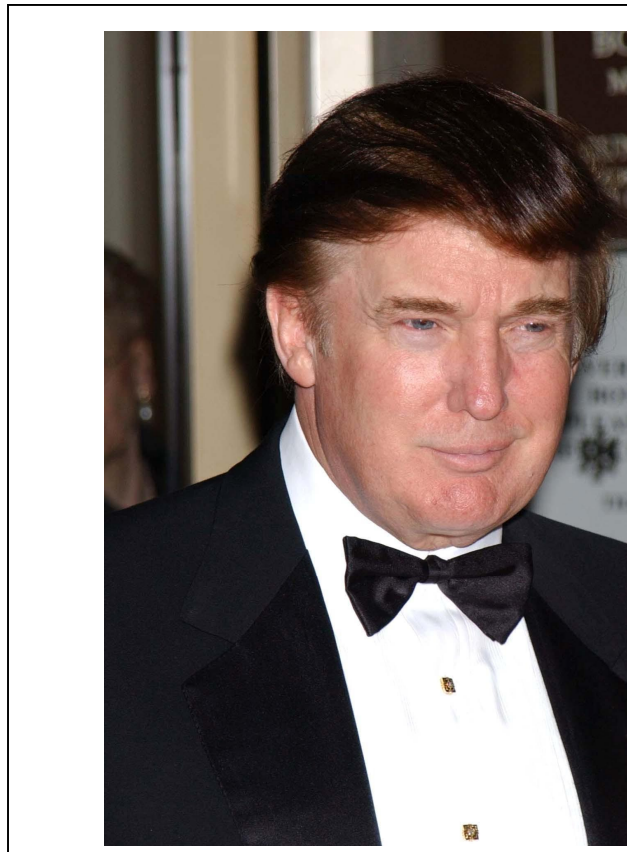


Figure 4.86 Third positive example for employer

Figure 4.87 shows a famous employer from Turkey; Vehbi Koç. He was known to be a very successful businessman. He established a lot of big companies in Turkey. Hence a lot of people could find a job in one of his companies.



Figure 4.87 Fourth positive example for employer

Figure 4.88 shows another charitable and successful businessman; Sakıp Sabancı. Just like Vehbi Koç, he provided employment to a great number of people in Turkey.

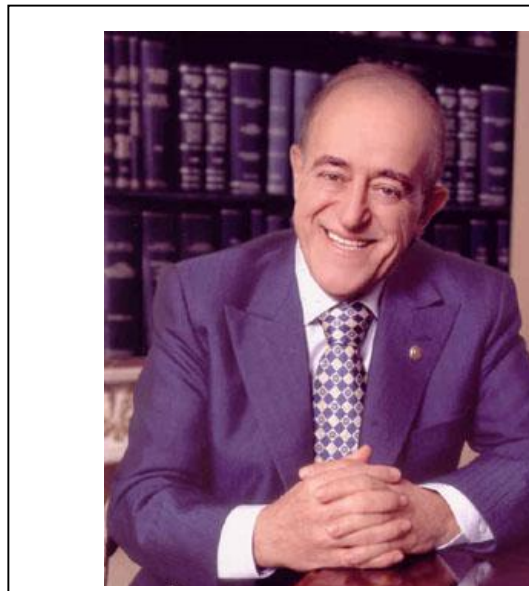


Figure 4.88 First positive example for employer



#### 4.4.1.2. Negative examples for employer

No negative examples were used for the word. The fundamental reason for this decision was the fact that the most obvious opposite of the word, namely “employee”, could be confusing for the students. They may not be able to understand the difference between the employee and the employer. Teaching employee and employer together might have caused what Paul Nation calls cross-association. (Nation 2001)

#### 4.4.1.3. Results for employer on post-tests

There were twenty-nine students in the presentation session. Table 4.21 shows the number of students that completed the post-tests and their success rate in matching, sentence completion and translation tests.

Table 4.21 Results for employer on post-tests

	<b>MATCHING</b>	<b>COMPLETION</b>	<b>TRANSLATION</b>
<b>Correct Responses</b>	26	29	24
<b>Percentages</b>	%90	%100	%83

*Number of students = 29*

There were only three students who could not match the word with the correct photograph. These three students did not match at all.

The results for the completion part were perfect. All the students could find the correct word for each blank.

In the translation part, five students failed to translate the word into their native language. Three of these students translated the word as “*yönetici*” which means “*manager*”, one of them as “*işadamı*” (i.e. *businessman*) and the other one as “*müdür*”, (i.e. “*president*”). All the other students translated the word correctly, either as “*işveren*” or “*patron*”. Looking back at the pictures, manager and president doesn’t seem implausible. The semantic feature

“give you a job ”or “pay your wages” may not be highlighted well in the pictures. Using more positive examples here emphasizing this feature, or using some negative examples where this feature is missing will help a lot.

To sum up all the results were above the cut point and they were all very satisfactory. This proves that all the photographs chosen for the word were effective and sufficient and there is no need to use negative examples.

#### **4.4.2. Prison**

There were seven photographs used for the presentation of the word. In the following part, there are definitions of the word from different dictionaries.

**Prison:** A place of confinement; specially, a public building for the safekeeping of persons in legal custody; a penitentiary. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Prison:** A prison is a building where criminals are kept in order to punish them and to protect other people from them. (*Collins Cobuild Essential English Dictionary, 1992*)

**Prison:** Hapishane, cezaevi, tevkifhane. (*Redhouse English-Turkish Dictionary, 1995*)

The word has the basic meaning, providing a place for being kept of a person to be punished. The important meaning aspects, i.e. semantic features, here: e.g. “A prison is a building.”, “A prison is a place for criminals.”, “Criminals cannot go out of a prison on their own will.”etc.

##### **4.4.2.1. Positive examples for prison**

There were four positive examples for “prison”.

Figure 4.88, which is the first positive example for the word, shows the outside of a prison, surrounded by barbed wire or electric wire. There is a camera in the photograph, too. In the first photograph, the place being a prison is not very obvious. It can only be guessed. The wires that can be seen and the camera highlight that the place is for keeping people in and they are watched by a camera.

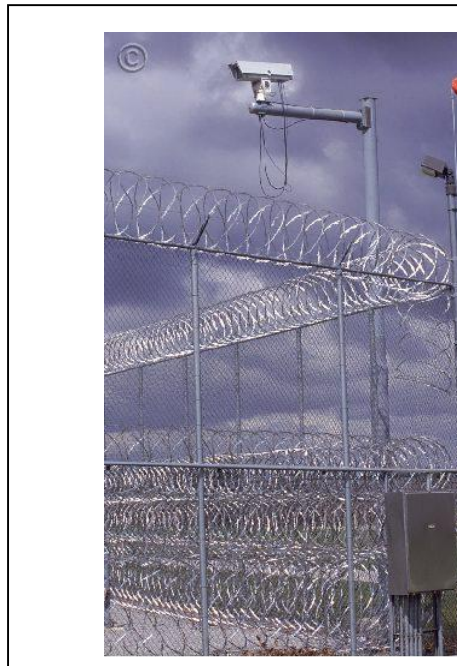


Figure 4.89 First positive example for prison

Figure 4.90 demonstrates a lock and grating, which can be seen at first glance. Different from the first positive example there is a person in this photograph. The lock and the grating show that person is kept in prison. In that sense the photograph associates with the basic meaning of the word directly.



Figure 4.90 Second positive example for prison

Figure 4.91 is very similar to Figure 4.90. There is again a lock, grating and a person. The person is standing tall in front of the grating, looking miserable. The person can be seen

like a shadow. It is clear that the person is not content with this situation and is kept by force in the prison.

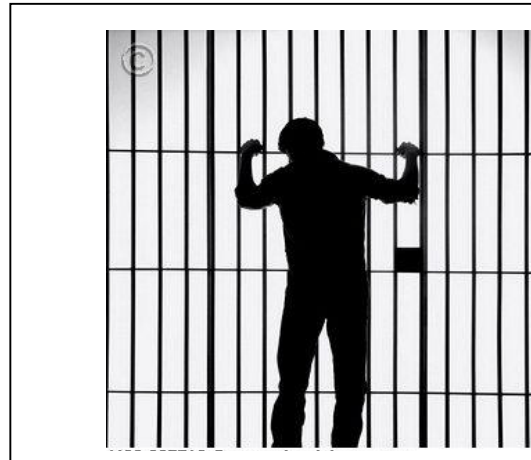


Figure 4.91 Third positive example for prison

Figure 4.92 demonstrates the last positive example. There are two people in the photograph. This photograph was chosen because it demonstrates a well-known scene from many films; the person kept in prison talks to his/her friend or relative behind glass windows and through the telephone. This specific time reminds everybody of prison.



Figure 4.92 Fourth positive example for prison

#### 4.4.2.2. Negative examples for prison

There were three photographs used as negative examples. All the negative examples are not the exact opposites of the word. However, they symbolise freedom, which can be considered as the opposite of being kept.

Figure 4.93 is the first negative example. There is a seagull flying up in the sky. This photograph was chosen because generally birds are thought to be the symbols of being free. The students were told that this bird is free.



Figure 4.93 First negative example for prison

Figure 4.94 shows the second negative example. We can see two hands unchaining from handcuffs. This photograph shows the transition between being kept to being free. The students were told that the man was handcuffed by force and in this photograph he is trying to unchain the handcuffs to be free.

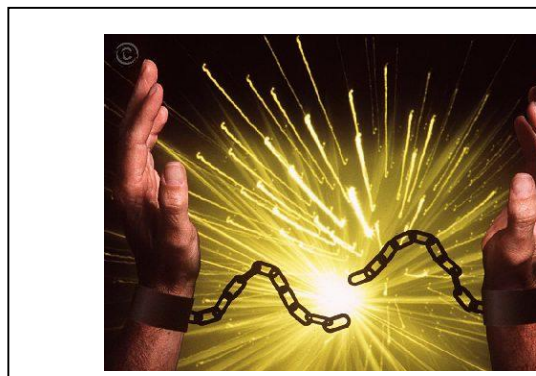


Figure 4.94 Second negative example for prison

Figure 4.95 is the last negative example. There is a man jumping. He seems very happy. There is a big building that looks like a law court. For that reason this photograph can be seen as a good example. The man has just released and he is free now. It was said to the students that the man was in prison and he was released so that he was very happy.

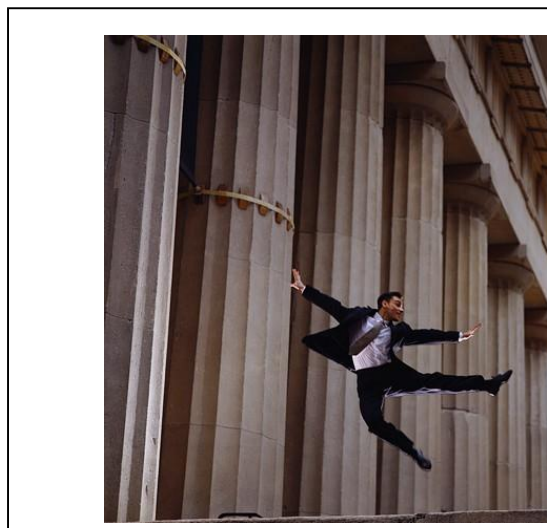


Figure 4.95 Third negative example for prison

#### 4.4.2.3. Results for prison on post-tests

There were twenty-nine students in the presentation session. The results for the matching, completion and translation tests can be seen in Table 4.22.

Table 4.22 Results for prison on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	26	29	19
<b>Percentages</b>	%90	%100	%66

*Number of students = 29*

In the matching part, only three of the students could not find the right photograph to match with the right word.

The results for the completion part were very bright. All the students found the correct answer for the blanks in this section.

The translation part was not as satisfactory as the other parts in terms of the success rate. Ten students could not find the correct translation of the word. Among these ten students the great majority of the students thought the word meant a person rather than a place. Four of the students translated the word as “*mahkum*”(i.e. convict) and three of them as “*tutuklu*” (i.e. detainee). Rest of them considered the word as follows; “*esir*”(i.e captive, prisoner), “*hücre* ” (i.e prison cell), “*tutsak*” (i.e captive, prisoner). The words “*esir*” and “*tutsak*” are synonyms in Turkish. Looking from the bright side all the translations made by these ten students are related to the word “prison”. The students focused on the different aspects of the photographs. They mainly focused on the people not the place. If these related words were taken into account the results would be %100.

To sum up, all the tests, except for the translation test had satisfactory results. The results of the translation tests enabled us to think that the photographs with focus on the place itself need to be added in order to prevent misunderstandings. In addition, the lack of appropriate negative examples could have misled the students. Even though the present negative examples were related to the concept, they were not sufficient as the results revealed.

#### **4.4.3. Species**

Four photographs were used for the presentation of the word “species”. The definitions of the word are in the following section.

**Species:** A category of animals or plants subordinate to a genus but above a breed, race, strain, or variety. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Species:** A species is a class of plants or animals whose members have the same main characteristics and are able to breed with each other. (*Collins Cobuild Essential English Dictionary, 1992*)

**Species:** Tür, türlü ,çeşit (*Redhouse English-Turkish Dictionary, 1995*)

As stated above, the word stands for a class of animals or plants which have same properties. Members of a species are in the same class, they are similar to one another, but different from other species, plants as well as animals have species.

#### 4.4.3.1. Positive examples for species

Four photographs were used as positive examples. What is in common with all the photographs is their being designed in a computer program called “*Freehand*” and their being formed with a lot of different photographs. Plenty of photographs of the same kind were found to be examples for “species” and were put together in this program. This enabled the students to see the whole picture. Note here that each small photograph represents a different species of the given type. E.g. Figure 4.96 shows 7 species of flowers, etc. Thus, we see only one member from a given species in the photographs.

Figure 4.96 is the first positive example. It shows the species for flowers basically. There are a lot of photographs for flowers and were designed as a whole photograph for the students.

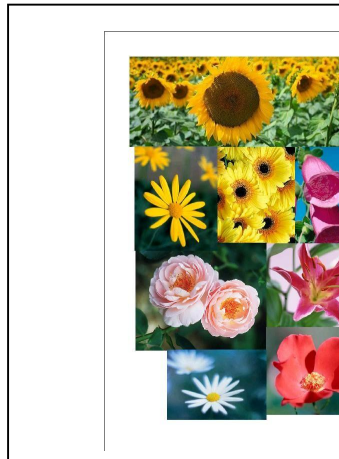


Figure 4.96 First positive example for species



Figure 4.97, the second positive example, shows some species of birds with similar characteristics.

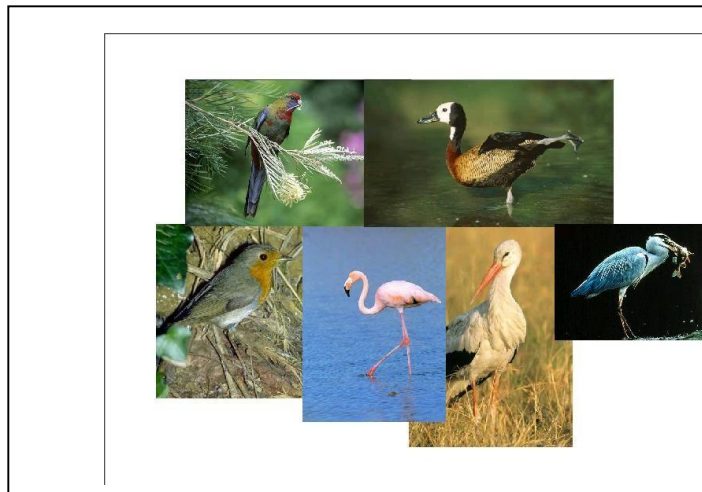


Figure 4.97 Second positive example for species

Figure 4.98 shows the class of monkeys that hold similar properties. Four different species of monkeys, so they must be different. Their similarity comes from their belonging to the same genus, i.e. monkeys.

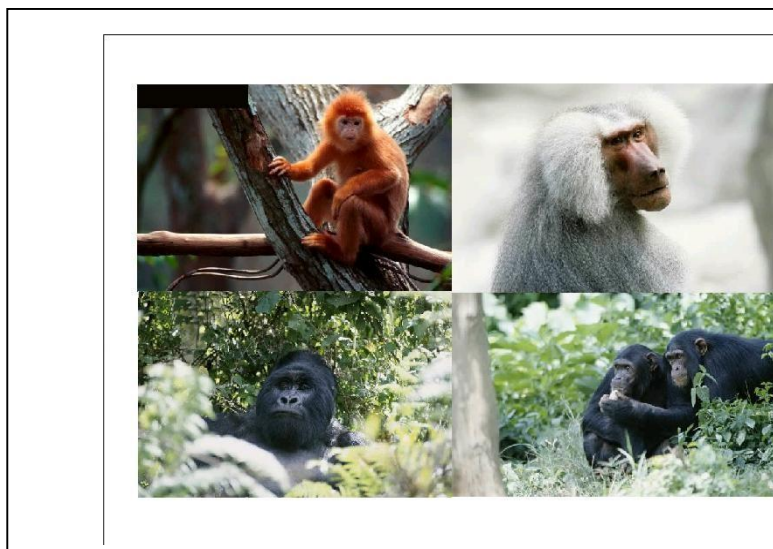


Figure 4.98 Third positive example for species

Figure 4.99 is the last positive example. We have the category of sharks. The composite picture shows 6 species of shark

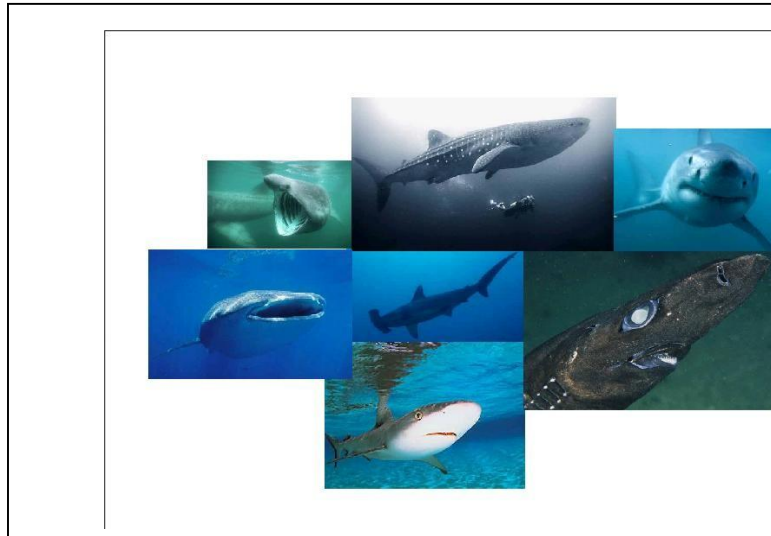


Figure 4.99 Fourth positive example for species

#### 4.4.3.2. Negative examples for species

No negative examples were used in order not to mislead the students. A photograph of a cat could be shown after demonstrating the photograph of the sharks but it would be irrelevant. It would do nothing but confuse the students.

#### 4.4.3.3. Results for species on post-tests

Twenty-nine students joined the assessment process, made up of matching, completion and translation tests.

Table 4.23 Results for species on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	26	29	28
<b>Percentages</b>	%90	%100	%97

*Number of students = 29*

Only three students failed to match the correct photograph with the correct word in the matching section.

The results for the completion part were very good. All the students filled in the blanks with the correct word.

The results for the translation part were better than those of the matching part. Apart from one student who translated the word as “çeşitli” (i.e. assorted, various), all the students found the exact equivalent of the word. This result is different from previous results, where the results for the translation test were the lowest of all.

In a nutshell, it can be claimed that the brief presentation with only positive examples were very efficient for comprehension of the word “species”.

#### **4.4.4. Victim**

Seven photographs were used in order to present the word “victim”. The definitions taken from various dictionaries state the basic semantic features of the word.

**Victim:** A person sacrificed in the pursuit of some object; one who is injured or killed, as by misfortune or calamity. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Victim:** A victim is someone who has been hurt or killed by someone or something. (*Collins Cobuild Essential English Dictionary, 1992*)

**Victim:** Kurban, mağdur kimse (*Redhouse English-Turkish Dictionary, 1995*)

As the definitions state, to be a victim, a person needs to be hurt, injured or dead and the cause can be someone or something.

##### **4.4.4.1. Positive examples for victim**

There were five photographs used as positive examples.

Figure 4.100 and 4.101 are similar to each other. The only difference is that the victim can be seen easier in Figure 4.101 and he is dead because his face is covered but we are not sure about the victim in Figure 4.100. The person doesn’t have to be dead to be a victim, which the first photo helps to illustrate. There are people in each photograph carrying victims

by stretcher. In Figure 4.100 the firemen are carrying the victim whereas in Figure 4.101 the ambulance men.



Figure 4.100 First positive example for victim



Figure 4.101 Second positive example for victim

Figure 4.102 and 4.103 show the line that is drawn for the victim after a murder. This is always seen in films so the students are familiar with it. It was thought that this would help a lot for the comprehension of the word. Different from Figure 4.102, in Figure 4.103 there is a knife beside the line drawn, which the victim was murdered with.

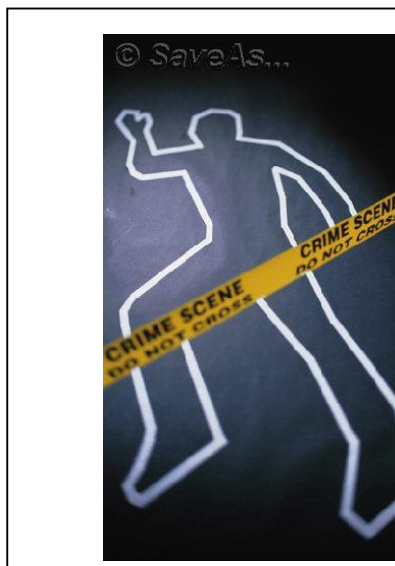


Figure 4.102 Third positive example for victim



Figure 4.103 Fourth positive example for victim

Figure 4.104 is the last positive example. There is a young man lying on the ground beside a car. His head and hands are covered partially by blood. He is probably dead. This photograph is the most obvious one because the victim is seen at first glance and it is dramatic. This picture is expected to prevent the misinterpretation of the word as “a murdered person”.



Figure 4.104 Fifth positive example for victim

#### 4.4.4.2. Negative examples for victim

There were two negative examples.

Figure 4.105 demonstrates a very big accident. A lot of cars crashed and there are fire brigades all around. There is a crowd of people standing around the crashed cars. However none of these people are victims, they are either firemen or ambulance men. There is not a sign of a victim. It's a very bad accident. There surely must be victims. The students were told that the victims were taken to hospital.



Figure 4.105 First negative example for victim

Figure 4.106 shows the second negative example for the word. There is again an accident in this photograph. However, different from Figure 4.105, it is a not a very big accident. There are people on duty around the lorry. The policemen and the ambulance men are looking around. Again, we cannot see a victim.



Figure 4.106 Second negative example for victim

#### 4.4.4.3. Results for victim on post-tests

The presentation was assessed by means of three-step test, consisting of matching, completion and translation sections. Twenty-nine students joined the assessment process.

Table 4.24 Results for victim on post-tests

	MATCHING	COMPLETION	TRANSLATION
Correct Responses	26	29	17
Percentages	%90	%100	%59

*Number of students = 29*

The matching section has the success rate of %90. Except for three students, others found the right photograph.

The completion section has the best results among the other tests. All the students could fill in the blanks with the appropriate word.

The results for the translation section are not that bright though. Twelve students could not translate the word correctly. One student did not write anything at all. Another student considered the word as “*kaza ile ölmek*” (i.e. dying by accident). The remaining ten students all wrote the same thing; “*ölü, ceset*” (i.e. dead, corpse). Fortunately, all the wrong translations are in close relation with the word. These are not entirely wrong as the words “*kurban*” and “*mağdur*” are more restricted in meaning and use. Also more pictures can be used where the victim is not dead may increase the understanding of the students.

In conclusion, the results for the matching and completion part show that the photographs chosen were efficient. However, the translation results show that some improvement is needed either in photographs or in presentation. More photographs like

Figure 4.105 can be added rather than giving the message implicitly. In addition, more emphasis can be put by highlighting the people in the presentation process.

#### 4.4.5. Weight

Six photographs were used for presenting the word “weight”. The word was looked up in three dictionaries and the definitions are given below.

**Weight:** Any object or mass which weighs a definite or specific amount. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Weight:** The weight of something is its heaviness, which can be measured in units such as kilos, pounds and tons. (*Collins Cobuild Essential English Dictionary, 1992*)

**Weight:** Ağırlık, siklet (*Redhouse English-Turkish Dictionary, 1995*)

All the definitions state that the heaviness, measured in different amounts is the weight of an object or mass.

##### 4.4.5.1. Positive examples for weight

There are six positive examples for the presentation of the word.

The first positive example, Figure 4.107 shows a pair of scales with some fruit on each lever. One lever is lower than the other due to the fact that the fruit on one side is heavier than the other. This attracts students’ attention to the weight.



Figure 4.107 First positive example for weight



Figure 4.108 demonstrates a young lady shopping in a supermarket, buying fruit and vegetables. The lady is standing in front of a scale weighing the fruit or vegetables she wants to buy. The students were informed that this lady is in a supermarket trying to learn the weight of the vegetables she had bought.



Figure 4.108 Second positive example for weight

Figure 4.109 is an extended example for Figure 4.108. In Figure 4.109, the scale and the fruit weighed can be seen obviously. They are the basic elements of the photograph. In addition, this is the first photograph the students come across with the unit of measurements. There are numbers in the front of the scale. Although the units of measurement cannot be read properly, the students know that they show the weight of the fruit being weighed by the information provided by the presenter.

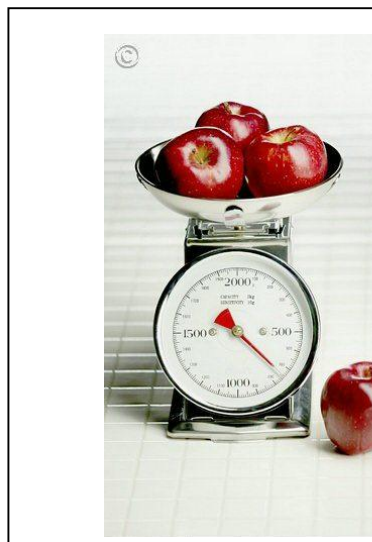


Figure 4.109 Third positive example for weight

Figure 4.110 is the fourth positive example for the word. In the photograph, there are three people, standing on different scales. Only the legs of these people can be seen in the photograph. They want to learn how much they weigh. The students were told that these people are trying to learn their weights.



Figure 4.110 Fourth positive example for weight

Figure 4.111 shows units of measurements in grams. These grams in the photograph are usually used in different shops, namely greengrocer, jewellery etc. to weigh smaller measurements.



Figure 4.111 Fifth positive example for weight

Figure 4.112 is the last positive example used in the presentation. There is a very thin man, looking weak. He looks like a weightlifter but presumably, he is not a very successful one. It can easily be noticed that he is having difficulty lifting up the weight. The weight of each side is written on the photograph in order to make the meaning of “*weight*” clearer.

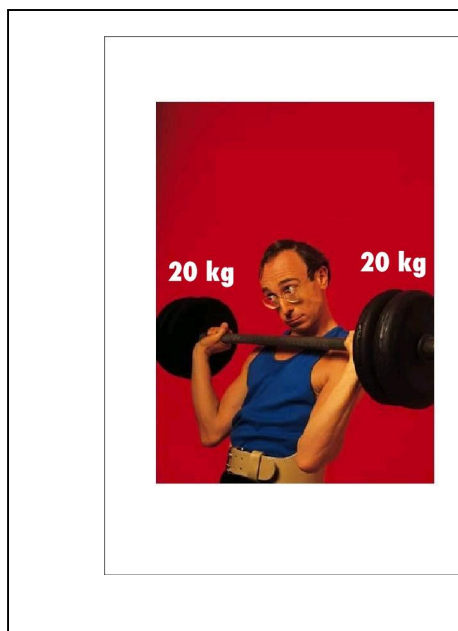


Figure 4.112 Sixth positive example for weight

#### 4.4.5.2. Negative examples for weight

There were no negative examples used for the presentation of the word “*weight*”. The main reason for this is the impossibility to find something without having any weight. Furthermore, the positive examples were found to be sufficient for the students to comprehend the meaning of the word.

#### 4.4.5.3. Results for weight on post-tests

The presentation was assessed by matching, completion and translation tests. There were twenty-nine students present in the test session.

Table 4.25 Results for weight on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	26	29	29
<b>Percentages</b>	%90	%100	%100

*Number of students = 29*

In the matching section, twenty-six students could match the word with the true photograph. Only three students could not find the correct photograph, these three students preferred not to match the word with any photographs at all. This may partly be due to the difficulty with other words tested.

All the students could fill in the blanks with the correct word in the completion section.

The translation section has always been the most challenging section for the students. For this word, all the students could translate the word into their native tongue correctly. This is a really very good result.

In conclusion, due to the excellent results in all the sections, it can be asserted that all the photographs used in the presentation were quite efficient.

#### **4.3.6. General review of the results of the fourth group of words**

There were five words in the fourth group. These words were as follows; employer, prison, species, victim and weight. The overall results for the tests are given in Table 4.26.

Table 4.26 General review of the fourth group of words

WORDS	MATCHING	COMPLETION	TRANSLATION
<i>EMPLOYER</i>	%90	%100	%83
<i>PRISON</i>	%90	%100	%66
<i>SPECIES</i>	%90	%100	%97
<i>VICTIM</i>	%90	%100	%59
<i>WEIGHT</i>	%90	%100	%100

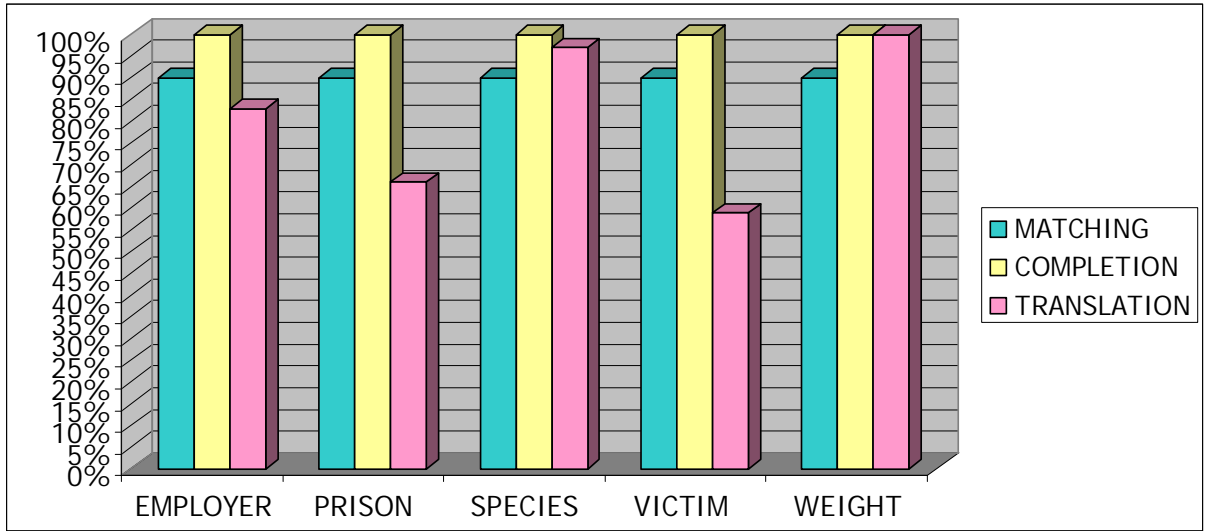
The results for the matching test were the same for all the words tested. The receptive skills are assessed in this section.

The results for the completion part were all %100. Unlike the matching section, this part requires productive knowledge and it is surprising that the results are better than the matching part which requires receptive skills. This can be explained by the presence of context in the case of completion.

The translation test was the one with the lowest results as expected. The words “*employer*”, “*species*” and “*weight*” have results higher than the cut point. However, the results for the words “*prison*” and “*victim*” are below the cut point. These two words could not reach the cut point for similar reasons. For the word “*prison*”, the students thought it was a person rather than being a place and for the word “*victim*”, the students considered it as an event rather than being a person. What is encouraging about these is that they are closely related to the basic meaning of the words, although the parts of speech were mixed.

To sum up, the results were more than satisfactory except for some words in the translation test.

Table 4.27 General review for the fourth group



#### 4.5. Word group 5

There are five words in the fifth group of words. These words are crime, length, pain, path and vote.

##### 4.5.1. Crime

Below are the definitions of the word “*crime*”.

**Crime:** An act subjects the doer to legal punishment; the commission or omission of an act specifically forbidden or enjoined by public law. (*The New International Webster’s Comprehensive Dictionary of the English Language, 1996*)

**Crime:** A crime is an illegal action for which a person can be punished by law. (*Collins Cobuild Essential English Dictionary, 1992*)

**Crime:** Suç, cürüm, cinayet (*Redhouse English-Turkish Dictionary, 1995*)

All the definitions state that the act done is illegal and can be punished by law.

##### 4.5.1.1. Positive examples for crime

There are five examples used as positive examples for the word.

The order for the presentation of this word was decided due to the fact that the word could be difficult for the students to comprehend. For that reason the most obvious

photograph that can easily be understood by the students was chosen to be the first one to be shown.

Figure 4.113 is the first positive example for the word. In the photograph there is a knife in the air behind a man in blue shirt. The knife is not in his body, but about to be. Because the word “crime” is not a very concrete one, the presentation was supported by verbal explanations. For instance for Figure 4.113, it was stated that there is someone trying to kill the man in the photograph and the act of killing a person is called a “crime”.



Figure 4.113 First positive example for crime

Figure 4.114 shows a man with dollars in his hands but his hands were handcuffed. We cannot see the face of the man. The focus of this photograph is on the hands of the man and the handcuffs. Also for this photograph it was explained that the man stole money so that he was handcuffed and it was told that the act of stealing money is a “crime”.



Figure 4.114 Second positive example for crime

Figure 4.115 demonstrates two policemen and a criminal. The policemen have just caught the criminal and they are handcuffing the man in front of their car. This event takes place in a street. It is not clear what the criminal did but it must have been a serious crime because he has been handcuffed. This was also explained to the students during the presentation.



Figure 4.115 Third positive example for crime

Figure 4.116 shows another type of crime; kidnapping. In the photograph there is a little girl looking very frightened and her mouth was covered by a man's hand in order to prevent her shouting. The students were told that this little girl was kept by force so that this action is a “*crime*”.

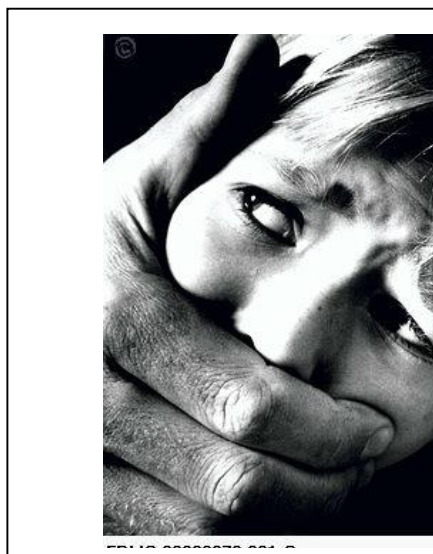


Figure 4.116 Fourth positive example for crime



The last photograph Figure 4.117 shows a very busy road. There are two people crossing the road. One of these two people is lying on the road and the other person is escaping with a handbag. It is obvious that the man has stolen the other person's handbag and is escaping. It was again explained to the students that this action is a “*crime*”.

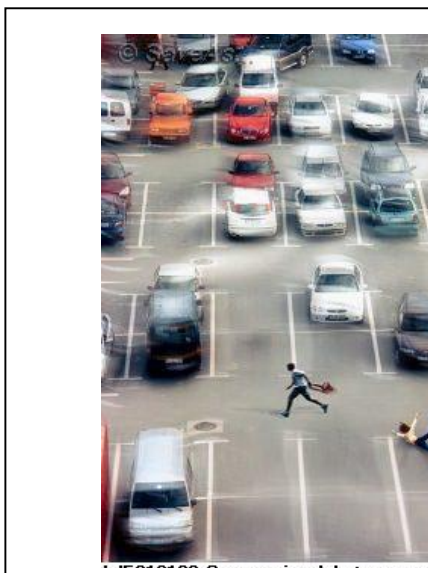


Figure 4.117 Fifth positive example for crime

#### **4.5.1.2. Negative examples for crime**

No negative examples were used for the presentation of the word because something which is not exactly crime could not be found. It was even very difficult to find positive examples for the word because the word itself is very hard to make the students comprehend by photographs.

#### **4.5.1.3. Results for crime on post-tests**

The presentation was assessed by matching, completion and translation tests. There were twenty-nine students present in the test session.

Table 4.28 Results for crime on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	27	28	14
<b>Percentages</b>	%93	%97	%48

*Number of students = 29*

In the matching section, twenty-seven students could match the word with the correct photograph. Only two students could not find the correct photograph to match, these two students preferred not to match the word with any photographs at all.

All the students could fill in the blanks with the correct word in the completion section except for one student who filled in the blank with the word “*path*”.

The translation section has the lowest results among the other sections. Fifteen students could not write the correct translation of the word. One student could not write anything as the translation of the word. One student translated the word as “*hırsızlık, haksızlık*”; “*robbery, unfair*”. Another student thought the word meant “*arrested person*”; “*tutuklu*”. The word was translated as “*committing a crime*”; “*suç işlemek*” by one student. Another incorrect translation for the word was “*vaka, olay*”; “*event*”. Majority of the incorrect translations were written as “*suçlu*”; “*criminal*” by the students. The incorrect translations are either too specific in meaning, e.g. “*robbery*” or an incorrect member of the word’s family has been selected by the student, e.g. “*suç işlemek*” (verb) instead of “*suç*” (noun).

In conclusion, the results for the matching and completion parts were above the cut point whereas the result of the translation part was below the cut point. As it was mentioned in explaining the figures, the word “*crime*” is very difficult to present by photographs. The results support this view. The verbal explanations can be more to make the meaning more

clear. In addition to this, more photographs for the word can help to explain the word better.

#### **4.5.2. Length**

There are three definitions below taken from different dictionaries.

**Length:** Distance measured along a line from end to end. (*The New International Webster's Comprehensive Dictionary of the English Language, 1996*)

**Length:** The length of something is the amount that it measures from one end to the other. (*Collins Cobuild Essential English Dictionary, 1992*)

**Length:** Uzunluk, boy. (*Redhouse English-Turkish Dictionary, 1995*)

In all the definitions, the word is described as a distance which measures something from one end to another.

##### **4.5.2.1. Positive examples for length**

Four positive examples were used to present the word. The lengths of the things in the photographs were added to the photographs in a computer program called “Freehand”. First things that can be measured from one end to another were found. Then the approximate lengths of these things were written on each photograph by using Freehand program.

Figure 4.118 is the first positive example for the word. There are two keys in the photographs and besides the keys are the lengths of them in centimetres. The key on the left is twelve centimetres and the one on the right is four centimetres in length. While presenting the photograph this was told to the students.

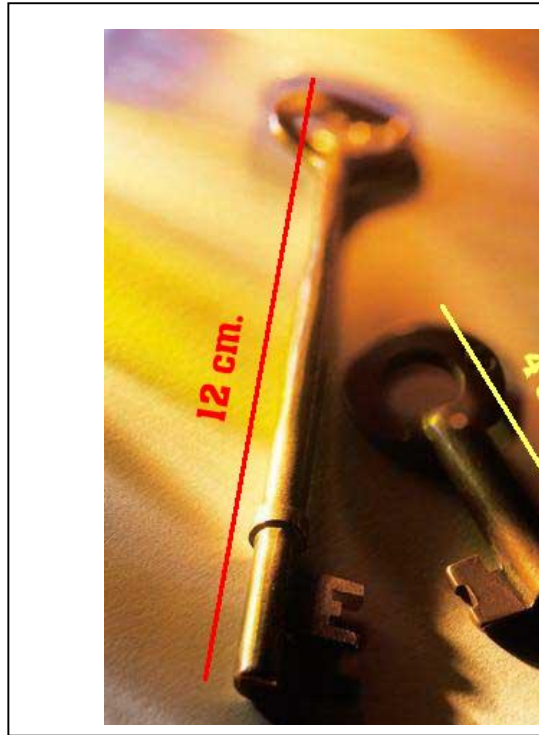


Figure 4.118 First positive example for length

Figure 4.119 shows the second positive example for the word “*length*”. There is a loaf of bread in the photograph with its length written under it.

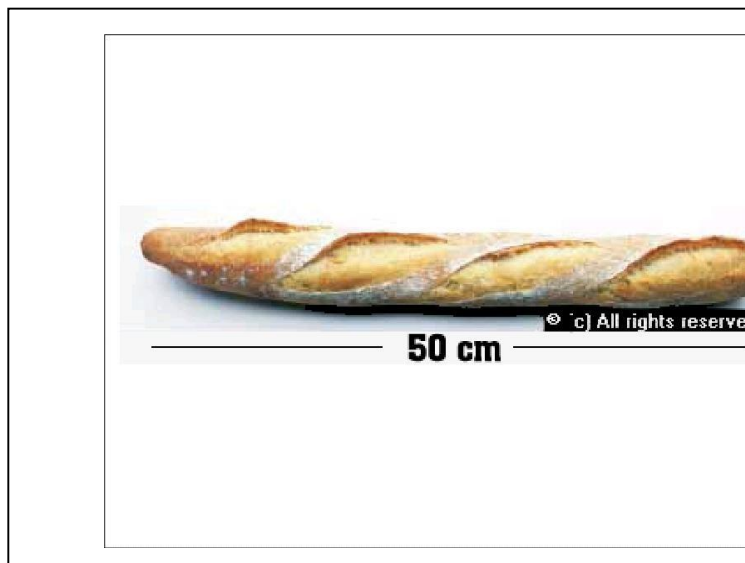


Figure 4.119 Second positive example for length

Figure 4.120 demonstrates the third positive example for the word. There is a man standing in the photograph. He is most probably a constructor, it can be assumed from his clothing. He is wearing a helmet and his arms are open as if he is measuring something. The

man has a tape measure. One meter sign is added later by Freehand. It was said to the students that the length is one meter from one end to another.



Figure 4.120 Third positive example for length

Figure 4.121 is the last photograph used as positive example. There is a bridge in the photograph, it is a famous bridge. It is called “Golden Gate”. It is in San Francisco. This information was given to the students and it was also stated that the bridge was 2737 meters in length as shown in the photograph.



Figure 4.121 Fourth positive example for length

#### 4.5.2.2. Negative examples for length

No negative examples were used in the presentation because the positive examples were sufficient to make the students comprehend the word.

#### 4.5.2.3. Results for length on post-tests

The presentation was evaluated by matching, completion and translation tests. There were twenty-nine students in the test session.

Table 4.29 Results for length on post-tests

	<b>MATCHING</b>	<b>COMPLETION</b>	<b>TRANSLATION</b>
<b>Correct Responses</b>	26	27	27
<b>Percentages</b>	%90	%93	%93

*Number of students = 29*

In the matching section, the majority of the students could match the word with the correct photograph whereas there were three students who could not. Two of these students did not match the word with any of the photographs. One of the students matched the photograph of the word “*pain*” instead of the word “*length*”.

The results for the completion section were a bit better than the matching section. Only two students failed to complete the blanks with the correct word. One student filled the blank with the word “*path*” and another with “*vote*”.

The results for the translation part were the same with the results for the completion part. One student translated the word as “*genişlik*”; “*width*” which is semantically close, while another student translated the word as “*ağrı*”; “*pain*” This is obviously the result of confusing length with another word taught in the same session. It is a kind of cross-association.

In conclusion, all the results for the word were far above the cut point. This shows that all the positive examples chosen for the word were sufficient to teach the word.

### 4.5.3. Pain

The different definitions of the word are given below, taken from three dictionaries.

**Pain:** The sensation or feeling resulting from or accompanying some injury, derangement, overstrain, or obstruction of the physical powers; any distressing or afflicting emotion, or such emotions in general. (*The New International Webster's Comprehensive Dictionary of the English Language, 1996*)

**Pain:** If you have pain or a pain, you have an unpleasant feeling in a part of your body because you are ill or have been hurt. (*Collins Cobuild Essential English Dictionary, 1992*)

**Pain:** Ağrı, acı, sızı (*Redhouse English-Turkish Dictionary, 1995*)

From all the definitions above, it can be asserted that pain is a feeling caused by an illness or an injury, which is an unpleasant one.

#### 4.5.3.1. Positive examples for pain

Five positive examples were used for the presentation of the word.

Figure 4.122 shows a photograph of a boy suffering from toothache. His cheek is swollen. It is very obvious that it hurts a lot. He covered his cheeks to reduce the pain. The students were told that the little boy suffers from toothache and he has pain.

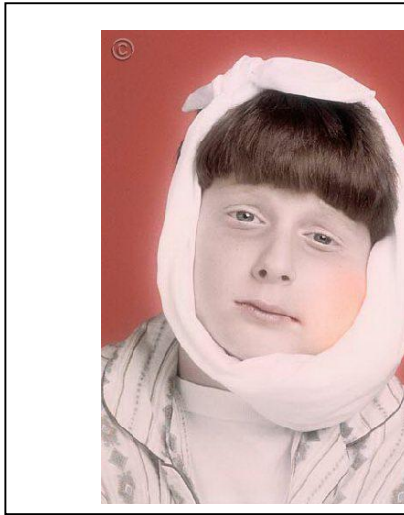


Figure 4.122 First positive example for pain

Figure 4.123 shows a woman suffering from headache and toothache at the same time. She is lying on her bed. Her right hand is on her head and left hand is on her cheek. She seems as if she suffers a lot. The students were informed that the woman has a lot of pain because of headache and toothache.



Figure 4.123 Second positive example for pain

Figure 4.124 demonstrates a woman. The back of the woman can be seen, her hands are on her waist. There is a lightening in the photograph across her back, representing the pain she suffers from. It must be a severe sort of pain striking like a lightening. From her dressing, it can be asserted that she is a sportswoman. The students were told that she was probably injured during a sports event.



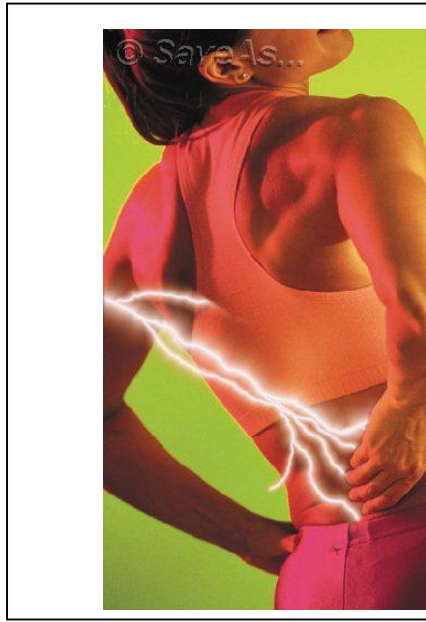


Figure 4.124 Third positive example for pain

Figure 4.125 shows a person holding her right foot. She is not wearing one of her shoes. It was explained to the students that the woman was suffering from pain because her shoe hurt her foot.



Figure 4.125 Fourth positive example for pain

Figure 4.126 shows the last positive example for the word. It does not directly show pain itself, it shows a solution for pain. It is a photograph of an aspirin. The students were told

that pain can be reduced by aspirin. For that reason this photograph was shown as the last positive example.

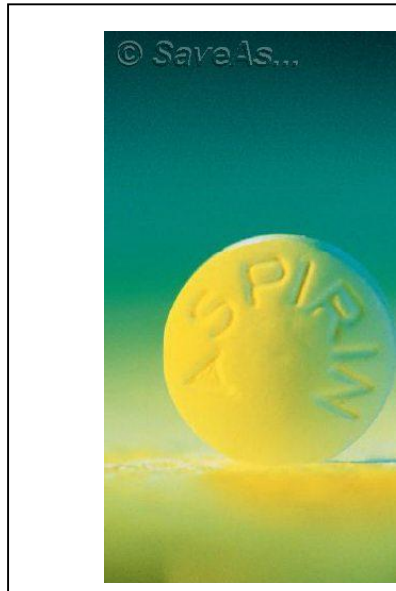


Figure 4.126 Fifth positive example for pain

#### **4.5.3.2. Negative examples for pain**

There aren't any negative examples used for the presentation of the word because something which is not exactly pain could not be found. It was even hard to find positive examples for the word because the word itself is an abstract noun which is difficult to make the students comprehend by photographs.

#### **4.5.3.3. Results for pain on post-tests**

The presentation was evaluated by matching, completion and translation tests. There were twenty-nine students present in the test session.

Table 4.30 Results for pain on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	26	29	28
<b>Percentages</b>	%90	%100	%97

*Number of students = 29*

In the matching section two students could not match the word with the correct photograph at all. One single student matched the word with the photograph of the word “length”.

The results for the completion part are excellent. All the students could find the correct word for the blank.

In the translation part, only one student could not translate the word correctly. That student translated the word as “uzunluk”; “length”. The same student translated “length” as “ağrı”; “pain”. He or she probably mixed the two words.

In conclusion, all the test results were far above the cut point. It was shown that the photographs were quite effective for the presentation of the word.

#### **4.5.4. Path**

Five photographs were used for the presentation of the word. Three of the photographs were positive examples and two of them were negative examples.

Below are the definitions for the word “path”. These definitions were taken from three different dictionaries.

**Path:** A walk or way, as one beaten by the foot, used by men or animals.

**Path:** A path is a long, thin line of ground that has been marked by people walking for example through a forest or up a mountain.

**Path:** Yol, yaya yolu, patika

It can be asserted from the definitions that path is a way that can only be used by people or animals, usually in a forest or a mountain.

#### 4.5.4.1. Positive examples for path

There are three positive examples used for the presentation of the word.

Figure 4.127 demonstrates the first positive example for the word. A path can easily be seen in this photograph. There are trees on both sides of the path.



Figure 4.127 First positive example for path

Figure 4.128 shows the second positive example for the word. There is path with some grass and trees on both sides again.

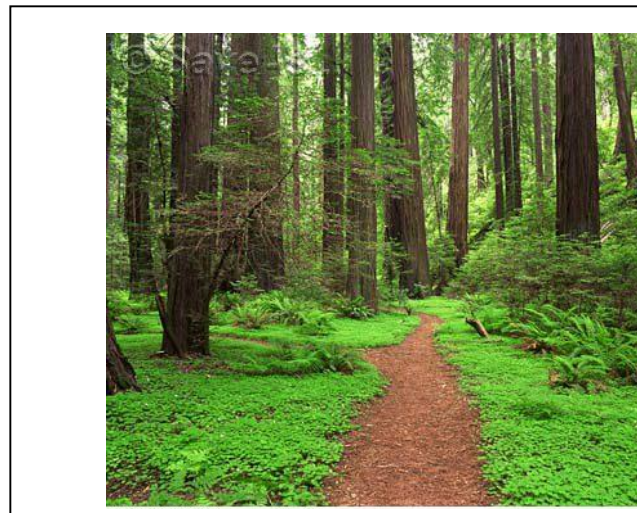


Figure 4.128 Second positive example for path

Figure 4.129 shows the last positive example for the word. It is a slightly more straight path, the trees on both sides are more regular.

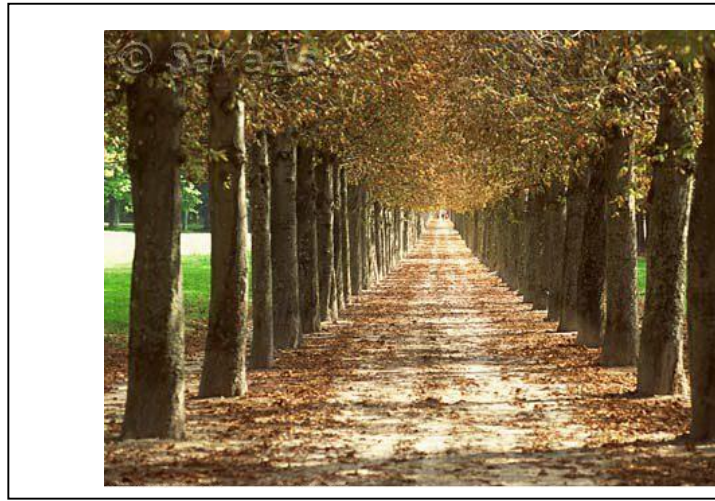


Figure 4.129 Third positive example for path

#### 4.5.4.2. Negative examples for path

Two negative examples were used during the presentation session to enhance the meaning of the word.

Figure 4.130 shows the first negative example for the word. There is an empty road covered with trees on both sides. It is clear in the photograph that it is a road for vehicles. There are lines which separates the road into two.

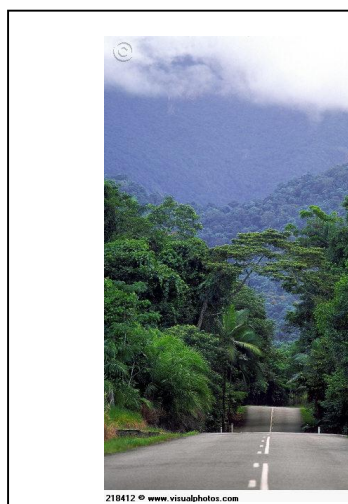


Figure 4.130 First negative example for path

Figure 4.131 shows the second negative example for the word in which there is a road with vehicles on. This photograph enhances the meaning of the word in the sense that it shows the vehicles themselves which enables the students to see the main difference for the words “*path*” and “*road*”.

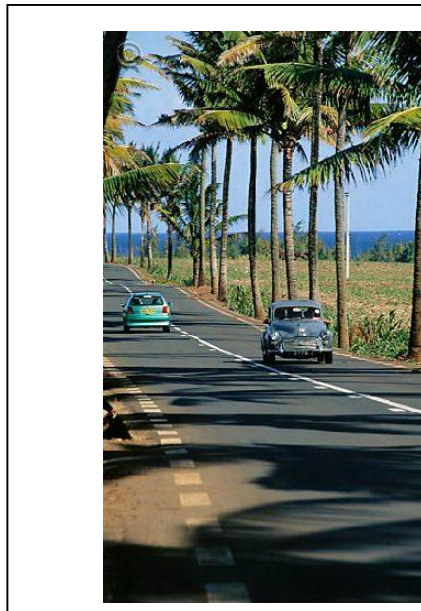


Figure 4.131 Second negative example for path

#### 4.5.4.3. Results for path on post-tests

Twenty-nine students were present in the presentation session. Table 4.31 shows the number of students that completed the post-tests and their success rate in matching, sentence completion and translation tests.

Table 4.31 Results for path on post-tests

	MATCHING	COMPLETION	TRANSLATION
<b>Correct Responses</b>	27	27	29
<b>Percentages</b>	%93	%93	%100

*Number of students = 29*

Two students failed to match the word with the right photograph. These two students could not match the word with any of the photographs provided.

In the completion part, again two students, but different ones could not fill in the blanks with the correct word. The students confused the word with “*crime*” and “*length*”.

Although the translation part has been the most challenging one for the students, all the students succeeded to find the correct translation for the word.

All in all, it can be asserted that the photographs chosen to present the word were sufficient.

#### **4.5.5. Vote**

Four photographs were used to present the word. All the photographs were used as positive examples.

Three definitions are given below to give the meaning of the word “*vote*”.

**Vote:** A formal expression of will or opinion in regard to some question submitted for decision, as in electing officers, passing resolutions, etc.

**Vote:** Your vote is your choice in an election, or at a meeting where decisions are taken.

**Vote:** Rey, oy

As all the definitions state, the word refers to a decision or a choice in an election.

##### **4.5.5.1. Positive examples for vote**

Four positive examples were used in the presentation session.

Figure 4.132 shows the first positive example for the word. In this photograph there is a woman sitting at a table and there is a man at the back. We cannot see the face of the man, he is behind a small folding screen. Next to the folding screen is the flag of the USA. There are some people waiting at a queue in front of the woman at the table. The first woman in the queue is writing something. It was explained to the students that the man behind the screen is making a decision, he is giving a vote and the other people are waiting to do the same.



Figure 4.132 First positive example for vote

Figure 4.133 demonstrates the second positive example for the word. There is a box in this photograph zoomed. There is again a flag at the back helping the students to think that it is an official place and the box is not an ordinary one.

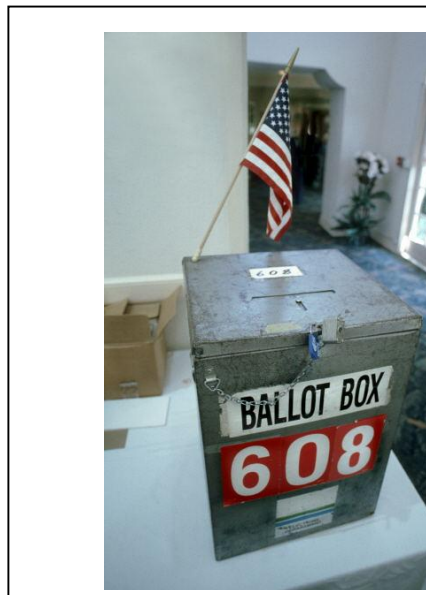


Figure 4.133 Second positive example for vote



Figure 4.134 is another positive example for the word. There is again a box in this photograph, a hand putting a vote in the box is also seen. The students were informed that it was a vote.

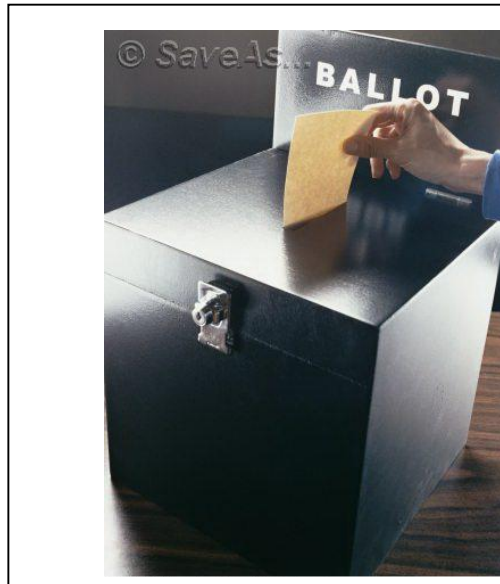


Figure 4.134 Third positive example for vote

In Figure 4.135, there is a transparent box and a man putting his vote in the box. As the box is transparent the vote can be seen obviously.

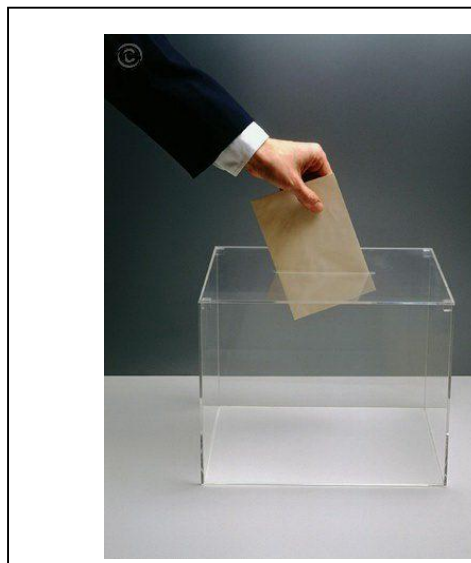


Figure 4.135 Fourth positive example for vote

#### 4.5.5.2. Negative examples for vote

There aren't any negative examples used for the word "vote". The main reason for this decision was the lack of a thing which is opposite to the "vote". Furthermore, the positive examples chosen were thought to be sufficient.

#### 4.5.5.3. Results for vote on post-tests

Twenty-nine students attended the presentation session. Table 4.32 shows the number of students that completed the post-tests and their success rate in matching, sentence completion and translation tests.

Table 4.32 Results for vote on post-tests

	MATCHING	COMPLETION	TRANSLATION
Correct Responses	27	28	26
Percentages	%93	%97	%90

*Number of students = 29*

In the matching part only two students could not match the word with the correct photograph. These two students could not make any matching at all.

The result for the completion part was slightly better than the matching part. Only one student could not complete blank with the appropriate word. This student confused the word with "length".

Three of the students failed to find the correct translation for the word. Two of the translations the students wrote were closely related with the word in terms of their meaning. One student translated the word as "choice"; "seçim" and another one as "to give vote"; "oy vermek". Interestingly one of the students translated the word as "to be ill", "hasta olmak".

Consequently, all the results for the tests were far above the stated cut point. Therefore it can be suggested that all the positive examples chosen were sufficient and the decision made for not using negative examples is a right one.

#### 4.5.6. General review of the results of the fifth group of words

There were five words in the fifth group. These words were as follows; crime, length, pain, path and vote. The results for the tests are given in Table 4.33.

Table 4.33 General review of the fifth group of words

WORDS	MATCHING	COMPLETION	TRANSLATION
<i>CRIME</i>	%93	%97	%48
<i>LENGTH</i>	%90	%93	%93
<i>PAIN</i>	%90	%100	%97
<i>PATH</i>	%93	%93	%100
<i>VOTE</i>	%93	%97	%90

The results for the matching test were almost the same for the words crime, length, pain, path and vote. The receptive skills are assessed in this section.

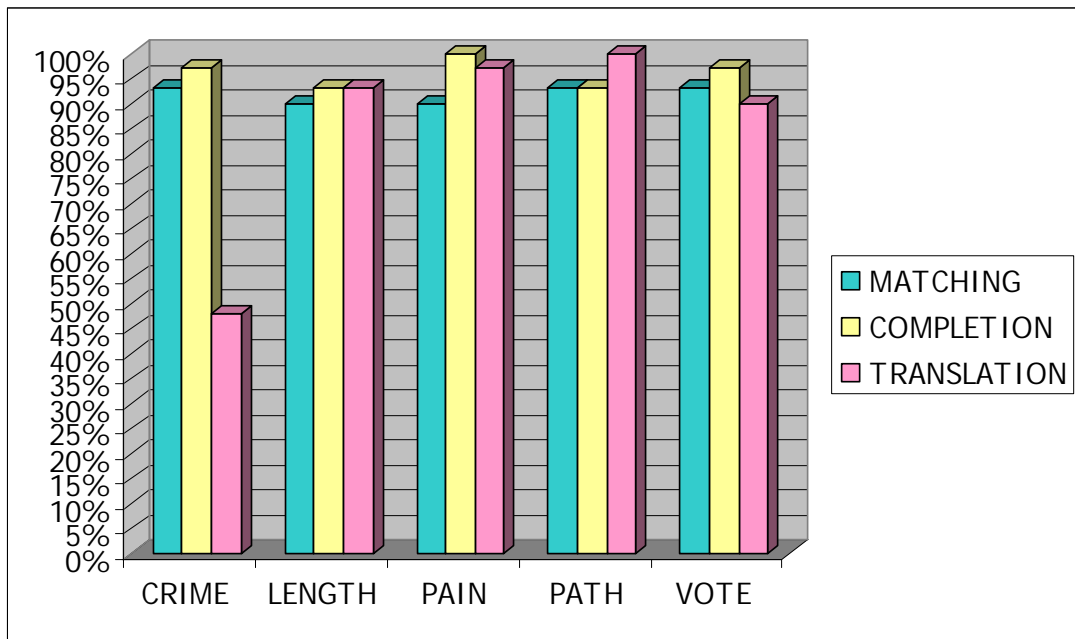
The results for the completion part were all above %90 for the matching part. Different from the matching section, this part requires productive knowledge and the results are better than the matching part for almost all the words. This can be explained by the presence of context in the case of completion.

In the translation part, all the results are very good except for the word “*crime*”. The word’s being abstract made it difficult for the students to comprehend. Although the word “*pain*” is an abstract one, the presence of sufficient and effective positive examples made the results high.

The Table 4.34 shows the graphic for the fifth group of words with test results.

In conclusion, the results were more than satisfactory except for some words in the translation test.

Table 4.34 General review for the fifth group



## CHAPTER FIVE CONCLUSIONS

### 5.1. Conclusions

The words were presented to the students by one hundred and thirty-five photographs. Almost all the photographs were found to be effective. The table below proves this claim.

Table 5.1 Overall results for the words on post-tests

WORDS	MATCHING	COMPLETION	TRANSLATION	
<i>AUDIENCE</i>	94%	75%	41%	1st group
<i>BATTLE</i>	94%	75%	78%	
<i>EXHIBITION</i>	94%	75%	72%	
<i>SCENE</i>	94%	75%	53%	
<i>ADULT</i>	100%	100%	95%	2nd group
<i>AUTHOR</i>	100%	100%	100%	
<i>DISTANCE</i>	100%	100%	100%	
<i>EARTH</i>	100%	100%	100%	
<i>VEHICLE</i>	100%	100%	100%	
<i>CANDIDATE</i>	89%	100%	36%	3rd group
<i>DAMAGE</i>	92%	97%	69%	
<i>SHAPE</i>	89%	97%	75%	
<i>SOLUTION</i>	89%	100%	86%	
<i>TARGET</i>	89%	97%	94%	
<i>EMPLOYER</i>	90%	100%	83%	4th group
<i>PRISON</i>	90%	100%	66%	
<i>SPECIES</i>	90%	100%	97%	
<i>VICTIM</i>	90%	100%	59%	
<i>WEIGHT</i>	90%	100%	100%	
<i>CRIME</i>	93%	97%	48%	5th group
<i>LENGTH</i>	90%	93%	93%	
<i>PAIN</i>	90%	100%	97%	
<i>PATH</i>	93%	93%	100%	
<i>VOTE</i>	93%	97%	90%	

Considering the cut point, for every one of the words, the students were successful in at least one of the tests. Again, for each word, the learners were successful in two of the tests.

These words were as follows; audience, scene, candidate, damage, prison, victim, and crime. To sum up, in two tests, namely, matching and completion, all the students passed the cut point.

The matching test measures passive recognition and completion measures controlled production. When these two types of tests are compared, the results for the matching part are expected to be higher than the completion part. In both tests, the students passed the cut point. Surprisingly, the results for the completion part were better than the results for the matching part. Only four results were better in the matching part, six of the results were equal and fourteen were better in the completion part.

Translation part is the part, which proves the real functions of the photographs because it requires productive knowledge. Out of twenty-four words, in seventeen of the words, the students were able to pass the cut point in the translation part. As the translation requires recalling and productive knowledge, it is expected that the results are low compared to the matching and completion tests.

All the photographs used in the presentations were carefully selected. The success rates demonstrate that effective photographs were exploited. One of the fundamental reasons for the effectiveness was the presence of both positive and negative examples.

The procedure was as follows; the meaning was presented first, next practice was made and finally feedback was taken from the students. Briefly, there was a three-step process; Presentation-practice-feedback.

Verbal explanations were used along with the photographs during the presentation in order to enhance understanding. This can be explained by “*dual coding*” (Nation, 2001). According to dual coding, meaning should be coded in two different ways; e.g. by verbal explanations and visual techniques. These two ways work together to provide understanding. They support each other if understanding does not occur.

Positive examples were used for each word. The range for the positive examples was between 3 and 11. There was only one word with eleven positive examples. For the majority

of the words, the range was between 3 and 6. With the help of positive examples, the students had the chance to see the word with different aspects. On some occasions, negative examples were used in order to restrict a concept and prevent the interference with closely related concepts.

The fact that distinguishes the developed photographs from other enhanced visual materials is their being empirically tested for effectiveness. This provides an important difference.

Some problems were encountered during the process. To exemplify; the students sometimes focus on the details in the photographs rather than looking at the big picture. This misleads the students and causes misinterpretation. The reason can be explained by different cognitive structures and learning styles of the students, which requires further research.

Another frequently observed mistake was the confusion about the grammatical categories. Even though the students were informed that some nouns were going to be presented by photographs, they confused the noun forms with the verb forms. Looking on the bright side, because the students comprehend the basic meaning but just not the grammatical identification of the word, it shows that the photographs were efficient. The students have difficulty in differentiating the syntactic class, which is another aspect of word knowledge, separate from the knowledge of meaning.

There was a difficulty experienced about the negative examples. In some concepts, it was not possible to find a negative example for the word. For ten out of twenty-four photographs, there were not any negative examples, namely, “*author, distance, vehicle, candidate, shape, solution, target, employer, species, weight, crime, length, pain* and *vote*”. The presence of negative examples can occasionally be confusing for the students as in the words “*prison*” and “*victim*”. The students misunderstood the concepts in these two words due to the effect of the negative examples. The effect of negative examples for these words was discussed in Results and Discussion Chapter. In order to state the usefulness and necessity of using negative examples, empirical studies need to be conducted.

## 5.2. Further research

Nouns between 1000-1500 range in the most frequent 2000 words list were aimed to be taught by using photographs in the present study. In future studies, the study can be expanded to all words. In this list, it is really important because these words are suggested to be taught explicitly by the teacher. The learning process should be guided by the teacher. According to Schmitt and Nation (2001), when these words are known by the students, they can understand what they read generally.

The study was done for nouns. It should be studied whether it is going to be efficient for verbs and adjectives as in nouns or not. Due to the fact that nouns being more concrete and static, it is easier to present them with immobile photographs. The same study can be done for verbs and adjectives.

There is a fixed procedure applied. In future research, it can be enhanced with some modifications. For instance, feedback can be expanded and obtained in a different way. In addition, how more practice contributes to the results can be searched. In this present study, practice was limited and, the students repeated the words just once. In addition to this, verbal explanations can be prepared carefully beforehand in written form. To make the students involved, questions can be asked. For instance, while presenting the word “*pain*”, instead of saying, “*She has got a headache*”, “*Is she well?*” can be asked. Therefore, the students will be involved in the process by joining the question-answer session.

A great difficulty was experienced during the presentation of the word “*audience*”. The word has two different equivalents in Turkish; the first one “*a person who watches*”, “*seyirci*” and the latter “*a person who listens*”, “*dinleyici*”. The procedure to teach this specific word can be enhanced by making the word concrete for the students. If the presentation can be improved by adding a listening session, the meaning will be much clearer for the students.

Long term effectiveness is another important issue. It should be obtained from the students after a certain time period by a formal written test. How much the students forget after the presentation can be tested after some time or the same test can be applied without



showing the photographs again. Some of the students who joined the presentation gave feedback after two months. First, they stated their pleasure and then said that the words taught in the presentation were on their minds. They required learning new words in the same way; via presentations by photographs.

The use of photographs can be enhanced by verbal techniques. As a result of this, dual coding can occur and the presentation can become more effective.

### **5.3. Recommendations**

We recommend the teachers to use photographs for vocabulary teaching because visual memory is more lasting compared to verbal memory. Visual memory is provided with photographs. The photographs in this present study were chosen diligently in order to enhance vocabulary learning. For that reason, the teachers who aim to teach vocabulary can use these photographs without hesitation. However, it should be taken into consideration that these photographs may not be sufficient, they need to be supported by verbal explanations for dual coding. Photographs and verbal explanations should work mutually. Only photographs may mislead the students, they may stuck into details and not see the whole picture.

Using photographs increase the motivation of the students and in addition raise the interest of the students in learning vocabulary and learning English. It changes the milieu in the classroom. It was experienced that the students who joined the presentation session were very enthusiastic in the following lessons about learning new words and they were much more interested in learning English. The students kept requiring new words with the help of the photographs. They said that they still remembered the previous words they had been presented. If the chance to give the photographs presented to the students can be provided, the learning can be enhanced. Moreover, the students will spend more time dealing with the photographs. The teachers can create their own materials appropriate to the syllabus and the subjects they want to cover. However, it is not very easy to design materials. The teachers may need support in the process of designing materials and choosing the most appropriate materials because not every photograph may be effective. Some criteria were stated before for

choosing the most appropriate photographs for each word. In order to provide effectiveness, the criteria were presented in a checklist, present below in Table 5.2.

Table 5.2. Checklist for teachers

<b>Is the photograph.....</b>	
coloured?	
interesting?	
big enough?	
clear?	
appropriate?	
visible?	

As this technique is really useful and effective in vocabulary learning, the students can be guided for self-study to increase their word knowledge and keep it in their long term memory. This can be provided by teaching how to learn new words by using photographs. The time spent on finding new photographs will make a great contribution in remembering the words later on. Keeping a vocabulary notebook with a variety of photographs can be a good suggestion for the students.

The self-study process of the students for vocabulary learning can be based on scientific grounds by teaching them the same strategies and techniques used in this present study.

Repetition is very necessary in vocabulary learning. If it is done regularly and by using photographs, it will be much more effective. Practice is vitally important for long term memory as well. The students should also be informed about how to retain their word knowledge after the learning process.

In this study, meaning was taught to the students. However, there are a lot of aspects to be taught by a word, namely grammatical aspect, morphological structure, collocation and stylistic features (Nation, 2001). The students should be made aware of the fact that it is necessary for them to learn other aspects of the word as well as the meaning.

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**Appendix 1 – Target word screening checklist**

**NAME :**

**AGE:**

**LEVEL:**

**DATE:**

*PLEASE TICK THE WORDS YOU KNOW*

<b>ADULT</b>	
<b>ASSESSMENT</b>	
<b>AUDIENCE</b>	
<b>AUTHOR</b>	
<b>BACKGROUND</b>	
<b>BALANCE</b>	
<b>BATTLE</b>	
<b>BRANCH</b>	
<b>CANDIDATE</b>	
<b>CASH</b>	
<b>COLLEAGUE</b>	

<b>CRIME</b>	
<b>DAMAGE</b>	
<b>DISTANCE</b>	
<b>EARTH</b>	
<b>EDGE</b>	
<b>EMPLOYEE</b>	
<b>EMPLOYER</b>	
<b>ENGINE</b>	
<b>ENTRY</b>	
<b>EXHIBITION</b>	
<b>FACILITY</b>	
<b>INJURY</b>	
<b>INTRODUCTION</b>	
<b>LENGTH</b>	
<b>MEDIA</b>	
<b>PAIN</b>	
<b>PATH</b>	
<b>PRISON</b>	
<b>PROPORTION</b>	
<b>QUARTER</b>	

<b>SCENE</b>	
<b>SHAPE</b>	
<b>SKIN</b>	
<b>SOLUTION</b>	
<b>SPECIES</b>	
<b>SPEECH</b>	
<b>TARGET</b>	
<b>VEHICLE</b>	
<b>VICTIM</b>	
<b>VOTE</b>	
<b>WEIGHT</b>	

THANK YOU! 😊

## Appendix 2 – Results of the screening checklist for target words

ADULT	5
ASSESSMENT	3
AUDIENCE	1
AUTHOR	4
BACKGROUND	9
BALANCE	6
BATTLE	0
BRANCH	2
CANDIDATE	0
CASH	12
COLLEAGUE	5
CRIME	2
DAMAGE	5
DISTANCE	2
EARTH	5
EDGE	4
EMPLOYEE	1
EMPLOYER	3
ENGINE	7
ENTRY	2
EXHIBITION	0



FACILITY	3
INJURY	3
INTRODUCTION	1
LENGTH	5
MEDIA	10
PAIN	4
PATH	2
PRISON	5
PROPORTION	0
QUARTER	15
SCENE	1
SHAPE	4
SKIN	7
SOLUTION	3
SPECIES	1
SPEECH	3
TARGET	3
VEHICLE	4
VICTIM	1
VOTE	1
WEIGHT	3

Number of students: 22

**Appendix 3 - Test for the first group of words**

Name:

Level:

Date:

**A- Fill in the blanks with suitable words from the board**

**B-**

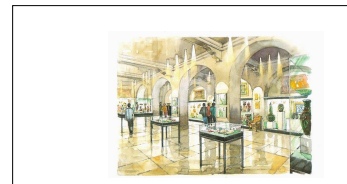
1. During .....people kill each other.
2. We went to a/an.....last week. We saw a lot of pictures by famous painters.
3. The.....liked the concert very much.
4. There were lots of exciting .....in the movie.

**B-Match the pictures with the word**

exhibition



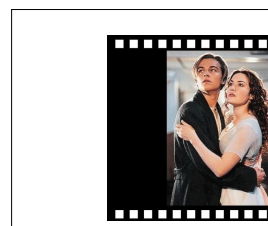
battle



scene



audience



**C- Write the Turkish meanings of the words**

1. candidate
2. shape
3. solution
4. target
5. damage

THANK YOU! 😊

## Appendix 4 - Test for the second group of words

Name:

Level:

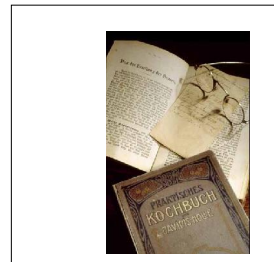
Date :

### A-Fill in the blanks with the suitable words from the board

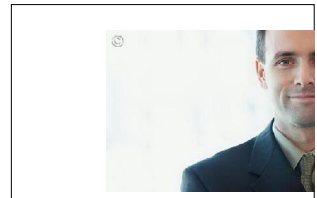
1. The theater tickets are 3 YTL for children and 5YTL for.....
2. ....is the planet we live on.
3. The .....between İstanbul and Bursa is about 300 kilometers.
4. We saw a lot of.....on the road.
5. The .....of this book is very famous all over the world.

### B. Write the correct word below the pictures

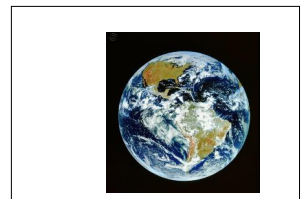
distance



author



vehicle



earth



adult



**C. Write the Turkish meaning of the words**

1. adult
2. author
3. distance
4. earth
5. vehicle

THANK YOU! 😊

**Appendix 5 - Test for the third group of words**

Name:

Level:

Date:

**A- Fill in the blanks with suitable words from the board**

1. The .....of the cake is very interesting.
2. There were three .....for the election
3. The best .....for depression is going to a psychologist.
4. There was not a big .....in the car after the accident.
5. The soldiers bombed the.....

**B-Match the pictures with the words**

candidate



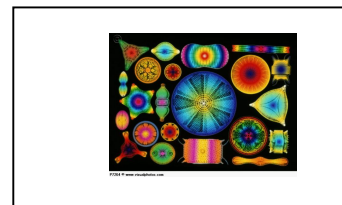
shape



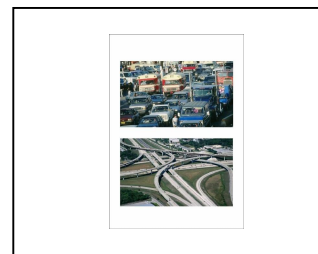
solution



target



damage



**C- Write the Turkish meanings of the words**

1. candidate
2. shape
3. solution
4. target
5. damage

THANK YOU! 😊

**Appendix 6 - Test for the fourth group of words**

Name:

Level:

Date:

**A- Fill in the blanks with suitable words from the board**

1. There are more than two hundred and fifty.....of shark.
2. Abdullah Öcalan is in.....in İmralı.
3. A good .....listens to the problems of the workers.
4. The truck is 10 metres long and 5 tons in .....
5. The.....was lying on the ground in blood.

**B-Match the pictures with the words**

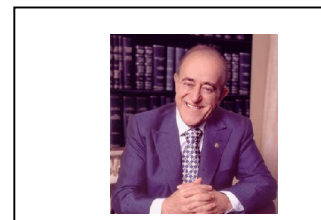
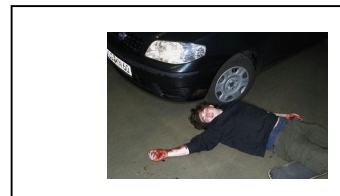
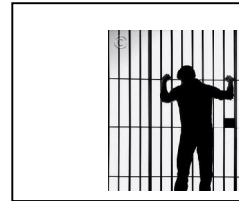
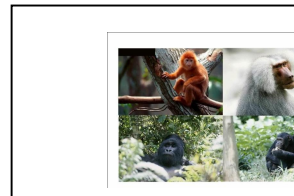
victim

species

employer

prison

weight





**C- Write the Turkish meanings of the words**

1. victim
2. species
3. employer
4. prison
5. weight

THANK YOU! 😊

## Appendix 7 - Test for the fifth group of words

Name:

Level:

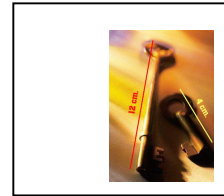
Date:

### A- Fill in the blanks with suitable words

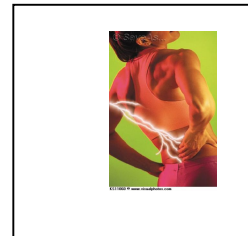
6. The snake was a meter and a half in .....
7. There is a .....in my back. I can't play tennis.
8. The liberal party took 15 per cent of the.....
9. The.....we walked along was not very long.
10. He committed a.....He stole an expensive watch from the shop.

### B-Match the pictures with the words

vote



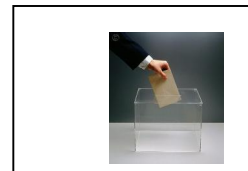
crime



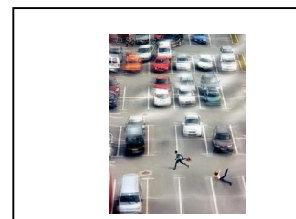
path



length



pain



**C- Write the Turkish meanings of the words**

6. vote
7. crime
8. path
9. length
10. pain

THANK YOU! 😊

## ÖZGEÇMİŞ

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09.05.1980

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Yabancı Dil Eğitimi Sempozyumu Bursa 2003

Yayımlanan Çalışmalar :

Diğer :

Tarih-İmza  
Adı Soyadı