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PREFERRED VOCABULARY PRESENTATION TECHNIQUES OF ENGLISH TEACHERS IN PRIMARY AND SECONDARY SCHOOLS IN TURKEY

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M.A. THESIS

ENGLISH LANGUAGE TEACHING PROGRAMME

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OCTOBER, 2015

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Bölümü : İngilizce Öğretmenliği

İmza :

Teslim Tarihi :

TEZİN

Türkçe Adı : "Türkiye'de İlk ve Orta Dereceli Okullarda Çalışan İngilizce Öğretmenlerinin Tercih Ettikleri Kelime Sunma Teknikleri"

İngilizce Adı : "Preferred Vocabulary Presentation Techniques of English Teachers in Primary and Secondary Schools in Turkey"

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Zehra YAKAN tarafından hazırlanan "Preferred Vocabulary Presentation Techniques of English Teachers in Primary and Secondary Schools in Turkey" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

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Tez Savunma Tarihi: 23.10./2015...

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Prof. Dr. Servet KARABAĞ

Eğitim Bilimleri Enstitüsü Müdürü

Aileme

ACKNOWLEDGEMENTS

I would like to express my special thanks to my thesis advisor, Assoc. Prof. Gonca YANGIN EKŞİ for her valuable support and guidance during the whole process of writing this thesis.

I also have to thank especially two English teachers who have been eager to attend the study to provide data.

Lastly, I express my eternal gratitude to my family for their support, continuous trust in me and patience throughout my life. I feel so lucky to have my mother, father and two sisters always by my side when I need them.

TÜRKİYE'DE İLK VE ORTA DERECELİ OKULLARDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN TERCİH ETTİKLERİ KELİME SUNMA TEKNİKLERİ

(Yüksek Lisans Tezi)

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Ekim, 2015

ÖZ

Bu çalışma Türkiye'de ilk ve ortaokullarda çalışan İngilizce öğretmenlerinin derslerinde kelimelerin anlamlarını sunmada ve kelimeleri öğretmede tercih ettikleri teknikleri belirlemek amacıyla hazırlanmıştır. Ayrıca bu teknikleri tercih etmeleri ile kelime öğretimi hakkındaki fikirleri, mezun oldukları fakülte veya bölümleri ve konuyla ilgili hizmet içi eğitim almaları arasındaki ilişkiler araştırılmıştır. Bu amaçlarla, yapılan literatür taramalarından edinilen bilgiler ışığında araştırmacı tarafından bir anket hazırlanmış ve öğretmenlere uygulanmıştır. Ayrıca bazı öğretmenlerle görüşmeler yapılmış, ve iki öğretmenin de izniyle dersleri gözlemlenmiştir. Bütün veri toplama tekniklerinden elde edilen veriler analiz edilerek yorumlanmış ve çalışma sonuçlandırılmıştır.

Bilim Kodu:

Anahtar Kelimeler: Kelime Öğretim Teknikleri, Kelime Anlamını İletmek, Kelime Öğretimin Rolü

Sayfa Adedi : 176

Danışman: Doç. Dr. Gonca YANGIN EKŞİ

PREFERRED VOCABULARY PRESENTATION TECHNIQUES OF ENGLISH TEACHERS IN PRIMARY AND SECONDARY SCHOOLS IN TURKEY

(M.A. Thesis)

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October, 2015

ABSTRACT

This study has been conducted in order to identify vocabulary presentation and teaching techniques English teachers working in primary and secondary schools in Turkey prefer in their classes. Moreover, the relationships between these techniques and their opinions about vocabulary teaching, their educational backgrounds and in-service training they attend to have been researched. For these purposes, a questionnaire has been developed according to the literature reviewed by the researcher and applied to the teachers. What is more, interviews have been done with some teachers, and the classes of two teachers have been observed with their consent. Data collected from all tools have been analyzed, discussed, and the study has been concluded.

Science Code:

Key Words: Vocabulary Teaching Techniques, Conveying Meaning of Vocabulary, Role of Vocabulary Teaching

Page Number: 176

Supervisor: Assoc. Prof. Gonca YANGIN EKŞİ

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LIST OF ABBREVIATIONS

L1	First Language of Students
L2	Second or Target Language
CALL	Computer Assisted Language Learning
TEOG	Exams to accept students from secondary schools to high schools
ELT	Department of English Language Teaching
BİMER	Communication Centre of the Premiership
TPR	The technique called “Total Physical Response”
EFL	English as a Foreign Language

CHAPTER I

INTRODUCTION

Background to the Study

Teaching a language includes different language areas such as grammar, vocabulary, pronunciation and four skills which are writing, speaking, listening and reading. Each of these areas involves special teaching methods and techniques. Individual teachers may prefer some techniques over others. They adopt different approaches and materials accordingly. As to vocabulary teaching, for instance, some teachers prefer using visuals such as pictures, maps or graphics while the others choose translation and dictionary use.

In Turkey, English teachers may have many students in their classes, and they have to teach the items of vocabulary in the curriculum. However, the level of success in vocabulary acquisition may not be the same or similar in different schools although they teach the same vocabulary. We can see in the schools that teachers' own vocabulary teaching ways and their preferences of how and what to teach in English classes are different. Therefore, it is thought it might be of interest to teachers and curriculum planners to investigate which techniques or strategies are commonly preferred by English language teachers in Turkey and if there are any differences in opinions and preferences to teach vocabulary among teachers from different backgrounds. Despite the limitations of the study such as limited numbers of teachers volunteered to attend observation and interviews, this study has a sample which represents the target population well and it will try to reflect the vocabulary teaching techniques used by primary and secondary school English teachers in Turkey and their personal opinions about teaching vocabulary.

Statement of the Problem

Vocabulary is a too important aspect of a language to be ignored in language classes because if people do not have enough vocabulary, they cannot use this language to communicate with other people even though they know its grammar, phonology or syntax perfectly. Therefore, it would be illuminating to clarify whether vocabulary is regarded as an important part of the language in classes or whether it is neglected because of emphasis on grammar or other specific skills. In addition, finding out different ideas of teachers about the importance of vocabulary and different reasons they have might also shed light on actual language practices in classrooms.

English teachers practising at state schools in Turkey are from different educational backgrounds. According to the data received from the Ministry of National Education in 2013, following numbers of teachers who work in primary and secondary schools are presented in their graduation: ELT, 21014; Other English Majors, 6569 (English Literature, 5228; American Culture and Literature, 726; Linguistics, 484 and Translation, 131) and others, 2848 (Education Faculty Foreign Languages, 871; English Medium, 1009; other departments, 698 and graduates from abroad, 270). Factors such as the diploma programme they attended to, their teaching experience, any in-service training they have received in vocabulary teaching and their opinions about teaching vocabulary all may play a crucial role in the techniques they prefer to use in the classroom. The techniques used for presenting vocabulary should be in line with children's developmental level, their interests and needs. Given the fact that the learners possess different learning styles, intelligences, needs and interests it is important that teachers use a rich repertoire of vocabulary presentation techniques.

In Turkey, students have difficulty in English tests in exams such as TEOG (exams to accept students from secondary schools to high schools). According to scores given by Ministry of National Education(from BİMER-Communication Centre of the Premiership, on 30th June 2015) TEOG English means in Turkey are as follow in last three years: 7,92 in 2013; 10,09 and 9,38 in 2014; 9,12 in 2015 in 20 questions in each test. Moreover, students in schools in the area where the researcher works are not successful enough to learn and use English vocabulary actively in their daily or school lives. They cannot do also well in standard exams such as TEOG.

In conclusion, the researcher is curious about possible reasons of this problem and wants to learn which vocabulary presentation techniques are most commonly used by primary and secondary school English teachers in Turkey, their ideas about vocabulary, vocabulary learning and teaching and their background information in order to find relations between their preferences and these other factors in the classes if there are any.

Aim of the Study and Research Questions

This study aims to investigate how aware practising English teachers with different educational backgrounds are of vocabulary presentation techniques, the mostly preferred techniques and differences among English teachers' vocabulary teaching techniques according to their teaching experience, gender and educational background and their opinions about the role of vocabulary in a language class. This study provides a comprehensive list of the most commonly used vocabulary presentation techniques by primary and secondary school teachers in Turkey and conclusions can be drawn for more effective instruction. The researcher hopes to find a descriptive profile and plans to induce some suggestions about the issue.

The following research questions have guided the present study:

- What are the mostly preferred vocabulary presentation techniques by primary and secondary school English teachers?
- Do vocabulary presentation techniques used by English teachers in primary and secondary schools in Turkey differ according to their teaching experiences, their gender, in-service training they attended to and their educational backgrounds?
- What are the opinions and practices of English language teachers in primary and secondary schools concerning their roles in vocabulary instruction?

Significance of the Study

The most important reason for this study is to see how English teachers teach vocabulary and which vocabulary presentation and teaching techniques they use for effective vocabulary acquisition in the curriculum. Moreover, teachers' ideas about the role and importance of vocabulary are worth thinking about because these ideas and opinions shape their class activities and their own use of techniques. Therefore, this study provides a comprehensive and collective material to give ideas about teachers' preferences and opinions about vocabulary teaching in language classes.

Overview of Methodology

In this descriptive study, the researcher tries to find out which vocabulary teaching techniques English teachers working in primary and secondary schools prefer mostly in their classes, their opinions about vocabulary and its importance and the relation between their background and these preferences. For these purposes, data collection tools such as a questionnaire, interviews and observations have been conducted. Therefore, triangulation of data which is a "process by which data are verified by agreement with other data obtained from other sources, different researchers/ data collectors, or different procedures of collecting the data" according to Best and Kahn (2006, p. 271) is ensured through qualitative and quantitative data collection. The questionnaire included demographic questions and likert-type scaled items about opinions of teachers and vocabulary teaching techniques. The participants responded to the questionnaire through e mails or hard copies. Interviews have been done with eight of the participants that completed the questionnaire before. Moreover, two teachers were volunteers for the observation. The researcher observed one class hour of each of them with their consent. Descriptive statistics analyses have been used for the questionnaire responses. On the other hand, content analysis has been conducted for the interviews. The observations were guided with an observation sheet. After the analyses, results and implications have been presented.

Limitations and Assumptions of the Study

The study should be evaluated regarding the following limitations and assumptions:

1) Subjects are assumed to have been honest and objective to complete the questionnaire or the interview.
2) Class observation has been done on a voluntary basis. Therefore, only two teachers have accepted to be observed and recorded during the class. It would be better to have more observations for reliability.

Definition of Terms

Vocabulary: BBC dictionary (1992, cited in Gülsoy, 2013, p. 5) defines that "vocabulary is the sum of words a person knows in a specific language."

Vocabulary presentation techniques: Techniques that are used to convey the meaning of new vocabulary items such as using pictures, flashcards, realia, mime and gestures, drawings, tapes and translation.

Realia: As Harmer (1983, p. 85) states, the word "realia" indicates "the use of real objects in the classroom".

Scales: Akar (2010, p. 51) states that scales are gradable related words. They can be ordered according to a criterion.

Rote Learning: According to Akar (2010, p. 8) that it includes repeating target language items in either speech or writing.

CHAPTER II

LITERATURE REVIEW

Introduction

In this part, the literature about vocabulary and vocabulary teaching has been introduced in detail with studies about the topic both in Turkey and abroad.

What is Vocabulary?

Knowing a Vocabulary Item

Thornbury (2002, p. 15) states that to know a vocabulary item means being aware of both its form and meaning. If one of them is missing, the speaker cannot claim that he *knows the word*. "If I tell you that there is, in Maori, a word that takes the form *tangi,* you can not really claim to say you 'know *tangi*' since you don't know what *tangi* means. The form of the word tells you nothing about its meaning." (Thornbury, 2002, p. 15). Yıldız (2012, p. 14) summarizes that while knowing a word starts with learning about its form, it continues with learning its meaning, its pronunciation and correct grammar use, its spelling and its association with other words.

Yalçın (2009, p. 8) cites some assumptions of Richards (1985) about knowing a word:

1. means knowing the degree of probability of encountering that word in speech or print.
2. implies knowing the limitations imposed on the use of the word according to variations of function and situation.
3. means knowing the syntactic behaviour associated with that word.
4. entails knowledge of the underlying form of that word and the derivations that can be made from it.

5. entails knowledge of the network of associations between that word and other words in the language.
6. means knowing the semantic value of a word.
7. means knowing many of the different meanings associated with the word.

As it is clear, there are many aspects of a single vocabulary item, and students who are equipped with these characteristics of the new item feel confident and qualified in order to not only comprehend the texts with these items but also use them appropriately.

Below is an adaptation of Nation (2001) about knowing a word by Lessard-Clouston (2013, p. 4):

Table 1. Knowing A Word

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word Parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

What is Important to Know about a Vocabulary Item?

According to Doğan (2009, p. 5), there are at least two important types of labels to know about a vocabulary item, which are phonological (sound for the word) and orthographic (spelling of the word) labels. If a learner has both of these labels about a new item in mind, they will support each other when the learner encounters the item. Therefore, these two aspects should be taught together in language classes. As Doğan (2009, p. 5) states:

> Rather than learning spelling and word recognition separately, students can be taught to spell a word at the same time they learn to recognize it and associate meaning. Learning to spell a word is facilitated by explicit reference to the phonological label and the experiences associated with the word.

As a result, they will come together to make stronger connections so that the learner can learn and know about the vocabulary items.

Relative Difficulty of Vocabulary Items

Thornbury (2002; p. 27) summarizes some factors which make words easy or difficult:

*Pronunciation**:*** Learners may find some words difficult if they are difficult to pronounce. When they cannot pronounce some specific sounds, the words become so hard to learn and remember.

Spelling: English spelling is organized according to some rules, but there are also some irregular ones. Especially the ones with silent letters may be problematic for learners.

Length and complexity: Learners may find long words difficult to remember. On the other hand, high frequency words may seem easy to learn because they are short and simple.

Grammar: When there are some grammatical differences between the word and its L1 equivalent, the learner will probably mix them up and it will be difficult to learn the correct use in L2.

Meaning: When some words have similar meanings, the learner will confuse them to use in sentences or to understand them in the correct context. Moreover, if the words have more than one meaning, the learner may have difficulty in accepting their next meanings after the first one.

*Range, connotation and idiomaticity**:*** Vocabulary items which can be used in a variety of contexts can be remembered and learned more easily than the other ones that are used in more specific contexts. Moreover, connotations of some words may cause some problems when they have ambiguity or uncertainty. If connotations of a word differ from one language to the other, it will not be learned and used easily by learners. In addition, idiomaticity may cause some complexity to learn an expression. If a vocabulary item is idiomatic, the learner may find it more difficult to learn than any other one which means as the word itself means.

Vocabulary Storage

Memory Types

Learning is not enough to know a word. The speaker should also remember it to use in the correct context. Thornbury (2002, p.23-24) explains the relation between vocabulary storage and memory types, namely long term, short term and working memories:

> The **short-term store (STS)** is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in holding in your head a telephone number for as long as it takes to be able to deal it. Or to repeat a word that you've just heard the teacher modelling. But successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds.
>
> Focusing on words long enough to perform on them is the function of **working memory.** Many cognitive tasks such as reasoning, learning and understanding depend on working memory. It can be thought of as a kind of work bench, where information is first placed, studied and moved about before being filed away for later retrieval.
>
> **Long-term memory** can be thought of as a kind of filling system. Unlike working memory, which has a limited capacity and no permanent content, long-term memory has an enormous capacity, and its contents are durable over time... Research into memory suggests that, in order to ensure that material moves into permanent long-term memory, a number of principles need to be observed.

In short, the person meets the new information in the short term store, processes it in the working memory with some mental activities for a while, and it starts to take its eternal place in long term memory.

Perry, Winne and Wollfolk (2003, p. 236) talk about a *sensory memory* in addition to the last two: *working memory* and *long-term memory*. According to them, people get information through five senses in **sensory memory**. People see, hear, taste, smell or feel this input. They (2003, p. 237) claim that "Visual sensations are coded briefly by the sensory register as images, almost like photographs. Auditory sensations are coded as sound patterns, similar to echoes. It may be that the other senses also have their own codes".

As Perry, Winne and Wollfolk (2003, p. 237-238) imply, perception and attention have an important role in this memory. People perceive the information and meaning depending on objective reality and their own previous knowledge about it. Moreover, when they pay attention to specific characteristics of the existing stimuli such as smell, colour or shape, recognizing and processing it will be easier and quicker. Therefore, teachers can firstly attract students' attention to some specific items using different shapes or colours related to these items especially at the beginning stage of the class so that learning them will become easier.

In addition to sensory memory, Perry, Winne and Wollfolk (2003, p. 239) describe **working** and **long-term memory**. They agree with Thornbury about the similarity of working memory with a "workbench". The new information is held here for 5 to 20 seconds because its capacity is limited. Because of this short duration of retention, working memory is also called *short term memory.* This duration might last longer when the attention focuses on the information for some more time and the memory stays active with some rehearsal activities such as doing repetitions in the mind or making connections between the new and old information.

In conclusion, according to Perry, Winne and Wollfolk (2003, p. 242), while the capacity and duration are limited in working memory, *long-term memory* is limitless both in space and time. Moreover, the new information is processed more quickly in working memory, but it is slow in the other. Also, the person recalls the information quickly in the working memory while this process may differ according to organization in the long term memory.

How words are Remembered

Thornbury (2002, p.24-26) lists the following principles to keep the new words in the long-term memory:

Repetition: The person works on the material to memorize it while it is still in the working memory. Especially while reading, the reader encounters a word many times, which helps him repeat its meaning.

Retrieval: When a person recalls a word from his memory, it is mostly likely that he will remember it more easily if he needs it again.

Spacing: It is more useful to present and teach new items in a period of time rather than do this only at a time. If the time between teaching and testing new words is longer, it is better to recall the items. In this process, both the short-term and the long-term memories work actively.

Pacing: Each learner is different and work individually to process new items. Therefore, students should have a chance to study at their own pace using their own learning styles.

Use: In order to add new vocabulary items to long term memory, the person needs to use it actively.

Cognitive depth: If the person works on the new words cognitively, it will be easier to remember them for the next time. These activities may be using them in sentences or matching them with other words that rhyme with them.

Personal Organizing: When the learner uses his own personal ways to learn the new vocabulary items, he will learn them more effectively. For instance, if the learner reads aloud a new item to learn it better, he may remember it more easily than any other person who reads it only silently.

Imaging: A new item can be effectively learned when the learner connects it with a visual that he creates or associates himself. The visual can be a very simple one. It is not needed to be a professional one. However, the important point is that the person should associate the picture or any other visual himself, not use a readymade one.

Mnemonics: These are memory techniques to use recall some vocabulary items stored in the memory. The person decides on what to use to retrieve an item and uses it. It may be a keyword about the items.

Motivation: Motivation is not the only requirement to learn a new item, but if a person is really motivated to learn new vocabulary items, he will spend much time to use and practise them, which will make the process easier to learn.

Attention: The person should be conscious in the process. New vocabulary items become easy to learn when they refer to strong emotional response and attract the learner's attention.

Affective depth: Affective judgements as well as cognitive ones about the new words are important to recall them at a later time when needed. For example, the learner may ask such questions as "*Do I like the sound and look of the word? Do I like the thing that the word represents? Does the word evoke any pleasant or unpleasant associations?"*(Thornbury, 2002, p.26). The affective value of the words related to the learners' interests and needs should be made use of in the vocabulary learning process.

There are some other factors which affect word storage:

a) *Word Frequency:* As Gairns & Redman (1986, p. 88) claim mostly frequent words and expressions are more easily recognized and recalled. "Imagine a pile of cards, each representing an item of vocabulary. In this system, the most frequently used items are 'at the top of the pile', and therefore easier to retrieve." When a learner

encounters a word many times, he will remember it even unconsciously, without making any effort.

b) *Recency of Use:* According to Gairns & Redman (1986, p. 88-89), more recently used words are more likely to be remembered and used by the learners.

c) *Semantic Relation:* In an experiment by Freedman and Loftus (1971, cited in Gairns & Redman, 1986, p. 88) subjects were asked to name a fruit that starts with the letter "p" and a word starting with this p letter. Subjects could find the fruit name more quickly than the word starting with it. Moreover, subjects could easily name other words under the same category. This point proved that semantically related items were stored together, so the person can tell other words or expressions under a title easily and quickly.

Vocabulary Learning and Teaching Strategies

Moreover, there are some vocabulary learning strategies that students make use of in order to understand words better and vocabulary teaching ones which teachers use so that they can help and guide students to learn new words. Vocabulary learning strategies are summarized under five titles by Schmitt (2000, p. 135-136):

1. *Determination Strategies***:** Language learners use different strategies to have an idea about the meaning of a new vocabulary item. Without depending on or getting help from any other person such as a teacher or a classmate, they may get the meaning by themselves. As Schmitt (2000, p. 135) points out, determination strategies can be guessing from context or other types of knowledge such as L1 cognate or background knowledge the learner has about a language.

2. *Social Strategies:* When students do not have any ideas about the new word, they can ask for help from other people who is currently available in the class. According to Schmitt (2000, p. 135), teachers or classmates can help the person who is in need by giving the synonym, translation or any other information about the vocabulary item.

3. *Memory Strategies (mnemonics)***:** As the name suggests, memory strategies help students use their own memorial ways to learn the new words and remember them better. According to Schmitt (2000, p. 135), the learner relate the new item with his previous knowledge about the language. Students can make connections in their minds, relate the

new items with some familiar sources such as pictures or group them with other items in order to recall them more easily because as it is understood in Schmitt (2000, p. 135), groupings and images are useful to facilitate recalling vocabulary items.

4. *Cognitive Strategies:* Schmitt (2000, p. 136) states that manipulative mental processing is not needed in these strategies as much as it is in memory strategies. According to Schmitt (2000, p. 136), repetition and use of mechanical means such as keeping vocabulary notebooks are this type of strategies. Students can memorize words using word lists or pictures. Students can also use notebooks to write down the words they have just learned.

5. *Meta-Cognitive Strategies:* When the students are aware of their own learning process, they can use this kind of strategies. They can know what to learn and how to learn it. They can decide which words are really important and crucial to learn and choose their own ways to learn them. According to Schmitt (2000, p. 136), learners make their own decisions to plan, organize, control and evaluate best ways to study. Yıldız (2012, p. 54) defines meta-cognitive strategies as "thinking about thinking". Students control and evaluate their own learning process.

According to Cook and Mayer (1983) and Nation (1990), Yu-Ling (2005, p. 19) put these strategies under two categories: 1) discovery strategies which are used in order to discover the meaning of a new vocabulary item, 2) consolidation strategies that students make use of to consolidate the word they have just learned.

Teachers use different teaching strategies in order to teach vocabulary, and they may be classified differently. For instance, Seal (1991, cited in Shen, 2003, p. 190) collects them under two categories: planned and unplanned teaching strategies. When the teacher does not have any planned activities to present and teach new vocabulary items and teach them when they pop up during the class, unplanned strategies are used simultaneously. On the other hand, if the teacher has a plan about the vocabulary class that includes activities to introduce new items, it is clear that planned strategies are being used.

Another classification is by Oxford and Crookall (1990, cited in Shen, 2003, p. 191): 1) *de-contextualising* (using word lists, flashcards or dictionaries) 2) *semi-contextualising* (word grouping, semantic mapping, using keywords) 3) *fully contextualising* (using four skills of the language such as reading, listening, speaking, writing) 4) *adaptable* (structured reviewing). Öztürk (2007, p. 22) states the next category of strategies: *presentation*,

practice and *strategy training strategies.* According to Cross (1991), Öztürk (2007, p. 22) claims that visual, verbal and aural strategies can be used to present the meaning of vocabulary items. Then, recently presented vocabulary items can be practised with *practice strategies*. Lastly, teachers can teach their students some strategies to deal with unfamiliar words without dependence on the teacher or class mates.

When the teacher knows which strategies students use better to learn new vocabulary items, it will be easy to adapt his own vocabulary teaching strategies. For instance, if the learners are good at guessing the meaning of a new word in a context, it gives an idea to the teacher that the new item can be given in a context and students can be asked to identify its meaning. In a study about the relationship between vocabulary learning and teaching strategies, according to Pavicic (2008, p. 130), one of the results shows that "...if the teacher presents the meaning of a lexical item by using a picture illustrating its meaning, her learners will try to memorise it by linking it to the mental image of the word's meaning…". Therefore, vocabulary teaching and learning strategies are closely related to each other. When they match each other, learning will be both effective and enjoyable.

Vocabulary in Second Language Acquisition

Vocabulary and Its Importance in Language Learning and Teaching

"while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, cited in Yıldız, 2012, p. 7). Vocabulary is the main part of learning and using a language. People can communicate without grammar, but cannot when they have not any vocabulary.

Thornbury (2002, p. 13) states some student ideas about the importance of vocabulary. It is clear from students' answers that they think that their basic problems in communicating in English are because of their insufficient vocabulary knowledge. They seem so willing to improve their vocabulary to speak English more fluently.

Rider et. al. (2003, p. 5) emphasize the importance of vocabulary, and they claim that students need vocabulary to be able to understand more language items they read or hear. Therefore, they can make better use of the language in order to communicate with other people, and as a result, they will feel and become more powerful.

Scrivener (1994, p. 73 cited in Yıldız, 2012, p. 15) compares the importance of vocabulary and grammar in an example:

> Vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words. A student who says Yesterday. *Go disco. And friends. Dancing.* will almost certainly get much of his message over despite completely avoiding grammar – the meaning is conveyed by the vocabulary alone. A good knowledge of grammar, on the other hand, is not such a powerful tool. I *wonder if you could lend me your…* means little without a word to fill the gap, whereas the gapped word-calculator- on its own could possibly communicate the desired message: *Calculator?*

It is clear in the passage that vocabulary is mostly enough to get the message across other people. A grammatically correct sentence may not be enough to understand each other without vocabulary. Paulston & Bruder (1976: 168, cited in Ercan, 2009, p. 7) state that

> The study of vocabulary is the most neglected area of all in language teaching, yet there is increasing evidence both from first and second language acquisition studies that the semantic relationship is more important than the syntactic for receiving messages.

Although vocabulary has not been in the centre of language teaching and learning so far, it is the reality that it is the main tool in order to interact and communicate efficiently with other people.

As this is the case, language teachers are the people who can help students develop some vocabulary in order to both convey their own messages and understand the others in a second or foreign language.

Historical Perspectives in Second Language Vocabulary Instruction

During the medieval period, vocabulary was not considered as important as grammar. Because of overemphasis on grammar, it could not be number one requirement in language classes. However, there were people who did not want to neglect vocabulary. As Schmitt (2000, p. 11) points out

> In 1611 William of Bath wrote a text that concentrated on vocabulary acquisition through contextualized presentation, presenting 1,200 proverbs that exemplified common Latin vocabulary and demonstrating homonyms in the context of sentences. John Amos Comenius created a textbook drawing on this idea of contextualized vocabulary.

According to Schmitt (2000) and Larsen-Freeman (2000), methodological procedure of language teaching is summarized in terms of teaching and learning vocabulary. It started in the nineteenth century with the introduction of **Grammar Translation Method.** As the name suggests, it focused on some grammar rules and translation in classes. Vocabulary items with their native language equivalents in the word lists are memorized. In order to

show that they understand and learn the new vocabulary items, students make up sentences using these words. Students were highly dependent on bilingual dictionaries because they need to translate the new words into their native language. Moreover, the teacher gives a set of words, and students find their synonyms or antonyms in the reading passages. Students also work on cognates and memorize words look like cognates which are different in meaning in both languages. Meanwhile, it is claimed by Richards and Rodgers (1986, p. 7) that some language teaching specialists were interested in alternative approaches to language teaching; however, they could not get any support for their effort. Then, since the end of the century, some linguists such as Henry Sweet had reformist ideas about the discipline of linguistics. In 1886, International Phonetic Association was founded and one of its primary goals was to find effective and useful ways to teach modern languages. As a result, reformers discussed and shared their ideas and beliefs about the principles of the ideal approach to teach a foreign language.

The product of this **Reform Movement** in language teaching was **the Direct Method** in which vocabulary is firstly emphasized before grammar. Because the main purpose of learning the target language is to communicate with other people, students have to use L2 in the classes, so they learn vocabulary naturally instead of memorizing new items. Moreover, Larsen-Freeman (2000, p. 29) claims that the teacher demonstrates the meaning of a new vocabulary item using objects in the current environment such as realia, pictures or pantomime rather than translating it into native language. Then, students practise these vocabulary items using them in their own sentences. What is more, when the teacher asks a question, students should also answer in full sentences so that they can practise the new words or expressions. As Zimmerman (1997, cited in Schmitt, 2000, p. 12) states "Only abstract words were presented in the traditional way of being grouped according to topic or association of ideas".

In the twentieth century, reading replaced speaking and oral skills as the most important skill to learn a language because few people travelled abroad, and therefore they did not need to learn how to speak another language. Moreover, according to Schmitt (2000, p. 12), there were not enough teachers who were proficient in English to apply the Direct Method in language classes. Because of this kind of weaknesses and insufficiencies, it had to be replaced with other methods. Schmitt (2000, p. 13) states that "The result was an approach called the *Reading Method,* and it held sway, along with Grammar-Translation and the Direct Method, until World War II.". During the war years, there were few people

who could speak foreign languages in the army. A program was developed according to speaking and listening principles of the Direct Method, and it was based on habit formation. It supported the formation of good language habits through drilling activities. Therefore, **the Audio Lingual Method** was born. Easy vocabulary items were taught because of the focus on structures. The major emphasis is on structural patterns, so vocabulary is limited at the beginning of the process. New vocabulary items are presented in dialogs, and students memorize and imitate these dialogs. Moreover, some specific words are omitted from the dialogs, and students are expected to fill in the blanks with the correct items they have just learned.

Meanwhile, researchers went on looking for different approaches for better language teaching and learning in the same century. Richards and Rodgers (1986, p. 65) state an important reason about this point:

> With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching, and was active in promoting the formation of the International Association of Applied Linguistics. The need to articulate and develop alternative methods of language teaching was considered a high priority.

The new method had to take care of language learners' needs and interests rather than focus on structural patterns strictly because the need to focus on functional and communicative dimensions of the language was clearly understood. It was obvious that students had to learn the language in order to communicate even outside the classroom instead of memorizing some specific patterns and being proficient in linguistic competence. In conclusion, to the question of how to achieve these goals, the answer was a new method called **Communicative Language Teaching.** As Larsen-Freeman (2000, p. 131) points out "Language functions might be emphasized over forms." Because students learn the language so that they can use it both in the classroom and in their daily lives, they have to know specific language items and their functions in a conversation. In order to help students learn different functions, the teacher uses authentic language such as daily newspapers, and students work on functional items together. Larsen- Freeman (2000, p. 131) also has an example activity to teach cohesion and coherence using a newspaper section:

> …For example, in our lesson the students recognized that the second sentence of the scrambled order was the last sentence of the original sports column because of its introductory adverbial phrase, ' In the final analysis ... .' This adverbial phrase is a cohesive device that binds and

> orders this sentence to the other sentences. The students also recognized the lack of coherence between the first two sentences of the scrambled order, which did not appear connected in any meaningful way…

A language teacher can use many communicative activities in a language class. This kind of activities are both useful and motivating for students because they learn what they would use and hear while communicating with other people in the language they are learning, so they feel a need to learn different language items.

Then, towards the end of the twentieth century, a new term called **the Natural Approach** began to be used about foreign language teaching. According to Richards and Rodgers (1986, p. 128) it was based on a Spanish teacher, Terrell's experiences and researchers' study results that focused on the principles of second language acquisition processes. They also summarize the importance of vocabulary:

> What Krashen and Terrell do describe about the nature of language emphasizes the primacy of meaning. The importance of the vocabulary is stressed, for example, suggesting the view that a language is essentially its lexicon and only inconsequently the grammar that determines how the lexicon is exploited to produce messages (Richards and Rodgers, 1986, p. 130).

In addition, Yalçın (2009, p. 12) states that "…it has been recommended in the Natural Approach that interesting and relevant vocabulary input should be provided to language learners to help them achieve the mastery of language and gain a general insight into the nature of language acquisition…".

When current trends have been analysed, it is clear that there are different approaches to vocabulary teaching in language classes such as a new research based one which is suggested by Oxford and Scarcella (1994, cited in Yu-Ling, 2005, p. 8). This approach focuses on frequent words and vocabulary items that students need in their lives. Each learner has a different learning need, goal and style, so these differences are considered sensitively. In addition, students feel self-confident when they become independent to learn what they would like to using their own vocabulary learning strategies. According to Yu-Ling (2005, p. 9), teachers are the guides who help students use the strategy "guessing from context" which is a useful vocabulary learning strategy more effectively. Moreover, the teacher prefers contextual activities to help students to decontextualised ones. Another recent trend in vocabulary teaching is the **Lexical Approach**. According to Lewis (1993, cited in Bircan, 2010, p. 10), "…it has received interest in recent years as an alternative to grammar-based approaches. The lexical approach focuses on developing learners' proficiency with lexis, or words and word combinations". Moreover, as Lewis (1993, p. 106) states it realizes the importance of context in the vocabulary teaching process, so it

includes extended texts or discourses: "…Texts play a role in introducing interesting content, but also act as a major linguistic resource from which students can **extract** lexical items for study, expansion, and recording in appropriate formats…" Therefore, instead of discrete presentation of new vocabulary items, contexts are used to help students comprehend these items themselves, which is more meaningful than the previous one. The next one which also focuses on contextual clues to convey the meanings of new items is called **Content-Based Instruction** (Larsen-Freeman, 2000, p. 140)**.** The content of the lesson is presented in the foreign language that is planned to be taught, which provides students with a rich context to have an idea about the meanings of new vocabulary items. For instance, as Larsen-Freeman (2000, p. 140) states, "The teacher reads the new vocabulary and then the students watch a video…" The language itself is the medium of the lesson, and with this intensive exposure to the language, students feel a need to learn new vocabulary to understand the content and communicate with their friends and teacher in the class.

Finally, according to **Task-Based Language Teaching,** vocabulary should include not only words but also "lexical phrases, sentence stems, prefabricated routines and collocations" as Richards and Rodgers (2001, p. 227) suggest. It focuses on completing some tasks in the learning process. According to Nunan (1989, cited in Richards& Rodgers, 2001, p. 231), a syllabus includes two types of tasks: real world tasks that are important and useful in students' real lives and pedagogical ones which are based on a SLA theory. Therefore, vocabulary is presented and taught through these types of tasks.

Approaches to Vocabulary Instruction

Definitional Approach

It is a tradition in language classes that students learn firstly the definition of new words. According to Dole and Herman (1988, p. 45), using this approach is economic because it does not require much time and a lot of new words can be covered during the classes. Moreover, they (1988, p. 46) state that "Definitions can be very effective in teaching vocabulary when students already understand the underlying concept or closely related concepts". When students have this kind of previous knowledge such as underlying concepts or related information about the new items to support learning these new words, the learning process will be more effective and powerful.

Contextual Approach

Dole and Herman (1988, p. 47) explain two kinds of contexts. The first one is "pedagogical or instructional" context which is purposefully created to introduce meanings of some specific vocabulary items. On the other hand, the second one is natural context that is formed in order to communicate with other people. This type of contexts may not include enough explanatory information about each new vocabulary item which the students is not familiar with because they are written in order to communicate ideas. Dole and Herman (1988, p. 47) clarify the underlying assumption of the approach:

> An underlying assumption of the contextual approach is that students already possess some knowledge relevant to the topic of the text in which an unknown word is embedded. Students are then expected to reason from this knowledge to figure out a meaning for the word. Needless to say, if students do not possess appropriate background knowledge, they will profit little from this method. For example, it would be difficult for lay readers to develop a definition of 'heterodyne' from reading a physics text.

If the learner does not have any idea about what is talked about in the text, the context will not be enough to infer the meanings of new words because it will be full of unfamiliar expressions.

In order to teach many vocabulary items, the teacher can teach the students how to make best use of context so that they can understand and infer meanings of these items using important contextual clues.

Conceptual Approach

As Dole and Herman (1988, p. 49) state about this approach, if students do not know basic concepts about new vocabulary items, without which understanding these new terms is awkward, definitional and contextual approaches will not probably work as effective as possible. And according to Dole and Herman (1988, p. 50), the goal of this approach is to gain comprehensive knowledge about a word. This may be through learning related concepts, differences and similarities between them and their usage in different situations. In this process, it is the teacher's task to guide students comprehend these concepts and their relations between each other.

Principles of Teaching and Learning Vocabulary

Linse (2005, p. 123) lists some principles for English language teachers to pay attention during their vocabulary teaching process:

a) *Emphasis on both direct and indirect teaching*: As Linse (2005, p. 123) defines, *direct teaching* is teaching new vocabulary items and their meanings explicitly while *indirect teaching* is guiding students and teaching them different ways to find these meanings themselves. In language teaching process, both direct and indirect teaching of vocabulary should be applied in language classes.

b) *Presenting vocabulary before a new activity*: If students learn essential vocabulary items before focusing on a new activity, it will be easy to understand and perform that activity, and students will be able to acquire these new words (National Institute of Child Health and Human Development, 2000, cited in Linse, 2005, p. 123).

c) *Teaching students how to make use of contextual clues appropriately*: As Decarrico (2001, cited in Linse, 2005, p. 124) suggests, learners can make use of contextual clues and guess the meaning of unfamiliar vocabulary items when they learn how to do it. Using related contextual clues, learners can have an idea about the meaning of new items, which will lessen dependence on dictionaries or other people to learn these new words.

d) *Presenting different exposures to new vocabulary items:* Learning environments which are rich in materials and different activities are always useful to support effective learning. Especially when students are young learners whose memory span is so short, they will benefit a lot from these different exposures in order to remember new vocabulary items more easily. Linse (2005, p. 126) has an example about this point:

> …if you are teaching children about rooms in a house, on Monday you could bring in doll furniture for each room and have children guess what rooms the furniture goes in. On Wednesday, you could play different vocabulary games with picture cards featuring rooms in a house. The next week, you might have a puppet show where the puppets are moving into a new house...

In short, various learning opportunities strengthen learning new vocabulary items because this means encountering these items more than once in different situations.

e) *Providing students with opportunities to process new vocabulary items deeply:* As Linse (2005, p. 126) points out, learners work on the new information in order to process it deeply. Rather than memorizing new vocabulary items, which is a cognitively simple option to learn the words and their meanings, students can make connections between these

new words and their background knowledge appropriately so that these connections help them remember new items more easily and quickly. Linse (2005, p. 126) also adds that learners can use new items in meaningful contexts, categorize them or make some connections between their own lives and these new words in order to process them deeply.

f) *Dictionary training:* There are different types of dictionaries such as electronic, monolingual, bilingual or picture ones in order to learn meanings of unfamiliar words and expressions. According to Linse (2005, p. 127), teachers can show and guide their students to make best use of these different dictionaries. "For example, most students need to be told that the first meaning given in a dictionary is the most common" (Linse, 2005, p. 127). When students learn this point, they will primarily focus on the first meaning in order to understand the context it is used in.

g) *Guiding students to keep vocabulary notebooks:* Learners can organize their own notebooks according to their needs and interests. For instance, Linse (2005, p. 127) states that "Children who are in the beginning stages of language and literacy development can create their own picture dictionaries while older learners can make more sophisticated notebooks and dictionaries". Teachers can help their students in this process in order to benefit from these notebooks; however, it is the students who will decide the items to add their notebooks and use them to learn these new items how they wish.

Moreover, according to Wallace (1982, cited in Söylemez, 2001, p. 28), some other principles are summarized:

Aims should be clear: When the teacher is aware of the aims of vocabulary teaching clearly, the process can be assessed more easily and the teacher can see the degree of achieving these aims. Moreover, in order to reach these aims, the teacher is expected to decide what to teach. Vocabulary is one of the largest language areas which must be specified to be taught in limited class hours. Therefore, both the number and list of new vocabulary items to be presented in the following class should be planned by the teacher.

The needs of learners are crucial: Vocabulary teaching is more effective when students' needs and interests are taken into account in the learning process.

Repetition improves learning: Students need to have various opportunities to use the new items in different situations.

Meaningful presentation is important: When students are introduced with new items, they should be able to understand their denotations or references clearly.

Vocabulary Instruction Research in Turkey and Abroad

Studies about Vocabulary Teaching

The importance of vocabulary teaching has been noticed recently. Therefore, many studies have been conducted to show its role in language classes both in the country and abroad. Some of them are stated below.

Forero and Munoz (2011) research the effect of the Total Physical Response (TPR) on teaching English vocabulary to third graders. In the study, students were observed while they were being taught English vocabulary with the TPR method. According to the results, it was clear that children learned vocabulary items faster and easier. Learning environment was so stress free that students were more motivated to learn.

Kale (2010) studies the role of using authentic videos in order to teach vocabulary in secondary EFL classrooms. The researcher conducts a case study which tries to find out the attitudes of students about the use of authentic videos to teach vocabulary and implications about using these videos to teach English vocabulary. According to teacher notes and interviews with seven students at intermediate and upper-intermediate levels, it was discovered that students liked learning vocabulary with these authentic videos, and vocabulary teaching was easy and enjoyable. Moreover, the writer states that the number of words to teach should be limited in order not to overload students with many words.

Şimşek (2008) worked on the effectiveness of collocations on vocabulary teaching with two classes of first graders in the English Language Teaching Department at Selçuk University. It was found out at the end of the study that use of collocations was not so much effective in teaching and learning vocabulary. Şimşek (2008, p. 50) states that this may be because of some limitations such as limited amount of time and number of participants or language level of students. Therefore, the writer suggests that use of collocations to present and teach vocabulary can be studied with more participants. However, it was clear that the retention of vocabulary items was better in experimental group which was taught vocabulary in collocations than it was in the control group.

Gülsoy (2013) finds much difference between the experimental and control groups in the study which aims at finding the effectiveness of using games on vocabulary teaching to sixth graders in a secondary school. It is clear that students can recall the items and do not forget them easily when the teacher uses games to teach vocabulary.

Türköz (2010) studied the effect of the method Suggestopedia/ Reservopedia on vocabulary teaching with elementary level students in the preparatory school at a university. The scores of the experimental group showed that stress-free environment that the method created encouraged students to believe in their potential to learn new words easily. The results proved that the method is effective both on learning vocabulary items and retention of these items.

Yıldız (2012) states some past studies in a study about semantic mapping: Tom-Bronowski (1983, cited in Yıldız, 2012, p. 61) compared the effectiveness of semantic mapping and contextual analysis to learn vocabulary items and found that students' performance who used semantic mapping was higher than the others' making use of contextual analysis. In another study Sagarra and Alba (2006, cited in Yıldız, 2012, p. 62) researches the effectiveness of rote memorization, semantic mapping and keyword method. According to the results of the study, it was clear that the group using keyword method was more successful in retention of the new words. The next study is from Turkey: Özden (1998, cited in Yıldız, 2012, p. 65) compared the effectiveness of semantic mapping technique with traditional approaches in the study in which preparatory students with intermediate level of English proficiency participated. At the end of the study, it was seen that the semantic mapping technique was effective to teach English vocabulary through reading passages and guessing the meanings of new words from context.

Türkeş (2011) studied the relation between Total Physical Response Storytelling and vocabulary learning of 5th graders in a primary school. According to post-test results, the researcher found out that experimental group scores better than the control group. However, the difference was not high statistically, which meant that TPRS was not much more effective than definitional vocabulary teaching.

Şenol (2007) conducted a study about the role of games in vocabulary learning and retention of vocabulary items with 40 students in a secondary school. Both experimental and control groups studied the same words, but games were used to teach vocabulary in the

experimental one. Post-test results showed that games were effective to remember new vocabulary items.

Karakoç (2012) worked to find out the effect of nursery rhymes in teaching English vocabulary to young learners in a primary school. At the end of the study, it was clear according to test scores that experimental group which was taught English vocabulary with nursery rhymes was more successful than the other group. As the researcher states, teaching new vocabulary items with nursery rhymes was more effective than dependence on course books.

Studies about Vocabulary Teaching Beliefs of Language Teachers

Gao & Ma (2011) compared vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong with their counterparts in mainland China. In the study, more teachers from mainland China than their colleagues from Hong Kong believed that teaching vocabulary learning strategies was important in the vocabulary learning process. Moreover, many teachers from China stated that teachers should be able to help their students use recently learned vocabulary items actively and correctly while less participants from Hong Kong were interested in this point.

Hassankiadeh (2013) looked for the relationship between teachers' beliefs and their learners' vocabulary learning in a study which compared memory based and function based beliefs of teachers teaching vocabulary. At the end of the study, it was clear that students who were taught vocabulary by teachers having function based beliefs scored better than the ones who were taught by teachers with memory based beliefs. The results showed that function based approach to teaching vocabulary was more effective than a memory based approach in language classes.

Macalister (2012) aimed at finding out the belief differences of pre-service teachers about the role of vocabulary in language learning process compared to their instructors. The results of the study indicated that Malaysian pre-teachers and their educators strongly agreed that reading was important to learn new vocabulary items while New Zealander teacher trainers did not have the same idea about the point. According to pre-service teachers, learning vocabulary items was essential to learn a language.

Üseini (2003) made a study about English teachers' attitudes about vocabulary teaching techniques used in Macedonian secondary schools. The interpretation of scores showed that teachers were aware of certain methods and approaches to teaching vocabulary, but few of them used these methods. On the one hand, most of the teachers agreed that vocabulary was important to learn a language although they also thought that it was neglected in secondary schools. On the other, it was clear that most of the teachers did not spend enough time to teach vocabulary. Moreover, many teachers stated that using dictionaries was important to learn a foreign language. About the use of different vocabulary teaching activities, it was seen that many teachers do not prefer using special reinforcement activities to teach vocabulary, as a result of which their students learned vocabulary only from their books. About the item about vocabulary teaching techniques, most of the teachers agreed that they used seven out of twenty two different techniques, which were "pictures and flashcards, opposites, translation and explanation, dictionaries, guessing from context, collocations and reading texts" (Üseini, 2003; p. 107).

Techniques for Teaching Vocabulary Items and Conveying Meaning

Duffelmeyer and Duffelmeyer (1979, cited in Demircioğlu, 2010, p. 440) claim that the way students learn the vocabulary items is important to understand them better. Therefore, it is clear that techniques and methods to help students understand and learn specific words and expressions have important roles in the learning process.

There are different ways of teaching English vocabulary to students. For instance, Üseini (2003, p. 52) claims that using authentic situations and contexts is the best way to develop students' vocabulary. In addition, he also suggests that the teacher should use different techniques to teach the same word because learners are different, and they learn in different ways. Moreover, Ur (1999, cited in Yalçın, 2009, p. 15) suggests the following ways to present the meaning of new vocabulary items:

- concise definition
- detailed description (of appearance, qualities...)
- examples (hyponyms)
- illustration (picture, object)
- demonstration (acting, mime)
- context (story or sentence in which the item occurs)
- synonyms
- opposite(s) /(antonyms)
- translation
- associated ideas, collocations

The richer is the teacher in techniques, the more easily will students acquire the words. Therefore, vocabulary presentation and teaching techniques are described in detail in this part of the study.

Visuals: In this group, Akar (2010, p. 27) suggests some visual materials such as *cutouts, posters, flashcards, pictures, photos, drawings, charts, graphs, grids, puppets, street maps picture stories, mind maps, pictograms, etc.* Üseini (2003, p. 53) states that

> using pictures and flashcards are very useful in conveying meaning and a very successful technique a teacher can try in her/his class. Pictures are very flexible teaching materials since they are imaginative. Pictures and flashcards are very fruitful for teaching concrete items of vocabulary such as, food or furniture, and certain areas of vocabulary such as places, professions, descriptions of peoples' actions and activities.

According to Hill (1990, cited in Joklova, 2009, p. 15), Joklova (2009, p. 15) points out that

> Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere.

Moreover, Hill (1990, cited in Joklova, 2009; p. 16) states advantages of pictures: they can be reached easily and cheaply, and they can be personalized by the teacher and kept for other activities.

Pictures should be selected carefully to make use of them more effective. In addition, Joklova (2009, p. 16) suggests that "pictures used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word or chunk of language".

According to David A Hill (1990, cited in Joklova, 2009, p. 17) there are three types of pictures depending on their size:

- "Large (20x30 cm): useful for whole-class work
- Medium (10x15 cm): useful for group-work
- Small (5x5 cm): useful for games and other group-work activities"

Big picture flashcards are other types of visuals which teachers can prefer in language classes to present new vocabulary items "to catch their learners' full attention, to raise their

interest in the presented subject and hence also their motivation" (Joklova, 2009, p. 18). Joklova (2009, p. 18) also states that

> At the same time flashcards (as well as other forms of pictures and visual aids in general) enable students to link the meaning of the words with real-world images immediately. When using flashcards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of vocabulary with flashcards can be done in lots of various ways, for example in telling a story or just simply based on a set of vocabulary for a particular topic.

Allen (1983, p. 54) states about pictures that

> Pictures which show human situations (a child in a dentist's chair, an old couple on a bench in a park, several young people at the scene of an accident) often interest students at the Intermediate level. Students enjoy imagining who the pictured persons might be, where they are, what happened before the pictured moment, what might happen next.

Therefore, students can learn and use specific vocabulary items while discussing the picture with their friends.

According to Üseini (2003, p. 56) drawings can also convey meaning and help practising new vocabulary items. Seeing the visuals on the board will help students remember meanings of the words because they are concrete representations of the abstract words.

Wright and Haleem (1996, cited in Joklova, 2009; p. 21) suggest that teachers can make use of drawings and pictures or flashcards at the same time. Joklova (2009, p. 21) states this case, teachers can have a chance to use them in contexts and suggests that, for example, the teacher or a student can draw a house on the board and place some pictures of furniture on it, which is useful for both presenting and practising new vocabulary items.

Allen (1983, p. 27) suggests another activity using drawings in a language classroom. At the beginning of this activity, the teacher introduces a topic, for instance *other planets*, using a few pictures and sentences in the first language of the class. Then, students will read about a visitor from another planet and draw a picture of this visitor according to its description in the text. Allen (1983, p. 27) also states some example sentences that a teacher may use in his class:

> I have a friend from Mars. My friend has a big head. He has three eyes. He does not have hair.
>
> In place of hair, he has five ears. His five ears are on top if his head. His neck is very long...

In the language classes, students may draw their own pictures about a topic, and teachers can make use of them in the classroom. Allen (1983, p. 28) suggests some advantages of this kind of pictures:

1) They cost little or nothing.
2) They are available even in places where no other pictures can be found.

> **3)** They do not require space for storing and filing as pictures from other sources do.
> **4)** Some students who are poor language-learners can draw well. Exercises which require drawing will give such students a chance to win praise, and the praise may help those students learn.
> **5)** When someone has drawn a picture of a scene, he knows the *meanings* of the English words that the teacher will use while talking about parts of his scene. The meanings are in his mind before he is given the English word.

Realia: Real items provide concrete learning experiences for learners because students can see, touch, smell or even taste them. Green and Tanner (2003, p. 23) writes about a student feedback on learning new words in the book in order to show the impact of real objects in a language classroom:

> The teacher showed us her briefcase and we learnt what it was called: actually seeing and touching that green briefcase helped me remember its name". Moreover, the writers give an example of using realia in the classroom: "The topic of a unit is cooking the teacher brings the following kitchen tools into class and shows them to the learners:
>
> bowl whisk fork spoon knife wooden spoon
>
> She then cooks something, using the items and repeating the new words often.

According to Celce-Murcia (cited in Üseini, 2003, p. 54), some examples for realia can be maps, puzzles, menus, a suitcase full of clothing, postcards, letters, stamps, travel posters and brochures, money or a table setting. Akar (2010, p. 27) adds tickets, advertisements, forms and visits outside class. However, according to Harmer (1987, p. 85) "the use of realia is limited to things that can easily be taken into the classroom". Allen (1983, p. 24) claims that teachers in some schools do not ask students to touch or notice the objects around them in the classroom because they only use textbooks. The real object can be more useful than its picture. As Allen (1983, p. 33) suggests, success in learning new vocabulary items depends on the number of senses that learners use in the learning process; therefore, realia are very crucial for vocabulary teaching and learning because they provide the chance for learners to *see, smell* or *taste* the real objects. Nevertheless, Allen (1983, p. 25) states some exceptions for the use of real objects:

> (1) clothing that members of the class are wearing, and (2) words like **man, woman, boy** and **girl**. In many situations, it seems awkward to point to individual members of the class while saying, 'He's a boy; she's a girl.' Pictures of persons, or stick figures (drawn by the teacher or a student) are more suitable.

According to Allen (1983, p. 26), the teacher should provide students with a need to learn new words because students should feel the importance of the words they are learning. For instance, following the presentation of the words for body parts, teacher can make use of

commands such as “raise your right hand, put your left hand on your head, put your hands on your knees, etc.”

Demonstrating and Acting out: Teachers’ body language attracts students’ attention easily. Learners are really attentive about what the teacher does with his body or gestures in the classroom. About this point, Üseini (2003, p. 55) claims that “Teachers are considered to be actors. They really need not to be great actors or actresses to make themselves into useful visuals but they do need self confidence and imagination.” Using their gestures and body language, teachers can easily convey the meanings of the words without a need to give direct translation. Green and Tanner (2003, p. 26) gives an example about the use of demonstrating in language classroom:

> The class is going to listen to a song, where they have to act out these verbs:
>
> clap shake snap stamp swing wiggle
>
> As an introduction, the teacher acts out the words and asks the class to act, too. As the words occur in the song, the learners act out the words.

Antonyms and Synonyms: Akar (2010, p. 38) states about antonyms that they are contrast or opposite words which are not graded like the expressions slowly-quickly and sour-sweet.

Learning the opposite of an adjective helps making connections between the words and makes it easy to remember their meanings. Üseini (2003, p. 58) states an activity using opposites in a study:

> To start this activity, the teacher writes on the blackboard three or four words with clear opposites, e.g. *cold, sad, rise.* The students are asked to suggest opposites for them. Next, the teacher adds two or three words that do not have clear opposites, e.g. *ball, typewriter, Wednesday.* The teacher suggests that by using the personal associations of words one can think of ‘opposites’ for these too. For example, *ball- mouse* because both are cat’s playthings- the one dead, the other alive.”

Green and Tanner (2003, p. 26) state that teachers can make use of words that students already know to teach them other similar words. They have an example for this technique: “Learners read a text and have to find the words in the text which mean the following:

very thin identical short and fat tiny very large crying”

Translation (Use of L1): Üseini (2003, p. 58) suggests that translation saves time in the classroom, but it should be limited. It is more useful to explain a word with simple expressions in the target language because it provides the students with extra exposure to the target language, which is crucial to acquire a language. According to Harmer (1983, p. 86) translation is a useful measure when used sparingly and as long as it is used with caution. On the other hand, Carter (1996, p. 153) states that

> Further questions raised are whether translation and repetition are the *only* means by which words can be learned and whether the kind of 'picturing' of words which accompany learning can or should be of a particular type. Research in this domain points quite conclusively to the value of what has been termed the *key-word technique*.

Nation (1983, cited in Carter, 1996, p. 154) explains the technique:

> One of the strangest and yet most effective techniques for associating a foreign word with its translation is the 'keyword' technique. Let us look at how this technique could be used by a learner of Malay to associate the Malay word *pintu* with its English translation *door*. First the learner thinks of an English word that sounds like *pintu* or like a part of it, for example, the word *pin.* This is the keyword. Second the learner imagines a pin stuck into a door, or a picture of a pin with a door in it! The more striking or unusual the image, the more effective it is.

Definition and Explanation: Gairns & Redman (1986, p. 74) states that "Definition alone is often inadequate as a means of conveying meaning, and clearly contextualised examples are required to clarify the limits of the item". Harmer (1983, p. 86) has claims about using explanation:

> It will be important, if giving such explanations, to make sure the explanation includes information about when the item can be used. It would be unsatisfactory just to say that 'mate' was a word for 'friend' unless you also pointed out that it was colloquial informal English and only used in certain contexts.

Moreover, Wallace (1987, p. 48) suggests explanation as an alternative to using translation in teaching vocabulary:

> On the whole, however, translation of vocabulary into the mother tongue should be kept under tight control. From the lower intermediate stage onwards it is better to explain a word (if it cannot be elicited) by using a simple explanation in the target language. Apart from giving the student extra exposure to the target language this technique has another benefit: if on a future occasion he cannot call to mind the target item, *he can always give* an explanation...Students who have been taught by translation techniques often give up if the exact word or phrase does not come to mind, while those who are used to operating in the target language will often have alternative phrasing to fall back on.

Using Dictionaries: Üseini (2003, p. 59) claims that when students use their dictionaries, they become independent of the teacher. According to Summers (1988, cited in Üseini, 2003, p. 59), if students have dictionaries, they do not need any help from their

friends or teachers. They can find the essential knowledge in their dictionaries. Harmer (1991, cited in Üseini, 2003, p. 60) suggests that students should be encouraged to use monolingual dictionaries. Nation (2001, cited in Üseini, 2003, p. 60) claims that "monolingual learner's dictionaries contain much more information about each word than bilingual dictionaries do, and some teachers recommend that bilingual dictionaries can be used in conjunctions with monolingual dictionaries". Üseini (2003, p. 60) states that teachers should firstly try encourage to students to guess from the context, and if the vocabulary item has a crucial role to get the meaning, the next choice may be dictionary use. It is the teachers' task to guide students about how to use the dictionaries more effectively. On the other hand, Twaddell (1972 and 1973, cited in Carter and McCarthy, 1988, p. 42) states that "It is impossible to teach learners all the words they need to know, and so it is important to teach them guessing strategies that will enable them to tackle unknown words and lose their reliance on dictionaries...". In addition, Er (2001, p. 41) agrees with Twaddell and says that "...in the 1970's teachers were suspicious of the use of dictionaries, feeling that they encouraged laziness in students who were unwilling to use their own mental resources and guess the meanings for themselves". Er (2001) also states some advantages for the use of dictionaries:

> A learner who makes a good use of a dictionary will be able to continue learning outside the classroom, and this will give him considerable autonomy about the decisions he makes about his own learning. A dictionary can provide important support and be a quick way of finding information. It is also a valuable support as a backup to contextual guesswork where an item appears ambiguous and needs the support of a dictionary to clarify its uncertainty. Dictionaries seem to be as accurate as peer learners or even teachers, and in some cases, more so.

Wallace (1987, p. 43) finds over-frequent use of the dictionary boring and he claims that referring to the dictionary so much while reading a passage slows reading down and makes it difficult to understand because the reader cannot concentrate enough on the passage. Yorkey (1970, cited in Er, 2001, p. 43) suggests the following exercise in order to practise using dictionaries effectively. In this exercise students look up a list of words given and recopy them in alphabetical order with the syllable division and a synonym. In the end, students will be aware that dictionaries can provide this sort of information.

Guessing the Meaning of Words by Form and Parts of Speech: Structures of the words give some clues about their meaning. When students can identify these clues,

they can understand the meaning of the word in a context. Üseini (2003, p. 61) states that "Many words are formed by adding prefixes and suffixes to the base word: root." "... If the students know the root, they can guess the meaning of longer words with the same root by identifying prefixes and suffixes". An example by Üseini (2003, p. 61): "un **break** able: "If students know the meaning of the root **break,** the meaning of prefix **un (**not), the meaning of the suffix **–able** (having the ability), thus will find the meaning of the whole word: 'cannot be broken'."

According to Ercan (2009, p. 23), in order to get the meaning of a vocabulary item more easily, it can be divided into some parts. Dividing the words into pieces such as prefixes and suffixes will be useful and helpful for students, and they will be motivated to learn them.

As Akar (2010; p. 38) states that

> Based on what the Ls already know, the T may teach new items with the help of derivational and inflectional rules. At fairly advanced levels, particular attention should be drawn to an important feature of English: that often a word that is usually a noun may also function as a verb. In intermediate and advanced classes, Ls and Ts should look together at sentences with these questions in mind:
>
> a. Which nouns in this sentence may also be used as verbs?
> b. Which of the verbs may also be used as nouns?
> c. If such a shift in function occurs, does the meaning also change?

When students know some rules about forming a new word from another one they have already known, they can discover the meanings of new words themselves. Therefore, it is important to teach some specific suffixes and their functions to help students create new words from familiar ones. For instance, they should know that the suffix *–ly* is generally used at the end part of adverbs while *–ation* can be used to create nouns from verbs. Allen (1983, cited in Akar, 2010, p. 40) gives some simple examples for suffixes:

"1. He is kind and good. We appreciate his kindness and goodness.

(adj.) (adj.) (noun) (noun)

1. Schools educate children. They provide education.

(verb) (noun)"

Using Contextual Clues: A language has such a broad area that students cannot learn the meaning of each word. In daily life they may encounter so many different words whose meaning they do not know. Therefore, they should learn how to cope with these

unfamiliar words. About this point, Üseini (2003, p. 62) claims that "Guessing from the context is the most important and widely technique used with which they increase their vocabulary. Teaching words alone is not recommended because students will have problems in figuring out its meaning". Hajrcraft (1978, cited in Üseini, 2003, p. 66) states that "the only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning".

Judd (1978, cited in Carter and McCarthy, 1988, p. 45) draws attention to giving vocabulary the status of a skill in its own right in his article:

> Judd is in favour of massive vocabulary instruction as early as possible, and stresses the importance of presenting vocabulary 'in a natural linguistic context'; words taught in isolation are generally not retained; the full meaning of words (which includes their *sociolinguistic* contexts) can only come from encountering them in a rich linguistic environment. Crucially, words should be meaningful *to the learner*; words should be reviewed and revised constantly, for without this the learner cannot come to know their polysemic and registerial characteristics".

Therefore, instead of mechanical unnatural vocabulary teaching, authentic and meaningful contexts should be used mostly in language classes.

Levine, Oded and Statman (1988, p. 55-56, cited in Üseini, 2003, p. 62-63) states some contextual clues to help students:

1. Definition of the word can be given by the writer in the text.
2. In order to clarify the meaning, paraphrase or explanations can be written after the expressions.
3. Examples can be given to help students to get the meaning of a word. The examples can be signalled with the expressions " *e.g., such as, like."*
4. Synonyms of the words or words with similar meanings can be written to facilitate comprehension.
5. Antonyms of the expressions or words with opposite meanings can imply the meaning of the specific words.
6. Cause-effect sentences may also guide students to have an idea about the meaning of the words.

In order to create a context or situation in language classes, Uno (2000, cited in Üseini, 2003, p. 66-67) suggests an activity:

> Before class, the teacher writes the vocabulary on separate pieces of paper. There should be enough words for each student to have at least two. In class, students are arranged in a circle or semicircle. Each student draws predetermined number of words. Then the students look carefully at their words and the teacher must make sure that they know what they mean.

> Finally, the teacher explains that they are going to create a text or oral story based on their words. One person starts by using one of their words to create a sentence. The next person then uses one of their words to create a sentence that builds on the previous sentence. Each new sentence should use only one of the following words and should follow the previous sentences as logically and cohesive as possible.

However, an experiment with Finnish learners of English Pickering (1982) whose results are reported in Seibert (1930, cited in Carter, 1996, p. 168-169) reveals that

> learning foreign language words in context was inferior (that is, fewer words are learned) to learning words in pairs with native-language translations of the items concerned. Although most language teachers prefer to present words for more advanced learners in context, it has not been convincingly demonstrated that the information learners obtain from meeting words in a variety of contexts is more beneficial, either in terms of knowledge of forms or meanings of lexical items, than either translation or simply looking up the word in a dictionary.

Moreover, there are some arguments on the effectiveness of the use of context in learning vocabulary. Korat & Shamir (2012, p. 136) state about this point that

> "For example, Schatz and Baldwin (1986) examined the effectiveness of context for learning new words after natural text reading. They found that context did not support students' learning the meaning of low frequency words. Students revealed confusion regarding the correct identification of new word meaning. According to Swanborn and de Gloppers' findings (1999), the ability to learn words from context depends on the learners' ability, their grade level, and the text density. They found that children with a lower level of language and reading learn only little from indirect teaching. In addition, Jenkins, Stein and Wysocki (1984) found that children must be exposed to a word in the context at least six times before they are able to learn its meaning".

Therefore, they conclude that new language items may be learned in a context, but this is not a frequent situation because using context in order to learn new words is usually less effective (Korat & Shamir, 2012, p. 136).

Using Songs and Tapes: Tapes and songs provide auditory exposure to students who are learning a language. Moreover, they can have a meaningful context to convey the meaning of specific words the teacher plans to teach in the class. Therefore, they help to develop vocabulary in addition to listening skills. Üseini (2003, p. 76) summarizes the advantages of songs:

> Songs often provide good pronunciation practice and unconscious repetition of useful words and phrases. Students often want to know the words of English pop songs and to study these in class can be highly motivating. Singing produces a lot of laughter and enjoyment. Thus, the teachers introduce songs in the classroom from time to time.

Akar (2010, p. 34) warns that "Not all songs are safe and suitable to use since most distort language and make comprehension difficult". Therefore, the teacher can choose useful and appropriate ones for the students.

Tapes are also useful listening materials for the acquisition of new vocabulary items. As Üseini (2003, p. 57) claimed, they have "function of taking words off the textbook page and let students hear how they sound in the mouths of native speakers".

Using Poems, Nursery Rhymes and Limericks: Poems, nursery rhymes and limericks provide lexical and meaningful sets of vocabulary. Teachers can introduce learners with a meaningful context to convey the meaning of specific vocabulary items. As a result, learners can have an idea about the vocabulary items thanks to these enjoyable and contextual tools.

In order to learn some new vocabulary items, using memorable language sets can also be more useful for students. For instance, Crutchley (1978, cited in Akar, 2010, p. 33) suggests the following poem cards with pictures:

It's a fly,	It's a bear,	It's a cat,
wearing a tie,	sitting on a chair,	sitting on a mat,
holding a pie,	combing its hair,	wearing a hat,
and waving goodbye!	and holding a pear.	and watching a rat.

Students can remember specific vocabulary items more easily when they make some connections between words and their pronunciations. Therefore, especially rhymed poems will serve this purpose.

Examples: Woodward (cited in Üseini, 2003, p. 72) suggests an activity about this technique. The teacher gives a list of word groups such as *games, animals, vegetables* to the students. Students write many related words under the titles. Later, students will pass their papers to their peers, and they will also add some different words. At the end, it will become a class dictionary.

Process: Gairns and Redman (1986, cited in Üseini 2003, p. 70) suggest the following activity to motivate students during the class. The teacher writes randomly some sentences of situations or events on the board, and the students discuss them in their pairs or groups and put them into correct order. For instance, the theme can be "driving a car", and the process includes some activities such as:

> turn the steering wheel/ put the key in the ignition/ use the indicator/ look in the rear view mirror/ get into the driving seat/ put your foot on the clutch/ adjust the rear view mirror/ unlock the door/ let the handbrake off/ start the car/ put the car in first gear/ pull out

Using Riddles and Tongue Twisters: Şen (1983, cited in Akar 2010; p. 53) claims that "a delightful way to encourage students to enlarge their vocabulary is to use riddles in the classroom". The teacher can present new vocabulary items in meaningful riddles or tongue twisters in order to convey their meaning. Therefore, learners can get the meaning of these new items with the help of other familiar words in riddles or tongue twisters in an enjoyable way.

Akar (2010, p. 54) gives some types of examples for riddles: 1) question-answer type of riddles: *Q: If an egg in a silver egg cup is in New York City, where did it come from? A: A hen.* 2) riddles depending on phonetic similarity or cultural knowledge: *Q: Why did John tiptoe past the medicine chest? A: He was afraid he would awaken the sleeping pills.*

Some examples for tongue-twisters by Akar (2010, p. 54-55) are the following ones:

> How much wood would a woodchuck chuck if a woodchuck would chuck wood?
>
> If Peter Piper picked a pack of pickled peppers, where is the pack of pickled peppers Peter Piper picked?
>
> She sells seashells on the shore. The shells she sells are seashells.

Role plays and Drama: Daily expressions students need to know in order to communicate with other people in the target language or other vocabulary items that the teacher wants to teach in the classes can easily be presented in role plays and drama activities. These activities provide both communicative and meaningful contexts to introduce new vocabulary items. Moreover, role plays keep students active and interested in the process of learning vocabulary. As Üseini (2003, p. 65) stated,

> ...role plays are very important and can be extremely efficient in practicing vocabulary because they motivate student's interest. Role play is the dramatization of real-life situation in which students assume roles. They are asked to take on a particular role and to imagine themselves in that role in a particular situation.

Demircioğlu (2010, p. 442) suggests some crucial reasons to make use of drama to teach vocabulary young learners:

1) Students can have a chance to improve their communication skills in an intellectual and emotional environment.

2) Learners can learn by doing during drama activities, so long-term memory is active in the process.

3) Students are motivated to use new vocabulary items in order to communicate with other people.

Using Games and Puzzles: Students are generally bored when they do the same activities again and again and they start to have negative feelings about language learning. In order to avoid from such an undesirable result, teachers can make use of games which are enjoyable and fun. Therefore, as Harmer (1991, cited in Gülsoy, 2013, p. 3) states about games, they can be used at any stage of the lesson to help students enjoy the class even after a long and tiring day and leave the school relaxed and without any negative feelings about the language class.

Üseini (2003, p. 77) states that "Vocabulary games have become very important because games are associated in student's mind with fun and relaxation, so playing games in class is welcomed by most students and due to the emphasis on the importance of real communication." Allen (1983, p. 52) claims that

> Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Guessing games, for example, create conditions in which the use of the target language is necessary for leading the players to the correct guess.

Allen (1983, p. 52) also suggests a game to be used in language classes which is called *animal game*: the teacher shows the pictures of ten animals on the board. Students repeat the names of the animals after the teacher. Before the game starts, students talk about some facts about these animals. Then, the game starts. The teacher thinks of one of the animals, and students try to guess it by asking some questions about the animal; however, these questions must be in English.

Students, especially the ones in the primary schools, hate boring and ordinary classrooms, so they enjoy playing games because they can have the opportunity to have a lot of fun in the classes.

As Akar (2010, p. 53) suggested, choosing the most appropriate games in English classes helps students expand their vocabulary. In order to be successful in a game, learners need to know some words, so they have a crucial reason to learn them. However, games which need learners to speak a language to achieve should be used in the classes. Akar (2010, p. 53) states that teachers should ask the following question before using a game: "Will this game help to make several English words seem interesting and important to my students?" In addition, teachers can use information-gap crossword puzzles to present new vocabulary items in their classes.

Computer Based Technology: Computers can be really beneficial technological devices to learn a language. Especially in this age when most people, firstly younger ones, have an internet access and technological knowledge almost at a professional level, it would be logical to make use of computers in language classes. However, Harmer (2007, cited in Akar, 2010, p. 30) suggests some questions to ask before making use of computer based technology in language classes:

> 1) Are the originators tried and trusted designers? 2) Who gains? Will the learners benefit? 3) Why is this the best way to do this? 4) Are the teachers and learners helped to understand it and given training opportunities and is the equipment supported technically? 5) What future possibilities does it open up? 6) How can I make it work for myself and my students?

CALL (Computer Assisted Language Learning) is one way of using technology to learn new language items. It can be a very useful vocabulary learning tool because it provides students with more interesting language learning classes instead of traditional, boring ones. As Jing-hua (2009, p. 62) suggests,

> With the help of CALL, teaching aids have become more varied since computer technology has the capacity to integrate graphics, sounds, animations, visuals, and even machine intelligence. The combination of different input channels offers learners more stimuli and is more likely to leave a deeper impression on their memory.

Therefore, students will participate in language classes more willingly and have a chance to have an active role in their own learning process.

Jing-hua (2009, p. 61) states that

> Studies on computer assisted vocabulary learning have touched upon different aspects of vocabulary learning, among which a line of research is to examine the effects of electronic or online dictionary use or the effects of look-up behavior or the click behavior on word retention.

One example of these studies is by Knight (1994, cited in Jing-hua, 2009, p. 61) who studied computerized dictionary and found that students having used computerized dictionary learned more words than other students who did not. Moreover, Jing-hua (2009, p. 61) states that

> Tozcu, A. and Coady, J. (2004) investigated the effect of direct vocabulary learning using CALL on vocabulary knowledge, reading comprehension, and speed of word recognition. The result showed that students who used tutorial CALL to learn highly frequent vocabulary did learn a significantly larger number of words than those in the control group. Although both groups showed increases in vocabulary gain and reading comprehension, and a decrease in reaction time for frequent word recognition, the treatment students showed significantly greater gains than the control group.

Films, Videos, Plays and TV Programmes: The teacher can plan the vocabulary lesson choosing some specific audio-visual materials such as videos, films, etc. Akar (2010) states some advantages of these materials that they are in the teacher's control to stop it whenever s/he likes and they can be different and original materials. Moreover, they are not still. Therefore, students may feel excited and enjoy vocabulary learning more.

Causes and Effects: Causes and effects are lexical sets, and they contextualize vocabulary items, which facilitates conveying meaning of new vocabulary. For instance, the teacher can provide students with a situation which describes the cause of an illness. The character in this situation eats too much ice-cream and drinks cold water, which makes him ill. He starts to cough and sneeze. Learners make connections between these vocabulary items and get the meanings of new ones.

Üseini (2003, p. 67) describes a sample activity of using causes or effects that Sökmen suggests (in Üseini, 2003, p. 67):

> In this activity learners are given words or phrases which they have to see as 'causes or effects'. They have then to think of causes for the effects or effects to go with the causes. For example learners could be given a phrase like **medical consultation** and they could think of the causes **illness, pain, tiredness,** and the effects **medicine, hospital** and **reassurance"**.

Using Collocations: As Üseini (2003, p. 68-69) claims that collocations have a crucial role in vocabulary teaching because learning items in some phrases or combinations

is much more useful than learning them as single parts. The teacher can get the meaning of new vocabulary items across in the collocations, and then, teach them with specific activities.

Wright (1998, cited in Üseini, 2003, p. 68) has an example activity called "words that go together" in order to teach vocabulary in combinations.

> To start this activity, the teacher makes a copy of the 'words that go together' worksheet for each student. The students are given copies of the worksheet and have to complete it in pairs. For example: They are to match one adjective from list A with a noun from list B to make logical combinations with the instruction 'How many combinations can you make: You can use the words more than once'.
>
> **A close cold milky mild free good long**
>
> **B hair memory country curry weather coffeefriend**
>
> Finally they are asked which combinations they found in the dictionary and where-under the noun or adjective or both.

However, Altınok's study (2000, cited in Şimşek, 2008, p. 39) to find out the efficiency of using collocations and dictionary definition to teach new vocabulary items reveals that using collocations does not result in much difference to help students so much to learn vocabulary.

Memorization: Carter (1996, p. 153) claims that using context in order to teach new vocabulary items at the beginning stages of language learning is not effective. Learners may find it difficult at the beginning.

The success of memorization in learning vocabulary may change depending on different situations such as learners' age and their motivation to learn new items, but in order to expand students' vocabulary, it may work especially at the beginning of language learning process.

Nation (cited in Üseini, 2003, p. 46-48) points out three important processes to remember a word. They are *noticing, retrieval* and *creative (generative) use.* Noticing means that students should notice the vocabulary item and know that it is a useful, important language item. On the other hand, retrieval is a strategy which strengthens learning and remembering. If a student uses retrieval process during a task, he will not forget it easily for the next time. The last process *creative or generative use* occurs when the same student who used retrieval process beforehand. The student comes across with the same item but in

a different context and relates its meaning to the previous one, which makes learning of the item stronger.

A research by Crothers and Suppes (1967, cited in Carter, 1996, p. 153) shows that "seven repetitions were sufficient for learners to master 108 new Russian-English word pairs and that 80 per cent of a further 216 word pairs were learned by most of the control group of learners after only six repetitions".

On the other hand, Pearson et al. (2007, cited in Jalongo & Sobolak, 2011, p. 424) state in their study that "...encountering a word in various, meaningful contexts is far more likely to result in remembering the word and achieving a more nuanced understanding of the word than memorizing lists of vocabulary".

Using Familiar or Famous Words: As Green and Tanner (2003, p. 27) state in their book, teachers can make use of well-known English song titles, books or people:

> When introducing new words, the teacher reminds learners of famous or familiar places where they might have come across the words before, for example in film titles or songs or pop groups. Examples:
>
> wiggle pop song with chorus 'Wiggle, wiggle'
>
> jungle *Jungle Book*
>
> rolling The Rolling Stones

Using Series or Scales: Series or scales are semantic sets that include words ordered and graded according to a specific characteristic, which makes conveying the meaning of new vocabulary items easier. Moreover, they can be stored together in the memory more easily. For instance, weather adjectives such as "freezing, cold, cool, warm, hot and boiling" can be presented in a meaningful order so that students can get their meaning and understand temperature differences between them better.

Akar (2010, p. 46) states about series that "They contain related word groups such as 1, 2, 3...; first, second, third ...; days of the week; months of the year; seasons; times of the day; and the like." According to Akar (2010, p. 51), scales or clines "...are related words again, but gradable among themselves. Once Ss have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items."

Using Commands: Allen (1983, p. 23-24) points out the importance of commands in language learning and states that

> Each of us-while learning our own language-heard commands and obeyed them for many months before we spoke a single word...Children have frequent experiences in obeying commands during the early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary. Comparable experiences should be provided in the second-language classroom for students of all ages.

Allen (1983, p. 26) suggests some commands to teach body parts in English:

> Raise your right hand.
>
> Put your left hand on your head.
>
> Touch your neck with both hands.
>
> Put your hands on your knees.
>
> Put both hands on your shoulder.
>
> Put your right hand on your left knee.
>
> Bend your knees and touch the floor.

Allen (1983, p. 38) suggests a short procedure to teach the commands in the class:

> The teacher gives each command to one or two leaders-speaking quietly and using their language if necessary. The command is then spoken more loudly by the teacher, in English, and the students perform the action. After two or three repetitions of the series, there is usually at least one member of the class who is ready to give the same commands –in English-to his classmates.

Using Semantically Related Vocabulary Sets: This is also a principle, and some other techniques have this feature in common in order to convey the meaning of new vocabulary items.

It is clear in the literature that there is a conflict about this point between the researchers. For instance, Erten & Tekin (2008, p. 408) state that

> At one end of this conflict, there are authors like Seal (1991), Grandy (1992), Haycraft (1993), Stoller and Grabe (1995), Wharton and Race (1999), and Hashemi and Gowdasiaei (2005), who speak in favour of presenting new words in semantic sets on the basis that it is an effective way of presenting new words, and possibly reflecting the natural organization of the mental lexicon (Aitchison, 1994, 1996). On the other hand, there are those researchers (Higa, 1963; Laufer, 1989; Tinkham, 1993, 1997; Waring, 1997; Nation, 2000; Finkbeiner and Nicol, 2003), who maintain that if similar words that share numerous common elements and a super-ordinate concept are introduced at the same time, these words will interfere with each other and have a negative effect on their retention due to cross-association and possible overloading in the short term memory".

Erten & Tekin (2008) made a research about the effect of presenting new words in semantically related or unrelated sets. Contrary to other studies on the topic, the research revealed that learning vocabulary in semantically unrelated sets was more effective than

learning it in semantically related sets. The writers of the article (Erten & Tekin, 2008, p. 418) state about the results of the study that

> It can be tentatively concluded from this study that presenting new words in semantic sets, rather than in semantically unrelated word groups, can interfere with learning. Synonyms, antonyms, hyponyms, or other such relations among words can cause confusion, and thus require extra time and effort.

In addition, it is confirmed in the tests of the study that the degree of short and long term retention of the new vocabulary items is higher in learning new words in semantically unrelated sets.

Yıldız (2012, p. 20-21) has the following example of using hyponyms in order to teach vocabulary: if the teacher wants to convey the meaning of "flower", he gives some hyponyms/types of flowers to help students understand it better. They may be *tulip, daisy,* and *rose* under the title of "flowers".

Using Illustrative Situations: According to Gairns and Redman (1986, p. 74) especially when new vocabulary items are abstract, teacher can make use of some specific situations to make the words more concrete and understandable for students. To show the meaning of "*I don't mind"*, they suggest the following context as an example (1986, p. 74):

> Ali likes *Dallas* and *Upstairs, Downstairs* equally. Unfortunately, they are both on television at the same time. It doesn't matter to him which programme he watches. How does he answer this question? Teacher: Do you want to watch *Dallas* or *Upstairs, Downstairs*? Ali:I...

After presenting the situation, the teacher may ask some comprehension check questions.

Practical Implications for Teachers

Teachers may need some suggestions to help and guide them in their teaching process. Therefore, a few possible and practical ideas for language teachers have been summarized here:

Meaningful Tasks: According to a study by Wilson and Bransford (in Gairns and Redman, 1986, p. 90) it has been seen that the need to learn a particular word is important for students to recall them easily because the experiment group which has been given a list of words and asked to decide to choose the important and unimportant items that they would need when they have been lost on a desert island has outperformed the other two groups one of which have known that their ability to recall the items in the list would be

tested later while the other have not known this, and they have been asked to rate them according to their pleasantness and unpleasantness. This is mostly probably because the task for the third group has been meaningful.

Imagery: Teachers generally make use of visuals in their language classes. Gairns and Redman (1986, p. 92) claims that our memory for visuals is quite reliable. Therefore, objects and pictures can be used to help students get the meaning of new items more easily. In order to produce mental images, a memory technique called the *key word technique* can be used. Students can associate the target word with another one in the mother tongue which is pronounced similarly. The words do not need to be related in meaning. The following example is by Gairns and Redman (1986, p. 92): "*Rathaus* (German, meaning 'town hall') sound like "rat house" in English". Later, students can visualize many rats coming out of a local town hall.

Guided Discovery: According to Akar (2010, p. 7), teachers can guide students to learn the meaning of new words, which engages students' interest and make them more active in their mental processing. Instead of passively learning the meaning from the teacher or any other sources, students take an active role in their learning process. However, as Akar (2010, p. 7) claims, if the tasks are difficult for students to deal with, they will lose their concentration and motivation to learn new words. Therefore, teachers can pay more attention to difficulty level of these tasks so that students can enjoy learning rather than get angry and demotivated.

Rote Learning: Students can repeat specific language items in order to learn them more effectively. They can reinforce their learning repeating vocabulary items silently or reading them aloud. According to Akar (2010, p. 8), at the beginning of learning process, students become familiar with both oral and written form of the language thanks to repetition, which motivates them to learn new items. Moreover, when students learn meanings of new words, rote learning helps them send these new items into long-term memory.

Recycling: While some items are easily stored in the memory, some of them may have difficulty in staying there for a long time. Therefore, some practice or recalling activities are needed in order to strengthen their learning. Akar (2010, p. 8-9) suggests that this kind of activities can be applied at the beginning of the class as a warm up, which does not need much time to do. The teacher may list some words from previous classes and ask

students to categorize them appropriately according to some relations between each other. Akar (2010, p. 9) also states that “In addition to warmer activities, Ts could include a quick review of important lexis one to two days after initial input”. If the teacher reviews important items from previous classes, students will have a chance to repeat these important words. It is the teacher who can know the students and provide them with many chances to see, recognize and repeat these familiar words, and the possibility of forgetting them can be kept at a minimum level.

In conclusion, this chapter has covered basic and important points about the study. Essential background knowledge about the topic has been summarized in order to comprehend main items in the study better.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The process of the study including design, participants, data collection procedure with the instruments and data analysis is summarized in this chapter.

Research Design

As Tavakoli (2012, p. 161) explains the descriptive research design:

> "Descriptive research attempts to looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing."

The current study is interested in present opinions and practices of English language teachers about vocabulary teaching techniques shared, and that is why a descriptive model has been selected to be carried out according to a mixed design with the use of both a survey, an interview and observation in the process.

Moreover, an explanatory design has been applied during the study because the data has been collected both quantitatively and qualitatively. The results have been explained and clarified at the end.

The questionnaire has been developed by the researcher to find out which techniques have been mostly used by the primary and secondary school English teachers to teach vocabulary in their classes after the related literature has been reviewed. According to the

expert views and reflections on the questionnaire for content validity, it has been organized again.

It includes three sections. The first section is about participants' demographic information such as gender, length of service, faculty and department of graduation because the researcher has been interested in if there has been any relation between these points and their preferences of vocabulary teaching techniques in their classes. The second one is about teachers' ideas about vocabulary, vocabulary learning and teaching. The last section includes a list of vocabulary presentation and teaching techniques to which teachers respond according to the frequency they use them.

In addition, some interviews have been done with eight teachers. Questions in the questionnaire have been main frames in these interviews, and detailed ones also guided the speech.

Moreover, English classes of two volunteer teachers have been observed and recorded so that the researcher can compare the data with the ones from other instruments. As a result, triangulation of data from these different collection tools has been ensured in order to have more reliable results.

Data Collection

The study was both qualitative and quantitative, and three different instruments have been used in order to collect essential data. Firstly, a quick literature review has been done at the beginning of the study. According to the current literature, the researcher has prepared a questionnaire in order to collect data about vocabulary teaching techniques that English teachers in primary and secondary schools prefer in their classes and their opinions about vocabulary teaching. As a result of expert approval, validity and reliability tests, the questionnaire has been revised and edited according to the reflections. Then, it has been ready to be used. It includes three main parts: demographic information, ideas and opinions about vocabulary teaching and learning, vocabulary teaching techniques listed. In order to compare the results, demographic information has been needed. Other two sections have been likert -scale type that participants have responded according to agreement degree or frequency that they use the techniques given. It has been delivered to the participants as hard or soft copies. Then, interviews have been made with volunteer teachers. Mainly the questions in the questionnaire and further questions that have come up during the interview have guided the interviews. At the end, the researcher has had a chance to observe two

classes of two teachers one of whom has been working in a primary school while the other is in a secondary school. An observation sheet has been prepared beforehand and filled according to the questions in it. Moreover, these two classes have been recorded with a video camera in case they might be needed. The volunteer teachers have signed a consent letter in which they allowed the researcher to make use of essential data they have provided.

Participants

The subjects of the study have been 377 English language teachers who have worked in primary and secondary schools in different parts of Turkey. Teachers from 72 cities have been represented from seven different geographical parts of Turkey.

Some demographic data have been collected about the participants related to the study. According to these data, 76,7 % of teachers have been female while 23,3 % of them have been male. Moreover, their length of service and background knowledge about their graduation has been important to know in the context of the study.

Data Analysis

The essential data for the study have been gathered from a questionnaire that includes different types of questions, interviews and observations. Transcripts of the interviews have been analysed qualitatively coding the data according to some themes. Some subtitles were listed under the categories of themes. As a result, teachers' opinions and practices about vocabulary teaching have been summarised in tables. The analysis of the data from the questionnaire has been different. In order to measure the expressions about vocabulary teaching techniques that English teachers mostly prefer and general statements related to vocabulary teaching of English teachers that work in primary and secondary schools, statistics analyses such as mean, standard deviation values and frequency distribution have been done. Whether responses to general statements about vocabulary learning and expressions about vocabulary teaching techniques differ significantly according to respondents' genders and their information about if they have attended any pedagogical formation or any training about vocabulary teaching before or not has been measured with independent-samples T test. On the other hand, if the responses differ markedly according to subjects' teaching experience length of duration, faculty of graduation, department of

graduation and weekly time they spared for vocabulary teaching or not has been determined by One-Way ANOVA (Analysis of Variance). In order to identify which groups have been different from each other in more than two groups that have differences, Post-Hoc Tukey –LSD tests have been conducted. Lastly, an observation form has been used during the observations, and it has included some questions about techniques used to convey the meaning of new vocabulary items. Data from the answers to these questions have been reported.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The results of the study have been clarified and discussed in this section. Firstly, questionnaire findings have been presented and discussed. Secondly, analyses of the interviews and observation reports have been added. Finally, they have been discussed and evaluated.

Results and Discussions

In the current study, vocabulary teaching techniques that English teachers in primary and secondary schools prefer in their classes and opinions of these teachers about vocabulary learning and teaching have been searched. In order to find out answers to the research questions, three different data collection tools have been used: a questionnaire, interviews and observations. Firstly, findings of the questionnaire have been presented and discussed. The first part of it is about demographic information of participant teachers. Answers to the questions in this part are important in order to compare the results and see the differences if there are any. Other parts are about teachers' opinions about vocabulary teaching and learning and vocabulary teaching techniques that teachers prefer mostly sequentially. Secondly, content analysis of the interviews has been discussed, and finally, observation reports have been summarized.

Findings and Discussions of the Questionnaire

The demographic part of the questionnaire includes questions about gender, length of service, faculty of graduation, departments in faculty of graduation, departments in faculty of literature, pedagogical training, in-service training and weekly time spared for vocabulary teaching.

It is seen that 289 (76,7%) subjects of the study are female while 88 (23,3%) of them are male (Table-2). Therefore, it appears that male teachers have been less eager to attend the study.

Table 2. Distribution of Gender

Gender	**N**	**%**
Female	289	76,7
Male	88	23,3
Total	377	100

When teaching experience length is checked (Table-3), it has been identified that 175 (46,4%) subjects have been working for 1-5 years and 99 (26,3%) of them have 6-10 years of teaching experience. Moreover, 72 (19,1%) teachers have 10-15 years of experience while 31 (8,2%) of them have been teaching English for over 16 years.

Table 3. Length of Service

Length of Service	**N**	**%**
Between 1-5 Years	175	46,4
Between 6-10 Years	99	26,3
Between 10-15 Years	72	19,1
Over 16 Years	31	8,2
Total	377	100,0

When we look at the differences about subjects' faculties of graduation (Table-4), it is seen that 295 teachers (78,3%) are graduated from education faculties, 77 teachers (20,4%) are the graduates of language and literature faculties, and 5 teachers (1,3%) are graduated from other faculties.

Moreover, among education faculty graduates (Table-5), 293 teachers are graduated from English Language Teaching department, 1 teacher from German Language Teaching and 1 other teacher is the graduate of French Language Teaching.

In the group of language and literature graduates (Table-6), 52 teachers are graduated from English Language and Literature, 14 teachers are from American Culture and Literature, and 11 teachers are the graduates of Linguistics.

Table 4. Faculty of Graduation

Faculty of Graduation	**N**	**%**
Faculty of Education	295	78,3
Faculty of Literature	77	20,4
Other faculties	5	1,3
Total	377	100,0

Table 5. Departments in Faculty of Education

Department of Faculty of Graduation	**N**	**%**
English Language Teaching Department	293	99,4
German Language Teaching Department	1	0,3
French Language Teaching Department	1	0,3
Total	295	100,0

Table 6. Departments in Faculty of Literature

Department of Faculty of Literature	**N**	**%**
English Literature	52	67,5
American Culture and Literature	14	18,2
Linguistics	11	14,3
Total	77	100,0

Teachers in the study have also been asked about their attendance in in-service training about vocabulary teaching. According to their responses (Table-7), it is clear that 222 English teachers (58,9%) have attended this type of training before while 155 others (41,1%) have not yet.

Table 7. Have you attended any in-service training (seminar, conference) about vocabulary teaching?

	N	**%**
Yes	222	58,9
No	155	41,1
Total	377	100,0

According to the responses to the item about time spared to vocabulary teaching (Table-8), it is seen that 151 subjects (40,1%) spare one hour a week, 102 teachers (27,1%) have two hours a week, 68 teachers (18%) can spare half an hour a week and 42 others (11,1%) have three hours a week for their vocabulary teaching.

Table 8. How much time a week do you spare for vocabulary teaching?

	N	**%**
Half an hour	68	18,0
1 hour	151	40,1
2 hours	102	27,1
3 hours	42	11,1
Other	14	3,7
Total	377	100,0

The second part of the questionnaire is about opinions and ideas of English teachers about vocabulary learning and teaching. The participant teachers responded 7 items according to their agreement degree. The likert-type items include options such as "*totally agree*, *agree*, *undecided*, *disagree* and *totally disagree*".

In order to search the differences in the expressions that measure attitudes of teachers towards vocabulary teaching and techniques which teachers use in terms of genders of teachers and whether teachers have attended any in-service training about vocabulary teaching or pedagogical training, Independent-Samples T Test has been applied. Moreover, in order to find out the differences in the expressions that measure attitudes of teachers towards vocabulary teaching and techniques which teachers use in terms of faculty of graduation of subjects, departments they have graduated from and weekly time they have

spared for vocabulary teaching, One-Way ANOVA has been applied. Post-Hoc Tukey-LSD tests have been done to find out between which groups there are differences in more than two groups that have differences.

A likert type scale has been used in which participants have chosen an appropriate answer for themselves in options such as "totally agree, agree, undecided, disagree, totally disagree" which have points from five to one sequentially. Mean, standard deviation values and One-Samples T Test results of responses to general statements about vocabulary teaching in the study have been tidied up in the following table (Table-9).

Table 9. Degree of Agreement with General Statements About Vocabulary Teaching

General Statements About Vocabulary Teaching	**Mean**	**Std D.**	**t**	**p**
Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes.	3,79	1,057	69,599	,000
I teach vocabulary opportunistically (when there is need in class, without preparing in advance)	3,41	1,133	58,386	,000
I'm too loaded to spend time to teach vocabulary.	3,31	1,132	56,683	,000
Learning vocabulary is students' own responsibility.	2,88	1,173	47,670	,000
Vocabulary is difficult to teach.	2,79	1,194	45,360	,000
There are more important aspects to teach in class than vocabulary.	2,60	1,158	43,679	,000
I plan my vocabulary presentation before the class.	2,47	1,139	42,135	,000

Participants in the study mostly agree with the expression "Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes." (Mean: 3,79). According to this result, 69,2% of teachers (29% of whom agreed totally) express that vocabulary teaching is very important in the language learning process, and so, they spend extra time to teach vocabulary. The other expression "There are more important aspects to teach in class than vocabulary." that would be evaluated and compatible with this item has been agreed the least in the group (Mean: 2,60; 26%). Moreover, 59,7% (225 teachers) of the subjects express that they do not do any preparation before the class, and

they teach the words when they encounter them during the class. In order to support this point, agreement level with the item "I plan my vocabulary presentation before the class." is the lowest (Mean: 2,47; 23,9%). What is more, 43% of teachers (11% agreed totally) express that they do not have time to teach vocabulary (Mean: 3,31). According to these scores, it appears that although teachers are aware of the importance of vocabulary in language classes, they do not spend time planning teaching it. While some of them can spend extra time to teach vocabulary, some feel overloaded with different things from vocabulary. Therefore, it seems that because of such reasons as workload, many of them cannot have enough time to plan vocabulary.

Moreover, many of the teachers do not agree with the expression "Learning vocabulary is students' own responsibility". Therefore, it appears that like teachers from China in the study of Gao and Ma (2011), many participants in this study think that teachers should help and guide students to learn new vocabulary items.

The third and last part of the questionnaire has a list of vocabulary teaching techniques and it is also a likert-scale which has options such as "*always*, *often, sometimes, rarely* and *never"*. The participants have been expected to respond them according to which frequency they prefer the techniques. Table-10 shows mean, standard deviation values and One-Sample T Test results of the responses to vocabulary teaching techniques in the study;

Table 10. Agreement Levels with the Vocabulary Teaching Techniques Used to Teach Vocabulary

Vocabulary Teaching Techniques	**Mean**	**Std D.**	**t**	**P**
Mimicry, gestures and body language	4,12	,960	83,386	,000
Example sentences	3,97	,932	82,621	,000
Visuals (Pictures, photos, posters, etc.)	3,90	,883	85,711	,000
Definition or dictionaries	3,85	,924	80,814	,000
Demonstration, acting out	3,84	,936	79,654	,000
Translation	3,76	,994	73,363	,000
Series or scales (Related word groups such as days of the week, seasons or related words but graded among themselves such as *young-middle aged-elderly- old*)	3,50	1,021	66,510	,000
Super ordinates and hyponyms (i.e. the super ordinate "*furniture"* includes hyponyms such as *sofa, bed, coffee table, wardrobe, chair* or the title "*fruit"* includes subtitles such as *apple, orange, cherry, melon,* etc.*)*	3,38	1,144	57,285	,000
Word formation and parts of speech (word classes, word families)	3,31	1,115	57,716	,000
Realia (real objects)	3,24	,993	63,348	,000
Computer based technology	3,12	1,282	47,268	,000
Songs, chants and nursery rhymes	3,05	1,082	54,642	,000
Picture stories, picture dictionaries	3,05	1,102	53,774	,000
Role play activities and simulations	3,02	1,107	53,037	,000
Puzzles and games	2,99	1,039	55,861	,000
Activity or Process (real life activities or processes such as *how to make fruit salad, going on a picnic, visiting a patient,* etc.*)*	2,83	1,133	48,558	,000
Films, videos etc.	2,72	1,130	46,713	,000

It seems that unlike the teachers in Üseini's study (2003), teachers in the current study prefer most of these techniques in their classes more or less.

Mostly preferred technique (Mean: 4,12; 43,2%) has been "**Mimicry, gestures and body language"** as a result of the analysis of vocabulary teaching techniques subjects have preferred. The next techniques are following this one in order: "**Example sentences"** (Mean: 3,97; %31,8), "**Visuals** (Pictures, photos, posters, etc.)" (Mean: 3,90; %25,7) and "**Definition or dictionaries**" (Mean: 3,85; %25,5). As in Üseini's study (2003), it seems that many teachers think that dictionaries are important materials in language classes. The technique that has been preferred least to teach vocabulary is "**Films, videos etc.**" (Mean: 2,72; %7,2). It seems that in order to convey the meaning of new vocabulary items, teachers use simple and economic techniques which they can readily prefer during the

class. They mostly use body language and example sentences in order to clarify the meanings. Moreover, it appears that they think that learners can get the meaning with visual tools easily. On the other hand, materials like films or videos are not preferred much. This may be because of lack of enough technical materials in the school such as projectors and computers or enough time during the classes. Maybe they think that these materials are time consuming, which directs them using other materials or techniques that are economic both in price and time spent.

After evaluating the items that measure general ideas about vocabulary teaching of English teachers in primary and secondary schools, the responses of the subjects to the expressions in the questionnaire have been searched firstly in terms of differences in their genders (male, female). Independent Sample t test has been applied in order to identify these differences.

When the responses of the subjects in the study to general ideas about vocabulary teaching are evaluated in terms of their genders (Table-11), it is seen that there is a meaningful statistical difference in terms of gender only for one item.

According to the results, there is a meaningful statistical difference in terms of gender in the responses to the item “There are more important aspects to teach in class than vocabulary.” (p: 0,003<0,01; t:-2,951). This difference is meaningful in favour of female teachers, which means female teachers agree more with the idea that there are more important aspects to teach in the classes than vocabulary than male teachers.

Table 11. Differences in Expressions That Measure General Ideas About Vocabulary Teaching in Terms of Gender

Expressions	Gender	Mean	Std D.	t	P
I'm too loaded to spend time to teach vocabulary.	Male	3,48	1,114	-1,650	,101
	Female	3,25	1,134		
Vocabulary is difficult to teach.	Male	2,77	1,172	0,159	,874
	Female	2,80	1,203		
I plan my vocabulary presentation before the class.	Male	2,66	1,268	-1,763	,079
	Female	2,42	1,093		
I teach vocabulary opportunistically (when there is need in class, without preparing in advance)	Male	3,48	1,184	-,0650	,516
	Female	3,39	1,119		
Learning vocabulary is students' own responsibility.	Male	3,01	1,255	-1,194	,233
	Female	2,84	1,147		
There are more important aspects to teach in class than vocabulary.	Male	2,92	1,261	-2,951	,003**
	Female	2,51	1,109		
Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes.	Male	3,72	1,061	0,755	,451
	Female	3,81	1,057		

*Independent-Samples T-Test, *p<0,05 ** p<0,01*

The responses to the expressions that measure general ideas of English teachers in primary and secondary schools about vocabulary teaching have been searched in terms of differences in teachers' length of service. For this purpose, One-Way Variance Analysis has been used.

As a result of analysing the responses to the expressions that measure general ideas of English teachers in primary and secondary schools about vocabulary teaching have been searched in terms of differences in teachers' length of service, statistically meaningful difference has been found out only in one expression (Table-12).

There has been statistically meaningful difference in the responses to the item "There are more important aspects to teach in class than vocabulary." in terms of length of service (p: 0,000<0,01; F: 6,694). According to this difference, it is seen that the more teachers' length of service increases, the less importance teachers give to vocabulary teaching. There has been a meaningful difference especially between teachers that have started teaching recently (length of service of whom is between 1-5 years) and others that have been teaching English for 16 years and more. New teachers who have started teaching recently

do not agree much with the expression “There are more important aspects to teach in class than vocabulary.” (Mean; 2,45) while teachers who have been teaching for long years think that there are more important aspects to teach in class than vocabulary (Mean: 3,35). When teachers graduate from the university, they feel competent and idealist enough to use what they have learnt during the university years in their classes. However, after they start working, many of them do not focus on their professional development. Unfortunately, some of them even become insufficient in English as the years pass, and they may only focus on grammar using traditional methods and techniques. As a result, vocabulary may be neglected in their classes.

According to Macalister’s study (2012), it appears that pre-service teachers think vocabulary is important in language learning process as fresh teachers in this study do. Therefore, it seems that the findings of two studies are similar about teachers’ ideas the role of vocabulary in language classes.

Table 12. Differences in Expressions That Measure General Ideas About Vocabulary Teaching in Terms of Length of Service of Teachers

Expressions	Length of Service	Mean	Std D.	F	p	Difference
I’m too loaded to spend time to teach vocabulary.	1-5 Years	3,19	1,137	1,702	,166	
	6-10 Years	3,30	1,120			
	11-15 Years	3,51	1,021			
	16+ Years	3,48	1,338			
Vocabulary is difficult to teach.	1-5 Years	2,77	1,157	,866	,459	
	6-10 Years	2,71	1,264			
	11-15 Years	2,99	1,132			
	16+ Years	2,71	1,321			
I plan my vocabulary presentation before the class.	1-5 Years	2,54	1,168	1,115	,343	
	6-10 Years	2,30	1,102			
	11-15 Years	2,57	1,111			
	16+ Years	2,42	1,148			
I teach vocabulary opportunistically (when there is need in class, without preparing in advance) .	1-5 Years	3,36	1,175	1,736	,159	
	6-10 Years	3,28	1,125			
	11-15 Years	3,57	1,072			
	16+ Years	3,71	1,006			
Learning vocabulary is students’ own responsibility.	1-5 Years	2,88	1,195	,224	,880	
	6-10 Years	2,95	1,128			
	11-15 Years	2,81	1,171			
	16+ Years	2,84	1,241			
There are more important aspects to teach in class than vocabulary.	1-5 Years	2,45	1,153	6,694	,000	1-4 2-4
	6-10 Years	2,51	1,053			
	11-15 Years	2,81	1,096			
	16+ Years	3,35	1,330			
Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes.	1-5 Years	3,80	1,045	,401	,752	
	6-10 Years	3,86	1,116			
	11-15 Years	3,68	,990			
	16+ Years	3,77	1,117			

Differences in expressions that measure general ideas of English teachers in primary and secondary schools about vocabulary teaching and vocabulary teaching techniques that they

prefer mostly have been studied in terms of faculty of graduation of teachers in the study. As a result of the analyses, there has not been found out a statistically meaningful difference between agreement levels of teachers with the expressions that measure general ideas about vocabulary teaching and their preference levels of techniques that are mostly preferred in vocabulary teaching in terms of teachers' faculties of graduation.

Differences in responses of English teachers in primary and secondary schools to the expressions that measure general ideas about vocabulary teaching in terms of whether they have received any in-service training about vocabulary teaching or not have been studied. For this purpose, Independent Sample t test has been used.

As a result of this analysis, a statistically meaningful difference has been found out for only two items (Table-13).

The statistically meaningful differences in terms of whether teachers have received any in-service training about vocabulary teaching or not has been identified between the responses to the items "Vocabulary is difficult to teach." (p: 0,010<0,05; F: -2,603) and "I plan my vocabulary presentation before the class." (p: 0,017<0,05; F: -2,387). These differences have been found meaningful in favour of teachers who have not received any in-service training about vocabulary teaching. According to this point, it appears that teachers who have not received any in-service training about vocabulary teaching have more difficulties in teaching vocabulary than others who have done. Moreover, teachers who have not received in-service training need to do planning to teach vocabulary before the classes.

Table 13. Differences in Expressions That Measure General Ideas of Teachers About Vocabulary Teaching in Terms of Whether They Have Any In-Service Training About Vocabulary Teaching Or Not

Expressions	In-service Training	Mean	Std D.	t	p
I'm too loaded to spend time to teach vocabulary.	Yes	3,35	1,126	,858	,392
	No	3,25	1,142		
Vocabulary is difficult to teach.	Yes	2,66	1,203	-2,603	,010*
	No	2,98	1,159		
I plan my vocabulary presentation before the class.	Yes	2,36	1,115	-2,387	,017*
	No	2,64	1,156		
I teach vocabulary opportunistically (when there is need in class, without preparing in advance)	Yes	3,37	1,117	-,802	,423
	No	3,46	1,158		
Learning vocabulary is students' own responsibility.	Yes	2,83	1,171	-,937	,350
	No	2,95	1,178		
There are more important aspects to teach in class than vocabulary.	Yes	2,60	1,140	-,114	,909
	No	2,61	1,186		
Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes.	Yes	3,83	,981	,942	,347
	No	3,73	1,158		

Differences in responses to the expressions that measure general ideas of English teachers in primary and secondary schools about vocabulary teaching have been studied in terms of time teachers spare for vocabulary teaching in a week. In order to identify this, One-Way Variance Analysis has been applied.

When differences in responses to the expressions that measure general ideas of teachers have been studied in terms of weekly time spared for teaching vocabulary (Table-14), it is seen that a statistically meaningful difference has been found only in two expressions. These two expressions are "Learning vocabulary is students' own responsibility." (p: 0,032<0,05; F: 2,664) and "Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes." (p: 0,000<0,01; F: 10,809). Differences in responses to the expression "Learning vocabulary is students' own responsibility." have been found meaningful between teachers who teach vocabulary for half an hour a week and others that have 3 and more than 3 hours in order to teach vocabulary in a week. This meaningfulness is in favour of teachers who teach vocabulary for half an hour a week. Therefore, it is clear that these teachers agree with the idea that learning vocabulary is students' own responsibility. Differences in responses to the expression "Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes." have been meaningful also between teachers

who have half an hour for vocabulary teaching in a week and the ones who teach vocabulary for more than half an hour a week. However, this time the meaningfulness is in favour of teachers who spare more than 1 hour a week for vocabulary teaching, which shows that these teachers spare more time for vocabulary teaching because they care about teaching vocabulary more.

Table 14. Differences in Expressions That Measure General Ideas About Vocabulary Teaching in Terms of Time Spared for Vocabulary Teaching

Expressions	Weekly Time For Vocabulary Teaching	Mean	Std D.	F	p	Difference
I'm too loaded to spend time to teach vocabulary.	Half an hour	3,35	1,117	1,770	,134	
	1 hour	3,22	1,148			
	2 hours	3,47	1,041			
	3 hours	3,33	1,243			
	Other	2,71	1,204			
Vocabulary is difficult to teach.	Half an hour	2,82	1,145	,264	,901	
	1 hour	2,77	1,197			
	2 hours	2,82	1,206			
	3 hours	2,67	1,300			
	Other	3,00	1,109			
I plan my vocabulary presentation before the class.	Half an hour	2,68	1,202	2,122	,078	
	1 hour	2,49	1,095			
	2 hours	2,23	1,116			
	3 hours	2,57	1,192			
	Other	2,79	1,122			
I teach vocabulary opportunistically (when there is need in class, without preparing in advance) .	Half an hour	3,63	1,078	1,731	,142	
	1 hour	3,45	1,087			
	2 hours	3,19	1,183			
	3 hours	3,40	1,170			
	Other	3,50	1,286			
Learning vocabulary is students' own responsibility.	Half an hour	3,16	1,253	2,664	,032*	1-4 1-5
	1 hour	2,90	1,170			
	2 hours	2,87	1,149			
	3 hours	2,57	1,085			
	Other	2,29	,914			
There are more important aspects to teach in class than vocabulary.	Half an hour	2,88	1,153	1,597	,174	
	1 hour	2,50	1,205			
	2 hours	2,65	1,114			
	3 hours	2,43	1,085			
	Other	2,64	1,082			
Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes.	Half an hour	3,16	1,180	10,809	,000**	1-2 1-3 1-4
	1 hour	3,81	1,022			
	2 hours	4,10	,850			
	3 hours	4,12	,942			
	Other	3,36	1,151			

After evaluating what English teachers' mostly preferred vocabulary teaching techniques are, mean and standard deviation results of the expressions, differences in vocabulary teaching techniques that teachers in the study prefer have been researched in terms of these

teachers' genders (male or female). Independent Sample t test has been used for this purpose.

A statistically meaningful difference has been identified in five techniques teachers use in terms of their gender as a result of searching the differences in vocabulary teaching techniques that teachers in the study prefer in terms of their genders (Table-15).

According to the results, there has been statistically meaningful difference in the preference levels of the techniques "Computer based technology" (p: 0,025<0,05 ; t: 2,220) and "Films, videos, etc." (p: 0,025<0,05; t: 2,247) in terms of genders of the teachers in the study. This difference is more meaningful in favour of male teachers. In other words, male teachers prefer these two techniques more than female teachers do. Moreover, statistically meaningful difference in the preference levels of the techniques "Songs, chants and nursery rhymes" (p: 0,018<0,05; t: -2,374), "Mimicry, gestures and body language" (p: 0,046<0,05; t: -2,004) and "Series or scales" (p: 0,004<0,01; t: -2,874) has been indentified in terms of genders, too. However, the difference between these techniques has been meaningful in favour of female teachers. That is, female teachers prefer these three techniques more than male teachers do. Although there have been differences in prefence levels of other techniques between female and male teachers, these differences are not statistically meaningful.

Table 15. Differences in Vocabulary Teaching Techniques in Terms of Gender

Techniques	Gender	Mean	Std D.	t	p
Realia (real objects)	Male	3,14	1,019	-1,105	0,270
	Female	3,27	,984		
Visuals (Pictures, photos, posters, etc.)	Male	3,81	,882	-1,089	0,277
	Female	3,92	,883		
Definition or dictionaries	Male	3,81	,882	-0,471	0,639
	Female	3,86	,938		
Translation	Male	3,64	,985	-1,290	0,198
	Female	3,79	,996		
Demonstration, acting out	Male	3,73	,919	-1,271	0,204
	Female	3,87	,940		
Picture stories, picture dictionaries	Male	3,11	1,022	0,620	0,536
	Female	3,03	1,127		
Computer based technology	Male	3,39	1,236	2,220	0,025*
	Female	3,04	1,288		
Puzzles and games	Male	2,92	1,031	-0,710	0,478
	Female	3,01	1,042		
Songs, chants and nursery rhymes	Male	2,81	1,081	-2,374	0,018*
	Female	3,12	1,074		
Mimicry, gestures and body language	Male	3,94	,963	-2,004	0,046*
	Female	4,18	,954		
Films, videos etc.	Male	2,95	1,174	2,247	0,025*
	Female	2,65	1,109		
Example sentences	Male	4,02	,934	0,657	0,511
	Female	3,95	,932		
Word formation and parts of speech	Male	3,23	1,152	-0,824	0,411
	Female	3,34	1,104		
Series or scales	Male	3,23	1,152	-2,874	0,004**
	Female	3,58	,965		
Role play activities and simulations	Male	2,93	,980	-0,891	0,374
	Female	3,05	1,143		
Super ordinates and hyponyms	Male	3,18	1,291	-1,830	0,068
	Female	3,44	1,091		
Activity or Process	Male	2,84	1,113	0,076	0,940
	Female	2,83	1,141		

Differences in vocabulary teaching techniques that English teachers in the study mostly prefer in primary and secondary schools have been studied in terms of their length of service. In order to identify these differences, One-Way Variance Analysis has been applied.

When vocabulary teaching techniques that teachers in the research prefer are studied in terms of subjects' length of service (Table-16), it is seen that seven techniques have statistically meaningful differences in terms of length of service of the teachers.

According to the results, a statistically meaningful difference has been identified in the preference level of the technique "Realia (real objects)" (p: 0,020<0,05; F: 3,316) in terms of subjects' length of service. This difference is meaningful between teachers that have started teaching recently and those that have been teaching for over 15 years, and this

meaningfulness is in favour of teachers teaching for over 15 years. Besides, a statistically meaningful difference has been identified between the preference levels of the techniques "Translation" (p:0,000<0,05; F:6,261), "Picture stories, picture dictionaries" (p:0,016<0,05; F:3,472), "Computer based technology" (p:0,000<0,05; F:7,126) "Films, videos etc."(p:0,003<0,01; F:4,839), "Role play activities and simulations" (p:0,002<0,01; F:5,011) and the length of service of teachers in the study. The differences are in favour of teachers who have started teaching recently. Teachers whose length of service is between 1-5 years prefer the techniques "Translation", "Picture stories, picture dictionaries", "Computer based technology", "Films, videos etc." and "Role play activities and simulations" more than other teachers do. Moreover, the preference levels of the techniques "Word formation and parts of speech" (p:0,020<0,05; F:3,333) have also a statistically meaningful difference in terms of length of service of the subjects, and this difference is in favour of teachers who have been teaching for over 15 years. Teachers who have been teaching for over 15 years prefer these techniques more than other teachers do.

According to these scores, it seems that fresh teachers are good at technical and technological techniques in order to convey the meaning of new vocabulary items and teach them. Moreover, they must think visual and kinaesthetic learning is important that they also prefer role plays and simulations during their classes. Students would be more active in these techniques, which will make learning easier and permanent. However, it is interesting that translation is one of their favourite in their classes, too. Probably when they do not have much time during the class or different materials to convey the meaning, they give the translation of the new word quickly.

On the other hand, more experienced teachers make use of realia, word formation and parts of speech in language classes while these techniques are not preferred by fresh teachers too much. It seems that these experienced teachers think that concrete materials are more important in vocabulary learning process than abstract ones. They also think that knowing the parts of a word such as prefixes and suffixes, its root and form helps them get the meaning of that word more easily.

Table 16. Differences in Vocabulary Teaching Techniques in Terms of Length of Service

Techniques	Length of Service	Mean	Std D.	F	p	Difference
Realia (real objects)	1-5 Years	3,10	1,043	3,316	,020*	1-4
	6-10 Years	3,33	,915			
	11-15 Years	3,28	,953			
	16+ Years	3,65	,915			
Visuals (Pictures, photos, posters, etc.)	1-5 Years	3,82	,891	2,529	,057	
	6-10 Years	4,03	,801			
	11-15 Years	3,79	1,006			
	16+ Years	4,16	,688			
Definition or dictionaries	1-5 Years	3,92	,950	1,156	,326	
	6-10 Years	3,86	,881			
	11-15 Years	3,72	,923			
	16+ Years	3,68	,909			
Translation	1-5 Years	3,98	,938	6,261	,000**	1-2 1-3 1-4
	6-10 Years	3,52	1,014			
	11-15 Years	3,65	1,037			
	16+ Years	3,48	,890			
Demonstration, acting out	1-5 Years	3,83	,861	,373	,773	
	6-10 Years	3,84	1,027			
	11-15 Years	3,79	,992			
	16+ Years	4,00	,931			
Picture stories, picture dictionaries	1-5 Years	2,88	1,089	3,472	,016*	1-2 1-3 1-4
	6-10 Years	3,26	1,121			
	11-15 Years	3,06	1,086			
	16+ Years	3,35	1,018			
Computer based technology	1-5 Years	2,82	1,316	7,126	,000**	1-2 1-3 1-4
	6-10 Years	3,52	1,128			
	11-15 Years	3,19	1,263			
	16+ Years	3,39	1,230			
Puzzles and games	1-5 Years	2,90	1,045	,980	,402	
	6-10 Years	3,11	1,019			
	11-15 Years	3,01	1,132			
	16+ Years	3,06	,814			
Songs, chants and nursery rhymes	1-5 Years	2,93	1,048	2,220	,085	
	6-10 Years	3,27	1,159			
	11-15 Years	2,99	1,014			
	16+ Years	3,10	1,106			
Mimicry, gestures and body language	1-5 Years	4,07	,947	,554	,646	
	6-10 Years	4,11	,999			
	11-15 Years	4,18	,969			
	16+ Years	4,29	,902			
Films, videos etc.	1-5 Years	2,51	1,077	4,839	,003**	1-2 1-3 1-4
	6-10 Years	2,97	1,129			
	11-15 Years	2,71	1,192			
	16+ Years	3,10	1,076			
Example sentences	1-5 Years	3,95	,876	2,087	,102	
	6-10 Years	3,89	,978			
	11-15 Years	3,93	1,053			
	16+ Years	4,35	,709			
Word formation and parts of speech	1-5 Years	3,18	1,128	3,333	,020*	1-4

	6-10 Years	3,37	1,166			2-4
	11-15 Years	3,33	1,048			3-4
	16+ Years	3,84	,860			
Series or scales	1-5 Years	3,50	1,050	,316	,814	
	6-10 Years	3,56	,992			
	11-15 Years	3,40	,974			
	16+ Years	3,52	1,092			
Role play activities and simulations	1-5 Years	2,83	1,120	5,011	,002**	1-2
	6-10 Years	3,16	1,047			1-3
	11-15 Years	3,06	1,099			1-4
	16+ Years	3,58	1,025			
Super ordinates and hyponyms	1-5 Years	3,35	1,193	,074	,974	
	6-10 Years	3,41	1,107			
	11-15 Years	3,39	1,082			
	16+ Years	3,39	1,174			
Activity or Process	1-5 Years	2,77	1,128	1,149	,329	
	6-10 Years	2,81	1,131			
	11-15 Years	2,89	1,157			
	16+ Years	3,16	1,098			

Differences in vocabulary teaching techniques that English teachers in primary and secondary schools prefer mostly to teach vocabulary in terms of whether the teachers have attended in-service training about vocabulary teaching or not have been researched. For this purpose, Independent Sample t test has been applied.

When these differences have been analysed (Table-17), it is clear that there has been statistically meaningful differences in ten techniques preferred by the teachers in terms of whether teachers have attended in-service training about vocabulary teaching or not. These techniques are “Realia (real objects)” (p:0,027<0,05; t:2,226), “Visuals (Pictures, photos, posters, etc.)” (p: 0,000<0,01; t:3,860), “Translation” (p: 0,012<0,05; t: -2,527), “Demonstration, acting out” (p: 0,014<0,05; t: 2,469), “Picture stories, picture dictionaries” (p:0,013<0,05; t:2,507), “Computer based technology” (p:0,000<0,05; t:5,227), “Puzzles and games” (p:0,004<0,01; t:2,884), “Mimicry, gestures and body language” (p:0,003<0,05; t:2,965), “Films, videos etc.” (p: 0,014<0,05; t: 2,463) and “Activity or Process” (p: 0,041<0,05; t: 2,051).

Differences in preference levels of the techniques “Realia (real objects)”, “Visuals (Pictures, photos, posters, etc.)”, “Demonstration, acting out”, “Picture stories, picture dictionaries”, “Computer based technology”, “Puzzles and games”, “Mimicry, gestures and body language”, “Films, videos etc.” and “Activity or Process” have been meaningful in favour of teachers who have attended in-service training about vocabulary teaching. It means that teachers who have attended in-service training about vocabulary teaching prefer

these techniques more than others who have not. The difference in preference levels of the technique “Translation” is meaningful in favour of teachers who have not attended any in-service training about vocabulary teaching. Teachers who have not attended any in-service training about the topic prefer this technique more than others who have done.

It appears that in-service training provides teachers with different type of ideas in order to convey the meaning of a new vocabulary item. Therefore, teachers make use of different techniques in their classes. On the other hand, other teachers who do not have any in-service training about the topic work on new words with their translation. Probably they do not have enough knowledge about using other type of techniques, and they may not be competent enough at these different ways to help learners get the meaning of new vocabulary items. As a result, they may insist on giving the translation of new items rather than prefer these different ways.

Moreover, fresh teachers prefer translation more than other teacher groups do. This may be because they do not feel a need to attend any in-service training after recent university years. If they have not attended any training programme, they may not have found enough motivation to use different techniques to teach vocabulary. On the other hand, more experienced teachers than other groups might feel that they should update themselves and learn new things in their professional development process.

Table 17. Differences in Vocabulary Teaching Techniques Teachers Use to Teach Vocabulary in Terms of In-Service Training

Techniques	In-Service Training	Mean	Std D.	t	p
Realia (real objects)	Yes	222	3,33	2,226	,027*
	No	155	3,10		
Visuals (Pictures, photos, posters, etc.)	Yes	222	4,04	3,860	,000**
	No	155	3,69		
Definition or dictionaries	Yes	222	3,80	-1,116	,265
	No	155	3,91		
Translation	Yes	222	3,65	-2,527	,012*
	No	155	3,91		
Demonstration, acting out	Yes	222	3,94	2,469	,014*
	No	155	3,70		
Picture stories, picture dictionaries	Yes	222	3,17	2,507	,013*
	No	155	2,88		
Computer based technology	Yes	222	3,40	5,227	,000**
	No	155	2,72		
Puzzles and games	Yes	222	3,12	2,884	,004**
	No	155	2,81		
Songs, chants and nursery rhymes	Yes	222	3,12	1,550	,122
	No	155	2,94		
Mimicry, gestures and body language	Yes	222	4,24	2,965	,003**
	No	155	3,95		
Films, videos etc.	Yes	222	2,84	2,463	,014*
	No	155	2,55		
Example sentences	Yes	222	4,02	1,310	,191
	No	155	3,89		
Word formation and parts of speech	Yes	222	3,37	1,176	,240
	No	155	3,23		
Series or scales	Yes	222	3,51	,337	,736
	No	155	3,48		
Role play activities and simulations	Yes	222	3,10	1,678	,094
	No	155	2,91		
Super ordinates and hyponyms	Yes	222	3,42	,858	,392
	No	155	3,32		
Activity or Process	Yes	222	2,93	2,051	,041*
	No	155	2,69		

Differences in vocabulary teaching techniques that English teachers in primary and secondary schools prefer to teach vocabulary have been studied in terms of time teachers spare for vocabulary teaching in a week. For this purpose, One-Way Variance Analysis has been used.

When vocabulary teaching techniques that teachers in the study prefer in their classes have been studied in terms of weekly time teachers spare for vocabulary teaching (Table-18), there has been a statistically meaningful difference only in two techniques.

A statistically meaningful difference has been found between the preference levels of the techniques “Computer based technology” (p: 0,048<0,05; F: 2,419) and “Films, videos etc.” (p: 0,046<0,05; F: 2,449) in terms of the time teachers spare for vocabulary teaching in a week. For both techniques, the difference has been meaningful between teachers who have three hours a week for vocabulary teaching and the others that teach vocabulary for half an hour and one hour a week. This difference has been in favour of teachers who teach vocabulary for three hours a week. It seems that when teachers have more time to teach new vocabulary items, they can use technological materials more. These techniques need more time than many of others, so if teachers can spare much time to teach vocabulary, they can make use of these different techniques more efficiently.

In addition, fresh teachers prefer these technological techniques more than other teacher groups do. Therefore, it seems that they can spare more time in order to teach vocabulary in their classes. More experienced teachers may be spending much of the class time on grammar rather than vocabulary because they agree that vocabulary is less important than other aspects of the language. As a result, they may not have enough time to use technology in order to teach vocabulary.

Table 18. Differences in Techniques Teachers Prefer to Teach Vocabulary in Terms of Time Spared For Vocabulary Teaching

Techniques	Weekly Time	Mean	Std D.	F	p	Difference
Realia (real objects)	Half an hour	3,31	,966	,835	,503	
	1 hour	3,21	1,011			
	2 hours	3,14	,985			
	3 hours	3,38	1,011			
	Other	3,50	,941			
Visuals (Pictures, photos, posters, etc.)	Half an hour	3,69	,950	1,575	,180	
	1 hour	3,89	,784			
	2 hours	3,94	,877			
	3 hours	4,05	1,125			
	Other	4,14	,663			
Definition or dictionaries	Half an hour	3,93	,903	,549	,700	
	1 hour	3,79	,899			
	2 hours	3,87	,852			
	3 hours	3,79	1,200			
	Other	4,07	,917			
Translation	Half an hour	3,85	1,055	,315	,868	
	1 hour	3,74	,971			
	2 hours	3,77	,932			
	3 hours	3,67	1,119			
	Other	3,64	1,082			
Demonstration, acting out	Half an hour	3,82	1,021	2,124	,077	
	1 hour	3,75	,981			

	2 hours	3,81	,853			
	3 hours	4,21	,782			
	Other	3,93	,829			
Picture stories, picture dictionaries	Half an hour	2,88	1,113	1,911	,108	
	1 hour	2,99	1,089			
	2 hours	3,08	1,096			
	3 hours	3,38	1,147			
	Other	3,43	,938			
Computer based technology	Half an hour	3,03	1,349	2,419	,048*	1-4 2-4
	1 hour	2,96	1,243			
	2 hours	3,19	1,280			
	3 hours	3,60	1,289			
	Other	3,43	1,089			
Puzzles and games	Half an hour	3,10	1,039	1,516	,197	
	1 hour	2,87	1,091			
	2 hours	3,13	1,021			
	3 hours	3,00	,937			
	Other	2,64	,745			
Songs, chants and nursery rhymes	Half an hour	2,96	1,125	2,391	,050	
	1 hour	3,01	1,080			
	2 hours	2,94	1,023			
	3 hours	3,48	1,042			
	Other	3,36	1,216			
Mimicry, gestures and body language	Half an hour	4,13	1,064	1,721	,145	
	1 hour	4,05	,982			
	2 hours	4,09	,869			
	3 hours	4,48	,917			
	Other	4,07	,829			
Films, videos etc.	Half an hour	2,51	1,113	2,449	,046*	1-4 2-4
	1 hour	2,63	1,147			
	2 hours	2,78	1,040			
	3 hours	3,12	1,234			
	Other	3,00	1,109			
Example sentences	Half an hour	3,90	1,081	,774	,543	
	1 hour	4,01	,856			
	2 hours	3,87	,908			
	3 hours	4,05	1,035			
	Other	4,21	,802			
Word formation and parts of speech	Half an hour	3,15	1,149	,860	,488	
	1 hour	3,36	1,042			
	2 hours	3,39	1,109			
	3 hours	3,31	1,239			
	Other	3,00	1,359			
Series or scales	Half an hour	3,38	1,051	,629	,642	
	1 hour	3,48	1,051			
	2 hours	3,53	,887			
	3 hours	3,69	1,199			
	Other	3,50	,941			
Role play activities and simulations	Half an hour	2,94	1,157	1,909	,108	
	1 hour	3,01	1,125			
	2 hours	2,92	1,069			
	3 hours	3,45	,993			
	Other	3,00	1,109			
Super ordinates and hyponyms	Half an hour	3,24	1,173	,616	,651	
	1 hour	3,36	1,151			
	2 hours	3,51	1,032			

	3 hours	3,36	1,322		
	Other	3,36	1,216		
Activity or Process	Half an hour	2,81	1,083	,810	,519
	1 hour	2,77	1,173		
	2 hours	2,95	1,028		
	3 hours	2,69	1,278		
	Other	3,14	1,231		

Content Analysis of the Interviews and Discussions

Interviews have been done on the basis of questions in the questionnaire. According to attitudes of the interviewees, some extra questions about the topic have also been asked during the interviews in order to get more detailed answers or explanations. Interviews with eight teachers have been recorded on a voluntary basis. In the analyses of the interviews, themes have been covered under seven titles:

Table 19. The Role and Importance of Vocabulary

Theme 1 **Vocabulary and Other language skills**	***Theme 2*** **Vocabulary as the Main Part of Language**
1) Vocabulary to speak the language	1) The core of a language
2) Comprehension of reading passages	2) Giving messages
3) Making sentences	3) Necessary for communication
	4) Basic for any language

According to the answers to the questions about the role and importance of vocabulary in language classes, two main themes summarize the ideas of the teachers. The first one covers the relationship between vocabulary and other language skills while the second takes vocabulary as the basic skill of a language. Teachers agree that in order to be proficient in other skills such as reading, speaking or writing, language learners need to have enough vocabulary. They are expected to express themselves effectively using their vocabulary in these skills. On the other hand, there are also other teachers that focus on vocabulary as the basis of a language. They imply that vocabulary is like spine in a human body. A human being cannot live without spine and neither can a language without vocabulary. In conclusion, it seems that like many teachers having responded to the questionnaire before, interviewees agree about the point of crucial role of vocabulary in language classes.

Table 20. Time Spared for Vocabulary Teaching

Theme 1 **Not Enough Time for Vocabulary Teaching**	***Theme 2*** **Time is Worth Teaching Vocabulary**
The course book 1) Overloaded programme and course books 2) Obligation of finishing the unit on time 3) Primary focus on grammar	1) Enjoyable vocabulary for students 2) Good planning
Weekly programme 1) Limited class hours 2) Need for more time to practise	
Learner based problems 1) Limited background knowledge	

To the question "Do you have enough time to teach vocabulary? why/ why not?", interviewees have different answers. Some of them claim that educational programme and course books are overloaded with a lot of language units that have many functions and skills which learners have to accomplish by the end of the semester, but they do not have enough class hours in a week in order to do vocabulary work in addition to the activities in the course books. Moreover, they also state that they feel a primary need to focus on grammatical competence of students, and their students are not ready enough to improve other skills rather than grammar. These reasons for having limited time to teach vocabulary may explain why 18% of participants in the questionnaire have only half an hour a week for vocabulary, but it seems that 38,2% of them have two or three class hours for vocabulary teaching, and they also think that it is not enough for their students. Therefore, mostly probably because vocabulary is the most important part of a language according to these teachers, they state that they need more time to teach more new vocabulary items during the classes.

On the other hand, there are teachers who state that they can have enough time to teach new vocabulary items because they plan their vocabulary teaching. When they have a plan written in detail or not, they may make better use of time during the classes because they can know what to teach, how and when to teach new items, which helps them use class time more economically and consciously. Moreover, it appears that some teachers make effort to have enough time to teach new vocabulary because they think that their students are eager to learn different vocabulary items, and vocabulary is enjoyable to learn for them.

Table 21. Materials to Teach Vocabulary

Theme 1 **Different Type of Materials**	***Theme 2*** **Not Having Enough Materials**
1) Flashcards and power point presentations	1) Inexperienced teacher
2) Real objects	2) Economic problems in village schools
3) Projector use	
4) Use of technology and internet	
5) Pictures	
6) Stories and listening activities	

The other question is about whether interviewees have enough materials to convey the meaning of new vocabulary items and teach them or not, and they are expected to explain the reason why not if they do not have. Teachers state that they have different types of materials such as real objects; visuals like flashcards, power point presentations and pictures; technological devices like computers, projectors; audio materials like songs or tapes like many participants of the questionnaire. However, some interviewees do not have enough vocabulary teaching materials because the village they live in does not have necessary tools to prepare materials, and neither do their schools. Moreover, some other teachers think that they are not experienced enough and do not have practical ideas to prepare different materials.

It appears that firstly important problem is limited economic facilities in village schools and in the school district. If teachers cannot find essential materials to prepare different teaching materials, they have to use the same materials all the time. Therefore, they cannot become experienced enough in preparing different things to teach vocabulary and using them in language classes as the years pass. It also seems that some of these teachers may need in-service training about preparing vocabulary teaching materials to use in their classes. When they have this type of training, they may have practical ideas to make use of what they have for teaching vocabulary to their own students.

Table 22. Difficulty of Vocabulary Teaching

Theme 1 **Reasons for Difficulty**		***Theme 2*** **Ease of Vocabulary Teaching**
Student-Based Situations	**Teacher-Based Situations**	**Positive and rich class environment**
1) Low level students	1) Unwilling to give translation first	1) Different materials to motivate students
2) Lack of interest and motivation to learn	2) Unfamiliar expression for the teacher	2) Many ways to teach vocabulary
		3) Motivated teacher and students

Like many participant teachers in the questionnaire, some interviewees think that vocabulary is difficult to teach in language classes. Because their students are not motivated enough to learn a language and they are low level in English, teachers express that they have difficulty in teaching new vocabulary. On the other hand, according to some other teachers, vocabulary teaching is not easy because they do not want simply to give the translation of the new item, so they feel that they have to find different ways to convey the meaning and teach it. They may also have difficulty in conveying the meaning of new vocabulary during the class because the new vocabulary item may be unfamiliar for them, too.

Moreover, there are teachers who agree that vocabulary is easy to teach in the language classes. They think that there are many different ways and materials to convey the meaning of new vocabulary. They state teachers can choose appropriate techniques and materials to teach new vocabulary items for their own students. What is more, if the teacher feels motivated to teach new vocabulary items and can motivate the students to learn them, his or her job becomes easier. Eager students enjoy learning new vocabulary, and teaching this vocabulary is enjoyable for the teacher.

Table 23. Planning Vocabulary Teaching

Theme 1 **Reasons for Planning**	***Theme 2*** **Unplanned Vocabulary Teaching**
1) Necessary for complicated items	1) Easy or familiar items to teach
2) Insufficient plans in course books	2) Different timing for classes
3) Course book as a guide to plan	
4) Time saving	
5) Vocabulary as an important part of a language	
6) Preparing essential materials to use in the class	

Some of the interviewees express many reasons about the importance of planning vocabulary teaching. Firstly, planning is needed especially to teach more complicated vocabulary items. If the teacher has a plan to teach these items, he or she can choose more useful techniques and prepare appropriate materials to convey their meanings clearly enough. Otherwise, the teacher may have to use the techniques and materials spontaneously in the classroom environment, which may result in a complete failure. Secondly, teachers state that course books do not have enough guidance and planning to teach new vocabulary, so they need to do it themselves. According to them, they can use the course book as a guide for planning because it gives them ideas about what to teach in the vocabulary part of the lesson and when to teach them. Thirdly, they agree that planning is time saving. When they plan their vocabulary class, they can be aware of approximate time needed for the teaching process of specific items, so they can use the time more economically. Moreover, as suitable techniques and essential materials to make use of in order to teach vocabulary items have been decided beforehand in plans, the teacher may have less stress for unpredictable situations in the classroom. Lastly, as stated before, vocabulary is an important part of a language according to many teachers, and this is another basic reason for planning. They imply that vocabulary teaching cannot be a matter of chance or luck. Therefore, enough planning is needed to teach it effectively.

According some teachers, planning vocabulary teaching is needless because new vocabulary items are easy and familiar for students in primary and secondary schools. Moreover, teachers have different class days for different grades, and the programme may

change any time during the semester. Therefore, one of the teachers states the difficulty of planning because of these changeable class days.

Despite all reasons interviewees express about necessity of planning, many participants in the questionnaire agree that they do not do planning before their vocabulary classes. It seems that either they do not have time to plan their class or they agree with interviewees that state the reasons above not to make planning.

Table 24. Vocabulary and Other Skills

Theme 1 **All Language Skills**	***Theme 2*** **Primarily Important Skills**
1) Equally important	1) Grammar
2) Each of them separately important	2) Vocabulary
Theme 3 **Skills to Improve Vocabulary**	***Theme 4*** **Vocabulary**
1) Reading	1) Not separated in the classes
2) Speaking	

Another question in the interviews is to identify whether teachers prefer other language skills such as reading, writing, speaking, listening or grammar to teach in classes rather than vocabulary. Some of the teachers state that all language skills are equally important, and neither of them can be neglected in learning a language. According to some others, these skills have separate importance and necessity to learn a language, and preferring one of them to the others does not make sense.

On the other hand, some of the interviewees express that other language skills can be used to teach vocabulary in classes. For instance, reading and speaking can improve vocabulary because learners need vocabulary in order to understand a text and speak with other people. If they do not have enough vocabulary, they will have difficulty in communicating with people.

Many participants in the questionnaire agree that there are more important aspects to teach in classes rather than a language. It appears there are interviewees who have similar ideas about this point with the teachers who think that grammar should be firstly important in language classes. However, according to some others, vocabulary is mainly important and crucial to learn a language.

Lastly, some interviewees express that vocabulary is not separate in language classes because it is integrated in other language skills. In order to write or read a text, speak with people or listen and comprehend them, a language learner needs vocabulary. Without enough and essential vocabulary, a person cannot express all ideas or messages to other people.

In conclusion, it seems that vocabulary is neglected much in language classes. Grammar is mainly important for some teachers, but it appears many teachers are aware of the crucial role of vocabulary in language classes, and either with other language skills or separately they try to teach it.

Table 25. Responsibility about Vocabulary

Theme 1 **Depends on Students' Grade**	***Theme 2*** **Shared Responsibility**	***Theme 3*** **Teacher' s Job**
1) Unwilling younger students to take responsibility	1) Teacher in school, students at home	1) Firstly, teacher as a guide
	2) Teacher teaches, students practise	2) Teacher as the motivator

Ideas of teachers about who has responsibility of vocabulary in language classes can be summarized under three titles. Firstly, some interviewees think that if students are not old enough to take responsibility of learning vocabulary, they may be unwilling to do so. They only try to learn what the teacher teaches in the class without extra effort to develop their vocabulary. Secondly, according to some teachers, responsibility of vocabulary can be shared by both the teacher and students. The teacher can help and guide students to learn new vocabulary items using different techniques and materials. And then, students can make extra effort to practise them and learn other new ones. Lastly, some interviewees agree that it is mainly the teacher's responsibility to teach vocabulary because the teacher teaches vocabulary items, guides the students and motivates them to learn new vocabulary more efficiently.

According to the responses to the questionnaire, many teachers agree about learners' responsibility to learn new vocabulary. As stated above, there are interviewees share similar ideas with these participants in the questionnaire, but the interviews also give ideas

about other teachers' opinions who think that it is not students' responsibility. It appears that the teacher is not the only authority in teaching vocabulary like in traditional language classes any more. Even teachers who state that vocabulary is the teacher's responsibility do not mean strict authority to teach it. They agree that the teacher is a scaffolder who helps and guides students in the learning process.

Moreover, when interviewees are asked to order their preferences of vocabulary teaching techniques, they generally state the following techniques above on their lists: 1) realia, 2) demonstration, acting out; visuals, 3) games and puzzles, 4) songs, chants and nursery rhymes; definition or dictionary use, 5) example sentences and translation. It is seen that these results are similar with the responses to the techniques in the questionnaire. However, the technique "mimicry, gestures and body language" is not number one for most of the interviews as it is in the responses. This may be because of a negative side of the interview technique. Interviewees have had direct communication with the researcher who knows them by their names, and they may think that this technique is simple and easy to use in the classes. Therefore, they may not want to seem that they prefer simple techniques in their classes.

Observation Reports and Discussions

In order to compare what teachers state and what they do, two English classes of two teachers one of whom works in a primary school while the other is in a secondary school have been observed and recorded on a voluntary basis, and both of them have given consent for the recordings to be used for the study. Observation forms are given in the appendix (See Appendix C).

An observation form has been used to take notes and find answers to guiding questions. The form includes questions about techniques teachers use during the class in order to convey the meaning of new vocabulary items.

According to the notes taken about the vocabulary sessions of the classes, it seems that primary school teacher prefers visual techniques to convey the meaning of new vocabulary. For instance, to help students get the meaning of the word "*bike*", the teacher draws its picture on the board. Moreover, gestures and body language of the teacher are preferred for the words "*short, long* and *the same*", and the teacher tries to express the

meaning of the items "*like* and *don't like*" with facial expressions. It seems that the teacher wants to simplify conveying meanings of these items and make it a bit concrete for students because students are very young, and they have difficulty in understanding abstract knowledge.

These techniques seem useful for the students in the class to get the meanings, and there are also many different visual techniques like realia or flashcards, but the teacher does not prefer them during the class. Moreover, the teacher does not use any materials except from the course and work books. Therefore, it appears that the teacher may not have enough knowledge about developmental characteristics of this age group or materials to make the learning more concrete.

The situation is not more different in the secondary school teacher's class than the one in the primary class. The unit of the class is "party" which is a very suitable theme to make use of many colourful materials or different enjoyable techniques such as songs and games in order to convey the meaning of new vocabulary items, but the teacher only prefers giving example sentences using new vocabulary items or their translation in the native language. For instance, the vocabulary items of the class are days of the week and party materials such as "*beverages*, *gifts* and *party hat*", and the teacher mostly gives their translation in students' L1 rather than using other techniques such as realia, computer based technology, demonstration or videos that are more effective for visual learning.

It seems that because of some possible reasons like limited school facilities about educational materials, teachers' negative opinions related to vocabulary teaching or their limited professional knowledge about the topic, English classes are not rich enough in different vocabulary presentation and teaching techniques.

In conclusion, results of the three different data collection tools have been tried to be explained, compared and discussed. Firstly, data from the questionnaire responses have been presented and discussed. Secondly, the content of interviews has been analysed, and the analyses have been commented on. Lastly, notes about vocabulary sessions of the classes in two different types of schools have been summarized and discussed in terms of vocabulary presentation and teaching techniques in these classes.

CHAPTER V

CONCLUSION

Introduction

In this last chapter of the study, main points of the research such as aims, procedure and results have been summarised and discussed. Moreover, limitations of the study have been reviewed, and some practical implications for the teachers have been presented.

Summary

With the aims of investigating opinions of English teachers working in primary and secondary schools about the role of vocabulary in language classes, their awareness of vocabulary presentation techniques and frequency of using these techniques and differences among teachers' vocabulary teaching techniques in terms of their teaching experience, gender, educational background, this study has been completed.

The population of the study includes English teachers working in primary and secondary schools of Ministry of National Education, and the sample of the study has been selected in order to represent the population. Teachers with different educational backgrounds and teaching experiences have participated in the study from many different cities and schools in Turkey. In order to find answers to the questions of the research, three data collection techniques have been used with these teachers.

Firstly, a questionnaire has been developed, and participants have responded it through hard copies or e mails. English teachers have been represented at least from seven cities from each geographical region of Turkey in the questionnaire results.

According to demographic tables, 76,7% of the participants have been female. Moreover, 46,4% of subjects have been teaching English for 1-5 years while others have had teaching experience more than five years. 78, 3% of the participants have been graduates of education faculty, and 99,4% of them have been graduated from English Language Teaching Department. The responses to the item about attending in-service training like seminars or conferences express that 58,9% of participants have attended this kind of training before. About weekly time spared for vocabulary teaching, 41,9% of participants state that they have at least 2 hours for vocabulary instruction in a week.

The second part of the questionnaire includes questions to discover opinions of teachers about the role of vocabulary in English classes. When the results have been analysed, it is seen that most of the teachers are aware of the importance of vocabulary in learning a language. However, according to the responses to the question about planning vocabulary classes, it appears that many teachers do not plan their vocabulary teaching. Moreover, there are many teachers who think that learning vocabulary is not students' own responsibility. On the other hand, some of them think that vocabulary is difficult to teach, and vocabulary is not the most important aspect of language to teach in classes.

The last part of the questionnaire is about vocabulary presentation and teaching techniques teachers prefer in their classes. According to teachers' responses, most frequently preferred technique is "mimicry, gestures and body language". Then, the techniques "example sentences, visuals and definition or dictionaries" are following them sequentially.

After these frequency results, the relation between these items have been presented and compared. For instance, it is seen that male teachers plan their vocabulary classes more than their female counterparts. Moreover, the number of male teachers who agree that learning vocabulary is students' own responsibility, and vocabulary is not the most important aspect of a language to teach in classes is more than female teachers'. Most of the teachers who state that they plan vocabulary classes have between 11 and 15 years of teaching experience. Most of the teachers who agree with the item about teaching vocabulary opportunistically without preparation beforehand have been teaching English for more than 15 years. Most of these teachers also state that there are more important aspects of a language to teach in classes than vocabulary. On the other hand, teachers who mostly agree with the item about crucial role of vocabulary in learning a language have teaching experience of between 6 and 10 years. Moreover, it is seen that many teachers

who have attended in-service training about vocabulary teaching before do not find teaching vocabulary as difficult as other teachers that have not attended this type of training do, but it also appears that more teachers that do not have in-service training about the topic plan their vocabulary class than others that have training. However, there has not been found a statistically meaningful difference among opinions of English teachers in terms of their faculty of graduation. When opinions of teachers are compared with the time they spared weekly for vocabulary teaching, it is interesting to see that many teachers who state that they have two hours of vocabulary teaching in a week agree that they are too loaded to spend time to teach vocabulary. On the other hand, teachers who express that vocabulary is crucial in language classes, so they spend extra time to teach it have mostly three hours of vocabulary teaching in a week. Moreover, many teachers who have half an hour or one hour weekly for vocabulary teaching agree that learning vocabulary is students' own responsibility. Therefore, it is seen that there is a direct relationship between weekly time they spared for vocabulary instruction and their opinions about the role of and responsibility about vocabulary. According to these beliefs and opinions, they spare much or little time for vocabulary classes.

About the relation of techniques with teachers' genders, it appears that mostly male teachers prefer computer based technology and films or videos to convey the meaning of new vocabulary items and teach them while female teachers mostly use songs, chants and nursery rhymes; mimicry, gestures and body language; series or scales in their classes. What is more, a statistically meaningful difference has been found in some techniques preferred by teachers who have had teaching experience for over 15 years and the ones who have started teaching recently. For example, the techniques "realia (real objects) and word formation and parts of speech" are preferred more by teachers who have been teaching English for over 15 years while teachers who have started teaching English recently prefer translation, picture stories and picture dictionaries, computer based technology, films and videos; role plays and simulations more in their vocabulary classes. Another statistically meaningful difference is between weekly time spared for vocabulary teaching and the techniques "computer based technology" and "films, videos, etc.". Teachers who have three hours per week for vocabulary teaching prefer using these techniques more than other teachers who have less time for vocabulary teaching in a week. Lastly, according to scores, it is seen that teachers who have attended in-service training about vocabulary teaching before prefer the techniques "realia; visuals; demonstration,

acting out; picture stories and picture dictionaries; computer based technology; puzzles and games; mimicry, gestures and body language; films and videos and activity or process" more than others who have not had this type of training before. On the other hand, "Translation" is preferred by teachers that have not attended in-service training more. It is probably because training they have attended to has provided them with ideas and practices about different types of vocabulary presentation or teaching techniques. They may be using these techniques because they have learnt their uses and benefits to improve students' vocabulary. It appears from the analyses of results that there has not been found a statistically meaningful difference among techniques preferred by teachers in terms of their faculty of graduation.

Secondly, interviews have been made with eight English teachers who work in primary and secondary schools, and their transcripts have been analyzed. According to the content analysis, it is seen that teachers agree about the importance of vocabulary in language classes. However, they state that they do not have enough time to teach vocabulary in their classes. On the other hand, they express that they have many materials to teach new vocabulary items such as flashcards, real objects, pictures and computers. About the difficulty of teaching vocabulary, some teachers agree that it is easy to teach because they have many materials and techniques to motivate their students while others think that it is difficult when students are not motivated to learn them or the teacher does not want to give simply the translation of the new item. Moreover, teachers have many reasons in order to plan their vocabulary teaching. For instance, they state that planning is time saving and needed especially to teach complicated items. Nevertheless, there are teachers who think that they do not need planning because of easy or familiar items or they cannot plan their vocabulary teaching because of different timing for their classes. About the role of language skills, some interviewees state that vocabulary is mainly important and reading and speaking help to improve it. There are teachers who express that all language skills are equally or separately important while grammar is primarily important according to some others. Lastly, to the question of responsibility about vocabulary, some teachers state that it depends on students' age while some others think that it is firstly the teacher's job to teach it and motivate students to learn it. Another group expresses that responsibility is shared between teachers and students.

Thirdly, two classes of two volunteer English teachers have been observed and recorded with their consent. In these observations, it is seen that teachers do not use many different

techniques or materials to convey the meaning of new vocabulary items and teach them. The primary teacher prefers some visual techniques such as drawing picture on the board and mimicry and gestures while secondary school teacher generally uses translation technique during the class.

Discussions and Pedagogical Implications

This study aims to determine vocabulary presentation and teaching techniques that English teachers in primary and secondary schools prefer mostly in their classes. Moreover, it is aimed to identify the differences in these techniques in terms of teachers' teaching experiences, gender, in-service training they attended to before and educational backgrounds, and teachers' opinions about the role of vocabulary teaching in English classes have also been wondered.

According to questionnaire responses, it appears that teachers prefer mimicry, gestures and body language; example sentences; visuals like photos, posters and pictures; and definition or dictionaries to convey the meaning of new vocabulary items mostly. Moreover, interviewees are asked to order the techniques according to their preferences in their classes. It appears that their most popular techniques are realia, demonstration, visuals, puzzles and games, definition or dictionary use, songs, chants and nursery rhymes, translation and example sentences. However, in the observations it is seen that primary teachers prefer mainly mimicry, gestures and body language to convey the meaning of new vocabulary items while secondary school teachers use example sentences and mostly translation in the class. Although teachers express that they use these different techniques in their classes, the classes observed in terms of vocabulary teaching do not agree mostly with these results. It is seen that teachers generally prefer one or two techniques in order to convey the meaning of new vocabulary items. This may be one of the basic reasons of why students cannot be successful in tests like TEOG because in order to do well in these language tests, students are expected to have firstly enough vocabulary so that they can understand texts or paragraphs and find the answers to the questions about these texts in the tests. Therefore, English teachers can try to make use of many different vocabulary teaching techniques so that they can help and guide their students to improve their vocabulary if they have not had so far. It is seen that many teachers agree about the important role of vocabulary to learn a language, and they state that they prefer different

techniques to convey the meaning of new vocabulary items and teach them. Nevertheless, if the opinions and behaviours do not match, the result may not satisfy people.

It is seen from the analyses that there has not been found out a statistically meaningful difference between agreement levels of teachers with the expressions that measure general ideas about vocabulary teaching and their preference levels of techniques that mostly preferred in vocabulary teaching in terms of teachers' faculties of graduation, which means that teachers' educational backgrounds do not have a significant impact on their opinions about vocabulary teaching and the techniques they prefer to convey the meaning of new vocabulary items and teach them in their classes. If teachers are motivated to improve their professional skills in order to teach vocabulary, they can do that no matter whichever faculty or department they graduate from. However, there has been found a statistically meaningful difference among these techniques in terms of genders of the teachers. For instance, generally male teachers prefer technological techniques in their classes such as computer based technology; films, videos while female ones are in favour of using songs, chants and nursery rhymes; mimicry, gestures and body language more in order to present and teach new vocabulary items. Moreover, many teachers who have been teaching English for over 15 years prefer realia in their classes while fresh teachers whose length of service is between 1-5 years state that they prefer translation; picture stories, picture dictionaries; computer based technology; films, videos; role play activities and simulations more to teach vocabulary. Lastly, it is seen that in service training has an important role in teaching new vocabulary items because teachers who have attended in-service training about vocabulary instruction before state that they use different techniques such as realia; puzzles and games; activity or process while teachers who have not attended any in service training about the topic prefer translation mostly in vocabulary sessions of their English classes.

As an answer to the last research question, it appears that most of the teachers are aware of the crucial role of vocabulary in language classes. Moreover, it is seen that many teachers agree that learning vocabulary is not only the students' responsibility. This responsibility is shared by both the teacher and students. However, most of the teachers do not plan their vocabulary class, and they prefer teaching new items when they encounter them during the class without any or much preparation before the class time.

In conclusion, as a result of this study, some possible suggestions may help or guide the teachers about the topic:

- Language teachers are expected to be motivated learners. If teachers become learners at the same time, they feel a need to improve their professional development.
- Teachers need to update themselves according to recent information about teaching new vocabulary items. They can follow recent and successful trends to improve their language teaching skills through language teaching magazines or in-service training oppurtunities such as seminars or conferences.
- There are many different language learners in language classes. The teacher should make the classroom environment richer in techniques and materials to present the meaning of new vocabulary items and teach them so that these different learners can learn vocabulary more efficiently.

Limitations and Suggestions

The first limitation for the study has been the application of the questionnaire. The researcher has tried to reach many teachers all over Turkey so many teachers have sent the questionnaire responses through e-mails rather than hard copies. Therefore, it has been difficult to get responses from more teachers.

The second limitation is the few number of teachers who have volunteered to attend the interviews and to be observed. The researcher has had the most difficulty in finding teachers for the observations. It would be more effective to find more teachers to interview and observe in order to generalize the results more confidently.

The last limitation may be the reliability of the interviews and observations. Current situations and the relationship with the researcher may affect the objectivity and reliability of the results.

The suggestions for further researches may be doing similar but more comprehensive ones with more participants for better generalization. Next researchers may study with primary and secondary school teachers separately about the topic. Moreover, opinions of high school English teachers about the role of vocabulary in language classes and vocabulary presentation and teaching techniques they prefer using in their classes may be interests of researchers to see the differences if there are any.

In addition, learner perspectives about vocabulary learning may motivate the researchers for another study related to the topic. Teachers' opinions about how their students learn new vocabulary may also be studied.

In conclusion, this study has tried to find answers for its research questions. The results for these answers or limitations may give ideas to the researchers who are interested in the topic.

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APPENDICES

APPENDIX A

The questionnaire

Dear English Teacher,

This questionnaire aims to discover the most frequently used vocabulary presentation techniques by English language teachers in primary and secondary schools. The results will be used for research purposes. You do not need to identify your name. Your sincere answers will be appreciated. Thank you for your contribution.

Zehra YAKAN

Please tick the appropriate box.

- ***Gender:*** Female [ ] Male [ ]
- ***Length of Service:*** 1-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16 years + [ ]
- ***Faculty of graduation:***

  Faculty of Education [ ] (if yes- English language teaching [ ]
  - German Language teaching [ ]
  - French Language Teaching [ ]

  Faculty of Literature [ ] (if yes- English Literature [ ]
  - American Culture and Literature [ ]
  - Linguistics [ ]

  Other faculties**:** [ ] (If yes, which one? _____)

- ***(For those from other faculties other than faculty of education) Have you received any pedagogical training?:*** Yes [ ], No [ ]
- ***How long did it last?*** _____
- ***Have you attended any in-service training (seminar, conference) about vocabulary teaching?***
  Yes [ ] No [ ]
- ***How much time a week do you spare for vocabulary teaching?***

Half an hour [ ] 1 hour [ ] 2 hours [ ] 3 hours [ ] Other[ ]_____

Mark the following statements from "totally agree" to "totally disagree".

	totally agree	**agree**	**undecided**	**disagree**	**totally disagree**
I'm too loaded to spend time to teach vocabulary.					

Vocabulary is difficult to teach.					
I plan my vocabulary presentation before the class.					
I teach vocabulary opportunistically (when there is need in class, without preparing in advance)					
Learning vocabulary is students' own responsibility.					
There are more important aspects to teach in class than vocabulary.					
Vocabulary teaching is very crucial in learning a language, so I spend extra time with vocabulary work in the classes.					

Please identify the frequency of your use of the following vocabulary presentation techniques from "always" to "never".

5: Always 4: Often 3: Sometimes 2: Rarely 1: Never

No	While teaching vocabulary, which of the following techniques do you choose?	Always	Often	Sometimes	Rarely	Never
1	**Realia** (real objects)					
2	**Visuals** (Pictures, photos, posters, etc.)					
3	**Definition or dictionaries**					
5	**Translation**					
7	**Demonstration, acting out**					
9	**Picture stories, picture dictionaries**					
6	**Computer based technology**					
7	**Puzzles and games**					
8	**Songs, chants and nursery rhymes**					
9	**Mimicry, gestures and body language**					
10	**Films, videos etc.**					
11	**Example sentences**					
12	**Word formation and parts of speech** (word classes, word families)					
13	**Series or scales** (Related word groups such as days of the week, seasons or related words but graded among					

	themselves such as *young-middle aged-elderly- old*)					
14	**Role play activities and simulations**					
15	**Super ordinates and hyponyms** (i.e. the super ordinate "*furniture"* includes hyponyms such as *sofa, bed, coffee table, wardrobe, chair* or the title "*fruit"* includes subtitles such as *apple, orange, cherry, melon,* etc.*)*					
16	**Activity or Process** (real life activities or processes such as *how to make fruit salad, going on a picnic, visiting a patient,* etc.*)*					

APPENDIX B

Interview Transcripts

INTERVIEW 1

The researcher: Hello, my first question is about length of service. How long have you been teaching English?
Teacher 1: I've been teaching English half…two and half year.
The researcher: Two and half year.
Teacher 1: hıhı.
The researcher: By the way, what is your surname? Can I learn it?
Teacher 1: ALOK.
The researcher: ALOK.
Teacher 1: ALOK. A-L-O-K
The researcher: Ok. Thank you. Gamze ALOK. Ok. Are you a graduate of faculty of education, faculty of literature or any other faculty?
Teacher 1: I graduated from education faculty.
The researcher: Which department?
Teacher 1: Foreign language.
The researcher: Foreign language, English Language teaching or any other?
Teacher 1: English Language
The researcher: Ha, English language teaching, ok.
Teacher 1. ELT
The researcher: ELT, ok. Th next question is about… did you attend any in service training like for example seminar or conference about vocabulary teaching?
Teacher 1: Hmm, I attended in service training but not about vocabulary teaching.
The researcher: Ok, no. How often do you spare time for vocabulary teaching?
Teacher 1: Generally I, new vocabulary teaching in the beginning of the lesson.
The researcher:I mean for example do you teach vocabulary every day, twice a week, once a week, twice a month or once a month?
Teacher 1: Hmm…
The researcher: For example.
Teacher 1: For example, when I start new unit for example…
The researcher:Hıhı?
Teacher 1: sorry…
The researcher: No problem.
The researcher: when I start the first unit, I generally begin with the vocabulary part. For example…once a week.
The researcher: once a week. Ok.
Teacher1: longth of the. length of the ….

The researcher: Sorry?
Teacher 1: generally…it takes…for example if the unit is the short unit, once a week. Or sometimes it changes.
The researcher: ok.
Teacher 1: generally once a week.
The researcher: ok. The next one is about… Do you plan vocabulary teaching before the class or do you teach it opportunistically? I mean, do you teach new vocabulary items when you encounter them during the class or do you pre-paln teaching new items?
Teacher 1: If the vocabulary parts are new for my students, I generally plan it before coming to class, but if I want to make them remember learn vocabulary, I don't make any plan.
The researcher: Hmm. When you review your previous vocabulary items, you don't plan your class, but if you if you want to teach new items, you plan it, right?
Teacher 1: Yeah.
The researcher: ok. The next one is…How much time a week do you spare for vocabulary teaching? Half an hour, an hour, two hours, three hours for example?
Teacher 1: Sorry, I didn't understand.
The researcher:ok. How much time a week do you spare for vocabulary teaching? Only vocabulary teaching in a week for example.
Teacher 1: Only vocabulary teaching. I don't make, I don't make any…how can I say…I try to make my lessons as integrated. For example I don't make any plan or something…different for vocabulary teaching.
The researcher: But generally when you think…how much time can you say that you spare for vocabulary in a week?
Teacher 1: in a week, how much time…
The researcher: half an hour, one hour, two hours?
Teacher: I have four hours for, I have four hours for English teaching for one class. I can say, maybe half an hour or one hour.
The researcher: ok. Do you have extra specific vocabulary classes or do you teach vocabulary mixed in general Englis classes?
Teacher 1: I prefer mixed class.
The researcher: ok. Err …The next one is…that…do you think that vocabulary is really important to learn a language? Why/ why not?
Teacher: Yes, of course it is important.
The researcher: Hıhı.
Teacher 1: If students don't have enough vocabulary items, don't know enough vocabulary items, it's…their speaking ability interfere. But, to tell the truth, I don't have any planned activity, some…I don't have…sometimes, I don't have any planned activity for vocabulary teaching. But as much as I can I try to …for
The researcher: Sorry?
Teacher 1: I try my best to vocabulary item, I don't think it is for main course. But something, our lessons are not enough.
The researcher: Ok. Hıhı. Yeah, you, you say that hours are limited, maybe.

Teacher 1: Yes of course, limited.
The researcher: Ok. Is, the next question is about time. Do you have enough time to teach vocabulary?
Teacher 1: No, I don't have enough time.
The researcher: Ok.
Teacher 1: If you have a chance to look at our book, I don't know.
The researcher: Sorry?
Teacher 1: Do you have opportunity to look up our books? English books?
The researcher: Hıhı.
Teacher 1: You will see that units are too much.And vocabulary…çok dikkat edilmemiş, söyleyemedim tam.
The researcher: Ok, Ok. They are too overloaded maybe for example for students.
Teacher 1: Yeah.
The researcher: You mean. Ok. Then, do you have enough materials to teach vocabulary?
Teacher 1: I think I have. For example, for…some..for some subjects I have flashcard. It is very classic but I use them.
The researcher: Hıhı.
Teacher 1: Or I try to make some powerpoints…to …for students to learn the new vocabulary item. Ok. To learn subject. That's all. Flashcard or powerpoint.
The researcher: Hıhı. Ok. Do you think that vocabulary is difficult or easy to teach? Why, why not?
Teacher 1: I think…vocabulary is not easy to teach.
The researcher: Why not?
Teacher 1: Because I think that the level of the students is very important while teaching vocabulary and we have although we have some opportunities to tell the translation of the Turkish version of the a word but sometimes we try to use our body language or…their …their knowing another word related to the subject but it is very difficult for me sometimes because my students' level of the English not good. Understand this language sometimes.
The researcher:Ok. The next question is … do you have a schedule to teach vocabulary? Why, why not?
Teacher 1: Sorry, I don't understand.
The researcher: Do you have a schedule to teach vocabulary?
Teacher 1: Hmm. What can I say…
The researcher: Do you plan in detail your vocabulary class maybe?
Teacher 1: Hmm, you mean in detail. As I said before, it is changes to subjects or units. If the unit is very complicated or the vocabulary items is… items are difficult to learn or new for them, I try to plan the lesson in detail.
The researcher: Do you write it on a piece of paper or do you plan it in your mind maybe?
Teacher 1: I try to write them on the paper.
The researcher:Hmm.
Teacher 1. Generally, hıhı.

The researcher: Then, do you prepare an outline for vocabulary presentation before the class? Why, why not?
Teacher 1: In terms of presentation, I don't make any plan. As I said before, I try to write detail maybe according to the lesson.
The researcher:Hıhı.
Teacher 1: I try to wtite them on the paper, but for presentation I don't make any preparation.
The researcher: Ok. The next one is…Do you prefer other language skills like listening, speaking, grammar or any other one, to teach in your classes instead of vocabulary? Why, why not?
Teacher 1: Which one I prefer instead of vocabulary, listening, writing, or? I don't understand.
The researcher: Do you..Do you..Do you prefer other language skills to teach in your classes instead of or rather than vocabulary?
Teacher 1: hmm, yeah. Sometimes…maybe…Reading can more important than vocabulary teaching but I don't make any…How can I say?...No, I don't interfere vocabulary but I try to make them everything rapid.
The researcher: Hmm. Yes. You don't want to compare them, and you say that I can try to teach equally, you mean?
Teacher 1: Yeah, Yes, partially.
The researcher: Yeah. Ok. Do you think learning vocabulary is students' own responsibility or the teacher has to try to teach it himself?
Teacher 1: Hmm. Of course, their…it is one of their responsibility. But if they are young, it not…they may not see it as their responsibility. So, our…sometimes it generally our responsibility to teach them vocabulary I think.
The researcher: Sometimes or generally?
Teacher 1: For primary school or secondary school?
The researcher: It, it. It doesn't matter. It doesn't matter. For your o…for your students for example?
Teacher 1: Sorry.
The researcher: For your students? What…
Teacher 1: For my students..
The researcher:Yeah.
Teacher 1: Yeah, it is my responsibility because…apart from common my students…the general part don't see the… it as their responsibility I think. So my answer is generally. But I don't…I'm not sure as very much.
The researcher:Students don't see it as their responsibility, you say?
Teacher 1: Yes. I think that they see that if they learn the vocabulary, sorry grammar part, they can answer the questions, they think that their work is done.
The researcher: Ok.
Teacher 1: I think.
The researcher:Hmm. They see grammar is enough for them.
Teacher 1: Yes, I think so.

The researcher: …Ok. We have three types of vocabulary teaching techniques. And they are, for example, visual techniques, aural techniques and verbal techniques. Could you please put them into an order according to your own preferences in your classes? For example, your number one can be…which one?
Teacher 1: My number one is …why can explain to learn vocabulary item orally. I mean that it changes according to the vocabulary part. If I can..if my sentences is enough for them to understand the vocabulary item, it is oral. But generally for my classes, especially for the primary school, I try to use visual techniques.
The researcher: Hıhı.
Teacher 1: Then, I, when I understand the word…and.. or predict the word, I can skip the…I can go on with the oral part. And then the other.
The researcher: Ok. And verbal techniques you say the last time.
Teacher 1: Yes. Hıhı.
The researcher: Ok. Do you have a piece of paper and pencil with you now?
Teacher : I have a piece of paper, yes.
The researcher: Yeah, ok. Could you please write down…I have a list of vocabulary teaching techniques. Could you please write them down on your paper? And then I will want you to put them into an order again, according to your own classes. Which of them you use… which of them you don't use…ok?
Teacher 1: Can you resay the techniques?
The researcher: Yeah. I will…I will tell you now all of them.
Teacher 1: Ok.
The researcher: Ok.
Teacher 1: I will…
The researcher: Yes. Please write them down. Take notes.
Teacher 1: Hıhı.
The researcher: Hıhı. Yes. The first one…realia real objects.
Teacher 1: Realia real objects.
The researcher: Number two, visuals like pictures, photos, posters.
Teacher 1: Ok.
The researcher: Three. Definition or dictionaries.
Teacher 1: Definition or dictionary.
The researcher: Four, translation.
Teacher 1: Translation.
The researcher: Five, demonstration, acting out.
Teacher 1: Demonstration, acting out. Ok.
The researcher: Six. Picture stories, picture dictionaries.
Teacher 1: Picture stories, picture dictionaries.
The researcher: Seven. Computer based technology.
Teacher 1: Computer based technology.
The researcher: Eight. Puzzles and games.
Teacher 1: Puzzles and games.
The researcher: Nine. Songs, chants and nursery rhymes.

Teacher 1: Chants, nursery rhymes. Ok.
The researcher: Ten. Mimicry, gestures and body language.
Teacher 1: Gestures, body language.
The researcher: Eleven. Films, videos.
Teacher 1: Films, videos
The researcher: Twelve. Example sentences.
Teacher 1: Hıhı. Sentences.
The researcher: Thirteen. Word formation and parts of speech, like word families, word classes.
Teacher 1: Word formation. Ok.
The researcher: Hıhı. Fourteen. It is called "series or scales".
Teacher 1: series or scales?
The researcher: I can explain it. It is about related word groups such as days of the week, seasons or related word but graded among themselves, for example, when you want to teach "age", you can teach young, middle aged, elderly, old together.
Teacher 1: Hmm, I understand.
The researcher: Ok. Fifteen. Role play activities and simulations.
Teacher 1: Simulation.
The researcher: Sixteen. Superordinates and hyponyms...
Teacher 1: Hyponyms.
The researcher : If it is not clear for you, I can explain it also.
Teacher 1: Can you explain ….?
The researcher: Ok. For example, we have a superordinate, it is furniture, a name, a title for other words.The fur…the superordinate furniture includes hyponmys like sofa, bed, coffee table, chair. Or the title fruit, for example, includes subtitles such as apple, orange, cherry, melon, etc. Clear?
Teacher 1: Ok. I understand.
The researcher: Ok. Seventeen. Activity or process. It is about real life activities or processes such as how to make fruit salad, going on a picnic, visiting a patient, how to drive a car, for example. Real life activities or procedures.
Teacher 1: Ok. Thank you. Procedures.
The researcher: And the last one is ..If you have a special, your own technique, you can also put in the list.
Teacher 1: If I have another technique?
The researcher: Haha. Ok. Yes, please make a list according to your own preferences in your classes.
Teacher 1: Ok. Hmm.
The researcher: Don't hurry up! I can wait for you.
Teacher 1: Ok.
(pause)
Teacher 1: Sorry, can I ask something?
The researcher: Of course.
Teacher 1: All of them are very useful but sometimes I don't use in my class.

The researcher: Ok. You, you may not use, I said you may not use but when you…
Teacher 1: Important for me or not? Ok? If I don't use, then, it is not important.
The researcher: No, no. It is not important. Only I want them..which ones are important for you. I don't..I want to numberise them.
Teacher 1: It doesn't matter if I use them or not. Ok.
The researcher: Yeah, you may…you may put the ones that you don't use under the list maybe.
Teacher 1: Hmm. Ok.
The researcher: Which of them you use generally, often, sometimes, maybe.
Teacher 1: Ok.
The researcher: Yeah.
(Pause)
Teacher 1: Ok. I can tell you now.
The researcher: Ok.
Teacher 1: Generally I try to use and my favourite on if word is suitable. Real objects. Using real objects. First one.
The researcher: Number one! Yeah.
Teacher 1: Hıhı. And the second using visual or pictures.
The researcher: Visuals.
Teacher 1. Hıhı.
The researcher: Three?
Teacher 1: Three demonstration.
The researcher: Hıhı.
Teacher 1: And then, I try to use example sentences.
The researcher: Ok.
Teacher 1: Hıhı. Using body language, gestures.
The researcher: Yes.
Teacher 1: And then hyponyms.
The researcher: Tamam.
Teacher 1: Hıhı, I try to…maybe…suitable film
The researcher: Films and videos.
Teacher 1: Hıhı. And then games or puzzles.
The researcher: Yes.
Teacher 1: Word formation.
The researcher: Ok.
Teacher 1: Which one…nursery rhymes. Chants and nursery rhymes. They are young.
The researcher: Hıhı.
Teacher 1: And then, scales.
The researcher: Sorry.
Teacher 1: Scales…relatedwords
The researcher: Ok. Series, scales. Yeah. Twelve?
Teacher: And then, which one…translation. The last one I think.
The researcher: No, you have six more.

Teacher 1: Sorry, sorry. Computer based.
The researcher: Ok.
Teacher 1: computer based.
The researcher: Thirteen.
Teacher 1: Picture dictionary.
The researcher: Ok.
Teacher 1: Picture dictionary. And then, translation.
The researcher: Yeah? Three more.
Teacher 1: Three more? Kalmadı mı acaba…which one…
The researcher: Songs, for example, songs and chants. Yeah, you, you said it, sorry.
Teacher 1: I don't use.
The researcher: Ok. Word formation…what about role play activities?
Teacher 1: Sorry?
The researcher: Role play activities? You don't use them?
Teacher 1: Real life activity, ok.
The researcher: Real life activities. What about role plays? Do you use them in your classes?
Teacher 1: Role play? Hıhı.
The researcher: Yeah.
Teacher 1: Sometimes I use…especially for the fourth class, fifth class.
The researcher: Ok. You have two more. Whhy …role play activities and the other one? Which one? Role plays, series or scales…yeah! Word formation, example…Ok.
Teacher 1: Which one I didn't …I teach…
The researcher: Demonstration you said.
Teacher 1: Word formation, scales, hyponyms…
The researcher: Puzzles and games? Yeah, you said it.
Teacher 1: Ok.
The researcher : Definition or dictionaries, yeah! You were number six…sixteen and seventeen. Which one is role play for you and which one is definition or dictionaries?
Teacher 1: Sorry, I didn't understand.
The researcher: You were the last two number for you. Number sixteen and seventeen. Which…which one should be role play, which one should be definition or dictionary use? Which one is the last one for you? Role.. real…
Teacher 1: Last one for me, translation.
The researcher: Last one translation, yeah? Then, then, picture…you said number thirteen picture dictionaries and real life activities. Then? You have two more. Definition or dictionaries and role play?
Teacher 1: Definition and role play, then.
The researcher: Definition is better…and the first one that you use? According to role play, right?
Teacher 1: Yes.
The researcher: Ok. Definition… role plays. Sixteen and the last one, translation you say?
Teacher 1: Yes, hıhı.

The researcher: Right. Role play and translation is the last one. Ok. Do you have any other special technique for you?
Teacher 1: No, I don't have any…
The researcher: You don't...Ok. you don't have your own techniue. Ok. Thank you so much!

INTERVIEW 2

The researcher: Hmm, yes. How many years have you been teaching English? Length of service.
Teacher 2: For..for four years.
The researcher: Four years! Ok. Are you the graduate of faculty of education or literature?
Teacher 2: Ed…Education.
The researcher: Education! Ok.
Teacher 2: Hıhı.
The researcher: Did you attend any in service training about vocabulary teaching? Seminar, conference, or any other?
Teacher 2: Seminer, hıhı.
The researcher: Seminer.
Teacher 2: Yes.
The researcher: Ok. How often do you spare time for vocabulary teaching? Every day, twice a week, once a week, twice a month, once a month?
Teacher 2: Iıı, once a week.
The researcher: Once a week. Ok. Do you plan vocabulary teaching before the class or do you teach it opportunistic, opportunistically? Do you plan it before it or do you teach it whenever you want in the classes?
Teacher 2: I don't understand, repeat again please.
The researcher: Ok. Do you plan your vocabulary classes or do you have a plan before the class or do you teach any vocabulary item when you encounter them during the class?
Teacher 2: Hmmm. I sometimes plan before class.
The researcher: Ok. Sometimes you plan, but sometimes you don't.
Teacher 2: Hıhı. Sometimes.
The researcher: Ok. How much time a week do you spare for vocabulary teaching, a week?
Teacher 2: Hmm.
The researcher: Half an hour, one hour, two hours, three hours?
Teacher 2: A week…
The researcher: Yes, a week.
Teacher 2: One hour.
The researcher: One hour a week. Ok.
Teacher 2: Yeah, two hour, two hours, two hours.
The researcher: Two hours, ok.
Teacher 2: Hıhı, two hours, hıhı.
The researcher: Yes, Do you have extra specific vocabulary classes or do you teach vocabulary mixed in general English classes? For example, do you teach vocabulary with

grammar or reading or another skills or, do you teach vocabulary specifically, only vocabulary classes?
Teacher 2: Hmm. Do you…I teach specifically.
The researcher: Yeah, you have specific vocabulary classes, right?
Teacher 2: Hıhı,you, yeah, I teach specific class.
The researcher: Ok, Ok.
Teacher 2: Hıhı.
The researcher: Now we have…do you think that vocabulary is really important to learn a language? Why/why not?
Teacher 2: I think vocabulary is very important because students…students must learn vocabulary very well to speak English…speak English.
The researcher: Ok.
Teacher 2: Hıhı.
The researcher: Ok. Do you have enough time to teach vocabulary in your classes? Why/why not?
Teacher 2: Repeat again, I don't understand.
The researcher: Ok. Do you have enough time to teach vocabulary during the classes or …
Teacher 2: Hmm. I sometimes have enough time, but I don't…sometimes I don't have enough time…
The researcher: Yeah!
Teacher 2: Hmm, if unit is..
The researcher: is not finished?
Teacher 2: Hıhı, I don't enough… I don't have enough time.
The researcher: Ok… do you have enough materials to teach vocabulary? Why/ why not?
Teacher 2: Hmm. In..in the school, ya..the school don't have enough material…
The researcher: Hmm.
Teacher 2: But I have enough materials, for example, flashcards,hmm…re…real objects…
The researcher:Hıhı.
Teacher 2: For example…that's all.
The researcher:Ok…real objects. Do you think that vocabulary is difficult to teach? Why/ why not?
Teacher 2: I don't understand.
The researcher: Do you think that vocabulary is difficult to teach? Is…is vocabulary difficult to teach or easy? For you?
Teacher 2: Hmm. It's…it's not, is not real. Vocabulary to teach is difficult.
The researcher: is difficult?
Teacher 2: Hı, yes.
The researcher: Yeah. Do you have a schedule to teach vocabulary?
Teacher 2: Err.
The researcher: Why/ why not?
Teacher 2: Do you have…
The researcher: a…a schedule?
Teacher 2: a schedule…

The researcher: to teach vocabulary? Yeah.
Teacher 2: to teach vocabulary…
The researcher: Hıhı.
Teacher 2: Errr. The book is…the book doesn't…The English books don't have enough schedule.
The researcher: Hıhı?
Teacher 2: Err. Sometimes I…I have…I've…I try to… I try to develop my schedule.
The researcher: Hmm, your own…
Teacher 2: My own schedule.
The researcher: For your own students?
Teacher 2: Hıhı.
The researcher: Do you plan your or do you do your schedule at the beginning of the year or before the classes?
Teacher 2: Yes, at the beginning…
The researcher: of the year?
Teacher 2: Hıhı.
The researcher: Yeah, you…you plan the whole year of vocabulary teach…teaching classes?
Teacher 2: Sometime…sometimes at the beginning of the year…
The researcher: Hıhı?
Teacher 2: but sometimes…before the class.
The researcher: Hmm. By the way, why is vocabulary difficult for you? Why? You said difficult a few minutes ago. Why is it difficult?
Teacher 2: I don't understand, repeat again.
The researcher: Wh..Why is vocabulary difficult to teach for you? Why? You said that, yeah, it is difficult for me, yeah? Right?
Teacher 2: Hıhı.
The researcher: But why do you think? Why is vocabulary teaching difficult?
Teacher 2: Errr. I…I don't want to…errr…say Turkish meaning while teaching vocabulary…
The researcher: Hıhı?
Teacher 2: So…so sometimes it is difficult.
The researcher: Hmm.
Teacher 2: Because students…err..students don't understand the meaning of the word.
The researcher:Yeah, yo…so you have to say their translation.
Teacher 2: Evet, hıhı.
The researcher: Hı, Ok.
Teacher 2: So,so I have to…sometimes I have to say the meaning…Turkish meaning of the word.
The researcher: Ok. Next question is… Do you prepare an outline for vocabulary presentation before the class? Outline? Do you have a…not outline but…for example, I teach this word, I teach this…these idioms, for example. Do you have a…do you prepare an outline for your vocabulary class?

Teacher 2: Err. Yes, I have.
The researcher: Why?
Teacher 2: Err. Hmm. Outline is…what, what do you mean? Outline…
The researcher: Outline for your vocab…first vocabulary presentation. For example, you want to present new vocabulary items in your classes, so before the class, do you, for example, one day before the class, for example tomorrow you have a vocabulary class, you, you prepare an outline. Tomorrow, in this hour, I will teach these vocabulary items, for example, and I will present them this…in this way. Yeah, do you have any outlines like this?
Teacher 2: I don't understand.
The researcher: Outlime means…a…how can I say?...like a draft. For example, you don't have plan, but you have an outline with the headline, for example. Not in detail.
Teacher 2: Hmm.
The researcher:Plans are detailed, but outline is more rough.
Teacher 2: Hmm. Errr…I don't understand this question.
The researcher: Hmm…Ok. I mean that…for example, tomorrow you have a vocabulary class, right?
Teacher 2: Hıhı.
The researcher: Err. Do you…you said that I plan…I sometimes plan my classes.
Teacher 2: Hıhı.
The researcher: Sometimes you may not do a plan, but you may prepare a rough outline. For example, this hour I will do this, these ones, but not in detail like a plan.
Teacher 2: Hmmmm.
The researcher: Hı. Do you prepare like this…any any outline? Do you prepare it?
Teacher 2: Err.
The researcher: Before the class?
Teacher 2: No, I don't…No, I don't prepare.
The researcher: No, ok.
Teacher 2. Hıhı.
The researcher: The next question is…do you prefer other language skills to teach in your classes rather than vocabulary? Do you prefer other language skills like reading, grammar, voc…err..listening instead of vocabulary? Why/ why not?
Teacher 2: Err…Yes, I prefer speaking especially…
The researcher: Hıhı?
Teacher 2: because speaking is…I think speaking is important…
The researcher: Hıhı.
Teacher 2. To improve vocabulary.
The researcher: Hmm. Ok. But some…do you prefer speaking to vocabulary?
Teacher 2: Repeat a..again?
The researcher: This doesn't mean that you prefer speaking to vocabulary. Or you may…err…you may use them …you may do them…both of them in your classes.
Teacher 2: No, I don't prefer speaking to vocabulary, but I think speaking is important …
The researcher: for vocabulary teaching?

Teacher 2: To improve vocabulary.
The researcher: Hmm. But err…what err…how…what can you say that about the importance of language skills? For example, yo…can you say that this skill is more important than vocabulary? Can you say…
Teacher 2: Hmm.
The researcher: a sentence like this?
Teacher 2: No, I don't think…err… the other skill is more important than vocabulary.
The researcher: Hı. Ok.
Teacher 2. All of them are…all of them important.
The researcher: Yeah, ok. Do you think learning vocabulary is students' own responsibility or the teacher has to try to teach it himself?
Teacher 2: Err.
The researcher: Why, why not?
Teacher 2: I think the teacher…err…the teacher try to…err… try to.. err… teach vocabulary during the class. But …err…at home…errr
The researcher: Hmm…
Teacher 2: the students have to improve …err…vocabulary.
The researcher: Hmm, it is both of their job, ok?
Teacher 2: Hıhı.
The researcher: or…or…all two have their own role. Ok. The next part is…please put the following categories of vocabulary teaching techniques into an order according to your own preferences in your classes. For example, these…we have three kinds…types of vocabulary teaching techniques: visual techniques, aural techniques and verbal techniques. Ok?
Teacher 2: Errr. Repeat again.
The researcher: We have three types of vocabulary teaching techniques.
Teacher 2: Hı. Yes.
The researcher: Three…three categories.
Teacher 2: Hıhı.
The researcher: The…the first one is visual techniques, visual like flashcards, realia or another… pictures for example. And aural ones. Aural techniques like listening,..err… using tape recorders, this kind of things. And other verbal techniques.
Teacher 2: Hmm. Visual technique.
The researcher: Ha. Put them into an order please according to your own preferences in your own classes. For example, number one, number two, number three.
Teacher 2: Number one, visual technique…
The researcher: Hıhı.
Teacher 2: Err..the other…
The researcher: Number two?
Teacher 2: Err… listening technique.
The researcher: Aural..ha…aural technique. And?
Teacher 2: Aura…aural technique.Err… the other one…what is it?
The researcher: Verbal…verbal

Teacher 2: Hı. Verbal…verbal technique.
The researcher: Ok. Yes. Do you have any paper with you now? Do you have any paper or pencil?
Teacher 2: Err..No.
The researcher: Hmm. Ok…Then, keep it…keep them in your mind please. We have some techniques such as realia, visuals, definition, dict…using dictionaries, translation, demonstration, I mean, acting out like drama…err…picture stories, computer based technology, puzzles and games, songs, cha…err…chant, chants and nursery rhymes, and mimicry, gestures and body language, films, videos, examples, example sentences, word formation- parts of speech…errr…series, role play activities, superordinates and hyponyms, activity and or process, and other ones that you use in mind. Do …Can you put them in order?
Teacher 2: Repeat again…ya… I don't understand it.
The researcher: These are techniques, vocabulary teaching techniques.
Teacher 2: Hıhı.
The researcher: I…I want you to put them into an order according to your preferences in your classes.
Teacher 2: Hmm.
The researcher: For example, you can…say that I use this one is most…this one mostly. And I u… I use the other one less and less, most. You can …errr…compare and put them into an order please.
Teacher 2: Hmmm.
The researcher: For example…sorry?
Teacher 2: I…I see.
The researcher: Ok.
Teacher 2: I understand.
The researcher: Ok. Now…errr. Now, for example, which one is number one…number one for you? Realia, visuals, dictionaries, translation, demonstrations, picture stories, picture dic…dic…dictionaries, for example.
Teacher 2: Visual…visuals.
The researcher: Visuals, ok.
Teacher 2: Vi…Hıhı. It's…the most important.
The researcher: Yes. Number two?
Teacher 2: Number two…demonstration.
The researcher: Demonstration… Number three?
Teacher 2: Number three a computer…I think.
The researcher: Computer based technology?
Teacher 2: Hı…Computer based technology.
The researcher: Like dynED fo….dynED for example. Ok. Computer based technology. The next one?
Teacher 2: What are the others?
The researcher: The others are…dictionaries, translation, picture stories, puzzles and games, songs, chants and nursery rhymes, gestures and body language, films, videos,

example sentences, word formation- parts of speech, series or scales, for example, err…like days of the week, and you teach both…all of them together. Like these for example.
Teacher 2: Err…Games…errr…games.
The researcher: Games, nu…fourth one, ok.
Teacher 2: Fourth one.
The researcher: Number five?
Teacher 2: Errr… Song. Songs, chants.
The researcher: Songs, ok, songs.
Teacher 2: Hıhı.
The researcher: Yeah. Number six?
Teacher 2: Body language.
The researcher: Body language. Ok... Seven?
Teacher 2: Errr…I don't remember the others.
The researcher: Hı. Other. For example, activity or process. For example, you err…can err… teach how to drive a car or how to make fruit salad or going on a picnic.
Teacher 2: Hıhı, this one…
The researcher: Ha… this one. Ok. Activity process.Err.. the other ones are example sentences or translation, using dictionaries…
Teacher 2: Example sentences…Example sentences.
The researcher: Ok…Ok…Nine?
Teacher 2: E şey…err…dictionary.
The researcher: Dictionaries.
Teacher 2: Dictionary.
The researcher: Ten?
Teacher 2: Translation.
The researcher: Translation… Eleven?
Teacher 2: Err. What is ….what is it?
The researcher: For example…
Teacher 2: I don't…
The researcher: Picture stories. Picture dictionaries.
Teacher 2: Ha…Picture stories.
The researcher: Err…I can change the order if you want to put them in suitable order?
Teacher 2: Hmm.
The researcher: For example, you can't see the whole err…techniques at the same time now.So, when you change the order, I can change it.
Teacher 2: Hıı..No…No.
The researcher: Ok. Number eleven, picture stories, picture dictionaries.
Teacher 2: Hı…Hıhı.
The researcher: Ok. Twelve? Err… For ex…word word formation or parts of speech. Word classes for example word families. You can teach it one by one, noun or adjective forms for example. And role play activities… and super ordinates, for example furniture includes hyponyms such as sofa,bed, coffee table, wardrobe, chair like a category and the

other names under it for example, they are super ordinates and hyponyms mean, they mean.
Teacher 2: Errr…Repeat again.
The researcher: Super ordinates and hyponyms, the…the name of the technique is. And for example, sup…it means that…hmm.. there is a…a category, there is a title. And other names related to the…related to this title, for example, furniture. Furniture includes sofa, bed, coffee table, wardrobe, chair. Th…this kind of name.
Teacher 2:Hıhı…
The researcher: For example do you…you teach…do you use this technique in your classes?
Teacher 2: Yes yes. I use.
The researcher: Evet... Then, we can…can we say that …can we say that it is number twelve?
Teacher 2: Yes, hıhı.
The researcher: Ok… Then, number thirteen. Do you have any other special technique that you use in your classes? Different from these ones?
Teacher 2: Hmmm.ee..I sometimes err.. I don't have any objects or flashcard err…materials.
The researcher: Hıhı?
Teacher 2: Err.. I err…draw err…I draw the picture of the word right on the board.
The researcher: Hmm? You draw your own picture?
Teacher 2: Hıhı, yes.
The researcher: Ok. Err…realia. For…what about realia? You didn't say any number for it? Realia, real things in the classes for example? Do you use them?
Teacher 2: Err.. yes, I…I sometimes.
The researcher: Sometimes!
Teacher 2: Err…
The researcher: Number what?
Teacher 2: Not…not often.
The researcher: Often?
Teacher 2: Sometimes.
The researcher: Ok. Then, we can say it…number?
Teacher 2: Hmm. Number…
The researcher: Thirteen or fourteen?
Teacher 2: Fourteen, yes.
The researcher: Fourteen, ok, realia.
The researcher: Err... Which one are…translation you said. Picture stories. What about puzzles? Puzzles and games…yeah you, you said it in your…in number four.
Teacher 2: I don't puzzle…I don't use puzzle.
The researcher: Yeah, only games.Ok. Ok.
The researcher: Hı, only game..hıhı

The researcher: No puzzle. No puzzles, ok. Yeah. On number f…whatever…wha…these...hmm. Ok. Bakıyım…Yeah, ok. Thank you very much for your time, for your extra energy, for answering my questions.
Teacher 2: You…you're welcome. Not at all.
The researcher: Thank you so much. By the way, you are teaching which classes? Six, seven, eight?
Teacher 2: Err.. Repeat again.
The researcher: Which classes do you teach? Which …which..err…which…nu..grade seven, six or five, five grade?
Teacher 2: Hmm…Err…primary , primary.
The researcher: Primary, four?
Teacher 2: Four…Fourth classes.
The researcher: Only fourth classes?
Teacher 2: Fourth classes. Yes, only fourth class.
The researcher: Yeah.
Teacher 2: This year…
The researcher: You taught..you taught only fourth grade?
Teacher 2: Hıhı.
The researcher: Ok, thank you so much.
Teacher 2: Hıhı, not at all.

INTERVIEW 3

The researcher: …Err…I want to learn your length of service. For example, how…how…for how many years have you been teaching English?
Teacher 3: Can you repeat that…I couldn't understand.
The researcher: How…how long have you been teaching English?
Teacher 3: Ha, yes…Errr. For a year.
The researcher: For a year…one year. Ok.
Teacher 3: Yes.
The researcher: Ok…the next one is …err..Are you the…are you the graduate of errr…faculty of education, faculty of literature or any other faculty?
Teacher 3: I'm…I'm graduate of faculty of literature.
The researcher: Faculty of literature…Ok.
Teacher 3: Yes.
The researcher: Then..err..Which department? English literature, American Lit..Culture lit… and Literature, Linguistics, or etc.?
Teacher 3: English Literature.
The researcher: English Literature.
Teacher 3: Hıhı.
The researcher: Err…Then, have you got pedagogical training?
Teacher 3: Err…I couldn't understand.
The researcher: Have you…yeah, you finished the school, and then did you get any pedagogical training? For one or t…
Teacher 3: Of course.

The researcher: Yeah.
Teacher 3: Hıhı.
The researcher: How long did it last?
Teacher 3: Year…in the first year of my education, university education, I…I get err.. pedagogic formation.
The researcher: Hıhı?
Teacher 3: Hmm…for one year.
The researcher: For one year?
Teacher 3: Yes.
The researcher: Err, where did you get it?
Teacher 3: At Hacettepe University.
The researcher: Ok…Err. Ok.Then…did you attend any in service training like seminar or conference about vocabulary teaching?
Teacher 3: Not..no, no I didn't.
The researcher: No!... Ok. How often do you spare time for your vocabulary teaching? Every day, twice a…twice a week, once a week, twice a month or once a month?
Teacher 3: Ha…I try it to ..answer this..err…but if we have got spare time in the lessons…
The researcher: Hıhı?
Teacher 3: I'm..I'm trying to do af…you learn…it's really practical. It's quite important I think when they speak, when they read and etc.
The researcher: Hmm. Then, you say you, you try to do it once a week, ok?
Teacher 3: Yes. We can say once a week.
The researcher: Yeah. Ok. Once a week. Yeah. Do you plan vocabulary teaching before the class or do you teach it opportunistically?...For example, do you plan vocabulary classes beforehand or do you teach some vocabulary items during the class when you encounter them?
Teacher 3: Hmm?... Actually I didn't…I don't do a plan …err…it. Err…at first continuosly. But I have vocabulary exercises.I…hani..I'm try to do them.
The researcher: Hmm!
Teacher 3: I don't have a plan…a daily plan. I will do vocabulary lesson today…I didn't plan that, but I have vocabulary exercises in my…
The researcher: Yes…
Teacher 3: Ha..yes.
The researcher: Ok. Err…How much time a week do you spare for vocabulary teaching?
Teacher 3: Hmm…
The researcher: Half an hour, an hour, two hours, three hours?
Teacher 3: Two class time.
The researcher: Yeah, two hours!
Teacher 3: Hıhı.
The researcher:Ok…two hours. Then… Do you have extra specific vocabulary classes or do you teach vocabulary mixed in general English classes?
Teacher 3: Err…in the year, we have extra English courses as you know for the preparation of the hmm…SBS ex…exam you know?

The researcher: Hıhı…
Teacher 3: SBS…
The researcher: Hıhı…
Teacher 3: In that classes I give them…gave them extra vocabulary tests because in the exam it's very important.
The researcher: Yeah.
Teacher 3: I gave courses to the 8th course…7th class and I try to as much as through texts, through play cards…I try to do extra exercises.
The researcher: Hmm. Ok…Ok…Errr. Two hours in a week! You, so, you…you spare your time for vocabulary teaching, right?
Teacher 3: Yeah.
The researcher: Ok. Now, there is a category of questions here. I will ask them, and you will err…ans…you will answer and you will explain why or why not, ok?
Teacher 3: Ok.
The researcher: Ha. The first one is…do you think that vocabulary is really important to learn a language? Why, why not?
Teacher 3: Ok. I…I think it's very important because…
The researcher: Ha?
Teacher 3: …when you speak, when you read, when you make sentences you use vocabulary and grammar and I think vocabulary is err…more important than grammar because when you speak to a native speaker, sometimes you can …use no grammar but if you use a word…
The researcher: Hıhı?
Teacher 3: in a low context, it is very complex it causes very complex. The dialog can't we have, I think.
The researcher: Ok… Very good. Ok! The next one is…that…do you have enough time to teach vocabulary? Why, why not?
Teacher 3: I don't think so I have enough time because in the weekly programme, in the school programme…
The researcher: Hmm?
Teacher 3: For a class you have four class hourses. It is err..eighty minutes eighty minutes.
The researcher: Yeah.
Teacher 3: You have to err…You have to finish a book, spot…you know spot on?
The researcher: Yeah!
Teacher 3: vesaire…
The researcher: Yeah!
Teacher 3: And and you…you can't do what you want.
The researcher: Hıhı?
Teacher 3: Yani. You have to finish the book…
The researcher: Hıhı?
Teacher 3: You have to teach vocabulary, you have to teach grammar. Of course I don't think I have enough time to teach vocabulary.

The researcher: Yeah, ok. Err..The next question is…do you have enough materials to teach vocabulary? Why, why not?
Teacher 3: Err. I don't think so I have enough materials because it's my first year…I have err… limited, let's say…
The researcher: Hıhı?
Teacher 3: But I want to..ya..I try to, I say, I try to make them more. I try to make more exercises through internet, through my English te…my friends who are English teachers.
The researcher: Hmm.
Teacher 3: I try to make them more.
The researcher: Ok. Number four is…do you think that vocabulary is difficult to teach? Why, why not?
Teacher 3: Vocabulary is? I didn't get that?
The researcher: Is vocabulary teaching difficult or easy? Why, why not?
Teacher 3: I think it depends…it depends to the students. Some students are very interested in English, in learning English. And teaching vocabulary to them is very enjoyable during a game, enjoyable game…
The researcher: Hıhı?
Teacher 3: but ıf the students is not interested in English, it becomes is…difficult sometimes.
The researcher: Hmm!...Ok. The next one, number five…do you have a schedule to teach vocabulary? Why, why not?
Teacher 3: Err…In the weekly programme, you…actually you plan something, but err you throw this schedule according to the book. In the book, if it..ya..it have vocabulary part. In this part, you teach vocabulary. Actually, I'm making my plan according to the book.
The researcher: Hıhı?
Teacher 3: I …I haven't..I…I don't have extra işte…vocabulary schedule işte…
The researcher: Hıhı. Ok.Err. Number six, do you prepare an outline for vocabulary presentation before the class? Why, why not?
Teacher 3: You…ya…that …is that something like a plan…outline? I couldn't get that.
The researcher: Ya…outline….For example, plan is ..err…very in…err..plan is in detail, right?
Teacher 3: Yeah.
The researcher: You… write everything in the class…For example, this five minutes for vocabulary, this presentation of the word, for example. But outline is a li…like a draft. For example, you don't prepare the plan in detail, but you may…may be you don't write it somewhere else. But only…only you prepare an outline for example, maybe.
Teacher 3: yeah…Ha, yes, yes, yes. I prepare…it's very …it's the more general than plan. I get it. Ya, I….hmm…I think how to teach vocabulary…yani not very routine…in a routine way, but err..I plan it in my mind.
The researcher: Hmm?
Teacher 3: In plan, but
The researcher: Then, you have an outline in your mind before the class?
Teacher 3: Yes. Actually. Ya more…err…sometimes…generally…oyhh

The researcher: Ok. Why do you prepare this plan? Didn't you explain why.. Why for…?
Teacher 3: Because…
The researcher: Hıı?
Teacher 3: Yes…you have to plan in your mind or…in your plan because you have limited time. You can't have işte…as enough time as you want and you have to do everything in that limited time…
The researcher: Hmm.
Teacher 3: so…you have to make this outline in …in your mind, in your plan, in your…notebook, etc.
The researcher: Ok…thanks…Now, number seven… do you prefer other language skills such…er..such as grammar, writing, reading, or speaking for example? Err…do you prefer this kind of language skills to teach in your classes rather than vocabulary? Do you prefe…prefer them instead of vocabulary for example? Why, why not?
Teacher 3: I have…you have to balance I think, because vocabulary is important, but the other skills rehearsering (?), writing, reading, they are important to learn a…they are important to, to learn a language because they are part of a total I think.
The researcher: Yeah!
Teacher 3: And they are all important I think…not…I can't say that…işte this is very important, this is more important than …I couldn't for that….
The researcher: Hıhı?...Yeah, you think that all of them are equally important, right?
Teacher 3: Yes, yes I.
The researcher: Yes. Ok. The last question in this category is …errr..that…do you think learning vocabulary is students'own responsibility or the teacher has to try to teach it himself?... why, why not?
Teacher 3: I think…that…I think the teacher not see it as a responsibility because you are a teacher, you are teaching a language to the…to your students. You err… I think you have to or you must do this err because you want, you are a teacher, it's your…
The researcher: Job?
Teacher 3: responsibility and you heard about it. Ya…you are a teacher because…you teach them…
The researcher: Hıhı.
Teacher 3: that…Err.. You couldn't do…you couldn't think that I think it's my responsibility, I have to teach them. But if you don't like it while teaching, you couldn't be successful I think. You have to like it.
The researcher: Hmm.
Teacher 3: Ya..I'm… I will teach that because I like it.
The researcher: Ok. Then, it's first the teacher's job, ok?
Teacher 3: Yeah, of course.
The researcher: Yeah, ok. Thanks. Now, we have three types of techniques. They are called visual techniques, aural techniques and verbal techniques.
Teacher 3: Yes?
The researcher: And would you like me to explain them?
Teacher 3: I guess some… I guess, but if you want…

The researcher: Yeah, visual as you…as you see, they are…they are pictures such as using realia, pictures or any other visuals for example, as you…as its name suggests. And aural are…hmm…materials related to listening and …err…making some activities they are related to them…and verbal...they are ve…they are verbal as you, name suggests because they are…err…they involve speaking for example.
Teacher 3: Ok…
The researcher: Hı…Th…we have three types of this categories. I want you err…to put them into an order.
Teacher 3: Ok.
The researcher: Number one, for example. Which one is number one according to your pre…your own preferences in your classes? Which one do you use them in your classes mostly for example?
Teacher 3: Err. I will answer this question mostly according to me because I , in the first one, I feel audial excercises is important because if you hear something, you don't forget them immediately.
The researcher: Yeah?
Teacher 3: In the second row, I thought verbal activities because if the student does something himself or herself, he don't forget immediately or in a quick …in a quick way.
The researcher: Hıhı.
Teacher 3: And they will remember it in a…in longer time.
The researcher:Hıhı…
Teacher 3: In the third type, I guess visual exercises.
The researcher: Hmm. Aural, verbal and visual you say.
Teacher 3: Yes.
The researcher: Ok. Then, the last category is ..err…that I will mention some…I will talk about some techniques err…not in categories but in their err…more detailed names.
Teacher 3: Hıhı.
The researcher: I want…do you have a any paper or and pencil with you now? Right now?
Teacher 3: Just a minute…
The researcher: Ok.
Teacher 3: Ok?
The researcher: Hı…Please write err…the names of techniques that I will tell now, ok?
Teacher 3: Hıhı.
The researcher: The first one, realia.
Teacher 3: How err…again, repeat again.
The researcher: Realia…real…and .. i a.
Teacher 3: Hıhı?
The researcher: Realia, real objects err…it means.
Teacher 3: Hıhı…
The researcher: Number two…visuals like pictures, photos, posters, videos for example.
Teacher 3: Hıhı…
The researcher: Number three…definition or dictionary use.
Teacher 3: Ok.

The researcher:Dictionaries…Number four, translation…
Teacher 3: Hıhı…
The researcher: Number five… demonstration, acting out!
Teacher 3: Hıhı.
The researcher: Number six…picture stories, picture dictionaries.
Teacher 3:…Yes?
The researcher: Seven…computer based technilogy.
Teacher 3: Ok.
The researcher: Number eight…puzzles and games.
Teacher 3: Hıhı.
The researcher: Err…nine… songs, chants and nursery rhymes…
Teacher 3: Ok.
The researcher: Err…ten… mimicry, gestures and body langua…language.
Teacher 3: Hıhı.
The researcher: Eleven…films, videos, etc.
Teacher 3: Hıhı.
The researcher: Err…twelve…example sentences.
Teacher 3: Yes!
The researcher: Err…thirteen. Word formation and parts of speech, word classes, word families for example.
Teacher 3: Hıhı.
The researcher: Fourteen…series or scales. Related to word gro…related word group such as days of the week, seasons or related words, but graded among themselves such as young, middle aged, early, old. You will err…grade them, for example. This kind of word groups, I mean. Ok?
Teacher 3: Hıhı.
The researcher: They are related, but they are graded at the same time. Fifteen. Role play activities and simulations.
Teacher 3: Hıhı…
The researcher: Errr. Sixteen. Super ordinates and hyponyms. It means that, for example, the super ordinate is furniture, and it includes hyponyms such as sofa, bed, table, wardrobe, chair, yeah…For example, the title “fruits” includes subtitles such as apple, orange, cherry, melon. Right?
Teacher 3: Errrr. Again…
The researcher: Err, for example we…we have a superordinate and it includes other hyponyms. For example, furniture includes err. .sofa, bed, coffee table, wardrobe, chair, this kind of other materials, for example. Fur…furniture here is superordinate, and the other ones are hyponyms. You may use them in your c…
Teacher 3: Quite…chart…You make a chart…from general to the specific?
The researcher: Yeah, there is…there is a general title, and you have subtitles under it, rela…related to this title. For example, fruits; apple, orange, cherry, melon for example.
Teacher 3: Hıhı.
The researcher: Ok!

Teacher 3: Yes!
The researcher: Seventeen…activity or process. It means that…err….real life activities or processes such as how to make fruit salad, going on a picnic, visiting a patient, for example. This kind of real life activities or processes. For example, how to drive a car, this include a process, for example.
Teacher 3: Hıhı.
The researcher: Ok. And, number eighteen…any other specific err…special technique that you use in your classes. Now, I want you to put them into an order that err.. i…that err.. suggests your preferences in your classes. Please put them into an order tha…that err…you mostly prefer your own classes… in your own classes.
Teacher 3: Hmmm. According to… according to that my use in my class, you say, dimi?
The researcher: Yes. The…these are techniques of vocabulary teaching. And I'm sure you use some of them in you classes, so err…yo…please err…put them into an order… according to your own preferences in your classes.
Teacher 3: Hmm. Ok! Just a few minute!
The researcher: Ok! Of….sure..sure…sure. It's your time!
Teacher 3: Ok. I will start.
The researcher: Now…now, number one?
Teacher 3: Realia, real objects.
The researcher: Realia…very good. Ok!
Teacher 3: Err…two…demonstrations
The researcher: Hı…Demonstrations. Ok?
Teacher 3: Three…Role play activities, simulations.
The researcher: Role play activities…
Teacher 3: Yes.
The researcher: Four?
Teacher 3: Err…Ac…activity and process…you say, hani, make a cake, something….
The researcher: Ok, yeah! Yeah! Ok. Yeah!
Teacher 3: Hıhı.
The researcher: Five!
Teacher 3: Err… Film and videos.
The researcher: Film and videos.
Teacher 3: Computer based technology.
The researcher: Ok?
Teacher 3: Hmm… games, chants and….games and chants.
The researcher: Ok. Eight?
Teacher 3: Errr…scales!
The researcher: Scales. Ok! Nine?
Teacher 3: Hmm..err..I couldn't like the… exactly, but err…from general to specificly…you err.....sentence.
The researcher: Ha…superordinate… superordinates and hyponyms…
Teacher 3: Ha, ok!
The researcher: Ok!

Teacher 3: Errr.
The researcher: Ten?
Teacher 3: Definitions and dictionaries.
The researcher: Definition.
Teacher 3: Translation.
The researcher: Ok?
Teacher 3: Example sentence…
The researcher: Ok?...Thirteen?
Teacher 3: Word formation…
The researcher: Fourteen?
Teacher 3: and visual…
The researcher: Vi…visuals.
Teacher 3: Hıhı, visual techniques.
The researcher: Fifteen?
Teacher 3: Body language…
The researcher: Ok.
Teacher 3: Err..
The researcher: Sixteen?
Teacher 3: ….hmm..
The researcher: Hhhh.(laughs)
Teacher 3: hhhh (laughs)…I…I have to say three more, you say, ha?
The researcher: Yeah, yeah. You have three more.
Teacher 3: Hmmm……(?) simulation…
The researcher: Sorry?
Teacher 3: Simulation.
The researcher: Simulation.
Teacher 3: Hıhı.
The researcher: Ok!
Teacher 3: Hmmm…body language, did I say?
The researcher: Yeah, you said it!
Teacher 3: gestures and etc.?
The researcher: Yeah, body language and gestures.
Teacher 3: Ha, picture stories.
The researcher: Ha, ok!
Teacher 3: Hmm.
The researcher: What about your own special technique? Do you have the…like this one, such a technique…your own special techniue?
Teacher 3: I usually use them, but I …I think I didn't use any other special technique.
The researcher: Hmm,ok, then… no number eighteen?
Teacher 3: Hıhı.
The researcher: Ok! Thanks so much for your time, for your energy, for your patience, ok?
Teacher 3: You are welcome !
The researcher: Thanks so much!

INTERVIEW 4

The researcher: Yes! Err…how long have you been teaching English?
Teacher 4: Well, I have started teaching in 2009. I've been teaching English for ……
The researcher: For….four years. Ok! Errr….Number two. Are you the graduate of faculty of education, faculty of literature or any other faculty?
Teacher 4: Faculty of education of course....(?)
The researcher: Ok! Education….And…the next question…did you attend any in service training about vocabulary teaching?
Teacher 4: Errr. I didn't get your question. Could you please repeat that?
The researcher: Of course. Did you attend any inservice err… training like seminar or conference about vocabulary teaching?
Teacher 4: Well, I don't remember really. I don't remember.
The researcher: Not remember.
Teacher 4: I'm not sure about that.
The researcher: Ok!
The researcher: Err. The next question is…how often do you spare time for vocabulary teaching? Every day, twice a week, once a week, twice a month or once a month, for example?
Teacher 4: Hmm. You have that a, b, c, d?
The researcher: No, you…you can have another err…option, for example.
Teacher 4: Hmmm…Ok. In my classes I use vocabulary teaching every day because we need vocabulary to teach.
The researcher: Every day.
Teacher 4: Hı…
The researcher: Ok. Err…do you plan vocabulary teaching before the class or do you teach it opportunistically? For example, do you err…plan some vocabulary items to teach or do you teach them when you encounter them during the class?
Teacher 4: Well… it depends. When you enter ,for example, this way, you have to be enough prepared beforehand.
The researcher: Hıhı?
Teacher 4: When you attend the other classes, maybe, when a word comes out, you know, you can teach it opportunistically, you know, at that time.
The researcher: Hıhı…Ok….Ok… How much time a week do you spare for vocabulary teaching?
Teacher 4: How much time?
The researcher: Hıhı.
Teacher 4: Well…
The researcher: How many hours?
Teacher 4: Every day…ha, ok. You mean hours.
The researcher: Yeah.
Teacher 4: Ok. Maybe, in different classes I attend, for example, one hour…for every class.
The researcher: One hour…for every class or for every day?

Teacher 4: Err…well…one hour vocabulary teaching every day.
The researcher: One hour…Ok. ..Right, ok. Do you have extra, I mean, specific vocabulary classes or do you teach vocabulary mixed in general English classes?
Teacher 4: Err…Well, I don't have any separate classes or any separate time. I do it in class time..class hours.
The researcher: Err…I mean you teach vocabulary with, for example, grammar, reading,writing and other skills or do you have special err…vocabulary classes, I mean that…
Teacher 4: Well…err…in fifth grade or in eighth grade, you know, you have different items. You have reading passages with eighth grades and you have only one or two sentences in the fifth grade. It's…Well…it's up to the teacher…how to teach it…I don't know.
The researcher: Hmmm…
Teacher 4:…how should I answer this question …I don't know it.
The researcher: Yes…err…I do…I mean…I want to learn err…about yours because err…they are your own special classes and I'm sure…for example…if you have a specific vocabulary, for example, today, we are err..s…studying vocabulary you may say, for example. I want to learn it. Do you specific err… one hour, for example, one err…vocabulary class or do you teach this vocabulary items during, for example, reading passages, as you say or another, for example…
Teacher 4: I mean that…yes…
The researcher: Yeah…
Teacher 4: …I want you make myself clear…You know…err…you have vocabulary items and reading passages for example in its…fifth grade.
The researcher: Hmm… Ok.
Teacher 4: I teach my reading passage.
The researcher: Ok…Ok.. Now…right now. Ok. Now, I have a category about including err… se…err…seven, yok, eight questions. And I will ask them now and y… I want you to explain why or why not, ok?
Teacher 4: Hmm.. why or why not?
The researcher: Hıhı. Do you think that vocabulary is really important to learn a language?
Teacher 4: Of course…it's, err… you know, core of the language. If you don't know any words and their meanings, you can't speak, you can't open your mouth even. You know…
The researcher: Ok…
Teacher 4: A baby other than the first month, may be, should be err..meaningful err…enough, you know, get the message across.
The researcher: Hıhı…Ok…
Teacher 4: Important.
The researcher: Hıhı. Err…number two…Do you have enough time to teach vocabulary? Why, why not?
Teacher 4: Err…well…not much, really…I admit that I don't have any err… necessary time to teach vocabulary?
The researcher:…Why… why not?

Teacher 4: Err…why, because I work in a village, time is limited. And the err…students, you know, background is not teaching enough.
The researcher: Hıhı.
Teacher 4: Now, I have to make myself clear… again and again, I have to repeat the other thing I have so before.
The researcher: Ok. Err…Do y….what about materials, for example? Do you have enough materials to teach vocabulary? Why, why not?
Teacher 4: Er, well…I myself have vocabulary items in my house…
The researcher: Hıhı?
Teacher 4: Err..For myself it'ss enough, but in the book, you know, then, enough vocabulary items I think.
The researcher: Yeah you mean… they are enough for you? And you don't need?
Teacher 4: For me, yes.
The researcher: Yeah.
Teacher 4: But, for students, they are not.
The researcher: Ok…Err…Number…4, yeah. Do you think that vocabulary is difficult or easy to teach? Why, why not?
Teacher 4: Well…for me, easy because I think the game err…part of the language because I err…explain the words, for example, in a funny way or draw the pictures. Of course, I…I taught some vocabulary items err… suitable for drawing or showing acting. But, there some, of course, vocabulary that we cannot sh…er..draw on the board. Well…it's just …(?) the language we teach, vocabulary.
The researcher: Ok. Do you have a schedule to teach vocabulary? Why, why not?
Teacher 4: Err…Schedule means…err...extra time in a month, for example or in a week…
The researcher: Yeah?
Teacher 4: Err…Ha…Ok, so… let me think…In my classes, I don't have a schedule… really. The class I teach the vocabulary when it isn't… when it isn't three, for example, for one hour. Err…but it doesn't mean that err, you know, it is on Monday or on Tuesday. It depends.
The researcher: Ok…Err… The next question is…do you prepare an outline for vocabulary presentation before the class? Why, why not?
Teacher 4: Of course, I do.
The researcher: Yeah…
Teacher 4: Of course I do because it…err…it saves me time, you know, beforehand, being prepared for everything.
The researcher: Yeah…Ok... Do you prefer other language skills such as, for example, reading, writing or speaking to teach in your classes rather than vocabulary?... Do you prefer thi kinds…kinds of err..skills to vocabulary, or not?
Teacher 4: Yes…definitely yes. I prefer, for example, in my eighth grades, you know,err… we have lots of reading passages, and we have lots of vocabulary of course. We have to err…depend on the vocabulary items in the reading passages.
The researcher: Ok…Err… Do you think learning vocabulary is students' own responsibility or the teacher has to try to teach it himself? Why, why not?

Teacher 4: Err…could you please repeat err…I have missed the….
The researcher: Hmm…Ok…ok, no problem. Do you think that learning vocabulary is students' own responsibility or the teacher has to try to teach it himself? Is it teacher's or the students' responsibility to learn vocabulary?
Teacher 4: Well…I have …two ideas here because when I was a student, I used to study vocabulary by myself, but err…my teachers taught me beforehand and I have…I repeated at home. So,it…err… it is both students' and the teacher's job to teach or learn vocabulary.
The researcher: Ha…Ok. Now, this category is finished and err…as you know, maybe, we have three categories of, three types of err…vocabulary teaching techniques. They are called visual techniques, aural techniques and verbal techniques. If you would like, I can err…ex….explain them.
Teacher 4: Oh…no need. I know the vocabulary meanings.
The researcher: Ok...ok. Yeah, ok then. I want you to put…err.to put them into an order according to your own preferences in your classes. Visual, aural and verbal?
Teacher 4: Err..yes, ok. Err…I have to start with visual one because I first write vocabulary on the board…
The researcher: Ok.
Teacher 4: And I repeat it…that means it..they audially hear it.
The researcher: Hıhı?
Teacher 4: And then it makes number two, aural.
The researcher: Hıhı, ok. I got it.
Teacher 4: And the last one is verbal.
The researcher: Ok…yes, got it. Now, I want you to write down some detailed techniques because they are categorised and they are err…including some other err…techniques in detail. And I wa…I will count them, I will list them. You'll …please write them on your paper and err…put them into an order according to your own preferences in your classes again. Ok?
Teacher 4: Ok.
The researcher: Ok.
Teacher 4. Hıhı. Ok.
The researcher: Yes. Number one is realia, real objects.
Teacher 4: Ok.
The researcher: Number two visuals, like pictures, photos, etc.
Teacher 4: Ok.
The researcher: Number three, definition or di…dictionaries.
Teacher 4: Definition or dictionary, ok.
The researcher: Hıhı. Number four, translation.
Teacher 4: Hıhı.
The researcher: Five… demonstration, acting out.
Teacher 4. Ok I think.
The researcher: Six…picture stories, picture dictionaries.
Teacher 4: Picture stories…
The researcher: Hıhı.

Teacher 4: Picture dictionaries…
The researcher: Yeah. Seven. Computer based technology.
Teacher 4: Computer based technology.
The researcher: Eight. Puzzles and games!
Teacher 4: Puzzles and games.
The researcher: Nine. Songs, chants and nursery rhymes.
Teacher 4: …chants, nursery rhymes.
The researcher: Err…
Teacher 4: Ok.
The researcher: Ok. Ten…ten.
Teacher 4: Ten …(?)
The researcher: No. Ten..mimicries, gestures and body language.
Teacher 4: …gestures, body language.
The researcher: Eleven…film, videos, etc.
Teacher 4: Hıhı.
The researcher: Twelve…example sentences.
Teacher 4: Example sentences…
The researcher: Hıhı… Thirteen…word formation and parts of speech, like word families, word classes.
Teacher 4: Word classes…ok.
The researcher: Yeah. Fourteen…series or scales. I can explain…this one.
Teacher 4: Err…could you repeat number fourteen?
The researcher: Please put off your speakers… Ok?.. yeah
Teacher 4: Speaker what?
The researcher: Your speakers…they are on now?
Teacher 4: Oh…No…they are not.
The researcher: I'm hearing my voice.
Teacher 4: No…
The researcher: Ok, then.
Teacher 4: …there is a problem with the phone? But I …..
The researcher: Ok, maybe,ok then,no… no problem. Now, ok…number fourteen…series or scales. They are related to word grou...word groups such as days of the week, seasons, and related words but graded. For example, err...about age, we can say that young, middle aged, elderyly, old. They are...we can say that these words are gr...related but at the same time they are graded according to an order. This kind of word series, I mean.
Teacher 4: Ha, ok.
The researcher: Ok... Fifteen...role play activities or... and simulations.
Teacher 4: Role play activities in that. Ok.
The researcher: Ok. Th...number sixteen...superordinates and hyponyms...For example, the superordinate furniture includes hyponyms such as sofa, bed, coffee table, wardrobe and chair.
Teacher 4: Related words, ok.

The researcher: Ok... Number seventeen...activity or process. Real life activities, for example. How to make the fruit...and other processes such as , for example, how to drive a car...it includes a pro...procedure, for example. Or visiting a patient, for example, another real life activity, for example. And, eightee...number eighteen includes...if you have ...your own special technique.
Teacher 4: My own special technique.
The researcher: Yeah.
Teacher 4: Ok.
The researcher: Ok.
Teacher 4: Now, you would like me to put them in...into an order then.
The researcher: Ok, please.
Teacher 4: Err. Ok, let me have a look at the paper first.
The researcher: Yes,of course, I can wait. It's your time.
Teacher 4:Ok ...I know...My number one is...what?... Let me see...
The researcher: Ok, ok. No problem, I...I wait.
Teacher 4: Ok...My first one is number nine...songs and chants...nursery rhymes.
The researcher: Songs and chants...Ok.
Teacher 4: My second one is...
The researcher: Hmm.
Teacher 4: Role play... activities...I mean.
The researcher: Ok. .. Yeah?
Teacher 4: Ok, let me do the same thing. One...two...ok. Third one is...err...pictures, picture stories and picture dictionaries.
The researcher: Ok.
Teacher 4: Err.. the other one is definition of the word or dictionary.
The researcher: Ok.
Teacher 4: Translation.
The researcher: Number five?
Teacher 4: Hıhı...Puzzles and games.
The researcher: Ok.
Teacher 4: Demonstration, acting out...
The researcher: Ok. Five...
Teacher 4: Gestures...
The researcher: Body language
Teacher 4: Body language, yes.
The researcher: Right...nine?
Teacher 4: Ex...example sentences.
The researcher: Hıhı.
Teacher 4: Err...visual.
The researcher: Yeah.
Teacher 4: Realia...if I have of course.
The researcher: Of course... Twelve?
Teacher 4: Films and videos.

The researcher: Yes.
Teacher 4: Word classes...number fif...err...seventeen.
The researcher: Yeah, word formation, you mean I think...
Teacher 4: Hıhı, ok. Err...number seventeen was activity, you said something, but I couldn't get this other type...
The researcher: Number seventeen, real life activities. For example, how to make fruit salad, lik..it, for example it can be a procedure, for example, how to drive a car, how to make fruit salad. Or any other real life activities. For example, going on a picnic, visiting a patient, for example.
Teacher 4: Err...Is it ...(?) put number seventeen to this category, I mean.
The researcher: It's your choice. No problem.
Teacher 4: Err.. Do I have to put all the items in the list?
The researcher: Yeah, it is better.
Teacher 4: So, I mean seventeen is... this one.
The researcher: Ok.
Teacher 4: And...hyponym.
The researcher: Number fourteen?
Teacher 4: Yes.
The researcher: Yeah?
Teacher 4: And the last one...computer based technology because I use it, of course less, in my classes.
The researcher: Yeah.
Teacher 4: We have no electricity.
The researcher: Hıhı...What about number sixteen?
Teacher 4: Err...in my list, I have finished only eighteen, number eighteen is here.
The researcher: Hmmm.
Teacher 4: Err..Mistake.
The researcher: Which one is absent? I will try to define now.
Teacher 4: I have listed everything...here.
The researcher: ...series or scales? What about them?
Teacher 4: Ha, ok.
The researcher: Hı...
Teacher 4: Err.. It's up to...up to, you know, this technology based, computer based technology.
The researcher: Hmm...Ok...OK. Number sixteen?
Teacher 4: Hıhı.
The researcher: And...
Teacher 4: Well...for the last part, err...
The researcher: Hmm...
Teacher 4: I have a technique, but it is, you know, smilar to the other items.
The researcher: Hmm...it's not different or special you say?
Teacher 4: Yeah...yeah.
The researcher: Ok.

Teacher 4: dis...may be with recorded
The researcher: Sorry?
Teacher 4:dis (?) ....you know one part of that one,and the other part is about students...one thing half here, one thing from there...and in the middle.
The researcher: Hıhı...the name you say?
Teacher 4: Well...it's not the other part...meaning is...
The researcher: Ha, ok, ok. Got it now. Ok...Thanks so much for your time, for your energy, ok?
Teacher 4: You're welcome. It's kind of you.
The researcher: Thank you so much...Thank you.
Teacher 4: Ok.

INTERVIEW 5

The researcher: Ha...ok. yes. I want to learn..err....how long have you been teaching English?
Teacher 5: I have been teacher for three years.
The researcher: For three years...yeah.
Teacher 5: Yes.
The researcher: You are teaching which graders?
Teacher 5: Teaching which?...
The researcher: You are teaching...which graders? In which school?
Teacher 5: I am teaching at Toki...primary school.
The researcher: Which graders?
Teacher 5: which grades...
The researcher: Which grades? Yeah.
Teacher 5: Yeah.
The researcher: Hıhı.
Teacher 5: Fourth, fifth, sixth and seventh.
The researcher: Yes, you have been teaching English for three years and you ha...have been teaching four, five and six graders?
Teacher 5: Yes.
The researcher: Yes, right. Ok...Err....Are you the graduate of faculty of education, faculty of literature or any other one?
Teacher 5: Err... Can you repeat it please?
The researcher: Are you the graduate of faculty of education, faculty of literature or any other faculty?
Teacher 5: Err...I can't get it, sorry.
The researcher: Err...
Teacher 5: because of the noise... in my environment.
The researcher: Ok..Ok..Ok, no problem! I can repeat again. Err...are you the graduate of faculty of education...yeah, you ar...you are the graduate of English Language teacher...teaching department or any other literature faculty?
Teacher 5: Hmmm...I am...I am gradua...
The researcher: Hı?

Teacher 5: I am the graduate of errr...education...
The researcher: Faculty? Yeah.
Teacher 5: English...Yes...education faculty... Yes.
The researcher: Ok...Err....hmm..you are a...you are the graduate of English language teaching, German language teaching or French language teaching or another...
Teacher 5: English language teaching.
The researcher: English language teaching, ok.
Teacher 5: You know the answers, why are you asking me?
The researcher: I have to ask...
Teacher 5: Ok.
The researcher: Errr...The next one...did you attend any in-service training like seminar or conference about vocabulary teaching?
Teacher 5: Errr...no, I didn't.
The researcher: No...
Teacher 5: Yes...I didn't take.
The researcher: Ok. How often do you spare time for vocabulary teaching? For example, every day, twice a week, once a week, twice a month, once a month?
Teacher 5: Ok...once a month.
The researcher: Once a month.
Teacher 5: Yes....But, no...I...I have changed my mind...
The researcher: Ok?
Teacher 5: Because in..in every lesson..err..., there is a domain I have to teach vocabulary. Because err.. students... err...can be an unknown words. Yes.
The researcher: Ok.
Teacher 5: Everyday. Ok.
The researcher: Then, everyday, not once a month?
Teacher 5: Yes.
The researcher: Ok...Err.. Do you plan vocabulary teaching before the class or do you teach some vocabulary items during the class?
Teacher 5: I teach vocabulary items during the class.
The researcher: Yeah...
Teacher 5: I don't plan.
The researcher: You don't plan them?
Teacher 5: Yes...
The researcher: Ok.
Teacher 5: Sometimes I plan, but sometimes it err...comes out...hmmm...yani
The researcher: Ok...Yeah, ok. Got it. Ok. Err...How much time a week do you spare for vocabulary teaching?
Teacher 5: How much time...err...for example...
The researcher: For example...how...
Teacher 5: I said every day...
The researcher: Yeah...how much time ...half...half an hour...half an hour, one hour, two hours, three hours, maybe?

Teacher 5: for... one hour.
The researcher: One hour? Ok.
Teacher 5: Yes.
The researcher: One hour a week?...
Teacher 5: One hour a week.
The researcher: Yeah. Ok. Do you have extra specific vocabulary classes or do you teach vocabulary mixed in general English classes? Do you have extra err...specific err...classes that I taught, for example, vocabulary class?
Teacher 5: ...No, I don't spare anyyy ... class for vocabulary teaching...
The researcher: You don't teach only vocabulary, right?
Teacher 5: Yes.
The researcher: Ok...Then...err...I have some err...questions now, and I would like you to explain them why, ok?
Teacher 5: Ok.
The researcher: Why or why not. For ex...the first one is...do you think that vocabulary is really important to learn a language? Why or why not?
Teacher 5:...it's...err... I think it is important because the book...vocabulary is the language. You give messages through vocabulary to another person. First of all, you want to buy a bread from a market, you say only bread. So, vocabulary is the more necessary item, I think.
The researcher: Ok. Number two... Do you enough time to teach vocabulary?
Teacher 5: Err...I think I need more...more time to teach vocabulary. It is not enough for me.
The researcher: Why?
Teacher 5: Err....because errr...schedule is err...in the schedule four hour err...to teach listening, speaking, err...grammar and vocabulary. Four clas...ya...four classes a week. Err...I need to ... I...I should err...teach all of the items of the language, but err...I...I can't err...give the ... I can't save time to err...teach vocabulary.
The researcher: Ok.
Teacher 5: Effectively. Yes.
The researcher: Ok... Number three.. Do you have enough materials to teach vocabulary?
Teacher 5: Err...Yes, I think I've quite enough materials, yes.
The researcher: Why?
Teacher 5: Err...because err...sometimes...blackboard is there to teach vocabulary. I err...real objects...projector, flashcards I use that I have got ...in...materials for vocabulary teaching, I think.
The researcher: Ok.. Next question is...that... Do you think that vocabulary is difficult to teach?
Teacher 5: ...Yes...I think...it's a little bit...err...it's a little bit difficult because err... the students err... sometimes I am familiar with the vocabulary they are going to learn... For example, if they are learning the item for the first time, it...it makes the...it...e yani ...it's, it's sometimes difficult, sometimes difficult, not very much difficult, but sometimes. Yeah.

The researcher: Hmm...Ok... Then, the next one is... Do you have a schedule to teach vocabulary? ...Why, why not?
Teacher 5: Err...before... starting the unit, I...first is the vocabulary, then, going to err...study. I ...yes. Yani, hmmm...I don't plan it, but... err....before starting the unit, I give the bo... vocabulary first.
The researcher: Hmm...you give them, you present items, and you say that, for example, yes, in this unit, we will learn this items, right?
Teacher 5: Yes, these vocabularies, yes.
The researcher: Hmm...
Teacher 5: I give...yes.
The researcher: Then, err... do yo...do you... don't you have a plan to teach them...to teach them?
Teacher 5: Yes...yes.
The researcher: Yes, do you have a plan? Beforehand? 08.50
Teacher 5: have a plan? Hmm...before.
The researcher: Hıhı. For example, tomorrow you will teach some vocabulary items... Think that. And...err...before the class, do you...err...have a schedule?
Teacher 5: Err...No...I, I don't have a schedule.
The researcher:...Ok... The next question is...do you prepare an outline for vocabulary presentation before the class? Why, why not?
Teacher 5: ...Can you repeat it again, please?
The researcher: Do you prepare an...an outline for vocabulary teaching?
Teacher 5: Outline...
The researcher: Yeah, outline. In your mind, for example, maybe.
Teacher 5: Yes...
The researcher: Yeah, do you have...do you have such a ...such an outline before the class?
Teacher 5: Yes, I err...make a plan such an outline. I don't err... write everything, but I have a plan on...on my mind. Yes.
The researcher: Ok...You have it in my...in your mind?
Teacher 5: Yes, I plan it on my mind...in my mind. Yes.
The researcher: Ok... Do you prefer other language skills such as reading, writing, speaking or any...listening, for example, do you prefer this kind of language skills to teach in your classes, instead of vocabulary? For example, do you think that err...I err...use, I prefer this language skills to vocabulary, the, can you say that or you have another idea?
Teacher 5: Err...I could...I understand your question right, err...
The researcher: Hı?
Teacher 5: I ch...I change listening, and also entering is important to learn vocabulary because I err...explain them, I, I, I explain the vocabulary part if they don't understand, I show them a picture or ...
The researcher: Sorry.. sorry, sor., I mean that, for example, you...we have err...four language skills, right? Such as reading, writing, etc?
Teacher 5. Yes...I know.

The researcher: Do you... do you ...do you prefer this language skills to vocabulary or grammar?... For example, do you think that they are more important than vocabulary? I want to learn it.
Teacher 5: No...ha, No. Errr... I can't say...err...tha... another skills are important than vocabulary. I can't say that. No, I think so.
The researcher: Becau..because, we...because we have many other language skills such as grammar, reading, writing, ...listening.
Teacher 5: Yes...yes.
The researcher: You...can you say that they are more important or they...or I prefer this language skill to vocabulary, for example. Can you say that?
Teacher 5: ...No, I don't say that because every skill...every err...i...every item...yes....vocabulary, listening, reading...they are all separately err...important. they have...they are... I can't ...compare them.
The researcher: Ok...The last question in this category... Do you think learning vocabulary is students' own responsibility or the teacher has to tr...has to teach it himself? It...is it the teacher's or students' job to learn or e...to teach vocabulary? Whose role is it?
Teacher 5: Ay, if the students is eager to learn err...word or vocabulary, err...the teacher should have words or ...(?)but sometimes the students aren't eager to learn err...vocabulary. this... at this time lea...learn...er.. teacher's job is more important because err...he or she, the teacher wants err...yes, the students' attention to learn vocabulary and err...can say extra or...can hmm...has to do, ok, teacher has to do extra work here, if the student err...doesn't want to learn a vocabulary.
The researcher: Hmmm...
Teacher 5. Yes.
The researcher: Then...
Teacher 5: they are but...
The researcher: Yeah?
Teacher 5: No, it is err...the more...the more important...the more is the teacher's role...
The researcher: Yeah.
Teacher 5: i...yes...students' learning vocabulary.
The researcher:...Ok. Now, err...as you know we have three types of techniques of vocabulary teaching and they are called visual techniques, aural techniques and verbal techniques, as their name suggest.
Teacher 5: Verbal...
The researcher: Verbal, aural and visual.
Teacher 5: Aural and visual. Yes.
The researcher: Ha... Please put this three types of techniques into an order according to your own preferences in your own classes... Right?
Teacher 5: Hmmm...Ok. My....most common technique I use ...in my classes is err...sometimes verbal, sometimes visual, sometimes aural, I can't...
The researcher: The...the first one?
Teacher 5. The first one? Yes, ok. The first one is ...the visual.
The researcher: Visual. Ok. What about number two?

Teacher 5: what about aural?
The researcher: Nu...number two, two? Second one.
Teacher 5: Number two is aural, I ...think.
The researcher: Aural? Ok, ha ok. Aural.
Teacher 5: Ok, aural, yes.
The researcher: And, third...third one for you is...?
Teacher 5: Ok, first I have to say the vocabulary to teach it. Err...I and to mix to the say the vocabulary, tell the vocabulary. I...I want you this...three types of techniques at the same time. I can't err...job...make it visual or verbal.
The researcher: But err...hı...they...they should have an order in your mind or in your own classes to use.
Teacher 5: Ok...firstly...time....for example, I say apple. There is a apple vocabulary. May I show the visual...
The researcher: Hı..yeah?
Teacher 5: They ...they get the item easily, but if I err...keep it verbally, they understand, but some of them...some of the students may not understand...and also aural...I change the word form as visual...
The researcher: Yeah?
Teacher 5: and second one is verbal, the third one is aural.
The researcher: Ok. Then, err...please, er...get your paper and ready?
Teacher 5. Oh..ah...sorry?
The researcher: Please get your paper and pencil ready...Are they ready? Yeah n...right now?
Teacher 5: Yes.
The researcher: Ok. Please write err....the techniques that I will err...tell now... Right?
Teacher 5: Write a techniques?
The researcher: Write tech...yes, vocabulary teaching techniques. I will tell you some vocabulary teaching techniques and I will ask you to put them into an order according to your own preferences in your own classes again.
Teacher 5: Yes...ok.
The researcher: Ok? ...Yeah.
Teacher 5: Ok.
The researcher: The first one is realia...real objects.
Teacher 5: Yes.
The researcher: Number two...visuals.
Teacher 5: Visuals...
The researcher: Like pictures, photos, posters, for example.
Teacher 5:Yes...
The researcher: Number three...definition or dictionaries...
Teacher 5: Definition or dictionary,...
The researcher: Yeah...Number four...translation...
Teacher 5: Ok.
The researcher: Number five...deminstration, acting out...

Teacher 5: Ok, five, I can't understand?
The researcher: Demonstration, acting out...
Teacher 5: Yes!..
The researcher: Number six...picture stories, picture dictionaries...
Teacher 5: Picture stories...
The researcher: Picture dictionaries...
Teacher 5: Tamam, ok...
The researcher: Err...number seven...computer based technology...
Teacher 5: Co...err...computer based?
The researcher: Yeah...Yeah.
Teacher 5: Ok.
The researcher: Number eight...puzzles and games.
Teacher 5: I...sorry?
The researcher: Puzzles and games.
Teacher 5: Puzzles?
The researcher: Hıhı... Puzzles and games.
Teacher 5: Games...yes.
The researcher: Yeah. Number nine...songs, chants and nursery rhymes.
Teacher 5: Sorry...can you repeat it again, please?
The researcher: Ok, ok. No problem. Songs..
Teacher 5: Ok?
The researcher: chants...
Teacher 5: Chants...
The researcher: Chants, yeah. Chants and nursery rhymes.
Teacher 5: Nursery rhymes?
The researcher: Yeah...ok. Number ten...mimicry, gestures and body language.
Teacher 5: Mimicry, gestures...
The researcher: body language, mimicry, etc...Eleven...Films, videos...
Teacher 5: Numbe...how many...are there? Haha...
The researcher: Haha...five more...
Teacher 5: Ok. Eleven...can you repeat it again please?
The researcher: Film...films, videos...
Teacher 5: Film, video...
The researcher: Hıhı... Twelve...example sentences.
Teacher 5: Ok, sorry?
The researcher: Example sentences.
Teacher 5: Ok...
The researcher: Err...number thirteen...Word formation...
Teacher 5: Word formation!...
The researcher: Yeah...parts of speech, word classes, word families, for example.
Teacher 5: Ok.
The researcher: E...Number fourteen is called err...series or scales. It is...
Teacher 5: Can you repeat it again please?

The researcher: Series or scales...the technique is called series or scales...I can explain it.
Teacher 5: Series and...
The researcher: Sca...scales. Scales...
Teacher 5: Scales...
The researcher: Hıhı.
Teacher 5: Ok...
The researcher: Th...thi...this technique is err...related to word...related word groups. For example, days of the week, the title of the.err..vocabulary item. And err...for example, or seasons, and they are all...the...other name, ...the other err...items are related but they are graded in their,.err..in their outlines. For example, about age, you can say that young, middle aged, elderly and old. You sa...they are related but they are also graded.
Teacher 5: Yes, I understand it.
The researcher: Yeah...ok. Number fifteen...role play activities and simulations...
Teacher 5: Ok...Simulations...
The researcher: Role play activities...yeah. number sixteen...er...superordinates and hyponyms...
Teacher 5: Ok, say it again please.
The researcher: Superordinates and hyponyms.
Teacher 5: Synonyms and antonyms?
The researcher: No, no...No. superordinates or hyponyms. Superordinates.
Teacher 5: Superordinates...
The researcher: Yeah. For example, the superordinate furniture, the name furniture, includes hyponyms such as sofa, bed, coffee table, wardrobe, ok?
Teacher 5: Ok, I understand.
The researcher: Ha, the title includes other names... under it.
Teacher 5: Ok...Is there something?...
The researcher: yes, the...the last one is seventeen...activity or process...
Teacher 5: Activity or process...
The researcher: Yes. For example, real life activities such as er..visi...visiting a patient, going on a picnic, or some process, for example, how to drive a car, how to make fruit salad, for example.
Teacher 5: Ok, ok. I understand, ok.
The researcher: Hı...and, eighteen is your own special one if you have...
Teacher 5: Ha, ok. It is mine.
The researcher: If you ...if you have your own special technique, you can write it, number eighteen. And now...please a...according to your use...your preferences in your class, which them...which of ...which of them you use mostly or less than the other, please err... numbe...numberise them, put them into an order according to your own preferences.
Teacher 5: Ok.
The researcher: Yes...I will.. wait some minutes.
Teacher 5: Ok...ok.
The researcher: Yeah...I can wait. No problem.
Teacher 5: Ok...Hmm...Err...

The researcher: Yeah...ready?
Teacher 5: Bi dakika...hmm.
The researcher: Ok.
Teacher 5: Can I err...alright...can we answer later? Because get...get the bus.
The researcher: Really? Haha...
Teacher 5: Yes.
The researcher: You have your answers now on your on your paper?
Teacher 5: I don't have answers, but I can say it quickly.
The researcher: Yeah...
Teacher 5: My first one is...realia.
The researcher: Yeah, ok. You can ...number them.
Teacher 5: Ok...err...two...demonstrations.
The researcher: Ok.
Teacher 5: Four, definition.
The researcher: Ok.
Teacher 5: Five...
The researcher: Three?...three?
Teacher 5: Three...pardon, visuals.
The researcher: Three visuals, ok. Four?
Teacher 5: Four, definition.
The researcher: Five?
Teacher 5: Five...exams...example...five example five...
The researcher: Example sentences?
Teacher 5: Yes...
The researcher: Six?
Teacher 5: Six...word formation.
The researcher: Ok.
Teacher 5: Seven...ok...seven....seven...film and, film and videos.
The researcher: Ok.
Teacher 5: Eight...chants, nursery rhymes.
The researcher: Ok.
Teacher 5: Nine...Picture stories.
The researcher: Ok.
Teacher 5: Nine...bi dakika...aa, ok. Picture stories ...
The researcher: Yeah...
Teacher 5 Err...ten...
The researcher: Ten?
Teacher 5: Ten...com...err...computer based.
The researcher: Sorry?
Teacher 5: Ten, computer based technology.
The researcher: Ha, ok.
Teacher 5: Err...eleven, puzzle, games.
The researcher: Ok.

Teacher 5: Err...twelve...superordinate.
The researcher: Ok.
Teacher 5: Thirteen...thirteen, translation.
The researcher: Ok.
Teacher 5: Fourteen, activity, process.
The researcher: Ok.
Teacher 5: Fifteen...errr...fifteen...simulation.
The researcher: Ok.
Teacher 5: Sixteen...I...did I say activity process?
The researcher: Yeah, yeah. Number fourteen.
Teacher 5: Ok...Ok..sixteen, I can't...err...I don't know which is that I didn't say.
The researcher: You...you have two more. They are...err...role play?
Teacher 5: Gestures, gestures I say.
The researcher: Gestures, ok. One more?
Teacher 5: I don't know...the...which one left...
The researcher:The last one...what about word formation?...yeah, you said it.
Teacher 5: I said it...I think I said word formation.
The researcher: Yeah, you said it, you said it, yeah.err...example sentences...series or scales?
Teacher 5: What?
The researcher: Series or scales? The last one.
Teacher 5: Ok, the last one is series or scales.
The researcher: Ok, thanks so much. Thanks so much for your time, for your energy...
Teacher 5: Ok...I ...not at all. I, I think...I wish I could help you.
The researcher: Thank you so much.

INTERVIEW 6

The researcher: Ok...Yes, err...Firstly...the first part is about your length of service. How long have you been teaching English?
Teacher 6: I have been teaching English for three years.
The researcher: For three years...ok.
Teacher 6: Yes.
The researcher: Are you the graduate of faculty of education, literature or any other faculty?
Teacher 6: I graduated from English Language and Literature.
The researcher: Literature...ok. E...in which department? English literature,....yeah, yes...you said English literature?
Teacher 6: English language and literature.
The researcher: Ok...ok. Eng...Ok, then. Have you got pedagogical training?
Teacher 6: Yes, I have pedagogical training and err...it longed for one year.
The researcher: Ok...Where did you get this training?
Teacher 6: In Gaziantep University.
The researcher: Ok. How long then...i..it err...lasted? one year, yeah?

Teacher 6: Yes...it is only one year
The researcher: Yeah, ok...
Teacher 6: ...when I was err...third class.
The researcher: Ok...Err...did you attend any in service training such as seminar or conference about vocabulary teaching?
Teacher 6: Yes, I attended errr...a course about it.
The researcher: Ok...yes. How often do you spare time for vocabulary teaching? Every day, for example, twice a week, once a week, twice a month, once a month? They are only examples...you can err...say any other answer about it.
Teacher 6: Eeee... while teaching or for my personal...
The researcher: No...vocabulary teaching in your classes.
Teacher 6: Ha, ok...vocabulary teaching.
The researcher: Hıhı.
Teacher 6: Err...I...after all unit...
The researcher: Hıhı?
Teacher 6: I try to make vocabulary...
The researcher: Hıhı?
Teacher 6: thing...
The researcher: Ok.
Teacher 6: For my students.
The researcher: Hıhı?
Teacher 6: Err...we can say...once a week.
The researcher: Once a week...ok.
Teacher 6: Yeah.
The researcher: Once a week. Err...do you plan vocabulary teaching before the class or do you teach it opportunistically? I mean...do you teach it err...during the class when you encounter some new words?
Teacher 6: I plan it...
The researcher: Yes...
Teacher 6: I plan vocabulary teaching before teaching them, especially I use flashcard...
The researcher: Hıhı?
Teacher 6: etc...
The researcher: Ok...
Teacher 6: Some visual materials to show them...
The researcher: Ok... Err... How much time a week do you spare e...for vocabulary teaching? How much time, in hour, for example?
Teacher 6: Ee..approximately two hours...two hours...for vocabulary teaching.
The researcher: Ok...approximately two hours...Err... Do you have extra specific vocabulary classes or do you teach vocabulary mixed in general English classes?
Teacher 6: In general classes, only.
The researcher: Hmmm...you don’t have any extra vocabulary class? Right?
Teacher 6: No.
The researcher: No, ok.

Teacher 6: No...no. only general English classes.
The researcher: Ok...Now, I will some err...detailed questions.
Teacher 6: Ok.
The researcher: And I...I will ask you to explain them why or why not, ok?
Teacher 6: Ok.
The researcher: Hı...The first one is ...do you think that vocabulary is really important to learn a language? Why or why not?
Teacher 6: Er...it is too important...because knowing vocabulary, err...the students cannot communicate each other.
The researcher: Hmm...yeah.
Teacher 6: So...we have to teach them vocabulary.
The researcher:...Ok. number two...do you have enough time to teach vocabulary? Why, why not?
Teacher 6: Err...I think I have enough time to teach them vocabulary because my students err... like learning vocabulary so much... They think that err...learning vocabulary is so enjoyable for them... So, I tried to make an enough time to teach them vocabulary.
The researcher: ...Ok. Err...question three...do you have enough materials to teach vocabulary? Why, why not?
Teacher 6: Err...I have err...enough material to teach vocabulary. I use some flashcard, and there are a lot of website err...to ...to teach vocabulary to my students err...via computers...
The researcher: Hıhı.
Teacher 6: So, it is enough I think.
The researcher: Ok... Num...
Teacher 6: If you search, you can find many many many...
The researcher: Yeah...
Teacher 6: ... websites ...
The researcher: Hıhı?
Teacher 6: ...about vocabulary teaching.
The researcher: Ok, right. err...four...do you think that vocabulary is difficult or easy to teach? Why, why not?
Teacher 6: ..I think err.. it is the easiest one...all of them...when we compare grammar teaching, or reading or writing...
The researcher: Hıhı.
Teacher 6: Vocabulary is the best one for me. Because err...my students enjoy so much while learning vocabulary. Because err...we may some we...I...I use many materials to show err...to teach them. So, they enjoy, so I'm also enjoy while teaching them vocabulary.
The researcher: Ok....Number five... do you have a schedule to teach vocabulary? Why, why not?
Teacher 6: Can you repeat it again?
The researcher: Yeah, sure. Do you have schedule to teach vocabulary?
Teacher 6: Schedule...
The researcher: Yeah.

Teacher 6: You mean...err...Yes... I have a schedule to teach vocabulary. Because it must be planned. Vocabulary... teaching is important. Generally err..I try to teach vocabulary after I finished the unit.
The researcher: Hıhı?
Teacher 6: And while err.. we are on the unit, I try to err...make them to remember vocabulary. When we finished, err.. I see that all of the students know vocabulary.
The researcher: Hmm. Ok... You err..teach it during the classes and also you err...review them at the end of the unit. Am I right?
Teacher 6: Yes, yes. Exactly.
The researcher: Ok...err...number six. Do you prepare an outline for vocabulary presentation before the class?
Teacher 6: It is not err...an exact outline. I plan it before, of course, how to teach and what to do while teaching.
The researcher: Hıhı?
Teacher 6: But it..it is not...as you said.
The researcher: Ok.
Teacher 6: It is not exactly...
The researcher: In fact...
Teacher 6: ...what you mean.
The researcher: plans are err...plans are more detailed. Outline is like a draft. It is in general and only key words maybe. You may have it in your mind or you may err..write something on a paper in general err...language. In...
Teacher 6: Yes.
The researcher: ...not in detail, I mean.
Teacher 6: I have planned it in my mind and also I prepare my materials for vocabulary.
The researcher: Hıhı...Ok.
Teacher 6: before class...
The researcher: Ok. But you don’t write any outline or any plan, right?
Teacher 6: N...not written.
The researcher: Ok.
Teacher 6: Yes...you are right, exactly.
The researcher: Ok...
Teacher 6: Not written, it is in my mind.
The researcher: Ok...Hmm...number se...seven. do you prefer other language skills such as grammar, reading, writing or speaking to teach in your classes instead of vocabulary? Why, why not?
Teacher 6: Err...I have to err...teach grammar to them, because of our educational system.
The researcher: Yeah?
Teacher 6: So I have to do teach them grammar, and err...I prefer teaching grammar.
The researcher: Hmm.
Teacher 6: ...before teaching vocabulary.
The researcher: Hmmm, you prefer...
Teacher 6: But, I teach them grammar. And then, we review the vocabulary on our unit.

The researcher: Hmm... You mean...tha...
Teacher 6: ...educational system...
The researcher: Yeah?
Teacher 6: and you know, SBS exam.
The researcher: Hıhı...So, you prefer...we can say that you prefer grammar to vocabulary...in the classes?
Teacher 6: Not exactly, because I use all of them.
The researcher: Hmm...
Teacher 6: But, first grammar, then vocabulary.
The researcher: Hmm..
Teacher 6: Without vocabulary...
The researcher: Ok...
Teacher 6: ...I can't dream and re...teaching language.
The researcher: Ok... Err...the last question in this category is...do you think learning vocabulary is students' own responsibility or the teacher has to try to teach it himself? Why, why not?
Teacher 6: I think err...it is not exactly students' responsibility. Err...in fact, the teachers try to make them love learning vocabulary. And teachers must show them how to learn vocabulary by themselves... maybe we can teach them strategies... to learn vocabulary...but not, responsibility.
The researcher: Hmmm.
Teacher 6: Responsibility is not the right vocabulary to define it.
The researcher: Errr...
Teacher 6: ...didn't err..have to enjoy...
The researcher: Yeah...
Teacher 6: ...while learning vocabulary. If they not, they only remember...only for a while. After a while, they forget all of the vocabulary.
The researcher: Hmm...then, err... can you say that it is a teacher's responsibility, it is the teacher's job....
Teacher 6: Yes...
The researcher: to make students love and enjoy lis...err....learning?
Teacher 6: Exactly.
The researcher: Yeah.
Teacher 6: I think teacher's responsibility.
The researcher: ...Ok...Er...another category is about er...vocabulary teaching techniques. There are three types of techniques...vocabulary teaching techniques. They are called err...visual techniques,
Teacher 6: Yes...
The researcher: e...aural techniques...and verbal techniques.
Teacher 6: Yes...
The researcher: Ok? I want you to put these tech...err...types of techniques into a category according to your preferences...in your err... classes.
Teacher 6: Err...first of all, visual.

The researcher: Yeah...
Teacher 6: then, aural...
The researcher: Hıhı?
Teacher 6: and the another...
The researcher: verbal, you mean?
Teacher 6: Yes.
The researcher: ...Ok...Then, err...your pencil and paper ready?
Teacher 6: Yes...
The researcher: Yeah. Err...here, there are some vocabulary teaching techniques. And I want you er...to put them into an order according to again er...your preferences in your classes...according to err...your preferences, your choice which...which of them you choose mostly, and your or less? Ok?
Teacher 6: Ok, ok.
The researcher: Hı...number one is...realia, real objects.
Teacher 6: Ok.
The researcher: Number two...visuals, like pictures, photos, posters.
Teacher 6: Ok.
The researcher: Three... definition or dictionaries...
Teacher 6: Ok.
The researcher: Four...translation.
Teacher 6: Yes?
The researcher: And five, demonstration, acting out.
Teacher 6: E, ok?
The researcher: Six...picture stories and picture dictionaries...
Teacher 6: Picture stories...
The researcher: Hıhı.
Teacher 6: Ok...
The researcher: Err...seven, computer based technology...
Teacher 6: Ok...
The researcher: E...eight...puzzles and games...
Teacher 6: Ok...
The researcher: E...nine...songs, chants and nursery rhymes...
Teacher 6: Ok.
The researcher: Ten...mimicry, gestures and body language.
Teacher 6: Ok.
The researcher: Eleven...films, videos, etc.
Teacher 6: Ok...
The researcher: Err...twelve, example sentences.
Teacher 6: Ok.
The researcher: Thirteen...word formation and parts of speech, like word classes, word families.
Teacher 6: Ok...
The researcher: E...fourteen is...series or scales... I can explain it if...if you wan...want.

Teacher 6: Yes...You can define me.
The researcher: Ok. E...it's about er...related word groups, like for example, days of the week, seasons. You can teach them together. And also err...or they may be err...at the same time related, but also graded in themselves. For example, about the, while teaching the age groups to your students...
Teacher 6: Ok...
The researcher: you can say it, young, middle aged, elderly, old. They are rela...related but are at the same time they are graded in themselves. So, you can teach them together.
Teacher 6: Ok.
The researcher: It's a technique, also.
Teacher 6: Ok.
The researcher: Fifteen, role play activities and simulations.
Teacher 6: Role play...
The researcher: Hıhı...
Teacher 6: Ok.
The researcher: Err...six...sixteen, superordinates and hyponyms... It may not be clear for you.
Teacher 6: Yes.
The researcher: Ok. I will explain also.The..supe...superordinate is a err... title, for example...a category, a type. And hypony....
Teacher 6: Yes?
The researcher: Hyponym is a superordinate's details. For example, the superordinate can be furniture. And err...
Teacher 6: Ok...
The researcher: it has some hyponyms such as sofa, bed, coffee table, wardrobe, chair, for example.
Teacher 6: Ok, ok...I understand what you mean.
The researcher: The title is furniture, and subtitles are also included, yeah...
Teacher 6: Ok, Ok. I understand.
The researcher: And...
Teacher 6: I get it.
The researcher: Ok. Activity or process...This one includes real life activities, or processe...processes such as, for example, how to make fruit salad, or how to drive a car, going...
Teacher 6: Ok...ok.
The researcher: going on a picnic, for example. And the last one is about your special technique if you have...one.
Teacher 6: Ok.
The researcher: Yeah. Please err...make them into an order according to own choice in your classes. Which of them you use mostly or you may not use some err...some of them
Teacher 6: Yes.
The researcher: Please put them into an order.
Teacher 6: Ok, first one is...

The researcher: Ha...
Teacher 6: Demonstration and acting out.
The researcher: Ok...
Teacher 6: And the second one is gestures and body language.
The researcher: Gestures...
Teacher 6: And the third one...games and puzzles.
The researcher: Games and puzzles...
Teacher 6: And the fourth one...errr... role play.
The researcher: Hıhı?
Teacher 6: And the fifth one...translation.
The researcher: Yeah...
Teacher 6: Sometimes it is necessary to...
The researcher: Yeah...
Teacher 6:... teach them...
The researcher: Hıhı.
Teacher 6: ...the meaning. And the seventh one...in fact, I don't use ever of them... in my classes.
The researcher: This one is sixth one...You said five, translation. Six?
Teacher 6: And six one...it can be...example sentences.
The researcher: Ok...
Teacher 6: But err... I don't use...songs or chants.
The researcher: Hmm, then you pu...you can put it at the end of the list.
Teacher 6: Err...which one...you mean?
The researcher: Yes, you said that you...I don't use songs and chants.
Teacher 6: Yes...
The researcher: Yeah, you ...
Teacher 6: But...
The researcher: You can put it at the end of the list.
Teacher 6: Ok...also...
The researcher: Err..in number eighteen?
Teacher 6: Errr.
The researcher: Yeah.
Teacher 6: Eighteen...and then...seventh one computer based...
The researcher: Ok...
Teacher 6: And the eighth one, word groups...series, you mean.
The researcher: Ok.
Teacher 6: Activity...
The researcher: Word groups or series? Sorry...series, ok.
Teacher 6: Series...series...
The researcher: Yeah, ok. Nine?
Teacher 6: And...ninth one...activity and ...
The researcher: Process?
Teacher 6: Yes...

The researcher: ...Ten?
Teacher 6: Then, I have some special techniques, in fact, we can put it, yes...there
The researcher: Of course. Yeah?
Teacher 6: Special techniques...
The researcher: How can you call it? For it...Can you explain it in a short expression?
Teacher 6: Some...some special techniques err...about games. I use some games...err..students know and play them in Turkish...
The researcher: Hıhı?
Teacher 6: I translated them to English.
The researcher: Hmm...
Teacher 6: And err...we use it.
The researcher: Then, we can ...(?) special technique
Teacher 6: Hotter and colder...m...maybe.
The researcher: Haaa, ok.
Teacher 6: They...yes, hotter and colder, like this.
The researcher: Ok, special technique with games...we can say?
Teacher 6: Yes, games...exactly.
The researcher: Ok.
Teacher 6: I use many games while teaching vocabulary.
The researcher: Ok...eleven?
Teacher 6: It's a eleventh one...picture stories...And the twelfth one, definitions...
The researcher: Yeah?
Teacher 6: And thirteenth...word of classes.
The researcher: Word c...classes.
Teacher 6: Yes...
The researcher: Word formation, you mean?
Teacher 6: Yes...And then,...
The researcher: Yeah? Fourteen?
Teacher 6: Superordinates and hyponyms...
The researcher: Can you use it?
Teacher 6: ...Not too much, in fact.
The researcher: Ok...
Teacher 6: But, sometimes...err....maybe some for little classes...
The researcher: Ok...
Teacher 6: ...doing...
The researcher: Yeah...
Teacher 6: We can use it because they have many word.
The researcher: Ok.
Teacher 6: All of the unit.
The researcher: Fifteen?
Teacher 6: And the fifteen...films and videos.
The researcher: Ok.
Teacher 6: And last one, no last one....

The researcher: Sixteen?
Teacher 6: Songs and chants...the last one.
The researcher: Hıhı? Number eighteen...
Teacher 6: We have now sixteen and sevent...
The researcher: Seventeen, yeah?
Teacher 6: We say...I say role play...activity and special technique...
The researcher: Yeah...
Teacher 6: Definition, trans...
The researcher: Yeah...
Teacher 6: Demonstration...picture stories, computer based, puzzles...
gestures...examples... sorry...
The researcher: Which one is left...
Teacher 6: seven, eight, nine, ten, eleven, ...twelve, thirteen...
The researcher: What about visuals?...
Teacher 6: Ha, ok. I use visual, but...oh my God!
The researcher: Ok, you forgot it?
Teacher 6: Yes...
The researcher: Which number...for visuals?
Teacher 6: Visuals...we can put them in the third one...
The researcher: Third one...then...
Teacher 6: Yes.
The researcher: Ok....Then, we can get the other numbers...at the back of the row, yeah?
Teacher 6: And err...I don't use real objects.
The researcher: Hmm, ok.
Teacher 6: I use visual poster...
The researcher: Ok.
Teacher 6: And another one, aural...No...realia. I don't use real objects.
The researcher: I use...
Teacher 6: ...but I use visual posters.
The researcher: Yeah, then, you can say songs and chants err... I don't use them, you said. And then, we can say...the last one songs and chants, and number seventeen, realia? Right?
Teacher 6: Yes,...yes, yes, you are right, exactly.
The researcher: Ok, then...Ok.

INTERVIEW 7

The researcher: Hello...err... My first question is about length of service. How long have you been teaching English?
Teacher 7: Err...I have been teaching English for three years.
The researcher: For three years..ok.
Teacher 7: Yes.
The researcher: Eee...the second question is... Are you the graduate of faculty of education, faculty of literature or any other faculty?
Teacher 7: Faculty of education...

The researcher: Then...which department?
Teacher 7: e...ELT
The researcher: ELT...English Language T...
Teacher 7: English language teaching.
The researcher: Yeah, ok. English language teaching. Ok. Err...did you attend any in service training like, for example, seminar or conference about vocabulary teaching?
Teacher 7: Vocabulary...No.
The researcher: No...ok. Err...the next one is, how often do you spare time for vocabulary teaching? Every da, for example, twice a week, once a week, twice a month, once a month? How often do you spare time for vocabulary teaching?
Teacher 7: Hmm...twice a week...I...
The researcher: Twice a week...Ok. Then, the next one is...do you plan vocabulary teaching before the class or do you teach it opportunistically? I mean, do you teach new vocabulary items when you encounter them during the classes or do you prepa...preplan teaching new items?
Teacher 7: Hmmm...both...both of them.
The researcher: Sometim...
Teacher 7: ...sometimes
The researcher: Hmm?
Teacher 7:... spontanously sometimes planned...
The researcher: Sometimes planned...
Teacher 7: Ok...Hıhı...
The researcher: Ok...Sometimes not... Then, how much time a week do you spare for vocabulary teaching?...half an hour, one hour, two hours, three hours, an..an...or another option?
Teacher 7: One hour.
The researcher: One hour a week?
Teacher 7: Yes...
The researcher: Ok...
Teacher 7: I se...I guess.
The researcher: Ok. The next one is... Do you have extra specific vocabulary classes or do you teach vocabulary mixed in general English classes?
Teacher 7: Mix...mixed in general English classes.
The researcher: Hmm...
Teacher 7: We don’t have any extra ...
The researcher: vocabulary classes... Ok... Why do you think? Err...you don’t have any extra vocabulary class?
Teacher 7: Err...no time...I think.
The researcher: Hmmm...
Teacher 7: Time is limited...
The researcher: Hıhhı.
Teacher 7: So,... we can’t...spend ee..extra time.
The researcher: Ok...

Teacher 7: For the...for vocabulary teaching.
The researcher: Hmm...the next question is that... do you think that vocabulary is...vocabulary is really important to learn a language? Why or why not?
Teacher 7: Err...it's really important, I think.
The researcher: Why?
Teacher 7: Because err...it's basic for English...for any language. If there isn't any err...vocabulary...
The researcher: Hıhı?
Teacher 7: No language...no speaking, no grammar, I think.
The researcher: Ok. No vocabulary means...
Teacher 7: No language.
The researcher: No language... Ok... The next one is...do you have enough time to teach vocabulary? Why, why not?
Teacher 7: So so...we have enough time, I think. If we have err...a good plan ...to teach vocabulary, we can teach it efficiently.
The researcher: But err... you said that ee...time is liimited.
Teacher 7: Yes.
The researcher: Sometimes...We can get opportunity for this...th...err...it's up to us.
The researcher: Hmmm.
Teacher 7: up to teacher.
The researcher: ...Ok. Number three is ... Do you enough materials to teach vocabulary? Why, why not?
Teacher 7: Good question...
The researcher: Yeah...
Teacher 7: Err...no...not enough...material we have.
The researcher: Why not?
Teacher 7: Err...we can say economy...economic reasons...
The researcher: Hıhı...haha
Teacher 7: School situ...haha...school situation.
The researcher: Yeah?
Teacher 7: Err...you know, the village school... and...very limited materials...
The researcher: Ok... Hmm...Don'...can't you prepare you...your own materials here?
Teacher 7: Ha, yes...of course. But, they are not enough.
The researcher: Hmm...ok. Number four... Do you think that vocabulary is difficult or easy to teach? Why?
Teacher 7: Hmm...It's ....easy, I think.
The researcher: Why?
Teacher 7: ...There are many ways to teach vocabulary... If we search, there are many ways, many activities...to teach vocabulary.
The researcher: Hıhı...
Teacher 7: Reading passages, games, songs, activity...craft activities, so err....we have ...really err...good opportunities to teach vocabulary.
The researcher: Hıhı?

Teacher 7: I think it's easy.
The researcher: Ok. Ee..number five... Do you have a schedule to teach vocabulary? Why, why not?
Teacher 7: Schedule?
The researcher: Hıhı...
Teacher 7: No, I haven't.
The researcher: Why not?
Teacher 7: Never...never taught a schedule before.
The researcher: Sorry?
Teacher 7: I don't err...understand, how.
The researcher: Err sorry, I couldn't get the message? Yeah...
Teacher 7: In which way? I don't understand?
The researcher: The question?
Teacher 7: Schedule...
The researcher: Ha, schedule. Schedule ...
Teacher 7: Hıhı.
The researcher: Do you know the schedule ..for teaching? A..Activities or teaching classes? Yeah?
Teacher 7: Ha, yes. Of course.
The researcher: Do you have a schedule to teach vocabulary?
Teacher 7: Hmm...it's like a plan?
The researcher: Yeah...of course.
Teacher 7: No, I haven't.
The researcher: Why not?
Teacher 7: Err..I...I haven't a special err...schedule. I have a plan, but...
The researcher: Hmmm...Y...you ...
Teacher 7: Sometimes...
The researcher: You don't...you don't plan the whole year's vocabulary lessons, right?
Teacher 7: Ha...No.
The researcher: But, how do you plan it? Do you...You said that I have a plan. How do you plan it? i...in your mind? Or in...you don't...you ...do you write err...on a piece of paper or any other items?
Teacher 7: Generally in my mind...according to the ...book...coursebook and teacher book...Teacher guidance book.
The researcher: Then, you have it in your coursebook, you say?
Teacher 7: Hıhı..yes.
The researcher: Ok. Err...do you prepare an outline for vocabulary presentation before the class? Why, why not?
Teacher 7: Presentation plan...yes, sometimes I prepare a slide...slide show err...to teach vocabulary.
The researcher: Hıhı?
Teacher 7: Err...it's more powerful for students.
The researcher: Hmm. Then, you err...pl... you prepare some materials?

Teacher 7: Yes.
The researcher: Yeah. And you have an outline. It's right?
Teacher 7: Hıhı.
The researcher: For the class?
Teacher 7: Before to the unit...
The researcher: Hıhı?...Do you write it also? ..Or only err...do you have any detailed err... lesson plan, for example, for vocabulary teaching? Tomorrow I will teach these items...and then, these ones... Do you have any...any extra err...plan?
Teacher 7: No...
The researcher: In detail?
Teacher 7: No, I haven't.
The researcher: ...Ok. Number seven... Do you prefer other language skills to teach in your classes instead of vocabulary? Why, why not?
Teacher 7: No...I...err...I like ...teaching all the skills. Vocabulary, pronunciation, reading, writing...equal.
The researcher: For example, err...today, you have to teach some vocabulary items in your class. ..err... do you say that or do you think that...hmm, today I don't want to teach vocabulary, instead, I want to err, for example, work on some listening or speaking activities. Do you err...say something like this? Or you...you...do you do your vocabulary lesson?
Teacher 7: I do my vocabulary lesson.
The researcher: Sorry?
Teacher 7: Both...
The researcher: Sorry?
Teacher 7: Vocabulary lesson, I think, it's...it's not separate.
The researcher: Hmm.
Teacher 7: Other skills.
The researcher: Hmm...
Teacher 7: So, I don't say err...such thing.
The researcher: Yeah, so you don't prefer any skill to the other?
Teacher 7:Hıhı.
The researcher: Ok...The last question in this category... Do you think learning vocabulary is students' own responsibility or the teacher has to try to teach it himself? Why, why not?
Teacher 7: Of course teacher err...should do his or her best to teach vocabulary.
The researcher: Hıhı?
Teacher 7: Err...she or he should use all the way her, but er...te...students should study, yani, themselves...or thei...their own... of course. Their effort is really important....for learning vocabulary.
The researcher: Yeah...
Teacher 7: Because it's...err... it's related to memory. So, the...study....they have to memorize.
The researcher: Memorize? Ok.
Teacher 7: Yani, vocabulary like that...(?)..

The researcher: Ok...Yeah. Err...We have three ca...types of vocabulary teaching techniques. And they have three names, also. Visual techniques, aural tecniques and verbal techniques... Could you please put these techniques into an order according to your own preferences in your classes?
Teacher 7: Hm...
The researcher: For example, number fi...number one...
Teacher 7: Visual...
The researcher: for you, which one is number one?
Teacher 7: Visual...
The researcher: Number one...visual. Hıhı?...What about second one?
Teacher 7: Aural...
The researcher: Aural...and the last one?
Teacher 7: What...what is the last one?
The researcher: Ve...verbal...
Teacher 7: Ha, verbal...haha...
The researcher: Hıhı. Ok. Now, I have a list of err...vocabulary teaching techniques. And also, you may use some of them in your classes, or you may not use them, I...I don't know. I only want you to put them into an order according to your own preferences, again. Right?
Teacher 7: Ok.
The researcher: Ok...Err...the first one, realia, real objects... Please write them down.
Teacher 7: Ok...
The researcher: Realia, real objects. Two err...visuals like pictures, photos, posters or videos.
Teacher 7: Hıhı?
The researcher: Number three... definition or dictionaries...
Teacher 7: Hıhı.
The researcher: Number four...translation.
Teacher 7: Yes.
The researcher: Five...demonstration, acting out.
Teacher 7: Yes?
The researcher: Six...picture stories, picture dictionaries... Seven...computer based technology...
Teacher 7: Ok.
The researcher: Puzzles and games... Nine...songs, chants and nursery rhymes. Err...ten...mimicry, gestures and body language.
Teacher 7: Yes.
The researcher: Eleven...films, videos, etc.
Teacher 7: Yes?
The researcher: Twelve...example sentences...
Teacher 7: Hıhı?
The researcher: Thirteen...word formation and parts of speech, like for example, word classes or word families.
Teacher 7: Parts of speech...

The researcher: Yeah... Fourteen...it's called err...series or scales, it's name...
Teacher 7: series...
The researcher: Series or scales... I can explain it. It's about related word groups such as, for example, days of the week, seasons or related words but graded among themselves, such as young, middle aged, elderly, old, for example... You teach them together... in this technique.
Teacher 7: Understand...
The researcher: Ok...Number fifteen, role play activities and simulations.
Teacher 7: Role play...simulation...
The researcher: Hıhı...Sixteen...superordinates and hyponyms... For example, err...we have a superordinate, it's furniture, title... This err...title includes hyponyms like sofa, bed, taf...table, chair, wardrobe, for example, or for example, the title fruit includes subtitles such as apple, orange, cherry, melon.
Teacher 7: Hmmm.
The researcher: E...there is a superordinate, you teach it in your class, and err...you also teach err... the hyponyms under it.
Teacher 7: Hyponyms...
The researcher: Hıhı. Ok... Err...the last one, seveteen...activity or process... It's about real life activities or processes such as how to make fruit salad, going on a picnic, visiting a patient, how to drive a car, for example. It..they... It includes activities and processes.
Teacher 7: Process...
The researcher: Yeah. Process...
Teacher 7: Ok, understand.
The researcher: Hıhı...And if you have any other your own special technique, please write also it down. Add number eighteen, ok?
Teacher 7: Ok.
The researcher: Hıhı... Now, you can think and wait for a err....for some time, and put them in the...into an order according to your own preferences, which of them you use in your classes, which of them you don't use, or you may err...numberize it.
Teacher 7: All of them?
The researcher: Hıhı.
Teacher 7: I will ...order...
The researcher: Yeah. For example, number one for you may be any other of them. Yo... Please from number one and number eighteen , put them into an order.
Teacher 7: Ok.....ok.
The researcher: Yeah?
Teacher 7: First one, I think...realia, real objects.
The researcher: Ok.
Teacher 7: My first.
The researcher: Ok.
Teacher 7: My favourite...
The researcher: Hıhı?
Teacher 7: Second one, visuals, pictures.

The researcher: Ok...
Teacher 7: Third one...puzzles, games.
The researcher: Ok.
Teacher 7: Fourth one...songs, chants...
The researcher: Right.
Teacher 7: Fifth... computer based technology.
The researcher: Hıhı?
Teacher 7: Six...picture stories, dictionaries, pictures dictionaries....picture stories...
The researcher: Hıhı?
Teacher 7: Errr...
The researcher: Seven?
Teacher 7: Seven, demons...demonstration, active err...acting out, seven...
The researcher: Hıhı?...
Teacher 7: eight...
The researcher: Eight?
Teacher 7: Films, videos...
The researcher: Hıhı?
Teacher 7: Nine...superordinates and hyponomy... nine... Ten, activities or processing...ten...
The researcher: Sorry? Ten?
Teacher 7: Activities or processing...
The researcher: Ok... eleventh?
Teacher 7: Eleven...definition, dictionary...eleven.
The researcher: Hıhı?
Teacher 7: Twelfth... example sentence...
The researcher: Hıhı?
Teacher 7: Oo, role play...role play...
The researcher: Role play...Yeah?
Teacher 7: Word formation, parts of speech...
The researcher: Hıhı.
Teacher 7: Then, series, scales...
The researcher: Ok... Fifteen?
Teacher 7: Translation...
The researcher: Seventeen?
Teacher 7: Translation...the last one.
The researcher: Err...you said sixteen translation? And seventeen? One more?
Teacher 7: Which one...
The researcher: Realia...please check your list. Realia; visuals; puzzles and games; song and chants; computer based technology; picture stories and dictionaries; demonstration, acting out; films, videos; superordinates and hyponyms; ten, activity or process; eleven, definition, dictionary; twelve, example sentences; role plays; word formation; series or scales; translation and...one more?
Teacher 7: Hm...

The researcher: Which one is that?
Teacher 7: Which one...role play, word formation...
The researcher: Songs, chants..ok. Ha...gestures and body language?
Teacher 7: Ha, gestures, sorry, yes.
The researcher: Yeah?
Teacher 7: Gestures and body language,ok.
The researcher: I...is it number sixteen or seventeen?
Teacher 7: Sixteen...sixteen.
The researcher: Sixteen...
Teacher 7: Seventeen,
The researcher: Seventeen?
Teacher 7: Translation.
The researcher: Seventeen, translation; sixteen, gestures and body language...
Teacher 7: Yes.
The researcher: Ok...Do you any special technique, different from these ones?
Teacher 7: No, I...I don't remember now.
The researcher: Ok.
Teacher 7: Not remember...
The researcher: Ok. Thanks so much for your time...
Teacher 7: Welcome!
The researcher: For your energy...for your attention. Thanks!

INTERVIEW 8

The researcher: Ok...er...our first question is about err....your er...vocabulary tea....your language teaching experince. I want to learn that how long have you been teaching English?
Teacher 8: Hmmm...I have ...(?)English for err...one, two...
The researcher: Haha...
Teacher 8: Three...sorry...
The researcher: Yeah?
Teacher 8: Hmmm...
The researcher: Three years?
Teacher 8: Aaa...
The researcher: Yeah?
Teacher 8: Yes, yes...
The researcher: Three years?
Teacher 8: Three years, yes.
The researcher: Ok. Are you the graduate of faculty of education, faculty of literature or any other faculty?
Teacher 8: Err...I graduated from education err...faculty...
The researcher: In which department?
Teacher 8: Yes, ELT.
The researcher: ELT.

Teacher 8: Yes.
The researcher: Ok. Then...next question is that...did you attend any in service training such as, for example, seminar or conference about vocabulary teaching?
Teacher 8: Errr...No, not yet.
The researcher: Ok...
Teacher 8: Hıhı.
The researcher: Then, the next one...How often do you spare time for vocabulary teaching? There are some options here...You may choose them or any ...err...you may have your own option. For example, every day, twice a week, once a week, twice a month...
Teacher 8: No...
The researcher: ...once a month?
Teacher 8: Err...I spare time err...once a week.
The researcher: Once a week?...Ok.
Teacher 8: Hıhı.
The researcher: ...Then, next one...Do you plan vocabulary teaching before the class or do you teach it some vocabulary items when you encounter them when you see them, for example, in the classes, during the classes?
Teacher 8: No...err...I prepare the vocabulary err...before the classroom...because sometimes I need the pictures...er...visually,
The researcher: Hıhı?
Teacher 8: So...I err...prepare it before...before it, class.
The researcher: Ok... Then, the next question is... How much time a week do you spare for vocabulary teaching? Half an hour...
Teacher 8: Much?
The researcher: How much time? For example, half ..half an ho...half an hour, one hour, two hours, three hours...maybe...
Teacher 8: Errr, one hour...for a week.
The researcher: One hour a week?
Teacher 8: Yes...hıhı.
The researcher: Ok. Do you have extra specific vocabulary classes or do you teach vocabulary in general English classes?...mixed them...
Teacher 8: Err...can you say it again, please?
The researcher: Do you have err...for example, do you have any err...vocabulary class, a spe...err...that...err...that is specific for vocab...only vocabulary...
Teacher 8: No, no.
The researcher: that you don’t teach...any...anything else?
Teacher 8: I don’t have...
The researcher: So you teach some vocabulary items mixed in general English classes, right?
Teacher 8: Yes...
The researcher: Ok... Then...now...I will err...another category of questions and I want you to explain them why or why not...right?
Teacher 8: Why or why not...Ok.

The researcher: Hıhı?... Ok. Please be honest...Don't errrr...hesitate to give err...the correct answer, ok?
Teacher 8: Hıhı.
The researcher: Ok. The first one...do you think that vocabulary is really important to learn a language? Why, why not?
Teacher 8: Errr...I think that vocabulary is very important...because err...for students to understand err...a passage is very important. Err...for ex...for example, err...when they enter err...exam...
The researcher: Hıhı?
Teacher 8: ...they know the meaning of the passage. So, they should know the vocabulary.
The researcher: Hmm...
Teacher 8: Yes...
The researcher: ...Ok. Errr...
Teacher 8: Hıhı?
The researcher: Number two... Do you have enough time to teach vocabulary? Why, why not?
Teacher 8: Errr... Do...I have enough time...
The researcher: Hıhı?
Teacher 8: No...n....err... I don't have enough time because err...I can err...only have a...one hour for a week. But err...I should have much more time. Because students can't learn easily.
The researcher: Hıhı?
Teacher 8: Errr...they err...they should have much more practice for the vocabulary...Er...No, it is not enough.
The researcher: Ok... Do you have enough materials to teach vocabulary?
Teacher 8: Err...I use pictures...
The researcher: Hıhı?
Teacher 8: for the teaching vocabulary...errr..., but err...I know that I should use err...stories...
The researcher: Hıhı?
Teacher 8: ...or, listenings...activities...for err...teaching vocabulary...but I work in a village school...
The researcher: Haha...
Teacher 8: So...haha...I have err... I have...I don't have e...equipment... So, I use only pictures.
The researcher: Ok. Number four... Do you think that vocabulary is difficult to teach? Why, why not?
Teacher 8: Err...I think…It's not difficult...
The researcher: Why?
Teacher 8: Because err...if you err...if you provide the students to remember it, it is not difficult. But, you should only say and test the another topic, it is problem…it is a problem.
The researcher: Hmmm.
Teacher 8: You…we should provide the students to remember it. I think…

The researcher: Hmmm…
Teacher 8: If you do it, it is not err… difficult.
The researcher:… Ok. Number five… Do you have a schedule to teach vocabulary? Why, why not?
Teacher 8: Err…can you say it again please?
The researcher: Do you have a schedule to teach vocabulary? items…Schedule….
Teacher 8: Schedule?
The researcher: schedule…yeah, a programme…
Teacher 8: Errr…err..I...No, I don't have, but err... we...err...we have a programme for the school. Err...there are err...lots of units, and every units have some of the vocabulary, and I follow it... I follow the units.
The researcher: Hıhı...By the way, which school are you studying with?
Teacher 8: Errr...five, six, seven and eight grade students.
The researcher: Yeah, ok. Err...Number six... Do you prepare an outline for vocabulary presentation before the class?
Teacher 8: Yes...certainly. I prepare err...vocabulary because err...I...I say it err I err...prepare pictures, visual aids and some sentences for the students err...because they...if they see the words in the sentences,...
The researcher: Hıhı?
Teacher 8: they sh...they can understand the meaning of the words.
The researcher: Ok. Err...Outline...in fact...do you write an outline in a paper or err... do you err... decide in your mind only, for example, I will do this, I will do that in the class? Do you prepare it in your mind or do you write some or take some notes on a paper, on a piece of paper?
Teacher 8: Ok, I see...Err...err...for example, in the units err...I err...I read the passage...
The researcher: Hıhı?
Teacher 8: and I say...this words and this words and this words, I underline it. And then, in the classroom...
The researcher: Hıhı?
Teacher 8: I will teach the student.
The researcher: Hmmm...Yani, you decided the words...which words to teach...
Teacher 8: Before the clo...before the class...
The researcher: Yeah?
Teacher 8: Err...I only underline the...
The researcher: Ok...
Teacher 8: errr....
The researcher: in a passage, for example....Ha... you have some err...language items, and you decide beforehand, which...which of them...
Teacher 8: Hıhı...
The researcher: ...to teach in the class...so you teach them in the...err...when you...come in the class. Yeah, ok.
Teacher 8: Hıhı...
The researcher: Right...Yeah...Number seven...

Teacher 8: Hıhı?
The researcher: Err...do you prefer other language skills such as reading, wr...grammar, listening or speaking, for example, to teach in your classes instead of vocabulary? For example, do you say, err...instead of vocabulary, I should use grammar...bla bla bla
Teacher 8: Sorry...I couldn't get your voice...?
The researcher: Yeah, now?
Teacher 8: Yes...now.
The researcher: Yes. Ok. Do you prefer...of course, there are many language skills, for example, reading...writing
Teacher 8: Yes...
The researcher: ...speaking...
Teacher 8: Hıhı?
The researcher: ...grammar, for example, and vocabulary is also one of them.
Teacher 8: Hıhı...
The researcher: So, do you prefer other language skills to vocabulary?
Teacher 8: No...
The researcher: In your classes? Why, why not?
Teacher 8: Err...No...I don't prefer. Err...first of all...vocabulary is important. Err...and then, the others is coming.
The researcher: Hmmm...
Teacher 8: Yes... Err...before I started the units, first of all, I give the words, vocab...vocabulary of the units.
The researcher: Ok...
Teacher 8: And then...I will err...pass the activities.
The researcher: Hıhı?
Teacher 8: ...about listening, reading and writing...
The researcher: Ok...Then, the last question in this category...do you think learning vocabulary is students' own responsibility or is it the teacher's job to teach it?
Teacher 8: Errr...Honestly, errr...
The researcher: Yeah...
Teacher 8: It is the responsibillity of both the students and teachers because first of all, the teachers ha...the teachers have a responsibility because they err... express...they err...they express the vocabulary to students in a quick way...
The researcher: Hıhı?
Teacher 8: and use materials...and then...err...stu...after the students get this...
The researcher: Hıhı?
Teacher 8: they should make practice about it... I think both of them err...should have the responsibility.
The researcher: Ok. But errr...one of them maybe has the most important role... Which one is it?...you think?
Teacher 8: Which one is it?...teachers...Teachers' role is very important.
The researcher: Yeah...

Teacher 8: I think...because err... for example, I only say the words, for example, I write the words on the blackboard...
The researcher: Hıhı?
Teacher 8: And then, students write in your no...in their notebooks.
The researcher: Hıhı?
Teacher 8: Err...in this way, they couldn't learn anything.
The researcher: Hıhı?
Teacher 8: I believe that. So, teachers err... should show efforts.
The researcher: Hıhı...
Teacher 8: Yes...teacher...should use materials about it.
The researcher: Ok. Then... Yeah. The next category is about techniques, vocabulary teaching techniques. And how to present them in the classes.
Teacher 8: Ok.
The researcher: Err...they are err... called ...the three techniques are called visual techniques, aural techniques...
Teacher 8: Yes...
The researcher: ...and verbal techniques. Ok?
Teacher 8: Visual techniques, aural techniques and...
The researcher: Aural and verbal techniques, yeah.
Teacher 8: Verbal...Ok.
The researcher: Hıhı... Please err...put these three type of techniques into an order according to your own preferences in your classes.
Teacher 8: Hıhı... Ok.
The researcher: How can you errr....nu...numberize them?
Teacher 8: Errr...first of all...
The researcher: The fir....num...
Teacher 8: Visual...
The researcher: number one...
Teacher 8: Visual techniques...
The researcher: Visual...ok.
Teacher 8. Yes, number one is visual techniques... And then, number two is...verbal...
The researcher: Verbal...
Teacher 8: And then, third one is aural techniques.
The researcher: Aural... Why do you think aural is the last one?
Teacher 8: Errr... because err...for example, I will err...teach...I will teach the jobs.
The researcher: Hıhı?
Teacher 8: First of all, I will show the pictures of the jobs. And then, I say it, for example, it is doctor, it is a nurse...
The researcher: Hıhı?
Teacher 8: and so...verbal is happened. And then, err...last one aural because ...at the last stage err... I want the student to repeat the vocabulary. I say nurse...they say nurse...We work...we repeat in this way.
The researcher: Hmmm...

Teacher 8: Yes...
The researcher: But, err...it is vice versa I think be...because err...if students talk...it...
Teacher 8: Hıhı?
The researcher:...includes speaking... yeah... And then, it's about verbal. But, if students hear, they...if they listen something, it err...means aural activities are on action.
Teacher 8: Hmmm...
The researcher: What do you think?
Teacher 8: So...aural techniques is first...you say...
The researcher: No. According to your explanation, err...you say that er...listening is first... Right?... Because you say...
Teacher 8: Visuals...
The researcher: Aft...after the visuals, after they see the visuals...
Teacher 8: Hıhı?
The researcher: They hear the teacher. They listen to the teacher...
Teacher 8:... the teacher...Yes, you are right.
The researcher: good, yeah? They will...they...here is listening is important.
Teacher 8: Hıhı...
The researcher: Hıhı...Then...
Teacher 8: Ok.
The researcher: They err...produce or repeat something...repeat you say...
Teacher 8: Yes...
The researcher: And then, it becomes verbal.
Teacher 8: Ok.
The researcher: Yeah.
Teacher 8: Yes. Hıhı...
The researcher: Ok, then...
Teacher 8: And then, second number is aural...
The researcher: Hıhı?
Teacher 8: Third one verbal.
The researcher: Ok. Then,...now err... I will errr...say...I will tell you some err...vocabulary teaching techniques... Please...
Teacher 8: Yes?
The researcher: Put these techniques into an order...
Teacher 8: Ok.
The researcher: that you prefer in your classes...
Teacher 8: Ok.
The researcher: Number one is...realia, real objects.
Teacher 8: ...Real objects, ok.
The researcher: Yeah. Number two, visuals, like pictures, photos, posters, etc...
Teacher 8: Ok.
The researcher: Number three is definition or dictionaries...
Teacher 8: Number three?
The researcher: Definition or dictionary use...

Teacher 8: Ok, definition
The researcher: Hıhı...
Teacher 8: or...
The researcher: dictionaries...
Teacher 8: Dictionary...
The researcher: Yeah.
Teacher 8: Ok.
The researcher: Number four...translation.
Teacher 8: Translation, ok.
The researcher: Hıhı...Number five, demonstration, acting out...
Teacher 8: Acting...
The researcher: Demonstration, acting out, yeah. Number six, picture stories, picture dictionaries...
Teacher 8: Picture?
The researcher: stories
Teacher 8: Story...
The researcher: and picture dictionaries...
Teacher 8: Ok...stories...I couldn't write fast.
The researcher: Ok...
Teacher 8: Sorry...
The researcher: n...no problem.
Teacher 8: story...
The researcher: Picture stories and picture dictionaries. We have some dictionaries that are err...that includes some pictures of the words. I mean it.
Teacher 8: Ok.
The researcher: Ok. Er...seven...computer based technology.
Teacher 8: Computer based techno...Ok. next one...
The researcher: Ok. Eight, puzzles and games...
Teacher 8: Ok.
The researcher: Err...Ten, mimicry , gestures...
Teacher 8: Nine?
The researcher: Sorry?
Teacher 8: You didn't say the nine...
The researcher: Ha, ok, ok. Thank you. Nine, songs, chants and nursery rhymes.
Teacher 8: Sorry?
The researcher: Songs, la la la la, yeah?
Teacher 8: Haha...ok.
The researcher: songs, chants and nursery rhymes.
Teacher 8: Ok.
The researcher:Hıhı...Ten, mimicry, gestures and body language.
Teacher 8: Mimicry, gestures...
The researcher: And body language.
Teacher 8: Ok.

The researcher: Eleven...films, videos.
Teacher 8: Yes...Twelve?
The researcher: Twelve...example sentences...
Teacher 8: Oh, voice is gone...
The researcher: Example sentences...
Teacher 8: Example sentences?
The researcher: Yeah...
Teacher 8: Example sentences...
The researcher: Ok...
Teacher 8: Yes?
The researcher: Thirteen...word formation and parts of speech...like, for example, word classes, word families... You present them, first, maybe.
Teacher 8: Word?
The researcher: formation...word formation.
Teacher 8: Information...
The researcher: They are all part....parts of speech. For example, you may parts the...for example, noun, verb, adjective, adverb...this...this classes of words.
Teacher 8: Hmm, ok.
The researcher: Hıhı...You may also tell them...Fourteen...
Teacher 8: Hıhı.
The researcher: ...is called series or scales...technique is...
Teacher 8: I couldn't get your voices.
The researcher:Se..Series...series...
Teacher 8: Sometimes it's gone...
The researcher: Gone? Ok. Then, I can say it again.Now, clear?... clear?
Teacher 8: Yes, now it's clear, ok.
The researcher: Ok. Series or scales.
Teacher 8: Series or...
The researcher: I...I can ex...scales...I can explain it now.
Teacher 8: Hıhı?
The researcher: This is the name of the technique. I can explain it. Err...It's about related word groups. For example, days of the week. You can teach it in your class, and you can err...you can te...tell seven days...thei...their names, for example. Or seasons...
Teacher 8: Hıhı?
The researcher:... four seasons. And...
Teacher 8: Yes?
The researcher: Or they...this groups may be related word groups, but at the same time graded in themselves...among themselves. For example, you may err...teaching the age groups, you can say that young, middle aged, elderly and old. They are related a but at the same time they are graded according to an order.
Teacher 8: Yes, yes...I see.
The researcher: Ok.
Teacher 8: But, what is the name of a this technique?

The researcher: Series or scales...series...series...
Teacher 8: Ok.
The researcher: Because they are in an order...
Teacher 8: Hıhı?...
The researcher: Ha...
Teacher 8: Yes, I see.
The researcher: Ok, number fifteen...role play activities and simulations
Teacher 8: Role play...
The researcher: Role play activities and simulations... Ok?
Teacher 8: Ok, yes...hıhı...
The researcher: Err...Number sixteen is...may be different for you. It's called superordinates and hyponyms.
Teacher 8: Superordinate...
The researcher: and hyponyms. I can also explain it.
Teacher 8: Err..other one? Hy...
The researcher: Hyponyms...
Teacher 8: Hyponym...
The researcher: Hıhı...For example, err...we can err...teach furniture...furniture...
Teacher 8: Hıhı?
The researcher: ...the word furni...furniture...Furniture is superordinate here. And it includes some hyponyms...like, for example, sofa, bed, coffee table, wardrobe, chair or any other err...furniture type...for example.
Teacher 8: Yes?
The researcher: The title includes some subtitles...so, err...we call it superordinate and err.. some hyponyms under it.
Teacher 8: Hmm..
The researcher: For example, vegetables and under it we can err... call some iş...cabbage, err.. or any other cucumber, for example. We can err...
Teacher 8: Yes...
The researcher: Yeah, there are...there is a title and there is a...there...there are some subtitles un...under it.
Teacher 8: Yes, ok. Title...
The researcher: They are called hyponyms.
Teacher 8: And subtitles...yes, ok.
The researcher: Hıhı... errr... seventeen...activity or process... It includes real life activities or processes, for example, how to drive a car, how to make fruit salad or...
Teacher 8: Hıhı?
The researcher: For example, a...a real life activitiy may be going on a picnic or visiting a patient or a friend, maybe. So, you can teach errr...some vocabulary items related to this context.
Teacher 8: Ok.
The researcher: Hı...
Teacher 8: Yes.

The researcher: And the last one is about err.. a special, specific err...vocabulary technique that you use, if you use, if you have one, in your classes. If you have...
Teacher 8: Hıhı
The researcher: a special technique, you can also err...write it in your order.
Teacher 8: Hmmm...
The researcher: Please, they are ...now in...in a mixed order. They are not err...in an order now. So, please er..make them an ord...err..into an order, which of the you use or you don't use or you use mostly or less? Please...
Teacher 8: Hıhı.
The researcher: err... order them in your cla...err...according to your classes... your preferences...
Teacher 8: Hmm...Ok, I see.
The researcher: Ok.
Teacher 8: Hmmm...Before the ordering, errr...seventeen is activity?
The researcher: Yes...
Teacher 8: And...
The researcher: Process...procedure, for example.
Teacher 8: Process...
The researcher: Process...Yeah...process...
Teacher 8: Ok.
The researcher: ...because it needs some time, for example, how to drive a car, how to make fruit salad...
Teacher 8: Hıhı...
The researcher: Yeah...
Teacher 8: I see...I say it.
The researcher: Yeah...ok.
Teacher 8: Now, I will order them.
The researcher: Ok. Think some ti...think...err...for some time. Don't...
Teacher 8: Hıhı...
The researcher: hurry...
Teacher 8: I give one...some time...First one...puzzles, games...third one... four...five...role plays... Should I put all of them in the order?
The researcher: Yeah.
Teacher 8: All of them?
The researcher: Hıhı.
Teacher 8: Ok.
The researcher: Please...
Teacher 8: Err...seven...eight...
The researcher: Ready?
Teacher 8: Err...A second, please...
The researcher: Ok.
Teacher 8: ...tenth...fifteen...sixteen... and last one...

The researcher: Do you use all of them or are there err. some of err...are there some that you don't use?
Teacher 8: Sorry?
The researcher: Do you use all of them or are there some that you don't use in your classes?
Teacher 8: No...I don't use all of them...errr...I have some of them...
The researcher: Ok...
Teacher 8: For example, I am ready now...
The researcher: Ok, now...now...Your number one?
Teacher 8: Yes...My number one is...definitions and dictionaries...
The researcher: Ok.
Teacher 8: Number three...yani..ok.
The researcher: Sorry?
Teacher 8: Err...Number three definitions and dictionary...
The researcher: Number one?
Teacher 8: Yes...
The researcher: Yok...
Teacher 8: My number one is that...
The researcher: Ha...ha..Ok, ok, ok...ok...
Teacher 8: Definition and dictionary, ok?
The researcher: ...yes, ok. Number two?
Teacher 8: Yes, my number two, visuals...
The researcher: Ok.
Teacher 8: Yes...
The researcher: For example, visuals...flashcards or any other..visual?
Teacher 8: Yes, err...flashcards...
The researcher: Only flashcards?
Teacher 8: Sometimes the posters about the topics.
The researcher: Ok...Number three?
Teacher 8: Yes, number three...puzzles and games.
The researcher: Ok...
Teacher 8: And then, four...songs.
The researcher: Ok.
Teacher 8: Err...five...example sentences.
The researcher: Hıhı?
Teacher 8: Yes...And six one...where is it....yes...mimicry, gestures...body language.
The researcher: Hıhı?
Teacher 8: And the seven...role play...simulations...
The researcher: Role plays...ok?
Teacher 8: Hıhı...simulations...And...eight one...word informations...
The researcher: Word fo...word formation?
Teacher 8: Yes.
The researcher: Yeah, you know how to build a new word from err...an old one, yeah?

Teacher 8: Yes.
The researcher: Ok. Ninth?
Teacher 8: Err...nine one...where is it...yes, translation.
The researcher: Translation...
Teacher 8: Ok.
The researcher: Number ten?
Teacher 8: Ten...acting our, demonstration...
The researcher: Do you demonstrate some err...items in the class?
Teacher 8: Yes...ok, hıhı.
The researcher: Ok. Eleven?
Teacher 8: Eleven...picture stories, dictionary...
The researcher: Hıhı?
Teacher 8: I noted in this way...
The researcher: Pictures and dictionary together?
Teacher 8: Yes.
The researcher: Ha, picture dictionary...
Teacher 8: Hıhı.
The researcher: Ha, ok...Picture dictionary, ok. Yeah...Twelve?
Teacher 8: Err...Twelve, films...videos.
The researcher: Films, videos...
Teacher 8: Yes...
The researcher: Ok. Thirteen?
Teacher 8: Thirteen...err...superordinating, hyponyms...
The researcher: Superordinates...
Teacher 8: Yes, titles, subtitles...
The researcher: Hyponyms...ok. Fourteen?
Teacher 8: Fourteen...errr...series, scales...or scales
The researcher: Ok...
Teacher 8: And then...
The researcher: Fifteen?
Teacher 8: Fifteen...yes, err....we don't have a computer in the school, but...I sometimes err...
The researcher: use yours?
Teacher 8: I take my...my personal computer...
The researcher: Ok.
Teacher 8: Computer based technique.
The researcher: Computer based technology.
Teacher 8: Yes...technology, ok.
The researcher: Ok.
Teacher 8: And then...
The researcher: Sixteen?
Teacher 8: Sixteen... activity or process...process...yes.
The researcher: Do you use real life activities in the classes?

Teacher 8: Sorry?
The researcher: Do you use real life activities in the classes? Do you errr...have some...examples, for example?
Teacher 8: ...Real objects is the last choice.
The researcher: No...no.. I don't...I don't say it. I mean that do you use, do you teach o..or do you mention and talk about real life activities in the class, during the class?
Teacher 8: Ha...real life activities err...
The researcher: Or situations, ma...maybe?
Teacher 8: Err...not often.
The researcher: Hmmm. Sometimes...
Teacher 8: Yes, sometimes.
The researcher: Ok...Seventeen?
Teacher 8: Seventeen...real objects...
The researcher: Realia...and do you have a special technique for vocabulary teaching?
Teacher 8: Err...no, not yet...
The researcher: Ok...
Teacher 8: Maybe...in the future...
The researcher: Ok...Thanks so much...for your time, for your energy, for your answers...
Teacher 8: You are welcome!

APPENDIX C

Observation Forms

CLASSROOM OBSERVATION

VOCABULARY PRESENTATION TECHNIQUES

Class: 4 *No. of learners:* 20 *Age of learners:* 10 *Length of lesson:* 40 minutes

Level: *Observer:* Zehra YALAN *Teacher observed:* Hazal BOLAT

Aims of the lesson: Writing sentences about likes and dislikes

Materials used: Coursebook and workbook

Aims of the observation task

- To observe what techniques the teacher uses to convey the meaning of vocabulary items
- To reflect on which techniques are used to convey the meaning of target words and how the students react to them.

Instructions

As you observe, write the vocabulary item that has been taught in the column in the left and the technique used to convey its meaning. If you have time, write down in the right-hand column the classroom procedure and how the teacher have conducted it.

The vocabulary item	Techniques used and the procedure
bike	Drawing its picture on the board (visuals)
short	Gestures and body language
long	" " " "
the same	" " " "
like	Gestures (facial expression)
don't like	Gestures (facial expression)

Post-observation Questions

1. Which kind of technique did the teacher use most often to convey the meaning of words?
2. Did the teacher use one technique several times?
3. Which techniques did the teacher never used?
4. Which techniques seemed most effective in terms of students?

1) The teacher used mostly gestures and body language to present or help students get the meaning of a new word

2) Yes, gestures and body language

3) Other techniques such as translation, dictionary use or realia weren't used during the class.

4) Body language worked well to understand the meaning of the specific words.

CLASSROOM OBSERVATION

VOCABULARY PRESENTATION TECHNIQUES

Class: 6 *No. of learners:* 29 *Age of learners:* 12 *Length of lesson:* 40 minutes

Level: *Observer:* ~~Zehra~~ YAKAR *Teacher observed:* Selmin BAYATA

Aims of the lesson: Talking about future tense and organizing a party

Materials used: Coursebook & Workbook

Aims of the observation task

- To observe what techniques the teacher uses to convey the meaning of vocabulary items
- To reflect on which techniques are used to convey the meaning of target words and how the students react to them.

Instructions

As you observe, write the vocabulary item that has been taught in the column in the left and the technique used to convey its meaning. If you have time, write down in the right-hand column the classroom procedure and how the teacher have conducted it.

The vocabulary item	Techniques used and the procedure
Days of the Week	Exemplifying / Using example sentences
Beverages	Translation in L1 (Turkish)
Gift	Translation in L1
Party Hat	Translation in L1

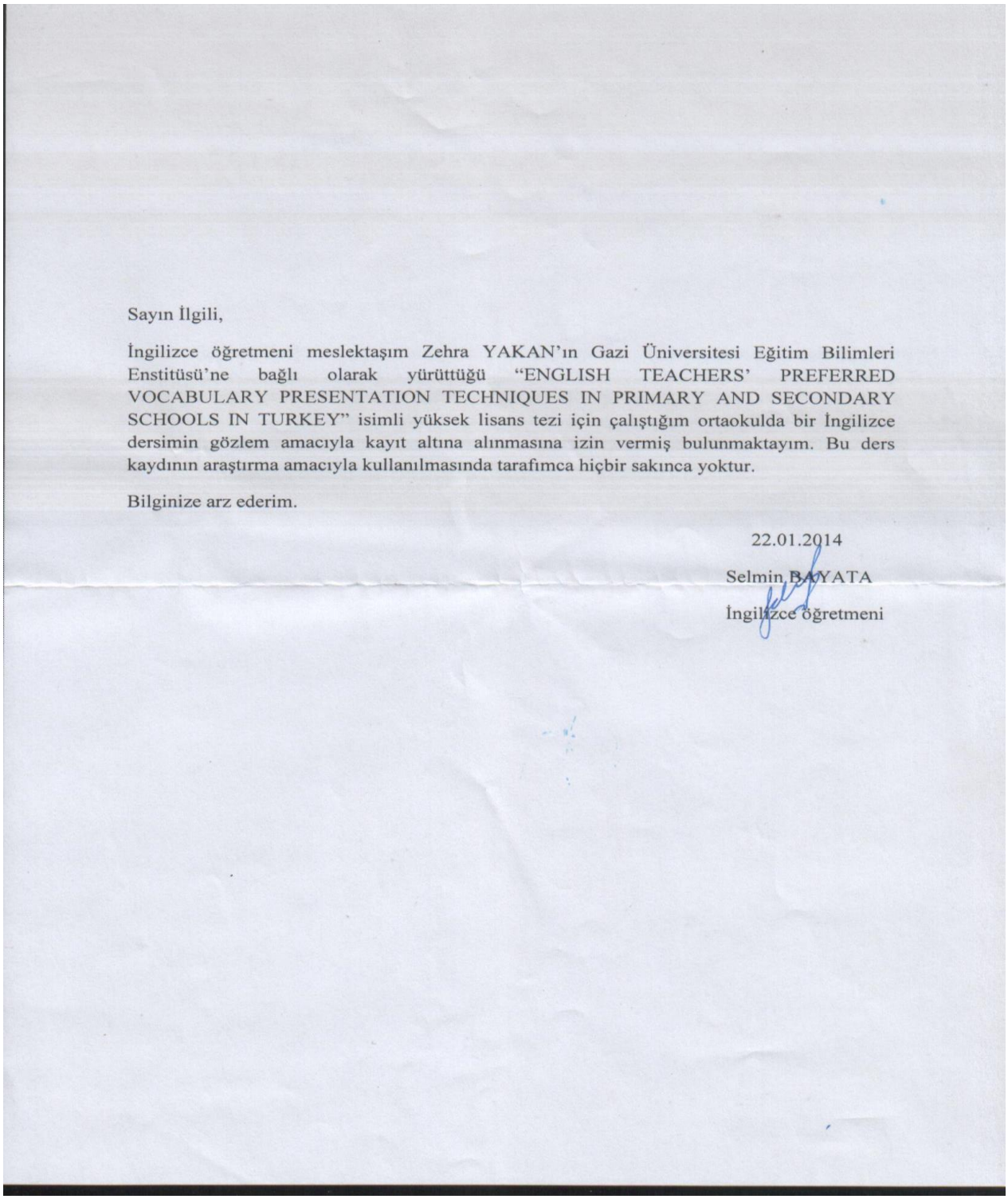
Post-observation Questions

1. Which kind of technique did the teacher use most often to convey the meaning of words?
2. Did the teacher use one technique several times?
3. Which techniques did the teacher never used?
4. Which techniques seemed most effective in terms of students?

1) Teacher uses translation mostly in the class.
2) Yes, it was translation she used to convey the meaning of a new word for students.
3) Teacher didn't use any visual or audial materials to present or convey the meaning of a new word.
4) Translation was effective because students answered the

APPENDIX D

Consent Letters



Sayın İlgili,

İngilizce öğretmeni meslektaşım Zehra YAKAN'ın Gazi Üniversitesi Eğitim Bilimleri Enstitüsü'ne bağlı olarak yürüttüğü "ENGLISH TEACHERS' PREFERRED VOCABULARY PRESENTATION TECHNIQUES IN PRIMARY AND SECONDARY SCHOOLS IN TURKEY" isimli yüksek lisans tezi için çalıştığım ortaokulda bir İngilizce dersimin gözlem amacıyla kayıt altına alınmasına izin vermiş bulunmaktayım. Bu ders kaydının araştırma amacıyla kullanılmasında tarafımca hiçbir sakınca yoktur.

Bilginize arz ederim.

22.01.2014

Selmin BAYATA

İngilizce öğretmeni

Sayın ilgili,

İngilizce öğretmeni meslektaşım Zehra YAKAN'ın Gazi Üniversitesi Eğitim Bilimleri Enstitüsü'ne bağlı olarak yürüttüğü "ENGLISH TEACHERS' PREFERRED VOCABULARY PRESENTATION TECHNIQUES IN PRIMARY AND SECONDARY SCHOOLS IN TURKEY" isimli yüksek lisans tezi için çalıştığım ilkokulda bir İngilizce dersimin gözlem amacıyla kayıt altına alınmasına izin vermiş bulunmaktayım. Bu ders kaydının araştırma amacıyla kullanılmasında tarafımca hiçbir sakınca yoktur.

Bilginize arz ederim.

22.10.2014

Hazal BOLAT

Cumhuriyet İlkokulu

İngilizce öğretmeni



GAZİ GELECEKTİR..