



**DEVELOPING SPIRAL TEACHING MODEL FOR VOCABULARY LEARNING:
A COMMUNICATIVE AND SOCIAL CONSTRUCTIVIST LANGUAGE
TEACHING PERSPECTIVE**

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**MASTER'S THESIS
DEPARTMENT OF FOREIGN LANGUAGES**

**GAZİ UNIVERSITY
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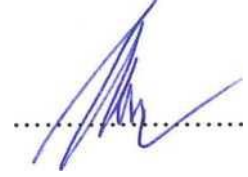
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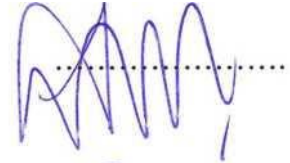
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**KELİME ÖĞRENİMİ İÇİN SİRİAL ÖĞRETİM MODELİ
GELİŐTİRİLMESİ: İLETİŐİMSEL VE SOSYAL YAPILANDIRMACI
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ÖZ

Bu çalışmanın amacı, öğrencilerin kelime öğrenmelerini geliőtirmek, kelime öğretimiyle ilişkili problemlerle başa çıkmak amacıyla iletişimsel ve sosyal yapılandırmacı yaklaşım yoluyla spiral kelime öğretimi için pratik bir model oluşturmak ve bu modelin uygulamadaki verimliliğini ortaya çıkarmaktır. Bu nedenle “*Spiral Kelime Öğretim Modeli*” olarak adlandırılan bir model geliştirilmiştir ve çalışma Düzce Üniversitesi’nin Akçakoca Turizm ve Otelcilik Yüksekokulunda okuyan üçüncü sınıf öğrencileriyle *Mesleki İngilizce* dersi kapsamında gerçekleştirilmiştir. Öncelikle, sekiz hafta süren ve çeœitli iletişimsel etkinliklerden oluşan spiral öğretim modeli, kelime öğretimi için hazırlanmış ve dersin programına uyarlanmıştır. Aynı zamanda, programdaki kelimeler üzerine bir başarı testi hazırlanmış ve üçüncü sınıf öğrencilerinden oluşan kontrol ve deney gruplarına, kelime bilgisi alanındaki seviyelerini belirlemek için ön test olarak kullanılmıştır. Daha sonra, model sekiz hafta boyunca deney grubundaki öğrencilere uygulanmış ve kontrol grubunda ders kitabı kullanılarak normal müfredata devam

edilmiştir. Sekiz haftalık uygulama sürecinden sonra, başarı testleri son test olarak her iki gruptaki öğrencilere de uygulanmış ve başarı testinin sonuçları SPSS kullanılarak analiz edilmiştir. Ayrıca, uygulama sürecinin ardından açık uçlu sorulardan oluşan öğrenci değerlendirme formu, deney grubundaki öğrencilere, model hakkındaki görüşlerini ve önerilerini ortaya çıkarmak için uygulanmış ve nitel veri de analiz edilmiştir. Böylece araştırmada nicel ve nitel boyutu olan karma bir metot kullanılmıştır. Çalışmanın veri analizi sonuçlarına göre spiral kelime öğretim modelinin yabancı dilde kelime öğretiminde faydalı olduğu ortaya çıkmış ve bu nedenle, bu modelin hedef dildeki kelime öğretimine yönelik derslerde kullanılabileceği önerilmektedir.

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Anahtar Kelimeler : kelime öğretimi, spiral öğretim modeli, iletişimsel yaklaşım, yabancı dil öğretimi

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ABSTRACT

The aim of this study was to create a practical model for spiral vocabulary teaching through communicative and social-constructivist approach in order to improve learners' vocabulary learning and to deal with the problems related to vocabulary teaching and also to show the efficiency of this model in practice. Therefore, a model called "*Spiral Vocabulary Teaching Model*" was developed and the study was conducted in the scope of the *Vocational English Course* with the third-grade students studying at Akçakoca Tourism and Hotel Management School of Düzce University. First of all, the spiral teaching model lasting eight weeks and consisting of various communicative activities was developed for improved vocabulary teaching and it was adapted to the syllabus of the course. Also, an achievement test on vocabulary items in the syllabus was prepared by the researcher. In order to determine vocabulary knowledge levels of the students, it was applied to the control and the experimental groups as pre-test. After that, the model was applied to the

students in the experimental group throughout eight weeks and the usual syllabus was followed in the control group using the coursebook. After the eight-week application process, the achievement test was applied to the students in both groups as post-test and the results were compared using SPSS 20 statistical package program. Additionally, following the application process, a learner feedback form consisting of open-ended questions was administered to the students in the experimental group to find out their opinions and suggestions on the model and the qualitative data from feedback forms was analyzed to elaborate the opinions of the participants. Thus, a mixed method was used in this study. According to the data analysis and interpretation of the results, it could be suggested that the spiral vocabulary teaching model is efficient in teaching vocabulary items in the foreign language and that it should be adapted to the vocabulary teaching in the target language.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	iii
ÖZ	iv
ABSTRACT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xii
CHAPTER I.....	1
INTRODUCTION.....	1
Problem.....	2
Aim of the Study	3
Hypothesis.....	3
Significance of the Study	3
Assumptions.....	4
Limitations.....	4
Definitions:.....	5
CHAPTER II	7
REVIEW OF LITERATURE	7
Definition of the Term “Vocabulary”	7

What is to Know a Word?	7
How Large Vocabulary is Needed?	13
The Importance of Teaching Vocabulary in ELT	14
Vocabulary Teaching Techniques	17
Visual Techniques.....	17
Aural Techniques	19
Verbal Techniques.....	21
Kinaesthetic, Olfactory, Gustatory Techniques	30
Spiral Teaching Model	30
Spiral Vocabulary Teaching	33
Communicative Language Teaching.....	33
A Social Constructivist Perspective in Language Teaching	36
CHAPTER III.....	41
METHODOLOGY	41
Design of the study	41
Design of Spiral Vocabulary Teaching Model	43
Universe and Sample	43
Measurement Tools.....	44
Achievement Test	44
Learner Feedback Form	48
Application of the Suggested SVTM	49
Collecting the data	53
Data Analysis and Interpretation.....	54

CHAPTER IV	55
FINDINGS AND DISCUSSION	55
The Comparison of the Academic Success Levels in the Vocational English Course of the Control and Experimental Groups	55
The Success Levels of the Students in the Control and Experimental Groups before the Implementation.	55
The Effect of the Spiral Vocabulary Teaching Model through the Social Constructivist Perspective on the Academic Success in the Vocational English Course	56
The Comparison of the Pre-test and the Post-test Scores of the Students in the Experimental Group.....	57
The Comparison of the Pre-test and the Post-test Scores of the Students in the Control Group.....	58
The Analysis of the Student Forms	59
Past Experiences of the Students	60
Thoughts of the Students on the Model.....	61
Suggestions of the Students for the Model.....	63
CHAPTER V.....	65
CONCLUSION.....	65
Summary of the Research	65
Conclusion	66
Implications and Suggestions.....	68
REFERENCES	71
APPENDICES	77

APPENDIX 1 – SPIRAL VOCABULARY TEACHING MODEL	78
APPENDIX 2 – ACHIEVEMENT TEST.....	91
APPENDIX 3 – LEARNER FEEDBACK FORM	96
APPENDIX 4 – THE PERMISSION PAPER	97

LIST OF TABLES

Table 1. What is Involved in Knowing a Word (Nation, 2001, p. 27)	9
Table 2. The Item Statistics	46
Table 3. The Difficulty Levels of the Questions in the Achievement Test	47
Table 4. The Discrimination Levels of the Questions in the Achievement Test	48
Table 5. The Independent Samples t-test Results for the Pre-test Scores of the Students in the Control and Experimental Groups	56
Table 6. The Independent Samples t-test Results for the Post-test Scores of the Students in the Experimental and the Control Groups	57
Table 7. The Dependent Samples t-test Results of the Pre-test and the Post-test Scores of the Students in the Experimental Group	58
Table 8. The Dependent Samples t-test Results of the Pre-test and the Post-test Scores of the Students in the Control Group	58
Table 9 Themes for the Analysis of Student Forms	59

CHAPTER I

INTRODUCTION

In English as a foreign language (EFL) setting, students are required to speak the second language from the moment they step inside the classroom. They are also required to communicate in that language inside or outside the classroom. Actually, they are required to use that language and they are required to produce something in the target language. In this point, vocabulary teaching becomes very crucial because students have to have sufficient vocabulary competence to communicate in the target language. It seems almost impossible to produce something in the target language without sufficient vocabulary competence.

When we look at the literature and examine the instructors' teaching experiences in general, it is understood that students have difficulty in learning vocabulary and they find it challenging to cope with vocabulary questions (McCarthy and Carter, 2013). To deal with this problem, in this research a model is suggested to teach vocabulary effectively and communicatively. This is a model for spiral vocabulary teaching through the communicative and social constructivist perspective. By 'spiral' it is meant that the understanding of concepts and their interrelations are reinforced by revisiting them in different contexts with ever increasing sophistication (Clark, Dibiasio and Dixon, 2000). Namely, vocabulary items or concepts are repeated in different contexts with various materials inside the following units in a course. Spiral curriculum is the one in which there is an iterative and consistent revisiting of topics, subjects or themes throughout the course and it is not just the repetition of a subject which has been taught. It also requires the deepening of it by building a successive encounter on the previous one (Harden and

Stamper, 1999). In other words, it is not a random repetition of the items in different contexts; it is a systematic reinforcement of the given topic with various materials.

Spiral curriculum was described first by Jerome Bruner and it has been used in so many subjects up to date. In this study, this type of curriculum was applied to vocabulary teaching and the *Spiral Vocabulary Teaching Model* was developed. The vocabulary learning outcomes of the students was supposed to improve significantly thanks to this model.

Problem

There are two good reasons for focusing on vocabulary acquisition. The first reason is that vocabulary development is recognized by researchers as well as learners as a major aspect of learning a new language. Learners have long recognized the importance of vocabulary learning. Applied linguists, particularly SLA researchers, have traditionally been more concerned with grammar than with lexis but have increasingly paid attention to vocabulary learning. The second one is that vocabulary acquisition is easier to investigate than the acquisition of grammatical or pragmatic knowledge (Ellis, 1994).

Classical and linear teaching of vocabulary employed in traditional foreign language classrooms can be ineffective in new input processing, maintenance, retention, and reuse continually or continuously. One of the reasons causing this problem is the lack of systematic spiral employment of the lexical input. This insufficient use of the vocabulary in the inter-language may also hinder syntactic development and communicative target language use which is very important in mastering a language.

It is a remarkable research point whether a model for spiral vocabulary teaching through communicative and social constructivist approach should be developed in order to solve the vocabulary learning problem caused by systematic forgetting, lack of sufficient discourse, language use and other barriers in EFL classes of universities.

Aim of the Study

This research aims to create a practical model for spiral vocabulary teaching through communicative and social - constructivist approach in order to improve learners' vocabulary learning and in order to deal with the problems related to vocabulary teaching and also to indicate the efficiency of this model in practice. This study looks into these matters from the social constructivist perspective as well as the viewpoints above.

The research questions in this study include:

1. Is vocabulary learning efficient in the given settings?
2. Is there efficient vocabulary intake for learners in these settings?
3. Is the spiral teaching versus traditional vocabulary teaching effective for vocabulary learning and use?
4. Is the social constructivist view efficient within this context?
5. Is the suggested model applicable in teaching English as a foreign language (TEFL)?
6. What are the outcomes of SVTM?

Hypothesis

A practical model for spiral vocabulary teaching through the communicative and constructivist perspectives may improve the learners' vocabulary learning and be a convenient solution to the problem of developing a low level of mastery in vocabulary, which is caused by various barriers and linguistic difficulties in EFL classes.

Significance of the Study

A model for spiral teaching through the communicative and social constructivist approach could be a convenient solution to inefficient vocabulary learning caused by systematic forgetting, lack of sufficient discourse, language use and other barriers and linguistic problems in EFL classes of universities. Therefore, many current vocabulary teaching

applications should be renovated with the emphasis on spiral teaching in order to practice, learn, and retain the vocabulary items.

Assumptions

The subject group of the research consisted of the available number of junior students (100 students in total) in the vocational English class of the Tourism Department at Düzce University. Their foreign language level was assumed to be intermediate because the level of their coursebook was between A2 and B1 according to Common European Framework. It is assumed that this sample group represents similar intermediate level learner groups elsewhere. The name of the Tourism Department mentioned in this research is ‘Turizm İşletmeciliği ve Otelcilik Yüksekokulu’. It is thought that traditional methods may be inefficient to teach vocabulary properly to learners and that there is generally lack of vocabulary proficiency in many foreign language teaching settings. It is also assumed that the model for spiral teaching through communicative and constructivist approaches, which was developed by the researcher in the scope of this study, will raise the vocabulary input and vocabulary intake and help the students to communicate more effectively in the target language through frequent retaining.

Limitations

There are several limitations that should be considered when developing the model and interpreting the results and findings. One limitation of this research is that the study was carried out with the junior students in the vocational English class of the Tourism Department at Düzce University and the number of participants was determined according to the group availability in this department. The researcher had a total of 100 students in the subject groups and it was assumed that the participants’ level was intermediate. Another limitation of this study is that the number of lessons that the participants had to study vocabulary as described in this research was restricted to approximately 3 classes a week. However, sometimes this might change according to the program and the availability of the subject groups. The last limitation of the study is that because of

practical reasons, random sampling method was not used while determining the control and experimental groups and the convenience sampling method was used instead.

Definitions:

Communicative Competence: It is the knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular situation.

Spiral Curriculum: Spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course.

Social constructivist approach: The social constructivist perspectives emphasize the interaction between learners, their peers, their teachers and the others whom they interact with. Thus, conversations and other interactive communications are the basis for learning the language (Brown, 2007).

CHAPTER II

REVIEW OF LITERATURE

Definition of the Term “*Vocabulary*”

Diamond and Gutlohn (2006) define vocabulary as the knowledge of words and word meanings and Stahl (2005) expresses that "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world" (p. 95). Actually, vocabulary is more complex than what this definition describes. Words always appear in two forms: oral and written. Oral vocabulary consists of those words that are recognized and used in listening and speaking. Printed vocabulary consists of those words that are recognized and used in reading and writing. Words represent complex and, often, multiple meanings. Furthermore, these complex and multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language (Hiebert and Kamil, 2004).

What is to Know a Word?

If a word is supposed to be known, it means that it has been acquired properly in the learning process. Schmitt and McCarthy (1997) claim that acquiring a word requires more than just the familiarity with its meaning and form. In addition to these, it is important to learn when and how a word is used in a certain context. When learners meet the word, they

can recognise it but they also are able to use the word in speaking or writing in the given situations.

Recognizing a word by sight and sound and remembering its dictionary definition are not the same as knowing how to use the word properly when it is heard or seen in different contexts (Miller and Gildea, 1987). Language learners can have so many words in their passive vocabulary and they think that they know these words. However, if learners can't convey these words into their active vocabulary, it doesn't mean that they know these words. In other words, they have to know a word with its use in different contexts with its collocations.

Knowing a word also refers to knowing its collocations. Collocations are the words with which a word is most likely to occur in speech or in writing. Namely, the term collocation implies the combinations of words that are natural and typical to native speakers. Knowledge of typical collocations contributes to learners' vocabulary strength very well. They will both avoid making mistakes and sound more native-like.

Knowing a word includes a wide range of understandings and skills which are related both to the form and to the meaning and use of that given word. On the other hand, all probable aspects cannot be acquired immediately. Learners tend to acquire basic or dictionary meanings and uses first and, as they progress advanced levels, they start understanding others that are more remarkable if they get enough exposure or comprehensible input.

Knowing a word requires learners to know such properties as form, pronunciation, frequency, register, grammatical patterns, collocations, associations, meanings, and so on (Nation, 1990). Nation (1990) also suggests that in order to 'know' a word for the aims of dealing with the tasks of listening, reading, speaking, and writing, a learner needs to acquire not only the receptive knowledge of these aspects of a word but also the productive knowledge of them. Therefore, the task of vocabulary acquisition in a second language is a complex and challenging mission for both teachers and students. The challenge may be further accompanied with a multitude of cultural influences on learning a word, especially in the meaning aspect of word knowledge.

Nation (2001) describes the different kinds of word knowledge required to master a word completely. He identifies lexical knowledge as taxonomy of components. According to Nation, knowing a word means knowing its form- spoken, written and word parts, meaning- concepts and associations and use- grammatical functions, collocations and constraints (See Table 1).

Table 1. What is Involved in Knowing a Word (Nation, 2001, p. 27)

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

In column 3, R = receptive knowledge, P = productive knowledge.

Furthermore, Nation (2001) gives the distinction of receptive and productive knowledge of a word and suggests that a language learner can know a word receptively and/or productively. Receptive knowledge refers to be able to recognize the word when it is heard

or when it is seen, and understanding its meaning etc. Productive knowledge of a word builds on the receptive knowledge. For instance, productive knowledge involves being able to spell and pronounce a word correctly, being able to use it in the right grammatical patterns and also with the words it often collocates with. Likewise, acquiring both the receptive knowledge and the productive knowledge of a word means that the word is known.

On the other hand, Richards (1976), has identified seven aspects of word knowledge:

- a) Knowing a word includes the degree of probability of encountering the word in speech or print,
- b) It requires knowing the limitations imposed on the use of the word according to function and situation,
- c) Knowing syntactic behaviour associated with the word,
- d) Being aware of the underlying form of a word and the derivations that can be made of it,
- e) Noticing the associations between the word and the other words in the language
- f) Knowing the semantic value of the word,
- g) Knowing many different meanings associated with the word.

In relation to this topic, Wallace advises English language teachers to have the following abilities to produce the language in teaching vocabulary (1982, p. 27):

- a) Recognize it in its spoken or written form,
- b) Recall it at will,
- c) Relate it to an appropriate object or concept,
- d) Use it in the appropriate grammatical form,
- e) In speech, pronounce it in a recognizable way,
- f) In writing, spell it correctly,
- g) Use it at the appropriate level.

There are also relationships between the vocabulary items in terms of meanings. These relationships are called as sense relations and learners should be aware of these relationships. Sense relations are important to distinguish the meaning of individual items

with regards to what they mean in the real world from their meanings in relation to the other words within a language (McCarthy, 1990). Synonymy, antonymy and hyponymy are the essential relations that most language instructors frequently encounter while teaching the language.

Synonymy identifies that two, three or more words have the same meaning. There are a lot of words that seem very close in their meanings to each other. 'Finish' and 'end'; 'big', 'large' and 'ample'; 'door' and 'gate' are a few examples of thousands of words that appear to be substituted for each other without losing any meaning. However, it is impossible to maintain that two words always would be exactly synonymous. They may have very close meanings but it may not be substituted for each other every time. According to Collinson (1939), there are some factors to distinguish words from each other:

1. Two words might be close in meaning but not collocate with the same items. For instance; 'do' and 'make' are synonymous but it is always said 'make a cake'; 'doing a cake' is absolutely wrong.
2. Words can have different syntactic behaviours. For example; rise, raise and increase are supposed to be synonymous but 'rise' is an intransitive verb while 'raise' is a transitive verb and 'increase' may be both transitive and intransitive.
3. Words can belong to different contexts and situations. For instance; some words are technical words and their synonyms are not technical words or some words are used in speech commonly while their synonyms are used in writing.
4. Words might be separated by geographical distributions. For example; British people use 'holiday' while American people use 'vacation' for the same meaning.

By taking these factors into account, teaching the synonyms can be useful for language learners and it may enhance their vocabulary reservoir more and more. Thus, teaching synonyms or using synonyms in language teaching atmosphere is very important.

Antonymy means oppositeness and there are gradable and ungradable opposites. For instance; 'warm' and 'cool' or 'narrow' and 'wide' are gradable opposites because there are degrees between 'warm' and 'cool' or 'narrow' and 'wide'. On the other hand; 'north'

and ‘south’ or ‘receive’ and ‘send’ are ungradable opposites because there are no transitional terms between them. While learning the opposite of a word, students should be aware of the fact that a word can have different opposites in different contexts. Thus, language teachers should make learners aware of this while using opposites to study vocabulary (McCarthy, 1990).

Hyponymy is related to including words into a group like an umbrella. It organizes words into a kind of taxonomy or tree – type diagrams (McCarthy, 1990). It is the relationship between a general term and its specific examples or types. As an illustration of this, the item ‘colour’ and its instances, ‘grey’, ‘red’, ‘yellow’, ‘green’, ‘blue’, ‘black’; in this case ‘colour’ is a super ordinate term and ‘grey’ is a hyponym of ‘colour’. As another example, the item ‘season’ and its types, ‘spring’, ‘summer’, ‘autumn’ and ‘winter’; in this case ‘season’ is a super ordinate terms and the others are hyponyms of ‘season’. A lot of language coursebooks use this kind of relations in an implicit or explicit way to organize vocabulary properly and also language teachers should benefit from these kinds of relations wherever or whenever possible (McCarthy, 1990).

In addition to the sense relations there are also two important concepts in vocabulary teaching: homonymy and polysemy. Both of them try to explain that many words in a language may seem to have different meanings in different contexts. In other words, a word may have more than one meaning and it is important to notice the meanings of a word in various contexts. When a word can be used to express different meanings, it is polysemous. Here the meanings are closer to each other; the differences are subtle. For instance; a) ‘Jane was a good man’ and b) ‘Mary was a good painter’; in one case (a) it refers to a moral judgement while in the other case (b) it refers to a skill. On the other hand, two or more words are homonyms if they have the same spelling and the same pronunciation yet don’t have any related meanings. For example; a) Kate’s dog always barks at night and b) The tree’s bark is silver – grey; in these cases the word ‘bark’ has two different meanings and they are not close to each other. Sometimes it can be confusing to determine whether the meanings are homonyms or polysemous for language teachers or language masters. Furthermore, it can be thought that teaching homonymy and polysemy to learners is time – consuming or that there is no need in teaching them (McCarthy, 1990). However, language teachers should make learners aware of the fact that words may have

so many meanings in different contexts and these meanings may be close to each other or they can be so separate.

How Large Vocabulary is Needed?

Vocabulary knowledge in the foreign language classrooms is always at a premium and, so vocabulary instruction should not be neglected if learners are to advance in the target language according to Porter (1992).

Proficiency in English requires structural competence and large vocabulary to comprehend and produce utterances on different topics. If a language learner doesn't have any competence or vocabulary to speak or write, s/he may feel frustrated during language learning. Thus, the aim of vocabulary teaching is to make vocabulary knowledge larger (Akar, 2010).

According to Ellis and Thomlinson (1980), there are two types of vocabulary: receptive (passive) vocabulary and productive (active) vocabulary. A language learner's receptive vocabulary includes all the items that he can understand correctly and teachers' aim should be to raise the number of the learners' capacity of receptive vocabulary. A language learner's productive vocabulary includes all the items that he can use in speech and writing properly. Of course, passive vocabulary is larger than active vocabulary. Learners can know or remember so many vocabulary items when they are reading or listening to something but when it comes to writing or speaking, a learner may not be using many items that he really knows. Therefore, a learner should really comprehend an item's meaning and its use and teachers provide opportunities with learners to practice using the items in realistic situations.

Receptive vocabulary is needed for different purposes like reading texts, watching movies and participating conversations and productive vocabulary is needed to use the language. There are so many ways to decide how many words a learner needs to know to communicate in that language. One of these important ways is to look at the word families. A word family includes the other forms of a word having the same root. For example, the words like surprise, surprising, surprisingly have one word family. According to the

studies (Goulden, Nation, and Read, 1990) there are figures of 114000 word families in English language. And the studies (Goulden et al, 1990) show that well-educated native speakers of the language should know nearly 20000 word families.

Fortunately, second language learners do not need to acquire native-like vocabulary sizes in order to use the target language properly. A more reasonable vocabulary goal for these learners is the amount of lexis essential to allow the various forms of communication in English. One of the most basic things a person may want to do is to communicate orally on an everyday basis (e.g. asking directions to the bus station, describing one's house). If it is assumed that 98% of the vocabulary needs to be known (Nation, 2006), and it is also assumed that the proper nouns in the discourse are known, the number of word families that is necessary to engage in informal daily conversation can be estimated (Schmitt, 2010).

If we take 98% as the ideal coverage, a 8000–9000 word-family vocabulary is needed for dealing with written text, and 6000–7000 families for dealing with spoken text. Clearly, spoken language makes slightly greater use of the high frequency words of the language than written language does. In contrast, we need to consider that text coverage greater than 98% may be needed to cope effectively with the transitory nature of spoken language. (Nation, 2006).

The Importance of Teaching Vocabulary in ELT

David Wilkins explains the indispensable role of vocabulary in language teaching with this sentence: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (1972, p. 111). According to this, even if language learners know nothing on grammar, they still communicate with each other in the target language. However, it is nearly impossible to produce something in the target language without any vocabulary. Therefore, we can say that vocabulary is more important than grammar. David Wilkins' view is emphasized with this advice of a recent coursebook (Dellar H and Hocking D, Innovations, LTP) to students:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words! (Thornbury, 2002, p. 13)

Even though a message can be conveyed with a little grammar knowledge yet it is really more difficult without words. There will be no proper communication without words. Think about a foreigner who wants to go to the movie theatre. S/he probably asks to say the following three words: “I movie theatre where?” This person is deprived of grammar, but the communication would be available thanks to these three words.

For a solid communication, a speaker should have a good vocabulary. Otherwise, the communication will be insufficient. Thus, some speakers may not want to discuss the subjects because they may have an idea of not knowing the sufficient vocabulary. If there is no sufficient vocabulary knowledge, it means that communication is more difficult. It can be achieved with a little grammar, but without vocabulary it is impossible to achieve.

Wallace (1982) suggests that there is a correct understanding in which learning a foreign language is mainly a matter of learning the vocabulary of that language. He says that “it is possible to have a good knowledge of how the system of language works and yet not be able to communicate in it; whereas if we know the vocabulary we need, it is usually possible to communicate well.” (1982, p. 9). With this comment, he stresses that not being able to look for the words you want when you need to express yourself is the most disappointing experience in speaking another language.

According to Thornbury (2002), most learners recognize the importance of vocabulary learning or acquisition. Here are some statements given by learners as answers to the question “*How would you like to improve your English?*” in the scope of one of his studies:

- Oral is my weakness and I can’t speak a fluent sentence in English. Sometimes, I am lack of useful vocabularies to express my opinions
- My problem is that I forget the words soon after I have looked in the dictionary. For example; when I read a English book.
- I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things.

- I'd like to enlarge my vocabulary (this word I also had to find in dictionary). Too often my speaking is hard caused by missing words (Thornbury, 2002, p. 55)

Nevertheless, vocabulary teaching hasn't often been sensitive to such problems and teachers haven't completely understood the enormous communicative advantage in improving an extensive and proper vocabulary (Thornbury, 2002). Teaching approaches like the Direct Method and audiolingualism gave bigger priority to the teaching of grammatical structures or patterns. The number of words taught in such courses in order to simplify the learning of these structures was highly low. The words were taught because they were necessary to teach the structures or they were taught because they were easy to teach with the help of visuals.

With the arrival of the communicative approach in the 1970s, language teachers started to rethink of the role of vocabulary in language teaching. The communicative value of vocabulary has been recognized, among especially foreign tourists. It can be said that a phrase book or dictionary provides more communicative progress than a grammar. Thus, vocabulary became a learning objective by itself. For instance, in the introduction to their Cambridge English Course, the well – known linguists, Swan and Walter (1984) wrote that vocabulary acquisition is the biggest and most important task facing the language learners in an effective language teaching atmosphere.

However, a lot of language courses were and are organised around grammar. There can be good principles for holding a grammatical organisation. Vocabulary is largely a collection of items whereas grammar is a system consisting of rules. The teaching of grammar is thought to be more productive because a rule can produce so many sentences. However, this is not the case. Two key developments were to shake the hegemony of grammar: lexical syllabus and lexical chunks. Lexical syllabus is based on those words that appear with a high degree of frequency in both spoken and written English and lexical chunks are very important in the acquisition of language and in achieving fluency (Thornbury, 2002). Thanks to these developments, the awareness of the key role of vocabulary has been raised in language learning. Vocabulary is anymore a main component and it isn't treated as an 'add – on'. Much more attention is given to collocations and word frequency and there is strong emphasis on vocabulary in so many recent coursebooks.

According to McCarthy (1990), the experience of most language teachers indicated that the biggest and single component of any language course is vocabulary. No matter how well the language learner learns grammar, no matter how successfully the sounds of target language are mastered, communication in target language just cannot occur in any meaningful way without words to express a wide range of meanings. However, vocabulary still often seems to be the least systematized and the least well stressed among all the aspects of learning a foreign language.

Vocabulary Teaching Techniques

There are a lot of vocabulary teaching techniques. All techniques are not equally useful for every student or are not suitable for every course. Therefore, teachers should choose the most appropriate techniques. The technique must allow students to improve their vocabulary knowledge or competence.

There are so many different techniques, methods, or ways to present and practise vocabulary. Akar (2010, pp. 27-89) divided them into three main categories: visual techniques, aural techniques and verbal techniques.

Visual Techniques

These techniques primarily focus on learners' ability to see and to pay attention to what they look at. The use of these techniques is related to visual memories of learners. It can be said that these techniques are really better for visual learners and teaching concrete things. These techniques include the materials such as following:

Realia

Realia includes real objects, posters, tickets, photos, advertisements, drawings, forms, diagrams, brochures, magazines, visits outside class, mind maps, models, and flashcards. These elements are especially suitable for low level – students or young learners and for teaching simple concrete things. For instance; teacher can bring real fruits and vegetables to teach their names to young learners or teacher can bring animal pictures to the class in

order to teach their names in the target language. Teacher can make learners watch some advertisements in order to teach the words about advertising. Flashcards are very popular with young learners and they are very useful for them. Flashcards can make an important effect on particularly visual learners.

Facial Expressions and Body Language

Facial expressions and body language are very important to maintain a proper classroom atmosphere and to teach something in the class. They are also useful to have a good classroom management and discipline. In addition, teacher can teach vocabulary items by using facial expressions or body language. For instance; some words about feelings like ‘being angry’, or ‘being sad’ can be taught with the help of facial expressions. And of course, so many words that require physical actions can be taught with the help of body language. Therefore, these techniques are very important to teach vocabulary items for every level of learners.

Computer – Based Technology

Nowadays, computers are available in every field of life and of course they are very important in teaching and learning a language. Almost everything can be found on the internet and the internet can be used both inside the class and outside the class. For example; teacher can show an enlarged version of any material on a screen or a white wall thanks to computer and internet or teacher can prepare PowerPoint slideshows to teach vocabulary. Also, computers or internet can be used to play interactive didactic games. In addition, because using computer and internet includes visual elements and creates a different atmosphere, more students can be more interested in learning process.

Mime, Demonstration, Acting out

This technique works well with simple words especially for young learners. Here is an example for this technique: the target vocabulary items to be taught are clothes (a hat, a cap, a shirt, a pullover, a pair of shoes, a pair of trousers, a jacket, putting on, wearing). Teacher enters the class by wearing all the items and carrying with a box. After that, teacher says that it’s very hot here and tells students to open that window. And teacher takes off his/her hat. And then teacher takes off his/her jacket and puts the items in the box by naming them. Teacher continues naming the items and taking them off and putting them

into the box until s/he can tell by pointing to them: “That’s better, now I’ve only got my shirt, my trousers, my socks and my boots on, I don’t feel hot now! And then teacher takes an item out of the box one by one and asks the class: “What’s this?” If a student gives a right answer, the item is put on the table yet if a student gives a wrong answer, it is put back in the box (Ellis and Tomlinson, 1980).

Aural Techniques

These techniques mainly focus on learners’ hearing ability. Some learners don’t forget what they have heard or what they have continuously repeated orally and so these techniques are very useful for aural learners. They mainly consist of the materials such as following:

Sounds from Nature and Everyday Life

Some examples include a bee buzzing, a frog croaking, a lion roaring, a dog barking, a door creaking and something like that.

Poems, Nursery Rhymes, Limericks and Songs

These are enjoyable elements to teach vocabulary. Learners can engage in learning process while enjoying. Limerick means short, usually five – line, humorous poems. Using poetry in the language classroom can lead to meaningful and successful language learning (Finch 2003). Nursery rhymes can be used with young learners to teach vocabulary enjoyably. Also, songs can be used with learners from all levels to have a motivating atmosphere in the class. Some examples are as follows:

P iles of candy
U nder the bed
M ake for a delicious snack
P eople
K now
I t's been Halloween because
N o one is without candy (a kind of acrostic poem by Leanne Guenther)

I am fast and fun.
I can dream, dreams that nobody has dreamt before.
I would go on adventures all over the world.
I want to write out my imagination.
I enjoy seeing peace.
I am fast and fun.
I want to fly and taste the air.
I am not afraid to say what I want.
I feel such smooth things that touch my fingers.
I find such pretty things in nature.
I am fast and fun.
I want to be a soccer star.
I think hard about things.
I wonder where we go when we fade.
I feel so great when I help someone. (a kind of five-line poem by Tasha)

There once was a wonderful star
Who thought she would go very far
Until she fell down
And looked like a clown
She knew she would never go far. (a kind of limerick by Kaitlyn Guenther)

Audio Tracks from Films, Plays, Radio Programmes, Videos

These are important elements that can be used in the classroom thanks to technology nowadays. Students can watch small tracks from films, plays or radio programmes and teacher can monitor them by stopping, pausing or moving back and forth. Moreover, these can be very interesting and very effective because they are authentic and realistic. Here is an example:

The vocabulary items to be taught: commit a crime, criminal, prison, guilty, punish. To teach these words, teacher makes students watch the cartoon called 'Lucky Luke', which has been very popular cartoon in the childhood of so many teenagers. Most probably, students get interested in watching it and learning can be more permanent. After that, students can do a role – play activity as well.

Interviews, Recorded Anecdotes, Dialogues, Commercials

These techniques focus on recorded listening tasks which could also be authentic. Students can listen to interviews, anecdotes or dialogues that are used as contexts and then do some activities on vocabulary. Then, they can write their own interviews and dialogues or they can make interviews and dialogues with their friends (pair work or group work) with the newly – learned vocabulary items. Also, commercials may be very useful and interesting to use in the class and students can design their own commercials.

Verbal Techniques

These are techniques that are used most frequently. It can be said that these techniques are combinations of visual and aural techniques or sometimes differ from them. They belong to use of illustrative situations, synonyms, opposites, definitions and categories. They contain the followings:

Definitions and Connotations: Implied Meaning

Giving a definition of a word sometimes can be useful yet it is better to give definitions together with the examples in different contexts to prevent learners from misusing the words. For example; 'to break out' has the sense of 'to start' or 'to begin' and here is an

example: the fire broke out or the riot broke out. However, learners can think of saying ‘the lesson broke out’ but it isn’t acceptable. Thus, giving examples in suitable contexts is very important.

Many vocabulary items have not only referential meanings but implied meanings as well. Two or more vocabulary items can have the same referent but different implied meanings. For example; ‘stingy’ and ‘economical’ has the same definition (not generous, especially with money) but the implied meanings of them are different. ‘stingy’ has a negative connotation while ‘economical’ has a positive connotation. Therefore, talking about connotations while teaching vocabulary items is very useful.

Synonyms (similar words) and antonyms

Synonyms and antonyms are very crucial in terms of the aims related to teaching vocabulary. Learners can learn more vocabulary items and enhance their vocabulary memory with the help of synonymy and antonymy. Here is a list of adjectives and their synonyms that are mostly used:

Beautiful: Attractive, Pretty, Lovely, Stunning

Fair: Just, Objective, Impartial, Unbiased

Funny: Humorous, Comical, Hilarious, Hysterical

Happy: Content, Joyful, Mirthful, Upbeat

Hardworking: Diligent, Determined, Industrious, Enterprising

Honest: Honourable, Fair, Sincere, Trustworthy

Intelligent: Smart, Bright, Brilliant, Sharp

Introverted: Shy, Bashful, Quiet, Withdrawn

Kind: Thoughtful, Considerate, Amiable, Gracious

Lazy: Idle, Lackadaisical, Lethargic, Indolent

Here is an activity for antonyms:

Read the following sentences and click on the best antonym.

1. Today is a WARM day, said Karoline to Peter.

- | | |
|----------|----------|
| a. Hot | b. Cool |
| c. Shine | d. Heat. |

2. He is a STRONG man.

- | | |
|-------------|-----------|
| a. Weak | b. Sturdy |
| c. Powerful | d. Happy |

3. We are going to talk with our ENEMIES

- | | |
|------------|----------------|
| a. Lost | b. Neighbours. |
| c. Friends | d. Rivals. |

4. Mr. Brown always makes EASY tests

- | | |
|-----------|---------|
| a. Soft | b. Hard |
| c. Strong | d. Weak |

5. His garden is very LARGE

- | | |
|----------|-------------|
| a. Small | b. Enormous |
| b. Big | d. Huge |

Collocations

In a language words are never found in isolation, they always have partners that come together to form meanings in certain restricted ways. For instance, it is said 'beautiful woman' or 'handsome man' but it is not usually said a 'beautiful man'. The same rule is true for 'black and white' (not 'white and black'), or 'here and there' (not 'there and here'). These word relationships, which are often called collocations, are very important for learners. If learners do not know these word relationships then they will sound strange and say things like 'weak cheese' (mild cheese) or 'yesterday morning' (last morning). Thus, in order to speak and write well, teachers need to introduce lots of word relationships not only single words, and learners need to be taught how to notice word relationships on their own.

Filling Gaps

Filling gaps activities can be used to test a variety of areas such as vocabulary, grammar and pronunciation and they are very effective at testing listening for specific words. It is probably the most commonly used technique to present vocabulary because it does not require any production but it requires recognition. As filling the gaps students mostly have to check their vocabulary storage by searching for the correct word, which reinforce their vocabulary. One of the advantages of these techniques is that learners check to see whether their word choices have made sense semantically, even if they haven't picked up the exact word used. One of the alternatives is to give students the text with blanks where they have to put in the missing words, collocations, idioms etc. If this type of exercise is expected to be difficult for learners, teacher can give two or three possibilities for each gap at the side of the line with a gap and ask students to choose the correct vocabulary items. Alternatively, close exercises can also be turned into game/competition in order to make the task more challenging. For instance, the teacher can divide the class into groups and instruct that the group who make the highest correct guesses wins

Word Formation and Parts of Speech (Word Classes or Word Families)

Teacher can teach new items with the help of derivational and inflectional rules. By learning some suffixes and prefixes, learners can get to know what a noun form of a word is and what a verb form of a word is and can have a guess about the words they never know. For example, once students have learned the verbs 'inform', 'permit' and 'accept', teacher can teach the noun forms of them (information, permission and acceptance). After an adjective has been taught, teacher can teach the adverb form, the noun form or the verb form of that word. Also, here is an example activity:

Complete the missing parts and write sentences by using them.

Noun	Verb	Adjective	Adverb
_____	Succeed	_____	_____
_____	_____	different	_____
Benefit	_____	_____	_____
_____	_____	_____	productively

Cognates: Borrowed Words

There are true cognates and false cognates. True cognates are very easy to understand since they are similar in form and meaning in both the native language and the target language. There are true cognates in Turkish and English languages such as modern, train, radio, problem, tv, restaurant, etc. The English meanings of true cognates are the same as the Turkish meanings and they are very easy to learn. On the other hand, false cognates have different meanings in the native language and the target language even though they have the same form and learners may have some problems in mastering them and they may get confused; for instance; apartment, sympathy, etc. Thus, teaching false cognates requires clear explanation and practice.

Semantic Fields

Semantic fields mean that the words that are similar in meaning should be taught together and so they create a semantic field or category.

Example 1: make a list of farm animals and make another list of zoo animals.

Example 2: Here are five sets of words. There is one word that doesn't suit in that set in each set. Find it and write a sentence that explains why it is different.

- | | | |
|-----------|--------|--|
| 1. meat | fish | money (_____ is different because _____) |
| 2. cats | rings | watches |
| 3. planes | buses | plaster |
| 4. bread | eraser | cake |
| 5. paper | tennis | baseball |

Games

Learning vocabulary through games is an effective and interesting way that can be implemented in any classroom and games have an important place in language teaching and learning process and sometimes they can be necessary to have a good classroom atmosphere (Muhanna, 2012). In suggesting games for vocabulary learning, according to Allen (1983) the goal is not to present pleasant ways of spending time. Time passes too fast in many classes and the entertainment of learners is not a teacher's responsibility.

However, language teachers are responsible for creating conditions that encourage vocabulary expansion and a well – chosen and well – organized game can help learners acquire target vocabulary items.

There are so many vocabulary games to be used in the class. What is important in choosing the best game is to be sure that it can teach or make students practice or use target vocabulary items and to adapt it into learners' needs and levels.

Riddles and Tongue - Twisters

Using riddles and tongue – twisters is an enjoyable way to encourage learners to improve their vocabulary. They are especially helpful because they are conversational and involve a question and an answer. Also, the fact that they allow a humorous atmosphere helps learners to remember vocabulary items. Here are some examples for riddles:

Q: I'm tall when I'm young and I'm short when I'm old. What am I?

A: A candle

Q: How can a pants pocket be empty and still have something in it?

A: It can have a hole in it.

Here are some examples for tongue twisters:

How can a clam cram in a clean cream can?

A big black bug bit a big black dog on his big black nose!

Dictionaries

Dictionaries have always had an important place in language teaching and affected by changing tendencies in methodology. As an illustration of this, bilingual dictionaries were very popular at the time of the Grammar – Translation Method while in 1970s many language teachers were worried about its use since they caused laziness in students who didn't want to use mental resources and guess the meaning (Akar, 2010). However, dictionaries have a lot of advantages as well. If learners can make a good use of a dictionary, they will be able to go on learning outside the classroom and find the information that they need quickly and easily.

There is no problem for learners to start with a bilingual dictionary if learners know how to use it properly and effectively. Afterwards, as learners pass further levels, they should use all – English dictionary called a monolingual dictionary. According to Akar (2010), before consulting any dictionary, learners should follow these steps:

1. Think carefully about the entire sentence where the unknown word appears.
2. Look carefully at the unknown word. What kind of word is it? A verb? A noun? An adverb? An adjective?
3. Think of some possible meanings for that kind of word in that sentence. If the word is a noun may it name something? Somebody? Some thoughts? Does it refer to something bad or something good?

After the learner thinks carefully about the whole sentence, he may figure out the meaning of the word or still look up a dictionary and find out the true meaning of the word thanks to the understanding of the whole sentence.

There is a good chance that there will also be extra information in today's dictionaries such as differences between British and American usage, differences between very similar words, frequency in different media (a word can be more common in speaking or writing), levels of formality and connotations. According to Harmer (2007), dictionaries are generally used when learners have already encountered a word and then want to look it up to check that they know how to use it. Moreover, sometimes they will find a word in their bilingual dictionaries and then want to check with a monolingual dictionary to find out that they have understood correctly.

Contextual guesswork

Contextual guesswork encourages the learner to seek clues to meaning by following a lot of steps, ranging from the word first to its immediate context and then its surrounding context (Nation, 2001). Also, Nation shows the steps as follows:

Step 1: Look at the word; decide on its part of speech,

Step 2: Look at the sentence including the unknown word. If it is a noun, what adjectives describe it? If it is a verb, what nouns does it go with? If it is an adjective, what noun does it go with? If it is an adverb, what verb is it modifying?

Step 3: Look at the relationship between the sentence and the unknown word and the other sentences or phrases. Be careful about the conjunctions if there is available,

Step 4: Make a guess about the meaning of the word,

Step 5: Check that your guess is correct:

- a. Make sure that the part of speech of your guess is the same as the part of speech of the unknown word.
- b. Replace the unknown word with your guess. If the sentence becomes meaningful, your guess is probably correct.
- c. Break the unknown word into its prefix, root and suffix. If the meaning of the prefix and root is related to your guess, it is good. If not, look at your guess again but do not change anything if you feel sure that your guess is correct within the given context.

McCarthy stresses the connections between contextual relations, register and discourse to realize a meaningful contextual guesswork (1990). Because of register and discourse factors, the words having the same meaning are used different contexts; for instance, one is more common in formal use while the other one is used more in sports. Thus, learners should be aware of the appropriate contexts.

The ability to guess from context is an important skill and should be developed in class. For some learners contextual guesswork is an obvious or easy strategy while for others it requires so much time to spend on. Thus, necessary importance should be given to contextual guesswork. Listening and reading texts are mostly used for contextual guesswork. Dialogues, maps, jumbled sentences, authentic texts are especially suitable to realize contextual guesswork (Akar, 2010).

Proverbs, quotations, idioms, phrasal verbs

Learners find these sayings very interesting and so they can be motivating for learning. Many of these sayings include figurative meanings and give way to discussion and reasoning. Therefore, they are mostly used with intermediate and advanced learners. If they are simple, of course they may be used with elementary students. Here are some examples of these sayings which encourage vocabulary teaching:

Gravitation is not responsible for people falling in love. (Einstein)

A heart that loves is always young.

Everyone thinks of changing humankind but no one thinks of starting with himself.
(Tolstoy)

It's not the years in your life that count. It is the life in your years. (Lincoln)

Role – play activities and simulations

Thanks to role – play activities and simulations, learners can master a wide range of fixed expressions which enable them to carry out many functions such as inviting, agreeing, apologizing, etc and the certain expressions to control the interaction between themselves. These activities focus on mainly speaking or listening and can be used to practice the newly – learned vocabulary items.

Translation

If all the techniques explained above become too confusing for some learners to understand and too time – consuming for teacher to explain, translation can be used. Translation is an effective way of teaching low – frequency items and also can save valuable time of teacher. If translation is mostly used in class, the danger is that learners will not develop the necessary strategies to find out sense relations between different items in the target language if they go on to use their mother tongue. If teachers focus too heavily on the use of translation, students can lose the necessary spirit and atmosphere of being in a language learning classroom. Thus, teachers should try to avoid translation to increase their students' exposure time to the target language (Akar, 2010). If using translation is very necessary, then they can resort to translate vocabulary items.

Kinaesthetic, Olfactory, Gustatory Techniques

All the techniques which have been mentioned so far have kinaesthetic elements because they appeal to the thoughts, feelings and behaviours of learners. The elements that are related to the senses like smelling and tasting in order to teach vocabulary items can be added to the list of techniques (Akar, 2010).

An item or a word can be explained and practised with more than one of these techniques listed above. It will be easier for learners to store and retrieve words if they are exposed to target items from different sources. Also, various contexts should be provided with learners since they have to revise and use the items not to forget and to store them permanently.

Spiral Teaching Model

First of all, the word ‘spiral’ literally means winding in a continuous and gradually widening (or tightening) curve, either around a central point on a flat plane or about an axis so as to form a cone (Oxford Advanced Learner’s Dictionary). However, originally, Jerome S. Bruner used this concept in terms of education in 1960s.

Bruner’s impact on education has been always felt all over the world. His very important books like ‘the Process of Education’ and ‘Towards a Theory of Instruction’ have been recognized widely all over the world and recognized by all people interested in education. In his book called ‘the Process of Education’, Bruner mentioned about ‘spiral curriculum’. According to him, ‘any subject can be taught effectively in some intellectually honest form to any child at any stage of development’ (1960, p. 33). And Bruner expressed the idea that this became possible thanks to the concept of the spiral curriculum. This curriculum should revisit the basic ideas repeatedly and build upon them as it moves on. The curriculum is structured so that complex ideas can be taught to the learners at simple levels and then revisited or repeated at more complex levels later (1960). Thus, subjects or topics are taught at levels by gradually increasing the difficulty, namely spirally. Bruner’s profound theories inspired other researchers and educators and so his ideas were adapted to other fields of education. Spiral curriculum has been used and adapted to very different areas ranging from language teaching to medicine all over the world.

Spiral curriculum is depicted as a spiral of repeated actions to develop and deepen skills, concepts, attitudes and expand the limits. It should have coherence and progression and also it enables different practices like group work and peer evaluation to make learning extensive (Knight, 2001).

By 'spiral' it is meant that the understanding of concepts and their interrelations are reinforced by revisiting them in different contexts with ever increasing sophistication (Clark, Dibiasio and Dixon, 2000). Clark, Dibiasio and Dixon developed a project – based, spiral curriculum for the chemical engineering for the second – grade university students. Their aim was to evaluate how spiral curriculum influenced students' ability to solve problems at various levels of cognition, to work in teams, to master the fundamentals of chemical engineering and to integrate from different courses. At the end of the study, it was understood that the spiral curriculum had positive effects on students' attitude and success.

Spiral curriculum is the one in which there is an iterative and consistent revisiting of topics, subjects or themes throughout the course and it is not the repetition of a topic taught. It also requires the deepening of it by building a successive encounter on the previous one (Harden and Stamper, 1999). Harden and Stamper applied spiral curriculum to nursery education and they concluded that it had very useful results in integrated and problem based learning.

The spiral approach in curriculum design has been widely known and used since Bruner (1960) first created it in the 1960s. It allows systematical repetition and enables students have higher levels of abstraction and deeper levels of understanding, especially in science education (Fried and Amit, 2005). And according to Fried and Amit, the benefits of a spiral approach can also be improved into teacher education. Thus, they studied on a spiral activity employed by Kidumatica, a kind of program related to mathematics to raise the teachers' content knowledge and to encourage discussion and collaboration among teachers. Their study (2005) showed that the spiral activity promoted discussion and collaboration among teachers and increased teachers' knowledge more.

According to Harden and Stamper (1999) the followings are very important for a spiral curriculum:

(1) Reinforcement: Once a topic or a subject is learned, it is reinforced if there is constant exposure to it. Teachers commonly complain that subjects learned by students early in the curriculum are forgotten later. What is important in the spiral curriculum is that students are continuously looking back on topics previously learned.

(2) A movement from simple to complex: topics are introduced to learners in a controlled way at a level at which they are not overwhelmed, and at which they can learn the subject well. They go on to build new knowledge upon their prior knowledge later. Students acquire a better understanding by discovering the same topics at deepening levels and in different ways.

(3) Integration: Traditionally, a curriculum was viewed as a series of courses and each had its own program and assessment. However, this partial or sectional approach is insufficient. We must break down or eliminate the barriers and limits. Furthermore, this integration may greatly become possible with the help of a spiral curriculum.

(4) Logical sequence: The scope and sequence of topics are very crucial in a spiral curriculum. The spiral curriculum can aid to bring some order to the increasingly complex nature of some topics or subjects.

(5) Higher level objectives: Learners are encouraged to go beyond factual recall to an application of knowledge and skills in a spiral curriculum. In other words, students are encouraged to use what they have learnt or produce something new like from theory to practice.

(6) Flexibility: The spiral curriculum is a flexible one. For instance; this curriculum enables students to transfer directly to the second spiral of a course of study if they have learnt the first level in another course or vice versa.

Spiral Vocabulary Teaching

As mentioned above, spiral approach or spiral curriculum was originally created by Bruner and it has been very popular since that time. It has been used in so many fields and so many course books. Especially, spiral curriculums have been adapted to many fields ranging from mathematics to medicine. When the literature has been investigated in a detailed way, it is seen that the number of the studies that aim to create a spiral curriculum or model for vocabulary is extremely rare. Vocabulary is a very important element of learning or mastering a language. Nevertheless, this research aims to fill this gap at the literature. To realize this aim, a spiral vocabulary teaching model was developed and applied to learners by the researcher. The vocabulary activities used in the model were organized in a spiral way so that learners could repeat the target vocabulary items and make their understanding or learning deeper. The model was explained in the Methodology part in detail.

Communicative Language Teaching

Communicative language teaching is thought as an approach rather than a method. It relies on various principles that are related to communicative view of language and language learning. These main principles are as follows:

- Learners learn a language with the aim of using it to communicate.
- Authentic and meaningful communication ought to be purpose of classroom activities.
- Fluency is an important element of communication.
- Communication requires the integration of different skills.
- Learning consists of creative construction and requires trial and error (Richards and Rodgers, 2001).

Richards and Rodger (2001) stated that the Communicative Approach in language teaching and learning results from a theory of “language as communication” and the goal is to make learners communicate with the target language. Canale and Swain (1980) indicated that the aim of language teaching is “Communicative Competence” and it consists of four kinds of

competences as to the Communicative Approach. These include grammatical or linguistic competence, strategic competence, socio - linguistic competence and discourse competence. Grammatical or linguistic competence refers to the knowledge of sounds, words and grammar as it is understood from its name. Strategic competence consists of effective communicative strategies which allow learners to initiate, maintain, redirect and terminate the communication. Sociolinguistic competence is related to the knowledge of native speakers about different social and cultural issues that are very important for the communication process. Ultimately, discourse competence encourages the native speaker to interpret the elements of a message based on their interconnectedness and their relationship with the general message of the discourse. The communicative language teaching tries to aim at helping learners gain all four kinds of competence and just the knowledge of the rules of the language in order to make learners communicate with others in the target language as native speakers do.

Communicative competence is very important for a good communication. Hymes' theory of communicative competence is related to a definition of what a speaker needs to know in order to be communicatively competent in a speech community. According to Hymes (1972) a learner who acquires communicative competence achieves not only knowledge but also ability for language use with respect to:

1. Whether and to what degree something is formally possible,
2. Whether and to what degree something is feasible in virtue of the means of implementation available,
3. Whether and to what degree something is appropriate in relation to a context in which is used and evaluated,
4. Whether and to what degree something is in fact done and actually performed.

The aim of communicative language teaching makes learners use the language and communicate in that language outside the classroom. Student can produce accurate sentences in a class in the target language yet speaking the target language genuinely outside a learning atmosphere is more important and requires much effort. Communicative language teaching tries to find a solution to this challenge.

According to Richards and Rodgers (2001), Communicative Approach refers to the followings:

1. Language is a system to express meaning.
2. The main function of language is interaction and communication.
3. The structure of language reflects its functional and communicative uses or purposes.
4. The primary units of language are not merely its grammatical and structural features but its categories of functional and communicative meaning as well.

In addition, Brown (2000) states on the general characteristic properties of the Communicative Approach:

1. Language is not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes in this approach.
3. Fluency and accuracy are considered as complementary principles underlying communicative techniques.
4. Students ultimately have to use the language productively and communicatively in the communicative classroom

According to Larsen and Freeman (2000), in order to communicate in the target language, students should know linguistic forms, meanings and functions. Learners should be aware of the fact that one function can have many different linguistic forms and meanings, and that the focus of lesson is on real language use. Teacher's role should be like an advisor, a facilitator and a co-communicator and students are communicators. Teacher establishes and sets the activities and students are actively busy with dealing with meaning and making themselves understood. In other words, they are responsible for their own learning. Interaction is very important, especially student – student. Thus, teacher should give students the opportunity to express their own opinions, to motivate students to speak and to make them feel that they are learning something useful.

Communicative language learning is mainly related to how language is used. Instead of focusing only on grammar, the pioneers deal with the notions of language and

communicative functions. Therefore, communicative language teachers teach learners the functions in a language such as to invite and apologise, to agree and disagree. According to Harmer (2007), the communicative language teaching is based on the belief that if learners are involved in meaning – focused communicative tasks, language learning will happen itself. Namely, if learners are much exposed to language in use and many opportunities to use language, their development of knowledge and skill will be very faster. Also, communicative language learning involves learners in real or realistic communication, and role – play, simulation, authentic materials, scrambled sentences and language games are very popular in this learning.

As a result, the Communicative Approach aims to improve the communicative competence of learners. Therefore, it includes communicative tasks. It is mainly a student - centred approach. The primary and important functions of language are interaction and communication. Thus, language is not restricted to grammatical or linguistic competence. Fluency and the accuracy are the other important principles of the Communicative Approach. Learners use language for meaningful and communicative purposes in the Communicative Approach.

A Social Constructivist Perspective in Language Teaching

Language teachers' perspectives of language and language learning significantly affect their practice in every learning atmosphere. In traditional classrooms students have been supposed to accept without questioning the words of their teacher and they have been passive receivers of knowledge. This view has been changing recently. Increasingly, teachers or educationalists believe that their students should participate actively in the activities in the class and join in interactive language learning tasks and so they should become autonomous learners. This important change in attitude brings about a new approach to learning and teaching: social constructivism or social constructivist perspectives (Yang and Wilson, 2006). Social constructivist approaches to learning and teaching are based on the works of Vygotsky and Piaget, and are gaining popularity in the field of second and foreign language learning.

Contemporary perceptions of literacy stress that knowledge is socially constructed within meaningful contexts with more knowledgeable members of community or culture. Constructivism is based on two realms of literacy: cognitive and social. The sociocultural perspective which underlies constructivism is grounded in a Vygotskian social-historical theory (Wertsch, 1994).

Vygotsky's (1978) view of learning emphasizes that social interaction is very crucial in the development of language, thinking, and learning, and he acknowledges the importance of providing learners with support so that they can be very successful at challenging tasks. His view also highlights the need to transfer the control of cognitive activity from teacher to learner to promote active participation.

Social constructivism brings psycholinguistic explanations or solutions for how learning can be improved effectively through interactive pedagogical practices. It stresses that learning occurs in a socio-cultural environment and sees learners as "active constructors of their own learning environment" (Mitchell and Myles, 1988, p. 162). Learners cannot learn as isolated individuals, but they learn as active members of society. What is learnt and how the sense of knowledge is made depend on where and when such as in what social context learners are learning.

Vygotsky, the father of social constructivism, expressed that learning takes place through dialogues (1978). This dialogue is initially *intermental*, which means that it takes place between teacher and student or between students or even between text and reader. On the other hand, learners make sense of what is said or written through internal or *intramental* dialogues. Therefore, learning is interactive not only in the sense that learners must interact with sources of knowledge in social settings but also in the sense that they must take an active part in reconstructing knowledge within their own minds.

Moreover, Vygotsky claims that learning depends on the purpose or motivation for learning. What learners select to focus on in their learning and how they go about that depend on the social purposes of the activity (1978). For instance, students acquire knowledge quite differently if they are studying for a test on irregular verbs or if they are reading an email from a magazine article about their favourite sport. Teachers can play a large role in setting up learning environments which benefit from different learning

purposes, but what really matters is how the learners themselves view the activity. As an illustration, are they simply learning the verbs in order to accomplish the next test, or are they trying to learn the language in order to use it in communicative settings? Thus, the aims or the motivations of learners are very important to master the language in social constructivist settings.

Another essential concept in social constructivism is the idea of *scaffolding*. Scaffolding is a support structure that is constructed around a building under construction with its literal meaning,. As the building is strong enough, the scaffolding becomes unnecessary and can be removed and the building will stay solid and stable. However, in the metaphorical sense used by Vygotsky (1978), scaffolding refers to the support given by others such as parents, peers, teachers or reference sources such as dictionaries and this support enables learners to perform increasingly well.

Scaffolding is interpreted as high challenge, high support. Namely, teachers need to create tasks which challenge learners to perform beyond their current capacity. To enable students to succeed these tasks, teachers also need to provide support in order to make it possible for students to perform at this new level. If the task is not difficult enough, students can get bored and possibly become unmotivated. However, if there is not enough support, students can get frustrated and may give up. Therefore, scaffolding enables learners to achieve great leaps forward in their language learning (Yang and Wilson, 2006).

The concept of scaffolding is also related to what Vygotsky calls the learner's Zone of Proximal Development (ZPD). Vygotsky (1978) defines the zone as "the distance between the actual level of development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Vygotsky's Zone of Proximal Development demonstrates how learning and teaching interactions come together to raise a child's cognitive development. With this concept he refers to the range of tasks and activities which students can achieve with scaffolding yet which may be beyond his current abilities (Pilgrim, 2000). Teachers need great skill in assessing and then making use of their students' ZPD.

According to Pilgrim (2000), vocabulary instruction which is implemented in many individualized classrooms currently reflects social constructivist theories and the whole language skills so that students continuously engage in peer and teacher collaboration as they choose and study words. As groups they collaborate to select words for the class and each member contributes to words. Students verbalize word meanings through discussions and explain the importance of the word to the group and the class and then try to use the word contextually in a sentence. In other words, teachers should support learners to master the language and set up good learning atmospheres. They must encourage learners to be active in class and use the language they have learnt every time.

CHAPTER III

METHODOLOGY

In this study, it was sought whether a model for spiral teaching through communicative approach could be a convenient solution to inefficient vocabulary learning and whether this model could be effective in improving students' vocabulary competence. This part includes information about this model, the design of the study and the data analysis and interpretation.

Design of the study

Firstly, a model for spiral teaching through communicative approach was created to teach vocabulary effectively and to find a solution to the inefficient vocabulary learning. Then the study was applied to the students attending the tourism department at Düzce University. Therefore, of the quantitative research methods, the experimental design was used because it includes pre-tests and post-tests and control and experimental groups. In addition to this, a learner feedback form was applied to the students at the end of the study to analyze the students' opinions on the model or application as the qualitative part of the research. Thus, as the design of the research, the mixed method, which includes the quantitative and the qualitative research methods, was used in the study. The mixed method benefits from the powerful aspects of both research methods. Using both quantitative and qualitative research methods together provides researchers with a better understanding of the given problem (Creswell and Plano, 2007).

In the experimental design participants are measured in relation to the dependent variable before and after the experiment (Dörnyei, 2007). Selecting subject groups is very important in the studies with experimental designs. Of two groups to be used for the study, which one will be the experimental group and which one will be the control group can be determined through the random sampling or by choosing two classes whose pre-test scores are similar to each other (Kaptan, 1998).

In this study, two classes were included. One of the classes was the control group and the other was the experimental group. The control group and the experimental group were randomly chosen from the junior students available in the tourism department. Namely, there are two 3rd - year classes in this department and one of them was assigned as the control group and the other as the experimental group. Thus, this study was quasi – experimental and the convenience sampling method was used to determine the subject groups (Dörnyei, 2007). Before the implementation the achievement tests were applied to both groups to determine their level of success and to compare the results afterwards. During the two - month implementation period the control group was taught with the traditional methods and no extra efforts were made in the control group. However, the experimental group was taught with the spiral teaching model developed to enable the students to learn the vocabulary offered effectively throughout two months. The same tests were applied to the groups after the implementation process and the necessary measurements were carried out using the SPSS program.

In general, tests can be used in so many fields for administrative, instructional, or research aims (Cohen, 1991). According to McNamara (2000), the language tests are organized under four categories. They include proficiency tests, placement tests, diagnostic tests and achievement tests. Proficiency tests measure the general language proficiency levels of learners as independent on any language course. Placement tests are applied to place the students into groups or classes according to their language proficiency levels. Diagnostic tests are done before the language course starts to determine the strengths and weaknesses of learners. Lastly, achievement tests measure the learners' progress in a language course and teachers use achievement tests in their courses to measure the progress achieved by the students and to recognize their weaknesses. In other words, these tests are used in order to find out whether the progress has been made with regards to the aims of learning.

In this study, the achievement tests for vocabulary were prepared by the researcher and applied to find out the scores or the results of the students in both groups (the experimental and control groups) at the end of the Spiral Vocabulary Teaching Model (SVTM) implementation.

At the end of the application the learner feedback form consisting of five open-ended questions in Turkish was administered to the students in the experimental group to acquire the detailed information about the effect of the model on the students and their ideas on the model as the qualitative part of the research. The learner sheets were analyzed with the qualitative research methods.

Design of Spiral Vocabulary Teaching Model

A tailor-made model called Spiral Vocabulary Teaching Model was developed for the target vocabulary items and the target group. It attempts to teach vocabulary items through the communicative and the social - approach methods and to suggest a solution to the vocabulary learning problems of the subjects. Firstly, the quantity and the number of vocabulary items were determined according to the level of language and the class hours by the researcher with the help of the field experts. Different teaching activities suitable for spiral vocabulary teaching model were used to teach the vocabulary items to students more effectively. The duration required to apply the model included eight weeks and was determined according to the weekly lesson plans. The model was integrated into the syllabus during the second semester. The structure of the model was explained in detail in Application of the Suggested SVTM section.

Universe and Sample

The subject group consisted of 100 junior students in total from two different classes attending *the Vocational English Course* in the tourism department at Düzce University. The control and the experimental groups comprised 50 students each. The students took the compulsory preparation classes at Düzce University before they began to study in their undergraduate program. They were assumed to be currently at the intermediate level. *The*

vocational English was the only course in their program regarding foreign language education during the semester when the model was being applied. Additionally, an achievement test was used as a pre-test before the implementation and it was found out that the success levels of the groups regarding the target vocabulary were similar to each other.

Measurement Tools

Achievement Test

The main course material was the coursebook ‘Oxford English for Careers, Tourism 1’ and its level was between A2 and B1 according to Common European Framework. The 7th, 8th, 9th and 10th units of this book were studied throughout the application period. Thus, the vocabulary items were chosen from these units. Which vocabulary items in these units were important or should be learned were determined with the help of three field experts. They were the lecturers who taught *Vocational English Course* in the department of tourism before. Then, the achievement test was developed to test whether the students learned these vocabulary items. The achievement test consisted of 50 multiple-choice questions. The scope of the test included important vocabulary items within these units. The achievement test was developed in the following steps:

1. Deciding on the aim of test,
2. Determining the aims and the behaviors to be tested,
3. Writing the items,
4. Determining the item redactions,
5. Organizing the test,
6. Applying, grading and evaluating the test.

To what extent students know or remember the target vocabulary items was explored by applying the achievement test to both groups, which constituted the quantitative part of the study. It was mainly used as pre-test and post-test. See more for the achievement test in Appendix 2.

The achievement test was prepared as the primary measurement tool of this research. To prepare this test, the coursebook, the syllabus of the course and the course objectives were

taken into consideration. First of all, a question pool consisting of 60 questions was created. Then, three field experts and one assessment and evaluation expert checked these questions and expressed their opinions. Based on their suggestions, some questions were removed and some questions were rewritten. Ultimately, a question form consisting of 50 items were created. For the validity of the test, the opinions of the field experts were taken into consideration again and for the reliability studies of the test, the final version of the test was applied to 45 senior students who had taken this class one year ago.

The item discrimination and the item difficulty index are calculated to determine the reliability of a multiple-choice achievement test. The consistency of all the items in a test among each other means that this test is reliable. The achievement test was applied to 45 senior students who took the vocational English course before and according to these students' responses ITEMAN (Item and Test Analysis Program) Reliability Analysis was applied to determine the discrimination level and the difficulty level of each item in the test. The data related to this analysis is shown in Table 2.

The item difficulty value can range between 0.00 and 1.00. If the difficulty level of an item is 0.00, then it means that nobody in the group has answered that item correctly and so it is a very difficult item. An item with a difficulty level of 1.00 means that all the students in the group have answered that item correctly and so it is a very easy item. In other cases as the item difficulty level comes closer to 0.00, that item becomes more difficult and as the item difficulty level comes closer to 1.00, that item becomes easier. If the discrimination levels of items are above 0.40, these items are very good test items.

Table 2. The Item Statistics

Items	Item Difficulty	Item Discrimination	Standard Deviation	The number of participants
Q1	0.91	0.36	0.48	45
Q2	0.57	0.38	0.30	45
Q3	0.92	0.56	0.44	45
Q4	0.81	0.48	0.37	45
Q5	0.62	0.36	0.29	45
Q6	0.80	0.47	0.35	45
Q7	0.79	0.52	0.30	45
Q8	0.71	0.47	0.42	45
Q9	0.89	0.37	0.49	45
Q10	0.73	0.40	0.29	45
Q11	0.45	0.38	0.49	45
Q12	0.82	0.39	0.45	45
Q13	0.65	0.61	0.32	45
Q14	0.60	0.40	0.47	45
Q15	0.51	0.62	0.18	45
Q16	0.80	0.57	0.32	45
Q17	0.87	0.46	0.43	45
Q18	0.73	0.34	0.48	45
Q19	0.65	0.44	0.31	45
Q20	0.56	0.50	0.44	45
Q21	0.37	0.52	0.39	45
Q22	0.81	0.60	0.35	45
Q23	0.62	0.40	0.33	45
Q24	0.61	0.55	0.30	45
Q25	0.61	0.52	0.47	45
Q26	0.42	0.37	0.45	45
Q27	0.66	0.30	0.44	45
Q28	0.64	0.26	0.35	45
Q29	0.73	0.31	0.41	45
Q30	0.81	0.40	0.49	45
Q31	0.28	0.45	0.43	45
Q32	0.60	0.35	0.47	45
Q33	0.41	0.33	0.34	45
Q34	0.56	0.24	0.45	45
Q35	0.39	0.28	0.44	45
Q36	0.91	0.37	0.46	45

Q37	0.58	0.49	0.33	45
Q38	0.68	0.39	0.42	45
Q39	0.45	0.41	0.49	45
Q40	0.88	0.54	0.34	45
Q41	0.78	0.31	0.45	45
Q42	0.56	0.34	0.32	45
Q43	0.67	0.38	0.44	45
Q44	0.80	0.47	0.33	45
Q45	0.70	0.36	0.49	45
Q46	0.69	0.45	0.41	45
Q47	0.18	0.39	0.30	45
Q48	0.62	0.50	0.48	45
Q49	0.68	0.44	0.39	45
Q50	0.86	0.46	0.42	45

As a result of this analysis, KR – 20 Reliability Coefficient of the multiple-choice achievement test consisting of 50 questions was calculated as 0.71. The average difficulty level of the items in the test was 0.49. In the test, there are 21 questions with lower difficulty level, 25 questions with moderate difficulty level and 4 questions with higher difficulty level. The difficulty coefficients of the items in the test ranged from 0.18 to 0.92. The information about the difficulty levels of the items in test are given in Table 3.

Table 3. The Difficulty Levels of the Questions in the Achievement Test

Difficulty Level			
	Difficult Questions (0.00 – 0.39)	Questions in Medium Difficulty (0.40 – 0.69)	Easy Questions (0.70 – 1.00)
Item Number	21, 31, 35, 47	2, 5, 11, 13, 14, 15, 19, 20, 23, 24, 25, 26, 27, 28, 32, 33, 34, 37, 38, 39, 42, 43, 46, 48, 49	1, 3, 4, 6, 7, 8, 9, 10, 12, 16, 17, 18, 22, 29, 30, 36, 40, 41, 44, 45, 50

The discrimination coefficients of the items in the test ranged from 0.24 to 0.62. The information about the coefficients of the items to discriminate in the test is given in Table 4. As it is seen in the table, there are 29 questions that have very good discriminating levels, 18 questions having normal discriminating levels and 3 questions with low discriminating levels in the test.

Table 4. The Discrimination Levels of the Questions in the Achievement Test

	Discrimination Coefficient		
	Very good at discrimination (>0.40)	Normal at discrimination ($0.30 - 0.39$)	Low at discrimination ($0.20 - 0.29$)
Item Numbers	3, 4, 6, 7, 8, 10, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 30, 31, 37, 39, 40, 44, 46, 48, 49, 50	1, 2, 5, 9, 11, 12, 18, 26, 27, 29, 32, 33, 36, 38, 41, 42, 43, 47	28, 34, 35

Learner Feedback Form

At the end of the study the learner feedback form was administered to the experimental group. The form consisted of five semi-structured and open-ended questions. The aim of this form was to reflect the students' opinions on the implementation process and the activities undertaken during the process. It was administered to reinforce the results.

The learner Feedback Form was prepared by the researcher. To prepare the semi-structured questions in the form, the content of the vocational English course, the aim of the research and the opinions of three English field experts were taken into consideration. The items in the form also represented important aspects of the spiral teaching model. After the implementation process this learner form was applied to 50 students in the experimental group. The students answered the questions by writing their ideas or opinions on the implementation process and the activities used in the process. The students completed the forms by themselves and there were no recordings. Dörnyei (2007) asserts that semi-structured or unstructured interviews need to be recorded and he also claims that many

people do not like to be recorded. Therefore, there were not any recordings. There were five open – ended questions in the form. These questions were translated into Turkish and also the students answered the questions in Turkish. The Turkish version of the learner feedback form is given in the Appendix 3. The version of the questions written in the English is as follows:

1. What is your general opinion about SVTM?
2. Have you ever participated in special vocabulary learning studies before? If so, please explain.
3. Do you believe that SVTM is beneficial in learning vocabulary? Please explain.
4. Which activities in SVTM did you find more useful? Please explain.
5. What do you suggest to improve SVTM and make it more effective?

The first question asks the students to tell their ideas or feelings about the model. The second question is about the previous vocabulary learning studies that the students have experienced previously. The third question asks the students to explain whether this model has been helpful to their vocabulary learning. The fourth question asks the students to explain the most useful activities in the model. The last question is about the suggestions of the students to improve this model.

Application of the Suggested SVTM

The suggested SVTM model was applied in the second term of 2014 – 2015 academic year. The students already used a course book for the lesson. The researcher created different activities for each week. The duration of the model included eight weeks. During the eight-week period, different vocabulary activities were used within the suggested program. They revised the previous units spirally. For example; normally when a unit or a chapter is finished, teacher goes on to the next unit or the chapter and generally never comes back to the vocabulary presented in the previous classes. Students deal with the vocabulary learnt in the previous units only in the exams. In this model, when a unit is completed, the teacher goes on to the next chapter but s/he employs various SVTM techniques focusing on the lexicon covered in the previous units. In this way, students have the chance to meet the words in the units continually. In this model the researcher

attempted to develop different spiral activities for each week during the application. For instance, the researcher brought a text about accommodation types and assigned work about the hotels abroad because they studied a unit about accommodation in the previous week. The activities in the model are given in the Appendix 1 and the SVTM work program is as follows:

First Week

Students had two activities for the first week. In the first activity they wrote a summary of the text that is similar to the one they studied previous week by using the words that they had learnt. The other activity was their homework and it was a task. The students found a hotel abroad and introduced this hotel in their paragraph by adding some visual aids.

Instructions:

- Write a summary of the text by using the vocabulary in the unit
- Find a hotel abroad and write a paragraph about it and add a picture of it. Use the vocabulary that you have already learned in the unit. (Homework)

Second Week

Students gave information about the hotels in Akçakoca to the class. The teacher gave some information about different hotels in Akçakoca and students worked in pairs and organized this information to write an introduction about the hotel. In the second activity students worked individually and wrote about the tourist accommodation in their hometown. They started this task in class but completed it as homework due to the lack of time.

Instructions:

- Look at the information of the hotels in Akçakoca. The information about the hotels is incomplete. Please reorganize them and rewrite them with your own words.
- Write an introduction to tourist accommodation in your area and present it to the class with visuals. (Homework)

Third Week

The first activity of that week was a conventional fill-in-the-blanks activity that students used to do. Students completed the activity and then their answers were checked as a class. Then another fill-in-the-blanks activity was applied yet it was mostly about some important functions important in vocabulary learning. The last activity of this week was a speaking activity necessary for students to practice what they already learned.

Instructions:

- Fill in the blanks with these words.
- Choose the correct words/phrases to complete the dialogue.
- Role play – Work in pairs and look at the roles in the worksheet. One of you will be a caller or a customer and the other will be a receptionist. Take your role and speak.

Fourth Week

For the first activity, students were asked to complete the questions with the words that they already learned in the previous unit. It focused on some functions again. In the next activity students completed a role play task regarding speaking by using these questions. The last one was a matching activity. Students first matched the words and wrote their own sentences by using these words.

Instructions:

- Students complete these questions asked by a reservation clerk at a hotel by looking at the answers.
- After completing the questions, students do a role play activity.
- Then students perform a matching activity and write sentences with these words.

Fifth Week

Students completed a task requiring to combine much information together this week. They worked in pairs or three and chose their hometown or another city. Their task was to

set up a different accommodation and introduce this accommodation to the class by adding the SWOT analysis of it. It was very comprehensive and actually revised last three units.

Instructions:

- Think about your hometown or another city in Turkey.
- Set up a kind of accommodation or if you want, you can convert a building/buildings or a natural structure/structures into ‘unusual accommodation’. It can be cheap or luxury. It is up to you.
- Then write about your accommodation:
 - Type, natural or historical
 - Location, rural or urban
 - Serviced or self – catering
 - Rooms and facilities.
 - What kind of people can stay, etc.
 - Cost
- After that, do a SWOT analysis of your accommodation.
- Finally, draw a small sketch of your accommodation

Sixth Week

Students completed a fill-in-the-blanks activity to practice some important words studied in the previous unit. Then, they worked in groups and teacher assigned one different unit to each group. Each group chose ten important words and wrote them on a piece of paper. Then students exchanged the papers with other groups and wrote their own sentences by using the words on the paper. Finally, they checked the sentences with the help of teacher.

Seventh Week

The first activity was a multiple-choice vocabulary test. Students read the questions and chose the best word to complete the sentences. The words in the correct option and the other options were taken from the previous units to make the model spiral. The second activity was about the word forms. A table was given to the students and they were asked to fill in the table with the correct parts of speech such as noun, verb, adjective or adverb. And then students made sentences by using these words.

Instructions:

- Read the questions and choose the correct answer.
- Look at the table and complete the missing parts of the correct forms of the models. And then write ten sentences by using one word from each line.

Eighth Week

In the first activity, students worked in groups and teacher assigned one different unit to every group. Every group chose ten important words but in the same part of speech. For instance, while one group chose ten adjectives, the other one chose ten verbs. And then they wrote them on a piece of paper. Then students exchanged the papers with other groups and wrote their own sentences by using the words on the paper. Finally, they checked the sentences with the help of the teacher. In the second activity students tried to put different holiday types into correct categories and then write a paragraph about one of the categories.

Instructions:

- Put different holiday types into the correct category and then write a paragraph by choosing one of these categories including its advantages and disadvantages.

Collecting the data

As stated above, the pre-tests were created and applied prior to the SVTM application and the levels of the classes were determined. Then, the model for spiral teaching through communicative approach was applied in the experimental group. After the implementation period, the post-tests were administered to both groups and the data was collected.

As for the qualitative part of the study, the learner feedback form was applied after the implementation period. There were five open-ended questions about the model and the activities. These questions investigated the opinions or ideas of students on the model and the activities and the collected qualitative data. The data was analyzed by using the descriptive analysis of qualitative research methods.

Data Analysis and Interpretation

The achievement test prepared by the researcher was applied to the groups as pre-test and post-test. The results of the pre-tests and post-tests were analyzed by using the statistics program SPSS 21.0 (The Statistical Package for the Social Sciences) and the success of the control and experimental groups were compared to each other and then the results were interpreted using the independent samples t-test and the dependent samples t-test.

The data from the learner feedback form, which constitutes the qualitative part of the study, was analyzed thanks to the descriptive analysis of qualitative research methods, and summarized and interpreted according to the certain themes. The aim of the descriptive analysis is to present the findings to the readers in an organized and interpreted way (Yıldırım and Şimşek, 2006). During the data analysis, the data was analyzed together with a different researcher in order to ensure the reliability of the research and the formula (P (agreement percentage) = $(Na \text{ (Agreement)} / (Na \text{ (Agreement)} + Nd \text{ (Disagreement)}) \times 100$)) which was developed by Miles and Huberman (1994) was used. According to this formula, the reliability between the researchers was found to be 92% and the research was accepted as reliable. In addition, the findings were supported by giving the examples from the answers of the students such as 1F (female student numbered one), 2F (female student numbered two), 1M (male student numbered one) and 2M (male student numbered two).

CHAPTER IV

FINDINGS AND DISCUSSION

This part includes the findings, which were acquired after the analysis and the interpretations about these findings. Moreover, the findings and the interpretations were evaluated in the light of the data collected in accordance with the sub-problems of the research.

The Comparison of the Academic Success Levels in the Vocational English Course of the Control and Experimental Groups

This part includes the data about the pre-test and the pos-test scores of the students in the control and experimental groups and their academic success in the vocational English course. The data was acquired by the achievement test prepared by the researcher and the interpretations were included.

The Success Levels of the Students in the Control and Experimental Groups before the Implementation.

Before the implementation process started, the achievement test was applied to both groups as pre-test in order to determine their levels of success and also to show that their success levels are similar to each other. To analyse the pre-test scores of the students, the independent samples t-test was used and the t-test results are given in Table 5.

Table 5. The Independent Samples t-test Results for the Pre-test Scores of the Students in the Control and Experimental Groups

Group	N	$\bar{x}$	S	Sd	t	p
Experimental group	50	20.70	6.40	78	.339	.623
Control group	50	20.22	6.12			

As it is seen in Table 2, it was determined that there was no significant difference between the control and the experimental groups in terms of their scores in the pre-test that was performed to determine their levels of success in the vocational English course ($t_{(78)}=.339$, $p>.05$). According to this data, the average pre-test score was ($\bar{x}=20.70$) in the experimental group in which the spiral vocabulary teaching model through the social constructivist perspective would be used to reinforce the students' vocabulary learning and the average pre-test score was calculated to be ($\bar{x}=20.22$) in the control group in which the traditional teaching methods would be used to teach vocabulary. These results can be interpreted that the academic success levels of the students in the control and experimental groups showed similarities at the beginning of the process and that the groups were equal to each other.

The Effect of the Spiral Vocabulary Teaching Model through the Social Constructivist Perspective on the Academic Success in the Vocational English Course

After the eight-month implementation process in the experimental group and the traditional teaching process in the control group, the post tests were applied to both groups. The academic success levels of the students in the control and the experimental group were determined after their post test scores. The independent t-test results about whether their levels showed significant differences between groups are given in Table 6.

Table 6. The Independent Samples t-test Results for the Post-test Scores of the Students in the Experimental and the Control Groups

Group	N	$\bar{x}$	S	Sd	t	p
Experimental group	50	30.72	6.34	78	2.11	.03
Control group	50	24.00	5.71			

As it is seen in Table 3, it was found that there was a significant difference between the experimental and the control group in terms of their scores in the post-test that was done to determine their academic levels of success after the implementation process ($t_{(78)}=2.11$, $p>.05$). According to this data, the average of the post-test scores of the students in the experimental group in which the spiral vocabulary teaching model through the social constructivist perspective was used to reinforce the students' vocabulary learning was ($\bar{x}=30.72$) and the average of the post-test scores of the students in the control group in which the traditional teaching methods was used to teach vocabulary was ($\bar{x}=24.00$).

This finding showed that applying the spiral vocabulary teaching model and using the traditional methods had different effects on increasing their academic levels of success in vocabulary. It is understood that the students in the experimental group achieved higher scores than the control group and that the spiral vocabulary teaching model was more effective to teach vocabulary items.

The Comparison of the Pre-test and the Post-test Scores of the Students in the Experimental Group

The pre-test and the post-scores of the students in the experimental group were compared to each other. The dependent samples t-test results about whether there is a significant difference between the pre-test and the post-test scores of the students in the experimental group are given in Table 7.

Table 7. The Dependent Samples t-test Results of the Pre-test and the Post-test Scores of the Students in the Experimental Group

Experimental Group	N	$\bar{x}$	S	Sd	T	P
Pre-test	50	20.70	6.40	39	13.769	.000
Post - Test	50	30.72	6.34			

As it is understood from Table 7, the dependent samples t-test was applied to determine whether there is a significant difference between the pre-test and the post-test scores of the experimental group. At the end of the application it was found out that there is a significant difference between the pre-test and the post-test scores of the students in the experimental group in which the spiral vocabulary teaching model was used during the eight-month implementation process ($t_{(39)}=13.769$, $p>.05$).

This significant difference showed that spiral vocabulary teaching model was more successful in teaching vocabulary than traditional methods. According to the data, it is seen that there is a significant difference between the achievement test scores of the students in the experimental group before and after the study.

The Comparison of the Pre-test and the Post-test Scores of the Students in the Control Group

The pre-test and the post-scores of the students in the control group were compared. The dependent t-test results about whether there is a significant difference between the pre-test and the post-test scores of the students in the control group are given in Table 8.

Table 8. The Dependent Samples t-test Results of the Pre-test and the Post-test Scores of the Students in the Control Group

Control Group	N	$\bar{x}$	S	sd	T	P
Pre-test	50	20.22	6.12	39	.894	.38
Post-test	50	24.00	5.71			

As it is understood from Table 8, the dependent samples t-test was applied to determine whether there is a significant difference between the pre-test and the post-test scores of the control group. At the end of the application, it was found out that there was also an improvement in the average post-test scores of the students in the control group yet not better than that in the experimental group. Therefore, there is no significant difference between the pre-test and the post-test scores of the students in the control group in which the traditional teaching methods were used during the eight-month implementation process ($t_{(39)}=.894, p>.05$).

This finding showed that the vocabulary teaching performed using traditional methods turned out to be slightly but not significantly successful. According to the results, it was found that there is no significant difference between the achievement scores of the students in the control group before and after the study.

The Analysis of the Student Forms

As it was mentioned before, the learner feedback forms were applied to the students in the experimental group and they were analysed with the help of the descriptive analysis and the data was interpreted within three themes as shown in the Table 9:

Table 9. Themes for the Analysis of Student Forms

Past Experiences of the Students	Thoughts of the Students on the Model	Suggestions of the Students for the Model
Having an exam every week	Positive ideas like “didactic”, “creative”, “catchy”, “interesting”, “effective”	Adding visual elements
Studying Turkish-English examples		Practices planned as group work
		Short texts and accordingly duration
Some practices and speaking activities	Making vocabulary learning easier	More fill – in – the – blanks activities
Deriving new words	Arousing interest in the lesson	Much more games
Using words in new sentences	Remembering vocabulary items more easily	Applying the model in a longer term

Past Experiences of the Students

One of the questions in the form asked the students whether they had any previous experiences about the special vocabulary teaching practices in the previous English courses and only six students said that they had such experiences and the others reported that they had no experience. The answers of the students who had some experiences about the special vocabulary teaching practices are as follows:

8F *“Our teacher gave us a one – paragraph text at the end of every lesson and we had an exam about these texts in the last lesson of every week. Also, our teacher rewarded the winner.”*

17M *“We had a kind of vocabulary teaching practice in the preparation class. We studied Turkish – English examples with 20 – 25 words in every lesson.”*

12F *“We only had some practices on vocabulary for revision in the Reading and Writing course in the preparation class. Also, we had speaking activities using the related words, playing games and singing songs in the Listening and Speaking Course.”*

9M *“When we were in the preparation class, we chose words from the sheet and made sentences with these words.”*

3F *“We made sentences by choosing words from the sheets placed on the opposing side in the preparation class. We derived new words by using the the last letter of the word. In addition, we had vocabulary quizzes every week.”*

23M *“We saw different methods for vocabulary in the preparation class. Our teacher gave us some worksheets and used the related words in new sentences.”*

The fact that the students had no previous experiences on vocabulary can be evaluated as a positive result in terms of our research topic about carrying the students’ levels of vocabulary learning to a good point thanks to our application process that we carried out without student – readiness.

Thoughts of the Students on the Model

When the students in the experimental group were asked what they thought about the spiral vocabulary teaching model, it was seen that all the students had positive ideas on the model and found it very useful. The students generally found this model “didactic”, “creative”, “catchy”, “interesting” and “effective”. The statements of some students are as follows:

21F *“The spiral Vocabulary Teaching Model makes topics more active. It is very useful to reinforce what we have learned after studying the unit. Some topics in the coursebook can be confusing and boring yet this model makes the so – called topics more interesting.”*

7M *“This model made it easier to remember vocabulary items. We learned new words and our vocabulary expanded. By the way, we understood how some vocabulary items should be used or can be used.”*

14F *“Thanks to this practice, the words to be learnt are being repeated continuously and this enables vocabulary items to more catchy.”*

15M *“It is very useful for repetition. It is highly useful for us to do repetition and use words in new sentences. In addition, it is really didactic and makes retention easier.”*

The students in the experimental group were asked what kind of benefits the spiral vocabulary teaching model provided for them. Every student in the experimental group told that the model was very beneficial for them and they expressed, generally, “this model makes their vocabulary learning easier and arouses their interest in the lesson and also they remember vocabulary items more easily thanks to this practice”. The statements of some students are as follows:

6F *“Thanks to this practice, the words appear more quickly in my mind. I believe that this model is really useful because we comprehend the vocabulary items completely and properly.”*

26F *“From now on, I can make sentences more comfortably with the different words that we have learned by going beyond ordinary patterns while chatting in English.”*

11M *“The biggest factor in learning foreign language is learning vocabulary. A language is forgotten immediately unless it is repeated or used, so the biggest effect of this practice on me is its vocabulary teaching in a permanent way.”*

19M *“It is said that doing repetition constantly is useful but students never do repetition long before the exams. So, the most important benefit of this practice is that it enables us to repeat the previous words while learning the new words. This has made our vocabulary learning catchier.”*

The students in the experimental group were asked to tell about which activities in the spiral vocabulary teaching model they found most useful and why they found them most useful. Even though they said that they benefited from all the activities, the activities that they liked most included the activities in 2nd, 4th, 5th, 7th and 8th weeks. The statements of some students are as follows:

2F *“Every practice is full of words and activities that were carefully and meticulously chosen. However, I most liked the activities in the 2nd, 4th, 5th and 7th weeks. I lack in vocabulary so much and I better understood the words thanks to these activities.”*

1M *“I benefited from the activities in the 2nd, 4th and 5th weeks most because these were the activities that we could benefit from for our vocational life and I believe that these activities were useful for the students in the tourism department to improve the communication inside hotels.”*

6F *“The activity that I most benefited from was the 7th week activity in which we learned the adjective, noun and the verb form of a word. Thanks to it, I understood the meanings of many words when used in adjective, noun and verb forms.”*

10M *“The activity in the 7th week was very beneficial. I think that the words will stick in our mind better by repeating the words we use in the lessons because the words has come to my mind more quickly. By the way, it enabled us to learn more words.”*

Suggestions of the Students for the Model

When the students in the experimental group were asked what suggestions they wanted to give on the spiral vocabulary teaching model, they expressed these suggestions: “Visual elements like video or film should be added.”, “The practices should be planned as group work.” “The duration and the texts should be short.”, “More fill-in-the-blanks activities should be done.”, “The activities should contain much more games.” In addition, most of the students in the experimental group suggested that this model should be applied more comprehensively and in a longer term. The statements of some students are as follows:

7F *“To me, small videos can be added to make it more effective. Thus, I think vocabulary items can be learnt better and remembered more with these videos.”*

18M *“I guess that learning the words by playing a game like taboo is more enjoyable, so we not only spend enjoyable time by playing games but also see the connotations of different words while trying to find the words.”*

27F *“The spiral vocabulary teaching model includes highly motivating activities. I think it should be applied every semester and be more comprehensively but I think the words and the texts shouldn’t be too long as well because as the time goes by, the motivation gets lower.”*

13M *“I believe that visual practices will be more useful. For example, the films in English could be watched. Audio - visual elements in vocabulary practices raise the attention.”*

CHAPTER V

CONCLUSION

Summary of the Research

The aim of this study was to create a spiral model for vocabulary teaching in the target language through social and constructivist perspectives and to see the effectiveness of this model in practice. For this reason, the control and experimental groups were created with the junior students at Düzce University and a spiral model, developed by the researcher, was applied to the students in the experimental group for eight weeks. The control group followed the usual curriculum. The mixed method was used in the study and the data and the findings were analysed based on the pre-tests and post-tests and the learner feedback forms. The results showed that this model was effective and the experimental group in which the model was applied was more successful.

The problem, the aim and the significance of the study, assumptions, limitations and necessary definitions were explained in detail in the Introduction chapter. In the Review of Literature chapter, related studies and related knowledge about the topic of the thesis were highlighted. In the Methodology chapter, the information about the spiral model, the design of the study, the data analysis and interpretation procedure were explained in a detailed way. The fourth chapter which is untitled ‘Findings and Discussion’ contains the findings acquired. The data analysis were also given and discussed in detail here. In the last chapter which is entitled ‘Conclusion’, the summary of the study, the answers to the research questions and the implications and the suggestions were presented in details.

Conclusion

In this section, the research questions are answered in a detailed way as follows:

Research Question 1. Is vocabulary learning efficient in the given settings?

According to the pre-test and post-test scores of the students in the subject groups and the interviews made with the students in the experimental group, it can be said that vocabulary learning is not efficient and is below the desired level in the given settings. Most of the students find it very difficult and challenging to study and learn vocabulary items.

Research Question 2. Is there efficient vocabulary intake for learners in these settings?

The achievement test prepared by the researcher, which consists of 50 questions, was applied to the subject groups as pre and post tests. The pre-test scores showed that the average score of the students in the control group was only 20.22 and the average score of the students in the experimental group was only 20.70. Moreover, the post-test scores showed that the average score of the students in the control group in which the traditional methods were used was 24.00. This situation indicates that the students' success levels in the control group didn't show any significant difference between the pre-test and the post-test. It means that there is not efficient vocabulary intake for learners in these settings.

Research Question 3. Is the spiral teaching versus traditional vocabulary teaching effective for vocabulary learning and use?

The spiral vocabulary teaching model was developed by the researcher and was applied to the students in the experimental group throughout eight weeks in the second semester of 2014-2015 academic years. After the eight-week implementation period, the achievement test prepared by the researcher was applied as post-test. While the average post-test score was 24.00 for the students in the control group in which the traditional method was used, the average post-test score of the students in the experimental group was found to be 30.72. It means that there was a significant difference between the scores of the control group and experimental group. In addition, the students reported in their interviews that this model was very useful for learning vocabulary. Therefore, it can be said that the spiral teaching is more effective for vocabulary learning and use than the traditional vocabulary teaching.

Research Question 4. Is the social constructivist view efficient within this context?

The activities in the spiral vocabulary teaching model were prepared by the researcher in accordance with the social constructivist perspectives. These activities required a great number of group works and communicative tasks and they also required the students to use the target language with the given vocabulary items. In addition, after the data analysis and interpretation it was found out that the spiral vocabulary teaching model was successful and raised the students' vocabulary levels more than the traditional method did. Namely, after the implementation process, the average post-test score of the students in the control group was 24.00 while it was found to be 30.72 for the students in the experimental group. Therefore, it can be said that the social constructivist view is efficient within this context.

Research Question 5. Is the suggested model applicable in teaching English as a foreign language (TEFL)?

The suggested model was applied for eight weeks to the junior students as part of the vocational tourism English course at the School of Akçakoca Tourism and Hotel Management, Duzce University. The average score of the students in the experimental group was 20.70 before the implementation process and 30.72 after the implementation process. The analysis of the learner feedback forms showed that the students' ideas and opinions were highly positive about the spiral vocabulary teaching model. The model was successfully integrated into the syllabus by the researcher. Thus, it can be said that the suggested model is highly applicable in teaching English as a foreign language (TEFL) setting.

Research Question 6. What are the outcomes of SVTM?

This study revealed that the spiral vocabulary teaching model had highly positive results in terms of teaching vocabulary effectively. It was applied to the students in the experimental group for eight weeks and there was a significant difference between the average scores of the control group and the experimental group ($t_{(78)}=2.11$, $p>.05$). The data analysis showed that the levels of vocabulary success of the students in the experimental group were higher than those in the control group. The model was integrated into the syllabus of the course successfully by the researcher. According to the learner feedback forms, the students in the

experimental group expressed that the model was very beneficial and it made vocabulary learning easier and they also reported that they remembered vocabulary items more effectively and that it was good for retention. Hence, it can be said that the outcomes of the spiral vocabulary teaching model were highly positive in terms of vocabulary learning.

Implications and Suggestions

The results of the study implicate that the students need extra vocabulary activities or models to deal with vocabulary more effectively and to be successful regarding vocabulary acquisition. The syllabus or the coursebook that teachers use in the lesson through traditional methods may not be enough for the students to have a desired level of mastery in vocabulary in a given context. The students mostly need many opportunities for the practice and use of new vocabulary items and they need to repeat new vocabulary items spirally in order to remember them later. Therefore, the teachers should give importance to vocabulary teaching and they should always allocate time for vocabulary activities in the class-time. Furthermore, these activities and models should be prepared in accordance with the social-constructivist perspectives so that they could change the classroom atmosphere positively and motivate the students to participate in learning more.

This study explored a spiral teaching model previously uncharted by researchers for vocabulary teaching. The spiral vocabulary teaching model was applied to the students in the experimental group and the results showed that the model was very effective in this context. According to the results of the study, students improved their vocabulary skills thanks to the spiral vocabulary teaching model and this, in turn, led to increased vocabulary knowledge. Therefore, language teachers should highlight the role of learning new vocabulary in their courses and this model should be developed and expanded more and it should be adapted to the courses in ELT programs.

This research has been done in order to create a spiral teaching model through a communicative and social-constructivist approach and this model was adapted to vocabulary teaching.

In the course of the present study, certain things became apparent and further studies perhaps may benefit from this study. This spiral model was developed for vocabulary teaching in order to facilitate vocabulary learning. Further studies may consider developing a spiral model for grammar teaching and focus on analysing its effectiveness in practice.

This study was carried out with the available 100 third-grade undergraduate students attending the School of Akçakoca Tourism and Hotel Management, Düzce University. Further studies can be conducted with large numbers of subjects to acquire more reliable and valid results. Also, further studies can employ the students in different departments of various universities.

The subjects who participated in this research were at intermediate level. Thus, a similar study could be carried out among students at higher or lower levels.

This study was carried out in the vocational English course in the Department of Tourism and Hotel Management and the model was blended with the syllabus of this course. Further studies could be done at the general English course and the spiral model can be adapted to this course. For instance; such study can be realized in the context of foreign language preparation classes of universities or high schools.

The spiral vocabulary teaching model was applied to the students for eight weeks due to the time pressure. Further studies can be carried out with a spiral vocabulary teaching model having a longitudinal research design which lasts at least one academic year.

It is hoped that the research findings will give language teachers empirical evidence and inspirations about the effects of spiral teaching model on vocabulary learning. They can also provide fundamental guidelines for language teachers to make use of this model in their classrooms depending on their varying goals and contexts.

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APPENDICES

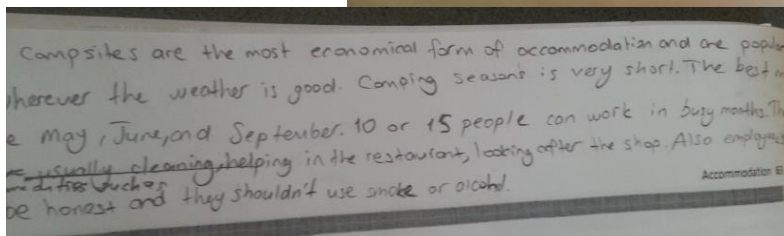
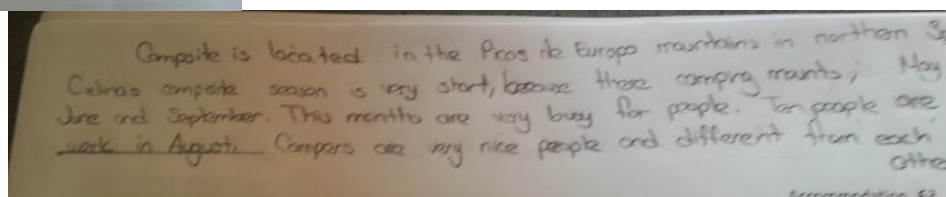
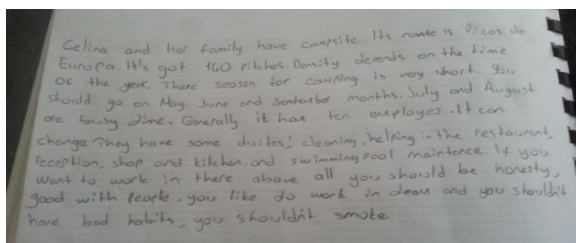
APPENDIX 1 – SPIRAL VOCABULARY TEACHING MODEL

First Week 26 February

- Write a summary of the text by using the vocabulary in the unit

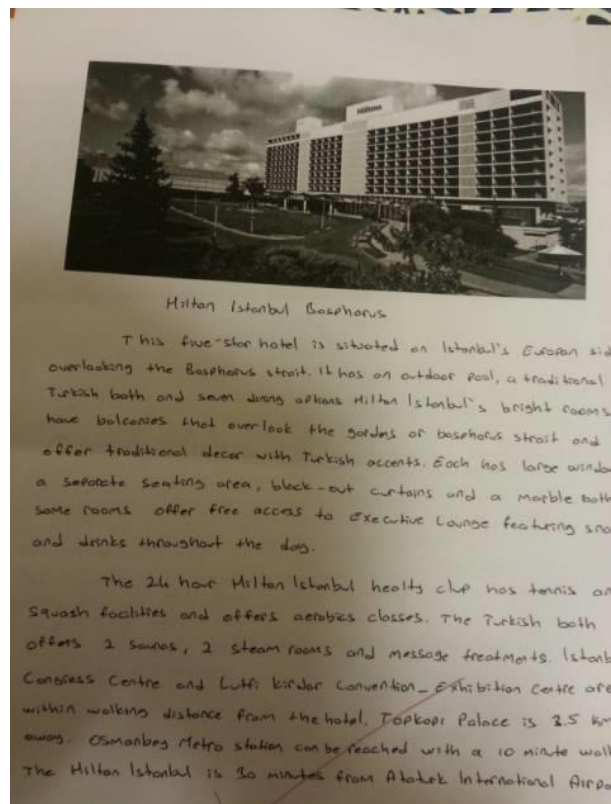
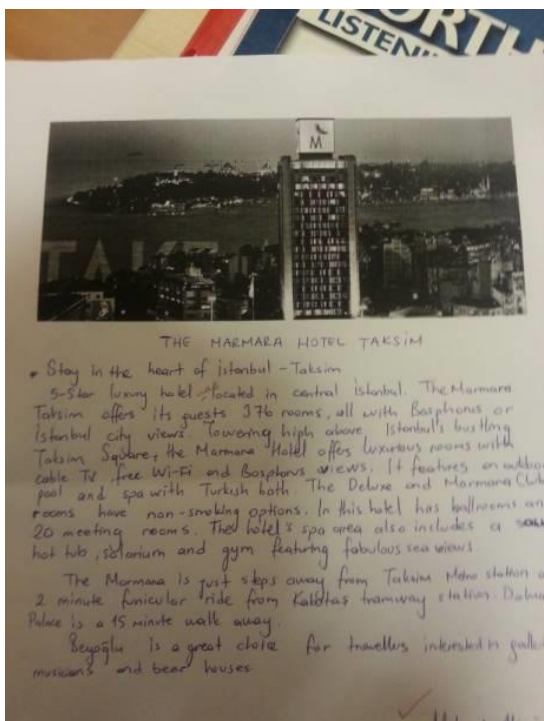
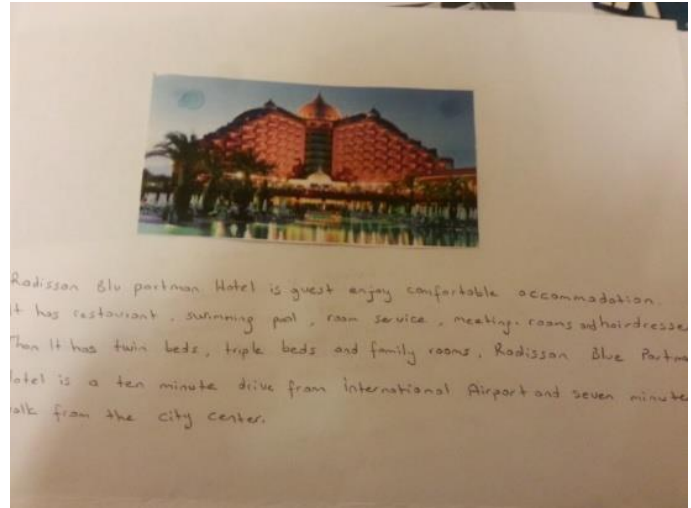
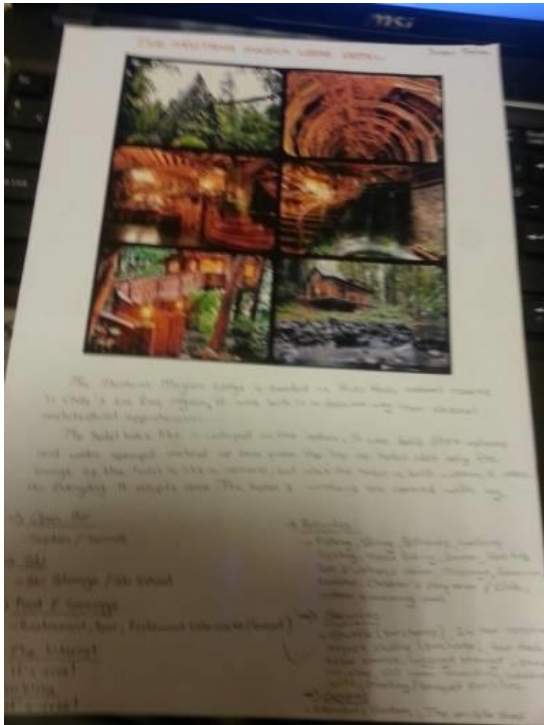
It's my job Mary Stev One of the most budget <u>form</u> of accommodation is campsites or going camping and they are very popular all over the world. Yet, have you ever thought of working there? Is it a relaxing place to work? Can you work as a campsite <u>worker</u>. Read and find out. Mary and her family have a small campsite in the Pennine Mountains in England. Q: Mary, Can you talk about how Camping began? A: Well, actually we were farmers. However, in 1999 we and our uncle's family decided to put a campsite here. We thought that it would be a profitable business because tourism was becoming more and more popular. Q: Uh huh, right. How many places does the campsite have now? A: Now, we have 140 pitches and we are trying to raise this number. Q: How many people come to your campsite if it's full? A: Well, You can multiply that by two or sometimes more. It depends on the time of the year and of course the weather.	Q: Is there a constant amount of seasonality with a campsite? A: Yeah, in fact the season for camping is very short. The best months to come to our camping are May, June, July and September. June and July are the very busy months. Q: How many people work here in these months? A: 20 people on average. Q: Well, what do they do in general? A: Let's see... cleaning, helping in the kitchen, reception works, helping in the shops and the restaurant, cleaning washing rooms, showers. There are swimming pools that require careful cleaning. So, there are many works. Q: If you decide to employ somebody in your campsite, what do you look for or want in that person? A: Well, being honest is the most important. Then they should get on with other people and of course customers. Actually, they have to do it. Our customers are very nice but they are different and interesting people. And lastly, they should know how to know in a team. It is very important and they have to be non smoker!
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Some examples from the students:



- Find a hotel abroad and write a paragraph about it and add a picture of it. Use the vocabulary that you have learned in the unit. (Homework)

Examples from the students:



Second Week 5 March

- Look at the information of the hotels in Akçakoca. The information about the hotels is incomplete. Please reorganize them and rewrite them with your own words.

Sezgin Hotel

Atatürk Street, Akçakoca
rooms furnished classically
sea landscape, rooms for two and three people
air conditioning, free wifi, satellite TV, room service,
breakfast in the terrace, dry cleaner

Mesen Hotel

Range of facilities, check-in and check-out feature,
24-hour reception, outdoor pool, laundry, table tennis
Bright rooms, heating, shower, hair dryer,
Restaurant, seaside, various buffets

Prestij Apart Hotel

Situated in Akçakoca
Free wifi, luggage storage, 24 – hour reception, wake-
up service, safe lift
Rooms comfortable, refrigerator, sippers
TV, bathroom,

Diapolis Hotel

Meeting rooms, 24-hour reception, for business,
fitness center, ballroom, facilities for relaxation,
67 rooms, enormous, comfortable, breakfast and
lunches

Examples from students:

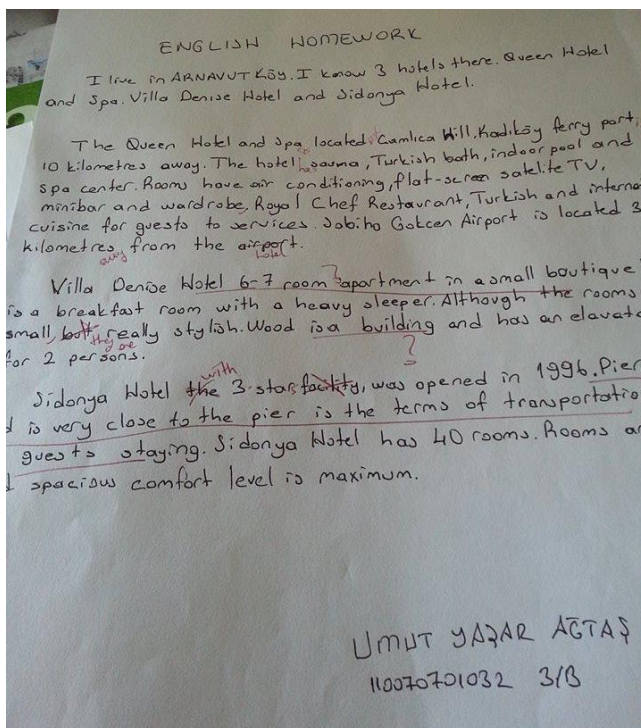
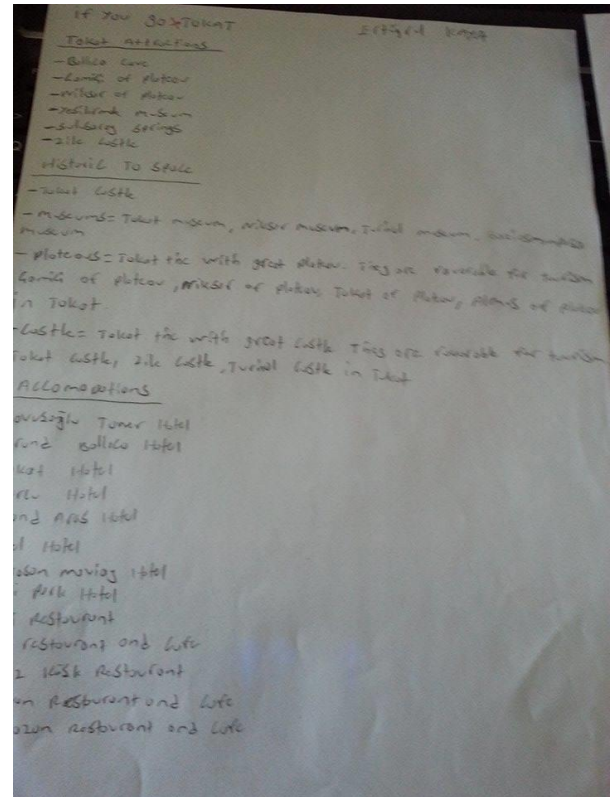
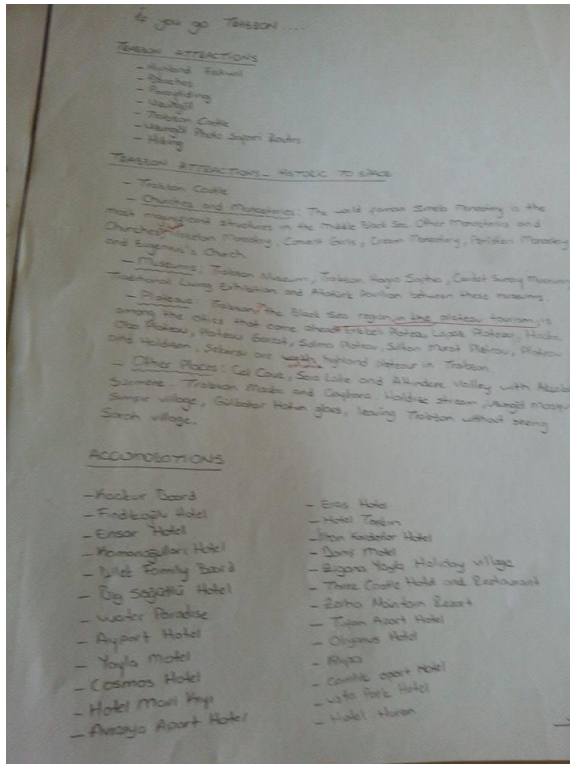
Hotel's name is Prestij Apart Hotel. The hotel has luggage storage a 24-hour reception, a wake up service. Also offers a lift and it is safe. The hotel's rooms are comfortable and provide an in-room dining area, refrigerator and slippers. It has a telephone and an in-room closet are also provided in every room. We stayed last summer. We spent enjoyable time. I think you have to visit Prestij Apart hotel. Also it has ten minutes walk from the city center.

Gün Batımı hotel is in Akçakoca. The hotel has 52 rooms. All room has TV and piano. And there is jacuzzi in the ~~all~~ bathroom. There is 3 pool. First one is for teenagers. Second one for children. And last one is for special couple. There is a live music every night. The most important thing, helicopter can alight ~~in~~ in front of hotel. Sometimes important business man can come suddenly. The hotel has long beach. The hotel has music piano in the water.

Diapolis Hotel is located in Akçakoca. Diapolis Hotel is within walking distance of the city centre. This hotel has 67 rooms, meeting rooms, 24-hour reception. Diapolis Hotel has a hair salon and fitness centre. You can well-groomed and fresh thanks to Diapolis Hotel. Diapolis Hotel give service like a breakfast. Furthermore This Hotel has dining room and meeting room. In Summary Diapolis Hotel is Black Sea's pearl. You should visit!

You should go Sezgin Hotel, because, very cheap, it price 50 TL for a day, and this price included breakfast. It's also sea view. The hotel isn't two minute sea you can go walking. The hotel in winter. This Sezgin hotel workers very kind. You can feel as if you were home at this hotel. The hotel's delicious foods. It has live music in some days. You should choose of all reasons. Buygu - Etc - Ertugrul

- Write an introduction to tourist accommodation in your area and present it to the class with visuals. (Homework)



Third week 12 March

1. Fill in the blanks with these words:

cost, maker, service, bring, included, exchange, room, control, safe, sheets, call, comfortable

1. Can I get a wake-up _____ at 5:30 AM? I have an important meeting.
2. Our (bed) _____ are dirty. Could you please alter them?
3. How much does it _____ to make a call to Portugal?
4. The coffee- _____ doesn't work, so how can I take my coffee?
5. Is breakfast _____ in the price? I don't want extra expenses.
6. Do you have room _____? It is essential for me.
7. The remote- _____ doesn't work. Can you deal with it, please?
8. What's the combination for the _____?
9. This _____ is too noisy. I can't sleep!
10. Our bed is very _____ I don't want to get out of it.
11. Can you get somebody to _____ our bags to our room?
12. Excuse me, is there somewhere I can _____ money around here?

2. Choose the correct words/phrases to complete the dialogue with the hotel reception clerk.

YOU: Hi, my name is John. I have a _____.

- a. check-in
- b. reserve
- c. reservation

HOTEL CLERK: Of course, sir. (CHECKS THE RESERVATION SYSTEM IN THE COMPUTER) Yes, would you like a room facing the pool or the ocean?

YOU: Is there _____ between the two?

- a. difference in price
- b. more expensive
- c. cheaper

HOTEL CLERK: Yes, the rooms that face the ocean are \$150 per night and the ones facing the pool are \$100 per night.

YOU: Well, _____ with the one facing the ocean, please.

- a. make me
- b. I'll go
- c. do it

HOTEL CLERK: And you would like that for four nights, correct?

YOU: Yes, _____.

- a. that's right
- b. that is satisfactory
- c. it is wrong

HOTEL CLERK: I'll get the porter to bring up your bags.

YOU: No, that's fine, I'll _____.

- a. do it either
- b. make it myself
- c. do it myself

3. Role play - Work in pairs and look at the roles in the worksheet. One of you will be a caller or a customer and the other one will be a receptionist. Take your role and speak. When you finish, switch roles.

Caller

Call the Akçakoca Hotel

Yesterday you made a reservation but now you want to change it.

Say your name and ask to change your reservation. Say your reason to change it and give new dates.

Answer the questions that the receptionist asks.

Receptionist

You are the receptionist of the Akçakoca Hotel.

Answer the phone and help the customer.

Listen to the problem of the customer.

Answer and ask about new dates.

Fourth week 19 March

- Students complete these questions asked by a reservation clerk at a hotel by looking at the answers.

Complete these questions asked by a reservation clerk at a hotel by looking at the answers.

1. What kind _____?	A single ensuite
2. When _____?	From 10 to 14 January
3. How _____?	By credit card
4. What's _____?	JP Leonard
5. How _____?	L-E-O-N-A-R-D
6. What's _____?	October 2017

- After completing the questions, students do a role play activity.

Role Play

<u>Student A</u> You are a guest and are booking into a hotel! You are on your own. You want a shower. You want breakfast in the morning. You have an early meeting and must not be late.	<u>Student B</u> You are a receptionist. Welcome the guest. Find them a room. You can't find their reservation. You only have a double room with bath available. -
--	--

- Then students do a matching activity and write sentences with these words.

Look at the adjectives and match them with their synonyms.
Write the letters in the boxes.

1. <u>budget</u>			a. huge	f. picturesque
2. <u>large</u>			b. economical	g. enormous
3. <u>beautiful</u>			c. diminutive	h. low-cost
4. <u>ancient</u>			d. medieval	i. stylish
5. <u>small</u>			e. tiny	j. historic

Then write five sentences by using these sentences.

Examples from students:

This winter low cost with hotel price
Hotel's rooms are very tiny
The hotel has an enormous gym
This is a museum that exhibits medieval works
The lobby of the hotel has a very stylish design

1- We stayed too diminutive room at the hotel.
2- We use innovative products to increase our sales.
3- Our new restaurant is too luxury so that it is for businessmen
4- That waterfall is picturesque so I want to take a photo of it
5- They will restore historic castle next year.

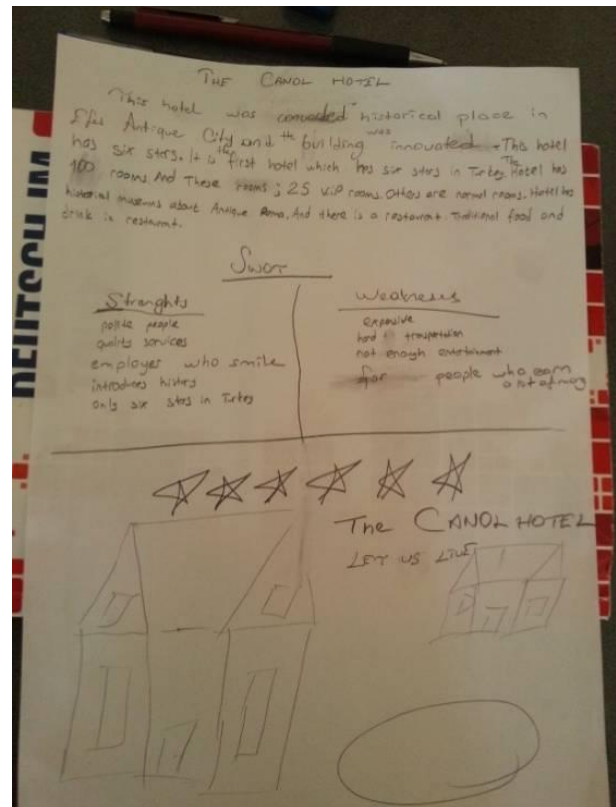
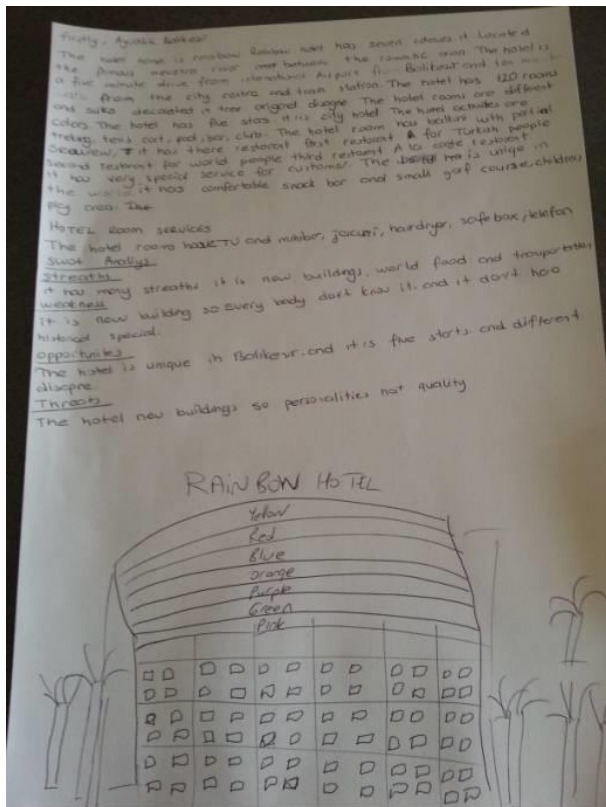
→ That was very diminutive but its small was the best between all flowers.
→ Our hotel management made the best innovative concept.
→ This hotel very good but we can't stay there because it is luxury.
→ This view is picturesque while the sun goes down
→ We visited historic mosque.

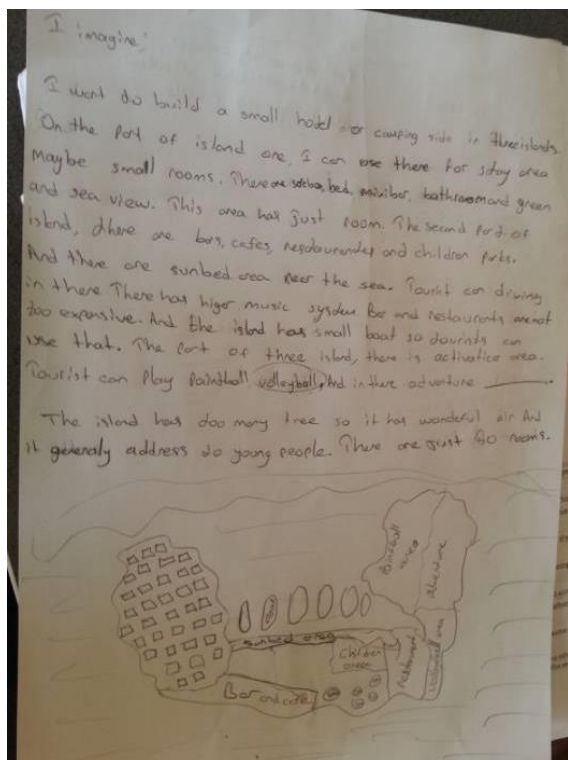
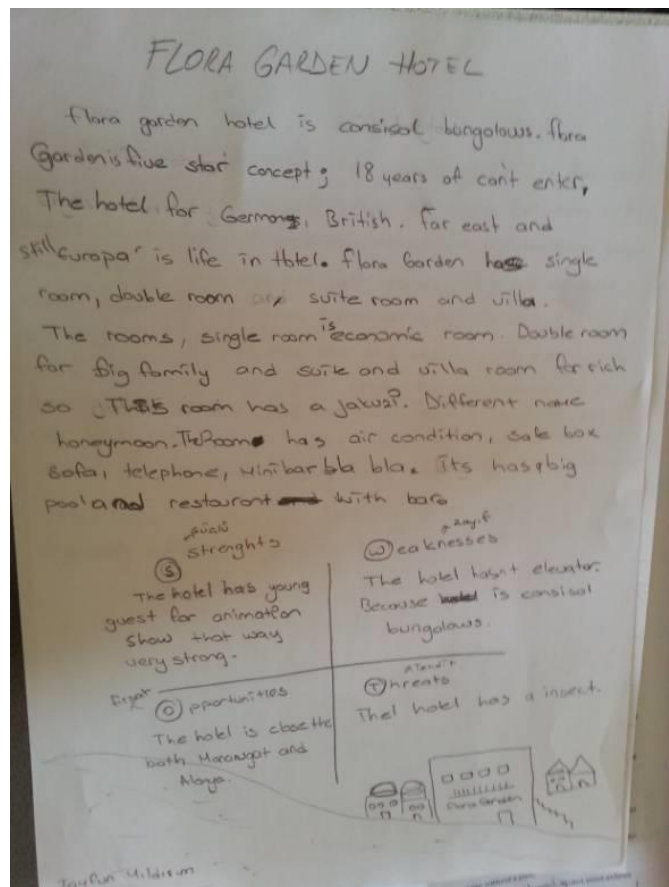
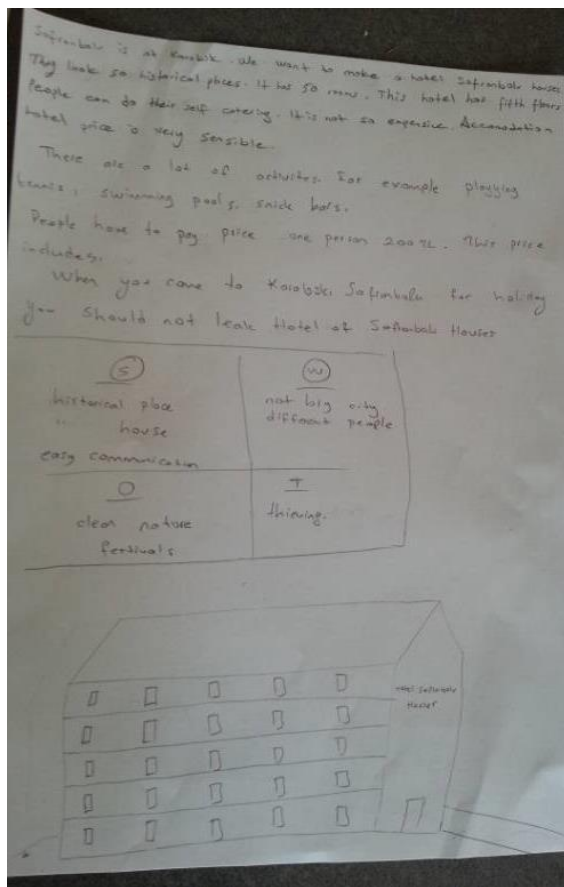
Fifth Week 26 March

TASK

- Think about your hometown or another city in Turkey.
- Set up a kind of accommodation or if you want, you can convert a building/buildings or a natural structure/structures into 'unusual accommodation'. It can be cheap or luxury. It is up to you.
- Then write about your accommodation:
 - Type, natural or historical
 - Location, rural or urban
 - Serviced or self – catering
 - Rooms and facilities.
 - What kind of people can stay, etc.
 - Cost
- After that, do a SWOT analysis of your accommodation.
- Finally, draw a small sketch of your accommodation.

Examples from students:





Sixth week 2 April

- Students do a fill – in – the- blanks activity.

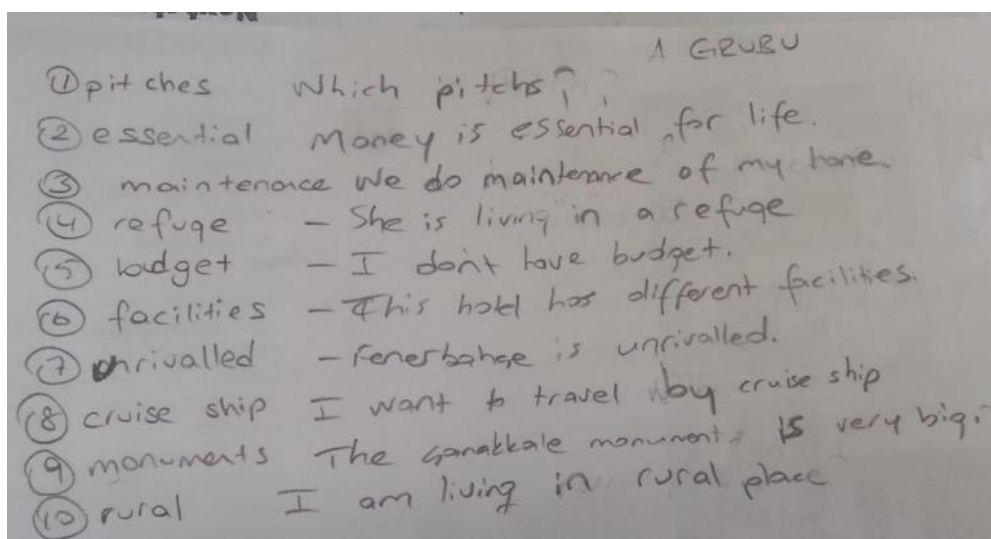
Read the sentences and fill in the blanks with these words.

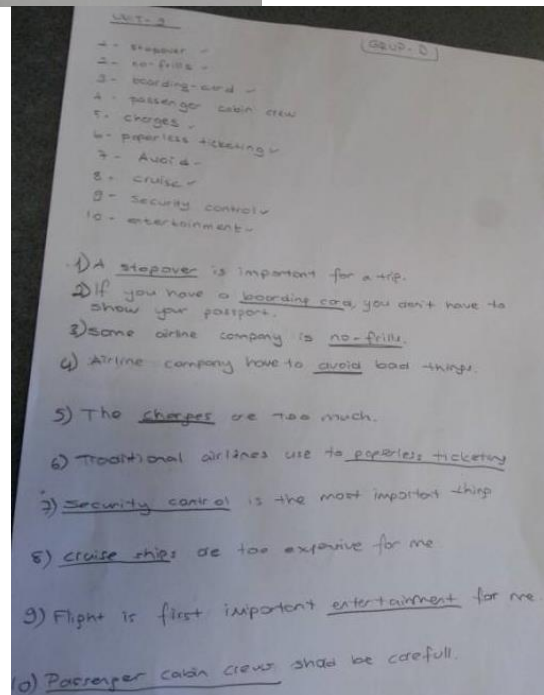
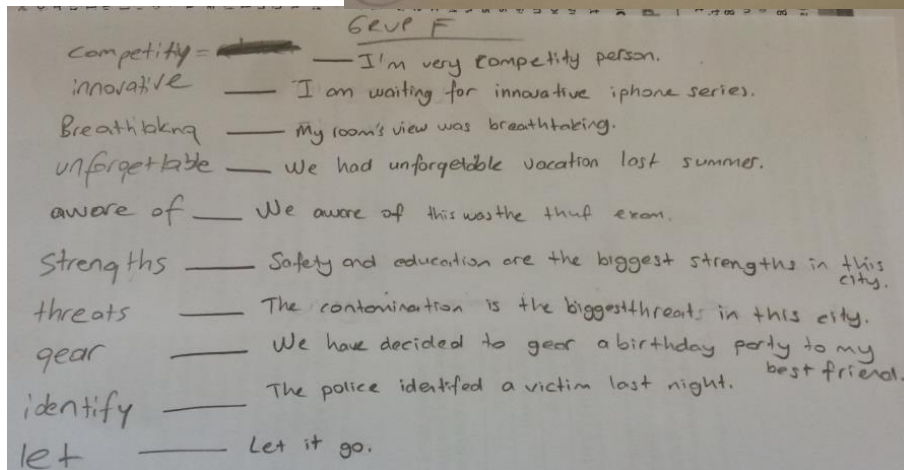
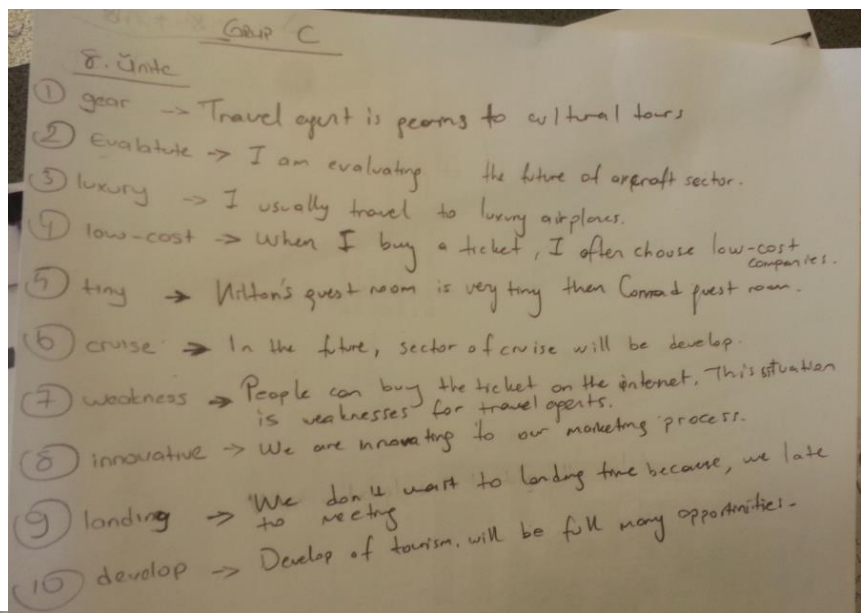
advertise - knowledge - research - develop - monitor - tastes - gear - evaluate

1. You have to _____ the effectiveness of your advertising and promotional techniques.
2. If you want to have good marketing, _____ your product in the places where your customers will see it.
3. _____ uses surveys or questionnaires to find out or determine what people want or need.
4. It is very essential in marketing to have the _____ of what your clients want.
5. Before you create your product, you have to _____ the market carefully and properly.
6. People's _____ change with time, so you have to change your products according to your clients' needs.
7. After you have learned your customers' needs, you can _____ or create a new product.
8. You have to _____ your product towards your clients because client is the most important thing in marketing.

- Students divide into six groups. Each two group is assigned to a certain unit (7th, 8th and 9th units). Students choose ten important words from each unit and write them on a piece of paper. Then students exchange their papers and write sentences using these words. Finally, they check their sentences with their teacher.

Examples from students:





Seventh Week 9 April

- Choose the correct answer.

VOCABULARY TEST			
1. I'll assign you _____ seat to give you more room to stretch your legs out.	a. a cabin	b. a cockpit	c. a luggage
			d. an aisle
2. The captain and his co-pilot sit in the _____	a. emergency exit	b. cockpit	c. carrier code
			d. wheel chair
3. Passengers must stay seated on the plane during the one hour _____.	a. stopover	b. baggage claim	c. gates
			d. runway
4. When you paid for your airfare online, you should have printed your _____.	a. excess baggage	b. passport	c. e – ticket
			d. refreshments
5. You are seated in _____ 29, seat A.	a. aisle	b. compartment	c. row
			d. counter
6. _____ will be served before we begin the in-flight movie.	a. Luggage	b. Jet lag	c. Refreshments
			d. Oxygen
7. In the unlikely event of a water landing, _____ can be found underneath your seats.	a. life vests	b. sickness	c. seatbelts
			d. headsets
8. Please fasten your _____ while the captain prepares for take-off.	a. runway	b. steward	c. co – pilot
			d. seatbelt
9. The minimum time between a plane landing and taking off is the _____ time.	a. turndown	b. turnaround	c. turnabout
			d. turnover
10. We are about to go through a large pocket of _____ so prepare for a bumpy ride.	a. stopover	b. touch down	c. turbulence
			d. tunnel

- Students look at the table and complete the missing parts of the correct forms of the words.

Look at the table and complete the missing parts of the correct forms of the words.]

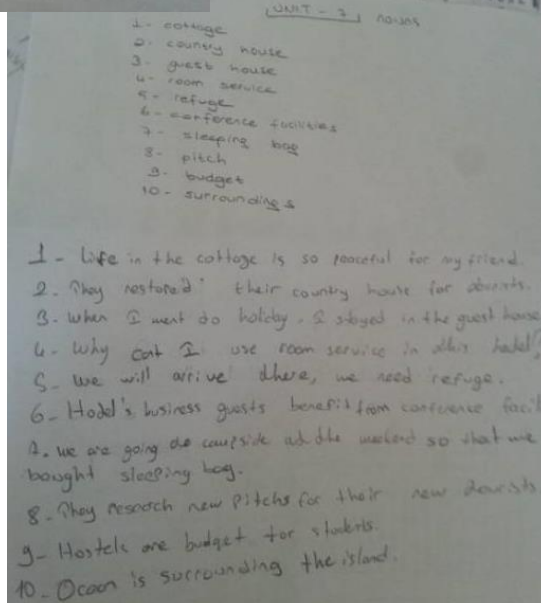
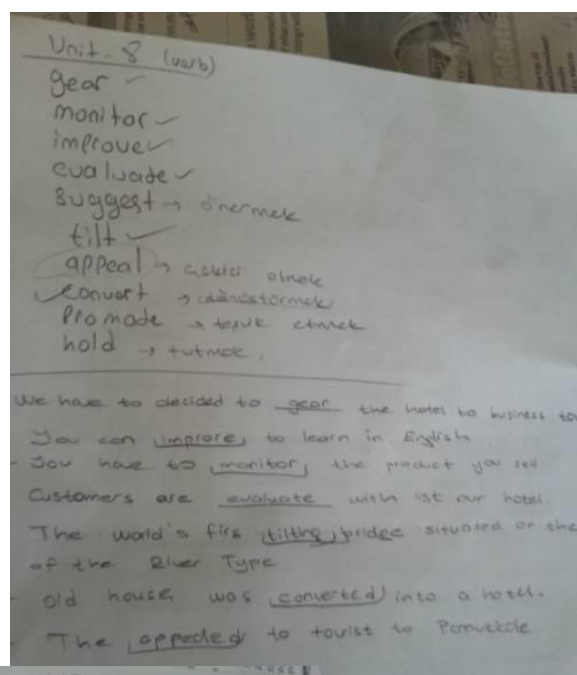
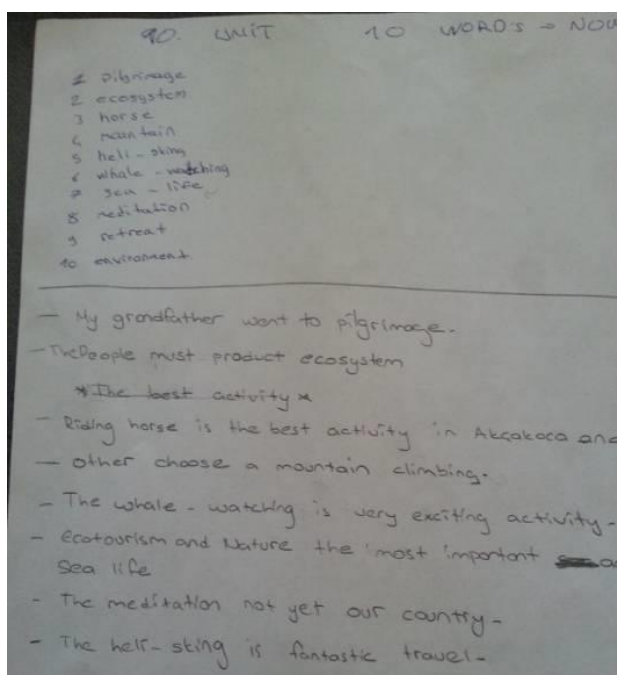
Noun	Verb	Adjective	Adverbs
_____	advertise	X	X
Knowledge	_____	_____	_____
_____	Evaluate	_____	X
_____	Research	_____	X
Taste	_____	_____	_____
_____	_____	profitable	_____
_____	provide	X	X
_____	_____	promotional	X
Threat	_____	_____	X
_____	_____	weak	_____
_____	_____	strong	_____

Now write ten sentences with these words and use at least one word from each line in your sentences.

Eighth Week 16 April

- Students divide into the groups. Each group is assigned to a certain unit (7th, 8th, 9th and 10th units). Students choose ten important words from each unit and the teacher assigns a verb pattern to each group. For example; some groups choose nouns while the others adjectives and write them on a piece of paper. Then students exchange their papers and write sentences using these words. Finally, they check their sentences with their teacher.

Examples from the students:



- Students try to put different holiday types into the correct category and then they write a paragraph about one category including its advantages and disadvantages.

Write different holiday types into the correct category.

1. Adventure and action	2. Ecotourism and nature	3. Escape and enlightenment	4. Culture and heritage

diving expedition gastronomic week Venice cycling in the deserts
 volcanoes biking cattle ranch pilgrimage conservation work
 sea – life ecosystem white – water rafting horse riding historic castles
 Antarctica health farm whale-watching camel riding mountain climbing
 Working farm hang gliding heli-skiing wind surfing bungee jumping

Choose a category and write a paragraph about it. Include advantages and disadvantages, kinds of tourists and examples in that category.

APPENDIX 2 – ACHIEVEMENT TEST

OXFORD ENGLISH, TOURISM, 7 – 10 UNITS

ACHIVEMENT TEST

1. We like _____ villas, so we can cook ourselves and take care of ourselves.
a. good - serviced **b.** self-catering **c.** old - fashioned **d.** five - star
2. The _____ has shower block. This is very interesting and rare for this type of accommodation.
a. cruise ship **b.** apartment **c.** campsite **d.** caravan
3. I'd like a _____ at seven o'clock. I have to attend the meeting at the conference hall.
a. wake-up call **b.** room service
c. laundry service **d.** direct dial telephone
4. All the rooms in the hotel have _____; they are very cool and comfortable.
a. safe box **b.** pay TV **c.** sea view **d.** air-conditioning
5. We decided to stay at Gamirasu Cave Hotel; it is away from crowds and an unusual and natural structure in a/n _____ setting.
a. rural **b.** urban **c.** busy **d.** typical
6. While you are looking for a hotel to stay, be careful about the _____ of the hotel; it is very important not to spend too much time for transport.
a. facilities **b.** location
c. night – time entertainment **d.** internet connection
7. The hotel in the centre is very suitable for families with limited _____ on holiday; it is very economical.
a. itinerary **b.** experience **c.** budget **d.** period
8. The resort is very comfortable and it is _____ by train, plane and car.
a. ordinary **b.** economical **c.** essential **d.** accessible
9. The hotel is _____ on the fifth avenue in the town centre and near the government building.
a. lied **b.** located **c.** fitted **d.** employed

10. Building an unusual hotel in this region will be a _____ business according to the specialists; it will make much money.

- a. stressful b. economic c. seasonal d. **profitable**

11. You should _____ your customers' needs to increase the sales.

- a. **identify** b. raise c. develop d. create

12. _____ your product on TV or the internet because you should increase your customers' awareness.

- a. Satisfy b. Monitor c. **Advertise** d. Research

13. _____ your product through evaluation to eliminate bad sides of the products.

- a. Raise b. Discover c. Offer d. **Improve**

14. We have launched a new _____ in July to make our profit higher; we hope it to be successful.

- a. **campaign** b. awareness c. technique d. result

15. We used different _____ techniques to let our customers know about new products.

- a. surrounding b. stylish c. **promotional** d. private

16. That bridge is an _____ piece of engineering; it looks like one of new designs in the future

- a. ancient b. **innovative** c. low - cost d. local

17. Promotion is an important part of the _____ mix; it is very useful to raise the sales.

- a. feedback b. knowledge c. threat d. **marketing**

18. Make yourself feel really special – take a short break in one of our _____ country hotels.

- a. **exclusive** b. ordinary c. modest d. regional

19. The hotel has one floor and a tiny swimming pool; it is really _____ .

- a. gorgeous b. ancient c. **diminutive** d. well-known

20. Sometimes hotel companies set _____ prices as one of the promotional techniques to attract customers.

- a. low - cost b. **discounted** c. picturesque d. original

21. When you are a business trip, you can claim things like travel and hotel costs as _____ but don't forget to get a receipt.

- a. expenses b. earnings c. payments d. incomes

22. Today tour operators use direct selling because with this strategy, they don't have to pay _____ to a travel agent.

- a. promotion b. operation c. commission d. suggestion

23. A _____ can break up a long flight; so some passengers can get bored.

- a. check - in b. cruise c. luggage d. stopover

24. If you have money and travel first class on a plane, you will be lucky to have more _____ to relax and to sleep.

- a. seat b. legroom c. luggage d. pocket

25. A _____ is low – cost carrier; if you don't have much money, you can use it.

- a. budget airline b. secondary airport
c. scheduled airline d. airline industry

26. A _____ flight is less than 1,000 km and generally takes less time.

- a. non – stop b. connecting c. short - haul d. direct

27. You should use internet to buy a ticket because _____ ticketing keeps costs low.

- a. traditional b. single c. face to face d. paperless

28. Carbon dioxide _____ pollute the skies and contribute to global warming.

- a. expansions b. emissions c. distributions d. savings

29. The last time I flew, our departure was _____ by over three hours.

- a. expected b. employed c. delayed d. returned

30. Modern navigation systems mean that aircraft can take off _____ at night, in bad weather and even without a pilot.

- a. safely b. normally c. inevitably d. directly

31. I don't mind waiting to _____ at the airport, I really like flying.

- a. travel b. pack c. admit d. embark

32. The _____ time is the minimum time between a plane landing and taking off.

- a. turnaround b. turnover c. turnabout d. turndown

33. Most airline companies have been _____ more fiercely for clients with cheaper fares.

- a. employing b. boarding c. competing d. booking

34. Nowadays, both consumers and travel vocationals _____ from the internet to buy a tour.

- a. benefit** **b. browse** **c. require** **d. convince**

35. We are visiting a large tourism _____ in order to gather ideas for an alternative tourism programme.

- a. holiday types** **b. trade fair**
c. research trip **d. private expeditions**

36. We want a _____ tourism; we are curious about old people's ruins and historical things.

- a. escape and enlightenment** **b. action and adventure**
c. culture and heritage **d. nature and ecology**

37. You can try _____ rafting on the Nile River if you look for a different vacation; it is so exciting and interesting.

- a. white water** **b. offshore** **c. wildlife** **d. survival skills**

38. There are no _____ people in Antarctica because the population varies from fewer than 1 000 in winter to nearly 20 000 in summer.

- a. interesting** **b. inevitable** **c. indigenous** **d. independent**

39. We did some _____ work on the coast; we collected the garbage and hanged some posters about protecting the nature.

- a. expedition** **b. reservation** **c. conservation** **d. provision**

40. We visited a _____ to relax; it is a place where people go to take part in a system of beneficial eating and exercise.

- a. cattle ranch** **b. hill walking** **c. tour company** **d. health farm**

41. You should _____ early for that hotel because places are limited and most of people want to stay at that hotel.

- a. hold** **b. book** **c. offer** **d. present**

42. If you choose this tour, you will be _____ by experienced guides; probably, you will not have any problems.

- a. looked after** **b. interested in** **c. taken place** **d. given up**

APPENDIX 3 – LEARNER FEEDBACK FORM

SPİRAL KELİME ÖĞRETİM MODELİ (SVTM) UYGULAMA SÜRECİNİ DEĞERLENDİRME FORMU

Ad / Soyad:

Değerli öğrenciler,

Sizlere uygulamış olduğum **Spiral Kelime Öğretim Modeli (SVTM)** uygulama sürecini değerlendirmenizi beklediğim bu formu eksiksiz doldurmanız yaptığım akademik çalışma bakımından önem taşımaktadır. Sizden ricam, bu formdaki sorulara tamamen içten ve tam cevap vermenizdir.

Okt. Ahmet Dolmacı

1. SVTM uygulaması hakkında neler düşünüyorsunuz?

2. Daha önce İngilizce derslerinde herhangi bir özel kelime öğretim uygulaması içerisinde bulundunuz mu? Bulunduysanız uygulama hakkında bilgi veriniz.

3. Kelime öğreniminde SVTM'nin faydalı olduğuna inanıyor musunuz? Lütfen açıklayınız.

4. SVTM'deki aktivitelerden hangisini daha faydalı buldunuz? Lütfen açıklayınız.

5. SVTM modelinin geliştirilmesi ve daha etkili hale getirilmesi için neler önerirsiniz?

APPENDIX 4 – THE PERMISSION PAPER

Evrak Tarih ve Sayısı: 12/05/2015-14528



T.C.
DÜZCE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Akçakoca Turizm İşletmeciliği ve Otelcilik
Yüksekokulu



Sayı :83853481/702.03/
Konu :Test
Çalışmaları(Okutman.Ahmet
Dolmacı)

SAYIN AHMET DOLMACI
Düzce Üniversitesi Hakime Erciyas Yabancı Diller
Yüksekokulu

İlgi :30/04/2015 tarihli, 900 sayılı ve "Test Çalışmaları(Okutman.Ahmet Dolmacı)"
konulu yazı

Yüksekokulumuz öğrencilerine uygulamak istediğiniz başarı testi incelenmiştir.
Sorumlusu olduğumuz derslerin, ders tarih ve saatlerinde ilgili testi uygulamanız
Yüksekokulumuz tarafından uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

E - imzalıdır.

Doç.Dr.İsmail Hakkı ERASLAN
Akçakoca Turizm İşletmeciliği ve Otelcilik
Yüksekokulu Müdürü

<http://ebys.duzce.edu.tr/emission-Dogrula/BelgeDogrulama.aspx>

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Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır.
Evrak Doğrulama: <http://ebys.duzce.edu.tr/emission-Dogrula/BelgeDogrulama.aspx?V=BE6PSHZE> adresinden yapılabilir.