

Proposing a New Method for Vocabulary Teaching: Six Steps Method

Saadettin Keklik

Faculty of Education, Usak University, Usak, 64200, Turkey
E-mail: sadikeklik@gmail.com

KEYWORDS Language Teaching. Reading Education. Six Steps Method. Vocabulary Teaching

ABSTRACT Objective of the study is developing a new method for vocabulary teaching in Turkish and establishing effect of such method on the success of students. Six steps method has been developed and applied by the researcher based on literature. Six steps method is composed of prediction study, dictionary study, meaning study, word structure, learning by means of sentence or text as well as exercise stages. The trial model with pretest-posttest control groups was applied in the study as experimental method. The study group composed of test and control group was composed of 42 students from seventh grade of secondary school. While words were taught to text group through six steps method, control group was taught words by means of the practices in the Teacher Guide Book. Research is limited to habit theme and 20 words. Academic success test related to meanings of words has been used. As a result of research, it has been found out that word teaching by means of six steps method is more effective than practices contained in 2006 Turkish Lesson Curriculum.

INTRODUCTION

While sentence is used in order to express an idea, word is the building stone of a language (Baskan 2006). "Words, concepts and the expression patterns formed by them which we find readily available in the place we grow are the most important elements of the language which is a natural and live vehicle" (Cifci 1991: 8). Words help us to perceive the world and attach meaning to it. Words are also the number one vehicle for sharing what we feel, believe and want with the others (Condon 1995).

It is hard to come up with an exact definition of the word. Reason of it is that it is impossible to make a holistic definition by taking word examples of different types as starting point (Kurudayioglu and Karadag 2005; Gunay 2007). Dictionary of Turkish Language Institution defines the word (2005: 1130) as "meaningful phones or group of phones, utterance; while Topaloglu (1989: 98) defines it as "a group of phones consisting of one or more than one syllable which is meaningful on its own or helps build a relationship between meaningful words"; Korkmaz, (2003: 144) however, defines it as, "a unit of language composed of group of phones consisting

of one or more than one syllabus, which corresponds to an abstract or concrete concept in the mind when spoken by the people speaking the same language or helps build transitional relationships between concrete or abstract concepts. By taking these differing definitions as starting point, it is understood that words are composed of phones, are meaningful units of language and build a relationship between meaning of the concepts or between the concepts. In this research, the concept word has been used as simple, derivative, compound word and meaning of idiom.

Words may not exist on their own in isolation from the other words. Meanings of words are determined with the relationships built with the other words (Richards 1976). Guiraud (1999: 34) argues that "words do not have meanings, they have usages", while Condon (1995: 160) supports this point of view by stating that "meanings are in the field of context, not in the words uttered". To conclude all these, it could be stated that words gain meaning and value depending on the relationship built with the other words in the sentence, paragraph and text and usages.

Words have dimensions of depth, breadth, weight and flexibility. "Depth is knowing various meanings of the words and clearly understanding them. Breadth is knowing words about various themes. Weight means knowing lots of words about a certain theme. These dimensions proceed and widen depending on upbringing method as the children grow up" (Gogus 1978:

Address for correspondence:

Dr. Saadettin Keklik
Usak Universitesi,
Egitim Fakultesi,
Usak, Turkey (64200)
Telephone: +90 (530) 695 96 94
Fax: +90 (276) 221 22 02
E-mail: sadikeklik@gmail.com

360). Flexibility, however, is ability of students to select the meaning of words so given which is suitable for the sentence space (Akyol 1997). Besides, words have the association dimension. Association is related to one's social environment and experience.

Various resources use the vocabulary and word asset interchangeably (Topaloglu 1989; Korkmaz 2003; *Türk Dil Kurumu* 2005). "Word asset of a language is not a random whole" (Oztokat 1977: 193). "When it comes to word asset of a language, a whole consisting of not only the words belonging or not belonging to that language but also proverbs, idioms, terms, some sort of sayings which turned into stereotype and pattern expressions made of those words should be understood" (Aksan 1996: 7). No man can know about the entire language he is speaking, all the words, idioms, proverbs in it. That is, nobody can entirely possess the language (Oztokat 1977; Baskan 2006; Ozkan 2009). Words of a language are a whole formed by all the individuals of it. Words contained in a language and vocabulary possess by a person may not be seen at the same level. Therefore, in this research, word asset has been used for all the words of a language while vocabulary has been used for all of the words a person knows.

The vocabulary is two-way. Such separation is expressed under different names such as active-passive, receiving-generative, receiving – expressive, understanding – expressing. Words used in the understanding skills are passive while words used in the expressing skills are active. Passive words are always more than the active words. It may be concluded that the closer number of active words known by a person is to the number of passive words known, the more developed that person's vocabulary can be.

Development of comprehension as a result of listening and reading as well as effective use of language as a result of speaking and writing depend on development of vocabulary (Hodges 1984; Yangin 1999; Cecen 2002; Ediger 2002; Calp 2007; Korkmaz 2008; Akyol and Temur 2009; Gocer 2009; Ulper 2011; Yildirim et al. 2011). Possession of a rich accumulation in respect of word and concept helps the one to be rich in thoughts (Budak 2000; Ozbay and Melanlioglu 2008a).

Development of vocabulary in children is a life long process which starts with listening, then, speaking, and continues by means of reading and writing after the child starts attending to a

school. Such process varies depending on the individual (gender, age, intelligence, preliminary knowledge, personality, motivation and learning style, purpose etc.) and learning environment (teacher, classroom, friends, social-cultural-economic status of the family, curriculum etc...) (Yavuzer 2001; Keklik 2009).

Development and teaching of vocabulary are different matters. While development of vocabulary takes place at the school or any other place intentionally or accidentally through independent reading and listening, teaching of vocabulary is a planned and intentional process. According to Hodges (1984), the most important element in teaching of children's vocabulary is the schools which help them get to know the written language.

Vocabulary Teaching

Vocabulary teaching has two different dimensions: The first one is what words are to be taught and the second one is how to teach the words.

In Vocabulary teaching, first, it has to be determined what words are to be taught. The most important criterion in selecting and determining the words is teaching the most frequently used words in the first place (Oztokat 1979; Read 2004; Schmitt 2007). There are many course books prepared by various publishing houses and writers for every class of the primary schools in Turkey. This diversity means different texts and different words. According to Demir (2006), words that are planned to be acquired by the students through these books have to be incorporated in the texts gradually according to the level of education. Upper and lower limits for number of words /concepts that have to be found in these books have not been mentioned in the course books, teaching curriculums and teacher guides.

Many researchers have stated that list of words suitable for age and class levels of students has to be prepared in Turkey, and there is ambiguity in development of vocabulary since these lists have not been prepared (Dilacar 1954; Ozdemir 1983; Cecen 2002; Pehlivan 2003; Guzel et al. 2005; Ari 2006; Akyol 2007; Karatay 2007; Ozbay and Melanlioglu 2008a; Keklik 2009; Yildiz and Okur 2010; Turan 2012).

This research, however, deals with how words in the second dimension are to be taught. How words are to be taught is a matter that has to be built on the first one and is as important as the first one.

Many researchers have stated that word teaching is important in enriching the language, therefore, it has to be planned in the curriculum in a detailed manner; various methods, techniques and activities have to be used in word studies (Yavuz 1999; Pehlivan 2003; Guzel et al. 2005; Ozbay and Melanlioglu 2008a; Karaduz 2009; Yaman and Gulcan 2009; Anilan and Genc 2011).

From word teaching point of view, when looking into 2006 *Turkish Lesson Curriculum*, it has been pointed out in the curriculum that vocabulary of students has to be enhanced, yet it has not been mentioned what words and idioms are to be taught, which methods and techniques are to be used in teaching of these (*Milli Egitim Bakanligi* 2006) While curriculum attaches importance to characteristics of words, teaching-learning process contains no explanations regarding teaching of those words whose meanings are unknown.

Karakus (2005) has stated that, in Turkish schools, active methods enhancing the vocabulary are not implemented; however, Gocer (2009) has argued that, in Turkey, word teaching studies are generally conducted through a traditional understanding, and there is a mechanical practice regarding word teaching such as looking up the unknown word in the dictionary and using the meaning so seen within a sentence is widespread. Karaduz and Yildirim (2011), in their research, have found out that teachers ask the students to guess the meaning of the word from context of text, and then have them refer to a dictionary and have the activities shown in student work book conducted, and do not have any other activities conducted.

However, several models, methods, techniques and activities are used in the English language with regards to word teaching. Vocabulary of the children is enhanced by means of various methods such as guess meaning from textual context, keyword method, teaching antonymous and synonymous words, using semantic mapping, semantic feature analysis, hierarchical or linear arrays, teaching word families, mnemonic techniques, teaching news word through prefixes and suffixes, present sequences of words together, using games of languages, written repetition, keep a vocabulary notebook (Nagy 1988; Nation 1990; Hulstijn 1997; Uberman 1998; Turgut 2006; Schmitt 2007), computer assisted language learning (Groot 2000; Adiguzel 2011; Mut-

lu and Eroz-Tuga 2013) and literature-based reading program (Harmon 1998).

Researchers have shares similar opinions about how to teach new or unknown words in Turkish. Some of these opinions are the ones as to how word teaching is to be done (Oztokat 1977; Cemiloglu 2004; Unalan 2006); while the others are some opinions explaining how words are to be taught and mentioning strategy, method, technique, activity, exercise, game and puzzles related to them (Aygün 1999; Budak 2000; Cecen 2002; Pehlivan 2003; Karakus 2005; Ari 2006; Ince 2006; Calp 2007; Karatay 2007; Korkmaz 2008; Akyol and Temur 2009; Gocer 2009). Besides, in word teaching, while effect of word teaching supported by exercises (Cetinkaya 2002), effects of simple repetitions and exercises (Cetinkaya 2005), effect of independent reading (Yildiz and Okur 2010), effect of puns (Ozaslan 2006), effect of concept maps (Acat 2008), effect of writing by selecting from corpus of words and concepts technique (Dagtas 2012) have been examined, in teaching the idioms, effect of pictures and stories (Bayraktar and Yasar 2005); effect of dramatization (Kazici 2008); effect of comics (Mursel 2009) and effect of demonstration technique (Yaman and Gulcan 2009) have been examined. Also, effect of categorical word teaching on teaching Turkish to the foreigners (Apaydin 2007) has been examined.

There is no method in Turkish which has been developed in connection with word teaching, whose adequacy has been measured and tested. Various methods are required in respect of facilitating teaching of words and assuring their retention. Therefore, objective of this research developing a method related to word teaching in Turkish and measuring its adequacy by applying it.

A New Method in Word Teaching: Six Steps Method

Six steps method has been developed by the researcher based on literature. Six steps method is gradual. As every step is taken, the word is understood better, thereby, helping build a vocabulary. With the sixth step, word will have been learnt, thus, vocabulary will have been expanded. Stages of six steps method are shown in the Figure 1.

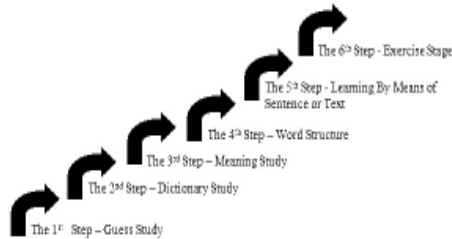


Fig. 1. Stages of six steps method

Six steps is a method that is suitable for constructivist approach. Although constructivism is a philosophical explanation about an information theory or nature of learning, it has been applied in teaching and learning. In constructivist approach, it is ensured that information is constructed in the mind through invention and research. In this approach, students effectively take place in the learning processes, while teachers help the student to learn (Geary 1995; Schunk 2011). In six steps, word teaching is conducted through invention. In this method, teacher acts as a guide, and provides some tips. Teacher tries to make the students think and encourage them to actively take part in the lesson.

The 1st Step – Guess Study: In the first phase, the students are asked to guess the meaning of unknown word from, at first, the sentence, then, paragraph, text, that is, the context. Several researchers have stated that meanings of the unknown words have to be guessed from context / text in the first place (McCarthy 1990; Aygun 1999; Yangin 1999; Ediger 2002; Karakus 2005; Karatay 2007; Orta Pisirici 2007; Korkmaz 2008; Ozbay and Melanlioglu 2008a), because words bear differing and diverse meanings. It is possible to understand what meaning a word bears only by looking into the sentence and text where it has been used. Each word takes on a meaning according to the context it lies within (Condon 1995; Guiraud 1999; Gunay 2007; Karaduz 2009). Guessing helps readers of every level enhance their comprehension, sensing and intelligence skills (Gunes 2009).

Besides, at least one complementary or descriptive sentence is given to the students which may help students guess the meaning of the word. Based on such starting point, student is asked to guess the meaning of the unknown word.

In the first step, even if students may not guess the meaning of word, they may say something about the field to which word is related. For instance, they may at least say the word “beaver” is associated with something live which is an animal.

The 2nd Step – Dictionary Study: Following guessing stage, student or teacher looks up a word in the dictionary in order to learn exactly what a word means. If the student is looking up the dictionary, teacher guides the student to pick up the meaning related to context of the text. If teacher looks up the word in the dictionary, teacher tells the meaning within the text by revising it according to level of the student. Because definition or explanation within the dictionary may require that words that are more complicated and harder than the word that needs to be learnt be learnt.

When information is coded visually and orally, remembering is easier (Pavio 1986; Topcuoglu Unal 2013). Therefore, if the word corresponds to an object, being itself or model thereof may be demonstrated, its form may be drawn on the board (Aygun 1999; Yangin 1999; Turgut 2006). Besides, tools-devices such as computer, slide, projector, and video may be used in order to make sure word is better adopted and materialized. Also, if the word tells about a work, existence, movement that verb is applied or meaning of word may be explained by gestures and mimics.

The 3rd Step – Meaning Study: Information is arranged and stored in the long term memory in association with one another, as a whole and not independently. Besides, remembering a unit of information takes places as a whole (Anderson 1990). According to scheme theory, all information is collected in units named “scheme” within the mind. Schemes comprise a system of inter-related ideas and relations. Each scheme a person has indicates what such person knows about a concept and mutual relationships between pieces of information (Burns et al. 1999; McInerney and McInerney 2002). According to this scheme, it is easy to remember new information when placed into existing schemes of the mind in a meaningful and appropriate manner. For a good understanding and interpreting, it is necessary to understand and learn meanings acquired by a word within a text from different aspects.

Word teaching should not be understood merely as giving the meaning of word (Yavuz

1999). Knowing about the word requires learning of it from all aspects. That is, one needs to know actual, figurative, synonymous and antonymous meanings of the word (Richards 1976; McCarthy 1990; Kavcar et al. 1995; Cetinkaya 2002). Therefore, in the third field, students are asked to conduct a meaning exercise related to the word. By sticking to the meaning within the text, meanings such as basic meaning of the word, (direct meaning, first meaning), antonym meaning, synonymous, close meaning, onnotation, figurative meaning, idiom meaning, synonymous word, reduplication, abstract meaning, concrete meaning are explained. Not all of the foregoing meanings may be found in every word. It is essential that meanings suitable for the word be explained.

Also, words have meaning or concept spaces (Baskan 2006). According to Richards (1976), knowing a word requires relationship of that word with the other word and its association. In the third step, following meaning study related to the words, a study related concept field is caused to be conducted. When teaching a new word, the other words related to that word are mentioned. Thus, it is ensured that words taught are placed in the minds of the students more regularly, easily and in a meaningful manner. For instance, when teaching the word “acrobat”, words such as circus, circus tent, clown, magician, lion, lion trainer, juggler may be given.

The 4th Step – Word Structure: In Turkish, derivational affixes are affixes which derive bodies from word roots, thereby, new words. Such function of these affixes is the element that is responsible for establishment of the word families in Turkish at the first degree (Onan 2009). Derivational affixes help derive the words which will be used in designating every movement, new concepts and beings enriching our language which enhance and expand expression power of Turkish (Karakus 2005). Many researchers have suggested that, during process of teaching new words to the students, root/affix analyses to be made on the word structures will contribute to ability of students to understand the meanings of the words and complicated words may be acquired more easily in this way (Kavcar et al. 1995; Pehlivan 2003; Kurudayioglu 2006; Onan 2009). In the six steps method, following meaning study, attention is paid to structure of word at the fourth step. If there are new words derived from root or body of the word, such words are demonstrated

and explained. Hence, meanings of words are taught more quickly and more than one word is taught to the student.

At the fourth step, compound word exercises are done about the word so taught. It is ensured that students perceive those compound words related to that word. For instance, when it comes to the word *fenek* (torch), words like pocket torch, *fenek alayi* (torchlight procession), *fenek baligi* (angler fish), *deniz feneki* (lighthouse), *gelin feneki* (European bird cherry), *karpuz fenek* (melon torch) may be mentioned too.

The 5th Step - Learning By Means of Sentence or Text: In order for the students to learn many words, they need to be exposed to those words (Nagy 1988). Students may learn use and meaning of the new words by means of literary texts which best show the structure of language. Literary texts help reading, listening, speaking and writing skills to be developed, also ensures that vocabulary and intelligence skills are enhanced too. Besides, they have some important functions in terms of an individual’s getting to know and perceiving the life, events, communities, cultures (Ozbay and Melanlioglu 2008b; Gocer 2009).

In the fifth step, while new words are taught, they are associated with the literary texts. Meaning of word is shown in different contexts through quotations from proverb, idioms, poems, novels or stories. For instance, the word “*ahsap*” (wooden) may be explained with the following verses of the poem *Evim* by Necip Fazil: *Wooden house with red peppers hanging out from its windows ! / Surrounded by shameless skyscrapers from all sides!*

The 6th Step - Exercise Stage: In the six steps method, the first five steps are about understanding skills. The sixth step is about expressing skills. Many researchers have suggested that, in order for the students to perceive the words, learn them and then use the words effectively, they have to use them in expression skills, and separate activities have to be organized for that purpose (Pehlivan 2003; Bayraktar and Yasar 2005; Cetinkaya 2005; Demir 2006). Only writing skills have been preferred among the expression skills. Because, when students are told “let’s use this word in a sentence, and say it”, students come up with stereotypic and meaningless sentences. The following students, however, tend to come up with sentences similar to the first student. For instance, with regards to the word

wrestler's tights "I have wrestler tights", "I have red wrestler tights", "Ahmet has wrestler's tights." These kinds of sentences don't help the word to be learnt.

It has been noted that lack of repetition exercises aimed at teaching the word causes the word to be forgotten over the time, new words have to be repeated frequently through appropriate opportunities, and exercises, activities and sentence exercises have to be done in order to render the words permanent (Kavcar et al. 1995; Aygun 1999; Yangin 1999; Yavuz 1999; Cetinkaya 2002; Pehlivan 2003; Bayraktar and Yasar 2005;

Cetinkaya 2005; Ari 2006). Before meaning of the new word is fully instilled on the minds of students, telling the students to use the words in a sentence does not make sense. Therefore, in the six steps method, writing activities are applied after the day when the first five steps have been applied. The activity has two phases. In the first phase, one exercise for meaning and structure of each word is done; in the second phase, exercise for using each word in a sentence is carried out. Thus, students repeat the new word with word and sentence study, and learning takes place. Six steps method is shown on the Figure 2.



Fig. 2. Six steps method

METHOD

In this section, information about the research model, study group, data collection processing and analysis of data are given.

Research Pattern

Research is an experimental study and test model with pretest-posttest control groups has been applied. In this model, existence of pre-tests helps degree of similarity of the groups prior to test to be known and final test results to be adjusted accordingly (Karasar 2000). This model is frequently used in the education researches in that it reveals the improvement in learning of those groups with equal success, it provides a high statistical power to researcher about testing the effect of experimental process over the dependent variable and it helps findings gained to be interpreted in the context of cause-result (Campbell and Stanley 1963; Buyukozturk 2001). In this research, independent variable whose effect on the test group has been examined is the six steps method. The same dependent variables (Academic Success) were observed in both groups and comparisons were made within and among the groups using posttest scores. In this research, characteristics to be tested have been determined in line with the objective of the study, learning space has been arranged according to subjects and lessons, and practice has taken place given the preliminary knowledge and availability levels of students.

Study Group

Study group of this research is composed of 7/A and 7/C students randomly selected from Mimar Sinan Secondary School located in central Zonguldak during the 2011-2012 academic year. Of these classes, class 7/C comprises test group, the class 7/A comprises the control group. 50% of the participants is within test group (21 persons) while 50% of the participants is within control group (21 persons).

Data Collection

Academic success test has been used in the research in order to find out about preliminary knowledge of the students and the academic difference between them. The questions with mul-

iple choices included in the test have been prepared about the meanings of the words.

Pilot study of the six steps method has been carried out with the theme of "nature and universe" of the 7th grade Turkish course book as prepared by Yangin et al. (2011). 20 words have been selected from among twenty words that are recommended for teaching in the universe and nature theme. For the purpose of academic success test, sixty questions have been prepared, three questions for each word in the first place, these questions have been checked by three specialists of the subject matter and number of questions has been decreased to forty. The success test composed of forty questions has been applied to 263 eighth graders. Then, twenty questions have been picked from the twenty questions. Cronbach's alpha reliability coefficient for the test is 0.89. Before words are taught, a preliminary test has been given to the test and control groups. While words are taught to test group for four weeks through six steps method, the same words as included in Teacher Guide prepared according to 2006 *Turkish Lesson Curriculum* have been taught to the control group. At the end of four weeks, questions included in the academic success test have been placed differently, the post-test has been applied to test and control group. Comparisons have been made in the pretest-posttest scores of the test and control groups in the pilot study, and it has been concluded that six steps method is effective in word teaching. Owing to pilot study, it has been ensured that both teacher and students get to know the six steps method.

The main research has been carried out with seventh graders based on the habit theme in April. For the purpose of research, two classes have been selected from the primary school seventh graders, and test and control groups have been established. Academic success test has been applied to test and control group prior to research. Words taught at the research are the words included in theme of habits contained in the 7th Grade Turkish course book written by the above authors. There are four books in this theme. Words have been selected from the words that are planned to be taught to the students according to Teachers' Guide Book. Table 1 shows the words according to the texts.

While words are taught to test group through six steps method, words as included in Teacher Guide prepared according to 2006 *Turk-*

Table 1: Twenty words according to the texts

Rank	Name of text	Type of text	Words
Week 1	Habit	Essay	routinising, hard, sneaky, fierce, ruthless
Week 2	Mehmet Okur	Biography	lay around, goof off, the truth of the matter is different, knowing something perfectly, valuable
Week 3	Balikcil	Fable	performance, potential, contract, limit, promising for the future
Week 4	Hasan A. Yucel	Article	proper, excellency, bad tempered, contact, hard to please

ish Lesson Curriculum have been taught to the control group. Five words per week have been taught to test group by the Turkish lesson teacher for a class hour (the first five steps) and 15-20 minutes of the next class (the sixth step). The control group has been taught five different words per week by Turkish lesson teacher according to practices shown in the existing Teacher Guide Book. The application has taken place with teaching of 20 words within four weeks. One week after all subject matters have been covered, academic success test has been applied to test and control group in order to compare efficacy of the methods.

With regards to twenty words, sixty questions have been prepared, three questions for each word in the first place, these questions have been checked by three specialists of the subject matter and test has been decreased to forty questions. The success test composed of forty questions has been applied to 289 eighth graders. Then, twenty questions have been picked from the twenty questions. For the success test, Cronbach Alpha reliability coefficient is 0.78, average index of severity is 0.55, and average power of distinguishing is 0.56. The success test composed of twenty questions has been asked to the test and control group prior to practice. Following practice, these questions have been asked again by changing their places. In order to measure permanence in learning the words, questions have been asked at different places 5 weeks and 22 weeks later.

Analysis of Data

Data analysis has been carried out by SPSS 15 package software. Ata of research has undergone Kolmogorov-Smirnov test, and it has been determined that data show normal distribution ($p>.05$) and of the parametric tests, test t has been used. In corresponding cases, $p<.01$ level of significance has been taken into consideration.

FINDINGS

This section explains test results pertaining to the test and control group. First of all, Table 2 shows the pre-test results of control and test groups. In order to establish preliminary knowledge of the students regarding meanings of the words, pre-test has been applied to the test and control groups. It has been determined that there is no statistically significant difference between test group and control group formed in this research ($p>.05$). Such result shows that preliminary knowledge of the groups is at the same level prior to practice and distribution is homogeneous.

While grade point averages of both groups are similar to one another in the pretest, as a result of posttest, average of control group has increased to 45.00 and that of test group has increased to 66.90 as seen in Table 3. It has been found out that there is significant difference between posttests of the test and control groups in favor of the test group ($p<.01$). Accordingly, it may be said that word teaching with six steps

Table 2: t-test results of the test and control groups according to pre-test

Groups	N	x	ss	Matched group t-test		
				t	Sd	p
Test	21	38.81	13.220	-.602	20	.551
Control	21	35.95	17.293			

$p>.05$

Table 3: t-test results of the test and control groups according to post-test

Groups	N	x	ss	Matched group t-test		
				t	Sd	p
Test	21	66.90	16.99	-3.919	20	.000
Control	21	45.00	19.17			

p<.01

method is word teaching practices included in 2006 *Turkish Lesson Curriculum* and students from test group have learnt the words more easily and rendered the words more permanent in their minds owing to six steps method.

Table 4 displays that the test group received 38.81 points on average from the pretest. In the posttest, average of the group has increased to 66.90. It has been found out that there is statistically significant difference between results of pretest-posttests of the test and control groups (p<.01). Accordingly, it may be said that six steps method is successful in word teaching.

While pretest average of the control group is 35.95, average of posttest has increased to 45.00 as shown in Table 5. It has been found out that there is no significant difference between results

of pretest-posttests of the control group (p<.05). According to such result, even if score of post-test has increased, no statistical significance has appeared.

Following the practice, in order to understand whether or not six steps method facilitates permanent learning, place of questions included in the success test has been changed and such questions have been asked to the test and control groups once again 5 weeks later. Average points received by the test and control groups from the permanence test are as follows. While permanence average of the test group is 74.44, permanence test average of the control group is 58.05. It has been determined that there is a statistically significant difference between test group and control group (p>.05). Accordingly, it

Table 4: Success level of test group at pretests and posttests

Groups	N	x	ss	Matched group t-test		
				t	Sd	p
Pretest	21	38.81	13.22	-5.708	20	.000
Posttest	21	66.90	16.99			

p<.01

Table 5: Success level of control group at pretests and posttests

Groups	N	x	ss	Matched group t-test		
				t	Sd	p
Pretest	21	35.95	17.29	-1.449	20	.163
Posttest	21	45.00	19.17			

p>.05

Table 6: Success level of test and control groups at 5-week permanence tests

Groups	N	x	ss	Matched group t-test		
				t	Sd	p
Test	18	74.44	11.36	3.33	17	.004
Control	18	58.05	16.37			

p>.05

Table 7: Success level of test and control groups at 22-week permanence tests

Groups	N	x	ss	Matched group t-test		
				t	Sd	p
Test	18	64.16	16.38	3.00	17	.008
Control	18	46.94	19.41			

p>.05

has been revealed that students of the test group have been able to better remember the words 5 weeks later as the test scores displayed in Table 6 indicate.

Twenty-two weeks after the practice, in order to understand whether or not six steps method facilitates permanent learning, place of questions included in the success test has been changed and such questions have been asked to the test and control groups once again. Average points received by the test and control groups from the permanence test are as follows. While permanence test average of the test group is 64.16, permanence test average of the control group is 46.94 as could be seen in Table 7. It has been determined that there is a statistically significant difference between test group and control group (p>.05). Accordingly, it has been revealed that students of the test group have been able to better remember the words 22 weeks later and such method has enabled more permanent learning.

DISCUSSION

In the first phase of the six steps method, the students are asked to guess the meaning of unknown word from the sentence, paragraph, text, that is, the context. Besides, at least one complementary or descriptive sentence has been given to the students which may help students guess the meaning of the word and they have been asked to guess the meaning of the word. It has been found out that word teaching with the six steps is more beneficial and permanent in this way. In the other researches, it has been suggested that students using method of inferring the meaning from the context have more permanent word acquisition in comparison to those students learning the words through the method of giving the meaning of word directly (Mondria and Wit-de Boer 1991; Orta Pisirici 2007). These results support the results of this research.

In the second step of the six steps method, after looking up a word in the dictionary, word themselves or their models have been shown, if any, or their pictures have been drawn. Besides, words have been demonstrated and explained by using visual tools-devices such as computer, slide, projector and video. As a result of this method, students have materialized and learnt the words more easily. In his research, Turgut (2006) has concluded that use of visual materials and technology has positive effects on development of vocabulary. Yaman and Gulcan (2009), in their research, have determined that idiom teaching done with demonstration technique supported by various materials is more effective than the conventional method. Results of foregoing researches seem to be parallel to the conclusions of this research.

In the third step of the six steps method, following meaning study related to the words, a study related concept fields has been caused to be conducted. When teaching a new word, the other words related to that word have been mentioned. As a result, it has been determined that students from test group have instilled the meanings of the words into their minds more regularly and have learnt in a more permanent way. In the research by Apaydin (2007), it has been observed that categorization positively affects the coding and recalling, and has facilitated conceptualization and permanence in the long term memory.

In the entire six steps method, word teaching has taken place by various activities and exercises, and a significant difference has been revealed in favor of the test group. In the research by Cetinkaya (2002), word teaching format supported by researches has been found to be better than the conventional way of teaching involving provision of meaning of the word and using the word within a sentence. In the research by Gul (2009), it has been seen that, regardless of method, word teaching by means of activities has affected the vocabulary and development of concepts, however, word teaching becomes easier if activities are prepared in a way that appeals

to students and there is diversity. These results support the results of this research.

In the six steps method, the student repeats the word learnt in two different sentences at the first step, in at least one sentence in the fifth step and in the sentence generated by the student in the sixth step; and repeats the word three times in the second, third and fourth step. Words in the six step method are repeated for seven times in total on the basis of sentence and word. According to psychological inspections, repetition helps information contained in the memory to be regulated, stored, information contained in short term memory to be transferred to the long term memory faster, facilitates remembering and increases the permanence (Senemoglu 2004; Shunk 2011). Nation (1990) has concluded, as a result of his researches, repetitions for five times and more is effective in word teaching. Cetinkaya (2005) has found out, in his research, word teaching supported by exercise is more effective than word teaching carried out by means of simple repetition. These results support the results of this research.

CONCLUSION

Knowing a word means knowing characteristics and details related to spelling, pronunciation, derivation, syntax, collocation, frequency and meaning related to that word (Nation 1990). Word teaching is not a simple activity which can be acquired only through a technique or activity. Word teaching may take place through a holistic approach and by dealing with various aspects of the word. New words are taught in a meaningful way with the six steps method. It is ensured that words are effectively added to the vocabulary through guess study at the first step, dictionary study at the second step, meaning study at the third step, word structure at the fourth step, learning by means of sentence or text in the fifth step, and writing in the sixth step. In this method, different techniques and activities are employed in every step.

Based on findings of the research, there is a significant difference between pretest point average and posttest point average of the test group, and no significant difference has been found between pretest point average and posttest point average of the control group. In other words, the fact that success average of the test group learning by six steps method in respect of

word teaching is higher than the control group learning words according to practices contained in the *2006 Turkish curriculum* ($p < .01$) shows that this method is usable and effective in word teaching. This result shows that six steps method facilitates learning of the words by the students in comparison to the practices contained in *2006 Turkish curriculum*, and they are better at understanding the meanings of the words.

In this research, it has been found out that there is a significant difference between 5-week and 22-week permanence test point average of the test group as well as 5-week and 22-week permanence test point average of the control group. According to this result, owing to six steps method, it has been found out that students are better at remembering the words, and structure them in their minds in a more permanent way in comparison to the practices contained in *2006 Turkish curriculum*.

RECOMMENDATIONS

According to the results, following suggestions may be put forward:

Studies related to word teaching in Turkey have been continuing since early 2000s with an increasing pace, yet it is not certain how word teaching will be done in Turkish curriculums. Therefore, this method is recommended to those preparing *the Turkish Lesson Curriculum* with regards to teaching of the words.

Turkish lesson teachers fail to pursue a method related to word teaching in the class, rather, they stick to the activities shown in the guide book. Word teaching may take place through a holistic approach and by dealing with various aspects of the word. Therefore, Turkish teachers may teach the words by means of six steps method at the class.

Words taught in the six steps method are repeated for seven times in total on the basis of sentence and word. In this research, it has been understood that repetitions render the word more permanent. Therefore, words have to be repeated while teaching.

In the sixth step that is the final stage of the six steps method, students have been asked to perform an exercise of writing on the basis of word and sentence and it has been found out that this exercise works well. Accordingly, word teaching has to aim at expressing, not at understanding alone.

The research is limited to the 7th graders and theme of habit. Therefore, six steps method may be applied by the researchers at the other grades with differing texts.

REFERENCES

- Acat MB 2008. Effectiveness of concept maps in vocabulary instruction. *Eurasian Journal of Educational Research*, 33: 1-16.
- Adiguzel T 2011. Use of audio modification in science vocabulary assessment. *Eurasia Journal of Mathematics, Science and Technology Education*, 7(4): 215-225.
- Aksan D 1996. *Turkçenin Sozvarligi*. Ankara: Engin Yayinlari.
- Akyol H 1997. Kelime ogretimi. *Milli Egitim*, 134: 46-47.
- Akyol H, Temur T 2009. Kelime hazinesinin gelistirilmesi. In: Ahmet Kirkkilic, Hayati Akyol (Eds.): *Ilkogretimde Turkçe Ogretimi*. Ankara: Pegem Akademi, pp. 193-229.
- Anderson JR 1990. *Cognitive Psychology and its Implications*. New York: Freeman.
- Anilan H, Genc B 2011. Turkçe dersinde ogrenilen yeni sozcuklerin yazili anlatimlarda kullanim durumu, *Ahi Evran Universitesi Egitim Fakultesi Dergisi*, 12(1): 111-132.
- Apaydin D 2007. *Turkçenin Yabancı Dil Olarak Ogretiminde Sozcuk Ogretimi Uzerine Bir Yontem Denemesi*. Master Thesis, Unpublished. Ankara: Ankara Universitesi.
- Ari G 2006. Kelime ogretimi. In: Cemal Yildiz (Ed.): *Kuramdan Uygulamaya Turkçe Ogretimi*. Ankara: Pegem Akademi, pp.311 -333.
- Aygun M 1999. Yabancı dil dersinde sozcuk ogretimi ve sozcuk dagarcigini gelistirme teknikleri. *Dil Dergisi*, 78: 5-16.
- Baskan O 2006. *Yabancı Dil Ogretimi İlkeler ve Cozumler*. Istanbul: Multilingual Yayinlari.
- Bayraktar N, Yasar OF 2005. Ilkogretim birinci kademe V. sinifta deyim ogretimine iliskin uygulamalar ve deyim ogretimine iliskin yeni bir yaklasimi. *Dil Dergisi*, 127: 7-19.
- Budak Y 2000. Sozcuk ogretimi ve sozlugun islevi. *Dil Dergisi*, 92: 19-26.
- Burns PC, Roe BD, Ross EP 1999. *Teaching Reading in Today's Elementary Schools 7th Edition*. Wilmington: Houghton Mifflin Company.
- Buyukozturk S 2001. *Deneysel Desenler*. Ankara: Pegem Yayincilik.
- Calp M 2007. *Turkçe Ogretimi*. Konya: Egitim Kitabevi.
- Campbell DT, Stanley JC 1963. *Experimental and Quasi-experimental Designs for Research*. USA: American Educational Research Association.
- Cemiloglu M 2004. *Turkçe Ogretimi*. Istanbul: Aktuel Yayinlari.
- Condon JC 1995. *Kelimelerin Buyulu Dunyasi* (Ceviren: M. Ciftkaya). Istanbul: Insan Yayinlari.
- Cecen M. A. 2002. *Ilkogretim Ogrencilerinde Kelime Hazinesinin Gelistirilmesi*. Master Thesis, Unpublished. Inonu Universitesi, Malatya.
- Cetinkaya Z 2002. *Ilkogretim Ikinci Kademe Altinci Sinifta Ana Diline Ait Sozcuklerin Ogrenilmesi ve Kavranilmasina Iliskin Bir Arastirma*. Master Thesis, Unpublished. Canakkale On Sekiz Mart Universitesi, Canakkale.
- Cetinkaya Z 2005. Basit tekrar ve alistirmalar yoluyla sozcuk ogretimi. *Dil Dergisi*, 130: 68-85.
- Cifci M 1991. *Bir Grup Yuksekogrenim Ogrencisi Uzerinde Kelime Serveti Arastirmasi*. Master Thesis, Unpublished. Gazi Universitesi, Ankara.
- Dagtas A 2012. Kelime ve kavram havuzundan secerek yazma tekniğinin ogrencilerin yazma becerilerine etkileri. *Turkish Studies*, 7(3): 845-869.
- Demir C 2006. Turkçe/Edebiyat egitimi ve kisisel kelime serveti. *Milli Egitim Dergisi*, 169: 207-225.
- Dilacar A 1954. Turkçemizde kelime hazinesi ve kelime ogretimi. *Turk Dili*, 3(34): 570-574.
- Ediger M 2002. Vocabulary Development and the Curriculum. From <http://www.eric.ed.gov/ERICDocs/data/erycdocs2sql/content_storage_01/0000019b/8a/cc/c7.pdf> (Retrieved on April 28, 2012)
- Geary DC 1995. Reflection of evolution and culture in children's cognition: Implications for mathematical development and instruction. *American Psychologist*, 50: 24-37.
- Gocer A 2009. Turkçe egitiminde ogrencilerin soz varligini gelistirme etkinlikleri ve sozlu kullanimi. *Turkish Studies*, 4 (4): 10025-1055.
- Gogus B 1978. *Orta Dereceli Okullarimizda Turkçe ve Yazin Egitimi*. Ankara: Gul Matbaasi.
- Groot PJM 2000. Computer Assisted Second Language Vocabulary Acquisition. *Language Learning and Technology*, 4, 60- 81. From <<http://lt.msu.edu/vol4num1/groot/default.html>> (Retrieved on September 18, 2012).
- Guiraud P 1999. *Anlambilim* (Ceviren: Berke Vardar). Istanbul: Multilingual Yayinlari.
- Gul Deniz 2009. *Ilkogretim 6. Sinif Turkçe Ders Kitaplarindaki Kelime Ogretiminde Kullanilan Etkinliklerin Etkinligine Yonelik Bir Arastirma*. Master Thesis, Unpublished. Sakarya Universitesi, Sakarya.
- Gunay VD 2007. *Sozcukbilime Giris*. Istanbul: Multilingual Yayinlari.
- Gunes F 2009. *Hizli Okuma ve Anlami Yapilandirma*. Ankara: Nobel Yayin Dagitim.
- Guzel A, Karadag O, Kurudayioglu M 2005. Ilkogretim besinci sinif Turkçe ders kitaplarinin kelime hazinesi bakımından niceligi ve ortak kelime hazinesi kazandırma bakımından yeterlilikleri. Paper presented in *XIV. Ulusal Egitim Bilimleri Kongresi*, in Pamukkale Universitesi, Septem 28 to 30, 2005.
- Harmon JM 1998. Vocabulary teaching and learning in a seventh-grade literature-based classroom. *Journal of Adolescent and Adult Literacy*, 41(7): 518-529.
- Hodges RE 1984. Vocabulary. From <Eric Digest ED250696> (Retrieved on February 19, 2012).
- Hulstijn JH 1997. Mnemonic methods in foreign language vocabulary learning: theoretical considerations and pedagogical implications. In: James Coady, Thomas Huckin (Eds.): *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University Press, pp. 203-224.

- Ince HG 2006. *Turkcede Kelime Ogretimi*. Master Thesis, Unpublished. Abant Izzet Baysal Universitesi, Bolu.
- Karaduz A 2009. Sozluk, sozcuk anlami ve ogrenme. *Turkish Studies*, 4(4): 636-649.
- Karaduz A, Yildirim I 2011. Kelime hazinesinin gelistirilmesinde ogretmenlerin gorus ve uygulamalari. *Gaziantep Universitesi Sosyal Bilimler Dergisi*, 10(2): 961 -984.
- Karakus I 2005. *Turkce, Turk Dili ve Edebiyati Ogretimi*. Ankara: Can Reklamevi Basın Yayın.
- Karasar N 2010. *Bilimsel Arastirma Yontemi*, Ankara: Nobel Yayın Dagitim.
- Karatay H 2007. Kelime ogretimi. *Gazi Universitesi Gazi Egitim Fakultesi Dergisi*, 27(1): 141-153.
- Kavcar C, Oguzkan F, Sever S 1995. *Turkce Ogretimi*. Ankara: Engin Yayınevi.
- Kazıcı E 2008. *Ilkogretim İkinci Kademe Turkce Derslerinde Deyim ve Atasozlerinin Ogretiminde Dramatizasyon Yonteminin Etkililik Duzeyi*. Master Thesis, Unpublished. Selcuk Universitesi, Konya.
- Keklik S 2009. *On Bir Yasina Kadar Cocukta Dil Edinimi*. Ph. D. Thesis, Unpublished. Istanbul: Marmara Universitesi.
- Korkmaz B 2008. Okuma egitimi. In: Attila Tazebay ve Suleyman Celenk (Eds.): *Turkce Ogretimi Ilke Yontem Teknikler*. Ankara: Maya Akademi, pp. 70-127.
- Korkmaz Z 2003. *Gramer Terimleri Sozluđu*. Ankara: TDK Yayınları.
- Kurudayıođlu M 2006. Turkcenin morfolojik yapisinin kelime hazinesi acisindan onemi. *Buyuk Turk Dili Kurultayi Bildirileri*, pp. 497-505.
- Kurudayıođlu M, Karadag O 2005. Kelime hazinesi calismalari acisindan kelime kavrami uzerine bir deđerlendirme. *GU, Gazi Egitim Fakultesi Dergisi*, 25 (2): 293-307.
- McCarthy M 1990. *Vocabulary*. Oxford: Oxford University Press.
- McInerney DM, McInerney V 2002. *Educational Psychology: Constructing Learning*. Australia: Pearson Education.
- Milli Egitim Bakanligi 2006. *Ilkogretim Turkce Dersi Ogretim (6,7, 8. siniflar) Programi*. Ankara: Devlet Kitapları Mudurluđu Basım Evi.
- Mondria JA, Wit-de Boer M 1991. The effects of contextual richness on the guessability and the retention of words in a foreign language. *Applied Linguistics*, 12: 249-267.
- Mursel Canan Güney 2009. *Deyim ve Atasozlerin Ogretiminde Karikaturun Etkisi*. Master Thesis, Unpublished. Ankara Universitesi, Ankara.
- Mutlu A, Eroz-Tuga B 2013. The role of computer-assisted language learning (call) in promoting learner autonomy. *Eurasian Journal of Educational Research*, 51: 107-122.
- Nagy WE 1988. *Teaching Vocabulary to Improve Reading Comprehension*. Delaware: International Reading Association.
- Nation ISP 1990. *Teaching and Learning Vocabulary*. Boston, MA: Heinle and Heinle.
- Onan B 2009. Eklemeli dil yapisinin Turkce ogretiminde olusturduđu bilissel (kognitif) zeminler. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi*, 11: 237-264.
- Orta Pisirici Z 2007. *A Comparative Study of the Meaning-given Method and Meaning-inferred Method on Retention in Teaching Vocabulary at School of Foreign Languages at Selcuk University*. Master Thesis, Unpublished. Selcuk Universitesi, Konya.
- Ozaslan A 2006. *Kelime Oyunlari Ile Kelime Dagarciginin Gelistirilmesinin Okudugunu Anlama Duzeyine Etkisi*. Master Thesis, Unpublished. Selcuk Universitesi, Konya.
- Ozbay M, Melanlıođlu D 2008a. Turkce egitiminde kelime hazinesinin onemi. *Yuzuncu Yil Universitesi Egitim Fakultesi Dergisi*, 5(1): 30-45.
- Ozbay M, Melanlıođlu D 2008b. Kelime ogretiminde orneklemenin onemi ve Divanu Lugat-it Turk. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi*, 5(10): 49-58.
- Ozdemir E 1983. Anadili ogretimi. *Turk Dili, Dil Ogretimi Ozel Sayisi*, 379-380: 18-30.
- Ozkan M 2009. *Insan, Iletisim ve Dil*. Ýstanbul: Akademik Kitaplar.
- Oztokat E 1977. Yabancı dilde sozcuk ogretimi. *Dilbilim, Istanbul Universitesi Edebiyat Fakultesi Yabancı Diller Egitim Bolumu Dergisi*, 2: 189-195.
- Oztokat E 1979. Sozluk ustune gozlemler. *Dilbilim, Istanbul Universitesi Edebiyat Fakultesi Yabancı Diller Egitim Bolumu Dergisi*, 4: 65-69.
- Pavio A 1986. *Mental Representations: A Dual Coding Approach*. New York: Oxford University Press.
- Pehlivan A 2003. Turkce kitaplarında sozcuk dagarcigini gelistirme sorunu ve cozum yollari. *Dil Dergisi*, 122: 84-94.
- Read J 2004. Research in Teaching Vocabulary. Annual Review of Applied Linguistics, 24, 146-161. From <<http://elt.kashanu.ac.ir/zare'ee/articles>> (Retrieved on October 13, 2012).
- Richards JC 1976. The Role of Vocabulary Teaching. TESOL Quarterly, 10, 77-89. From <<https://netfiles.uiuc.edu/hbishop/www/489/richards.pdf>> (Retrieved on July 14, 2012).
- Schmitt N 2007. Current Perspectives on Vocabulary Teaching and Learning. J. Cummins; C. Davison (Eds.) International Handbook of English Teaching in (p. 827-841). From <[www.cng.edu/TTI/Bilingual_Education/Schmitt %20Vocabulary.pdf](http://www.cng.edu/TTI/Bilingual_Education/Schmitt_%20Vocabulary.pdf)> (Retrieved on April 13, 2012).
- Schunk DH 2011. *Ogrenme teorileri 2*. Baski (Ceviri Editoru: Muzaffer Sahin). Ankara: Nobel Yayınları.
- Senemoglu N 2004. *Gelisim Ogrenme ve Ogretim*. Ankara: Gazi Kitabevi.
- Topaloglu A 1989. *Dil Bilgisi Terimleri Sozluđu*. Istanbul: Otuken Yayınları.
- Topcuoglu Unal F 2013. A comparative study on animal visuals in course books used for mother tongue education. *Anthropologist*, 16(1-2): 337-349.
- Turan, UD 2012. Collocations with mind in corpus and implications for language teaching. *Eurasian Journal of Educational Research*, 49/A: 331- 348.
- Turgut O 2006. *Yabancı Dil Dersinde Pedagogik Uygulama Acisindan Sozcuk Ogretimi ve Sozcuk Dagarcigini Gelistirme Yontem ve Tekniklerinin Deđerlendirilmesi*. Master Thesis, Unpublished. Firat Universitesi, Elazig.
- Turk Dil Kurumu 2005. *Turkce Sozluk*. Ankara: Turk Dil Kurumu Yayınları.

- Uberman A 1998. The Use of Games for Vocabulary Presentation and Revision. From <Eric /EJ595092> (Retrieved on July 13, 2011).
- Ulper H 2011. Öğrenci açısından okumaya güdüleyici etmenler. *Kuram ve Uygulamada Eğitim Bilimleri*, 11 (2): 941-960.
- Unalan S 2006. *Türkçe Öğretimi*. Ankara: Yayın Dagitim.
- Yaman H, Gulcan F 2009. Sozcuk dağarcığını zenginleştirme etkinliği olarak deyim öğretimi. Gosteri tekniği uygulaması. *SAU Fen Edebiyat Dergisi*, 2: 59-71.
- Yangın B 1999. *İlköğretimde Etkili Öğretme ve Öğrenme Öğretmen El Kitabı. Modul 4 İlköğretimde Türkçe Öğretimi*. Ankara: Milli Eğitim Basımevi.
- Yangın B, Celepoglu A, Turkyılmaz F 2011. *Türkçe 7*. Ankara: Pasifik Yayınları.
- Yavuz MA 1999. Dilbilimsel yaklaşımlarda sozcuklerin yeri ve sozcuk öğretimi. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 11: 230-236.
- Yavuzer H 2001. *Cocuk Psikolojisi*. Istanbul: Remzi Kitabevi.
- Yıldırım K, Yıldız M, Ates S 2011. Kelime bilgisi okuduğunu anlamının anlamlı bir yordayıcısı midir ve yordama gücü metin türlerine göre farklılaşmakta midir? *Kuram ve Uygulamada Eğitim Bilimleri*, 11(3): 1531-1547.
- Yıldız C, Okur A 2010. İlköğretim okullarındaki okuma etkinliklerinde göz ardı edilen bir konu: Sozcuk öğretimi. *TUBAR*, 27: 753-773.