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Proposal Summary

Jazzing Up Our Classes With Different Vocabulary Teaching Activities

1. Objectives or purposes:

This study deals with vocabulary teaching in the English Preparatory Classes, in the Basic English classes of the first classes and in the classes of the English-medium Programmes at Dokuz Eylul University in Izmir in Turkey. Its aim is to enable students of English to teach English words with different task activities. During the course, students develop their English by means of some enjoyable grammar games. They learn many new web-sites and vocabulary. The vocabulary items are taught through some funny games.

2. Perspective(s) or theoretical framework:

There are two departments in the School of Foreign Languages at Dokuz Eylul University in Izmir in Turkey. These are called as Preparatory Classes Department and Modern Languages Department. There are four levels of language courses in the English Preparatory Classes Department. The names of these levels are respectively A, B, C and D. There are two different types of D levels. These are called as D1 and D2. The highest level is A level and the lowest level is D2. The students who want to study in the Preparatory Classes Department enter a placement examination which is prepared and graded by the instructors of the School of Foreign Languages at DEU. The language level results of the examinations which are called as KPDS, TOFEL, IELTS or TOEIC are also acceptable if they cannot enter the examination which is administrated by the School of Foreign Languages of Dokuz Eylul University.

As it is stated by Huyen and Nga (2003)

" In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all

together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.”

This paragraph explains the importance of learning and using the words which are taught in the foreign language classrooms.

In every English classroom, instructors must teach new vocabulary items to their students in any kind of language course. In this paper, games for teaching vocabulary in the English classrooms, useful web-sites will be told.

As Huyen and Nga(2003) state that

“Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it.”

The above paragraph emphasizes the role and importance of using different task-based activities in foreign language classrooms. Different kinds of task-based activities which have been applied in my classes will be explained. Approaches, course-book activities will also be highlighted. Student’s feedback will also be told.

3. Methods, techniques, or modes of inquiry:

Many different kinds of language teaching approaches and techniques have been used in order to teach vocabulary in English classes. These approaches can be listed as communicative approach, grammar translation method, direct method, audio lingual method, cognitive code approach, eclectic method and genre approach.

The techniques which are generally used in English language teaching classes can be listed as Happy Learning, Participatory Learning, Thinking Process Development Learning, Moral Value Development Learning and Aesthetic Value Development Learning.

4. Data sources or evidence:

The following web-sites and references will be used in order to write this study:

<http://teachingtoday.glencoe.com/>

<http://elovivo.com/modules/GrammarAndVocabulary/>

http://www.asian-efl-journal.com/dec_03_sub.Vn.php

<http://www.britishcouncil.org/learnenglish-central-word-games-word-2-word-index.htm>

<http://www.westegg.com/etymology/>

<http://www.wordfocus.com/>

<http://www.wordsmith.org/awad/index.html>

<http://www.punoftheday.com/>

<http://www.naciente.com/reader.htm>

<http://www.owl.net.rice.edu/~ling215/NewWords/index.html>

<http://esa4.rice.edu/~ling215/>

<http://www.csi.uottawa.ca/~kbarker/ling-devices.html#zeugma>

<http://www.teachingenglish.org.uk/try/activities/vocabulary/recent>

<http://www.teachingenglish.org.uk/download/audio/pron/pron.shtml>

<http://www.languageguide.org/>

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Harmer, J., Acevedo, A., Lethaby, C., Pelteret, C. (2007). *Just: Listening and Speaking- Pre-Intermediate*, Cambridge: Marshall Cavendish Education.

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McCarthy, M., and O'Dell, F. (2005). *English Vocabulary in Use-Upper Intermediate- Second Edition*, Cambridge: CUP.

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Pavlik, C. (2004). *Grammar Sense 1 A*. (Bland, S. K. (Series Director). OUP.

Pavlik, C. (2004). Grammar Sense 2 A. (Bland, S. K. (Series Director). OUP.

Wiriyakarun, P., (2004). Critical Thinking and Task-based Learning: Are They Compatible? In Hull, J. (ed.), *Reflections*. p.p. 7-9. Bangkok: King Mongkut's University of Technology Thonburi. Retrieved from:
<http://arts.kmutt.ac.th/sola/rEFL/rEFLections2004.pdf>

5. Results and/or conclusions/point of view:

In this paper, the current practices on vocabulary teaching in my first classes of the Modern Languages Department and in the Prep Classes I have been teaching at Dokuz Eylul University in İzmir, Turkey are explained. The context of the course, the outline of the course, strategies for taking the first year English course, examples of coursebook activities, the vocabulary strategy training sessions, examples of the games played during the course hours, the titles of the courses and their aims, course objectives, the intended outcomes, possible problems during the academic year 2008-2009, task-based activities for teaching vocabulary and motivating students will be explained.

I tried to find solutions to get my students' language skills one step further than the skills of the courses they had taken before attending my courses.

6. Educational or scientific importance of the study:

From my own observation, I can say that each activity which is used during my class hours helps learners to understand the new words in their course books and pronounce effectively. They are also encouraged to speak with each other and write some sentences or dialogues and their fluency in pronunciation are improved gradually day by day. If anyone wants to have a look at the course syllabus, he/she can understand that these courses will also be able to teach students to use many useful skills while they are working in an international environment and give some ideas on how the student homework papers and exams are graded.

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Abstract

Jazzing Up Our Classes With Different Vocabulary Teaching Activities

Students are so much used to playing nice games due to the course books they are using. But they sometimes need different kinds of materials and activities. This paper deals with teaching vocabulary in the English Preparatory Classes Department and in the English-Medium Programs and in basic English classes in the first classes at Dokuz Eylul University. What kinds of methods and approaches are used, the course book activities and different kinds of vocabulary teaching activities will be told. How these activities motivate students to learn and understand English passages better will be explained. What kinds of language skills are improved during these courses will also be highlighted.

Key words: methods, approaches, vocabulary teaching activities