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Vocabulary Teaching in Action-Oriented Approach

Rıfat GÜNDAY* and Hasan ATMACA
Ondokuz Mayıs University, Samsun, Turkey

Abstract

The words are called as basic building blocks of language. It is impossible to discuss the language system without words. It is related to the vocabulary whether a language is rich or not. It is also related to the peoples' vocabulary to understand what is said and written or to express effectively their thoughts and their feelings verbally or in written way. It is needed to have a rich vocabulary to produce successful written works on various topics. Due to these reasons the word has been accepted a significant area of research; it has been studied on each period and it continues to be like this. The vocabulary teaching-learning has a great importance as an integral component of language in foreign language teaching; because the words are the most essential building blocks in the development of all basic language skills. The people communicate mainly through the words.

The study is a theoretical knowledge based on research. At the same time it is aimed to analyze two different course books in terms of vocabulary teaching towards the principles of action-oriented approach. As an example *Alter Ego* and *Métro Saint-Michel* are examined. While vocabulary teaching is merely given in the activities of other language skills without giving any place to vocabulary teaching in the book *Alter Ego*, in the book *Métro Saint Michel* the vocabulary teaching is continued at the part of vocabulary both based on the knowledge and the activities. As a result, it is very important to realize vocabulary teaching by activities and social tasks focused on active participation of learners and by learning in context.

Key words: Word, action-oriented approach, activity, active learning, context.

Introduction

If we take a look at the meaning of the word, the Turkish Language Institution in Turkish Dictionary means the word "voice or voice association, word, word meaning" (Turkish Language Institution 2011:1264) and similarly in French *Micro Robert* dictionary word means each of the voice and voice association which is suitable for different mean unit in language(1998:686). Kantemir (1997:178) defines word from its role in the sentence, word is a voice or voice association which has meaning and plays an important role in the sentence structure.

* rgunday@omu.edu.tr

Vocabulary teaching has an important place in foreign language education. The development of all language skills basically depends on word acquisition. Vocabulary teaching creates the main part of the language examination. (Hameau, 1971:102). The lexicology which an individual obtained affects the capability of understanding and producing substantially with the capability of contacting in target language and expressing himself/herself. (Karatay, 2007:143; ÖzbayveMelanlıoğlu, 2008: 49; BüyükikizveHasırçı, 2013:149;). Language which is accepted as communication tool can achieve its job thanks to words. The more learners' acquire or obtain word the more they understand others besides they can think in different subjects and they can imagine and they can create better.

Words which are needed and important while developing all language skills are also important in every level of teaching/learning foreign language. Foreign language teaching starts in A1 level and in the upper intermediate level C2 learner need to understand video, conference, written text and learner need to give academic conference and need to write a text in creative dimension. These examples are relating to word development.

From past to present all of the methods which led foreign language teaching for example Grammar Translation Method, Direct Method, Auditory Linguistic Method, Audio-Visual Method, Communicative Approach, Task Based Approach, Action- Oriented Approach and less know approaches and methods also give place to the word teaching in different levels with different exercises and activities.

Vocabulary teaching/learning can be realized or achieved by following so many techniques. These main techniques can be sort like this: Question – Answer Technique, explaining, brainstorming, educational games, drama and role plays. But whatever the technique used it is very important that “word teaching must be done carefully, wisely, systematically (Simonnet; akt. Bozbeyoğlu, 2000:86)” and vocabulary teaching must be gained with right exercise applications for learners' age and learners' learning level.

Exercises and activities which are common in vocabulary teaching / learning: word memorizing, using synonym and antonym words, deriving new words, matching words, finding-inventing word, various word games, task completion, action realization.

When it comes to the tools and materials to be used, many tools and materials can be used to teach vocabulary. Nowadays countless materials can be used in vocabulary teaching/learning such as; from course book to computer and mobile phones, from lyrics to advertisement products, from literature works to newspaper news, from train tickets to institution registration paper.

Action-oriented Approach gives importance vocabulary teaching/learning. Action-oriented Approach assimilates learning principle the activities in which all skills are taught. But this approach doesn't assimilate to continue vocabulary teaching with different activities and exercises. In current studies which is related to vocabulary teaching, lexicology seen like word units which are in the center of in meaningful and context structure of language instead of long and boring word list which need to be memorized and defined.” (BüyükikizveHasırçı, 2013:150).

However in vocabulary teaching, daily life exercises-task based exercises mentality are in foreground instead of maintaining classroom exercises-activities. In maintaining vocabulary teaching and learning in target language everywhere and every time, nowadays

communication and information tools which used commonly provides important contribution to this theme.

1. Vocabulary Teaching in Foreign Language Education from Past To Present:

When we look at the past of foreign language teaching, since grammar and word teaching seems important in acquiring comprehension skill, grammar translation method also give place to vocabulary teaching. In this method vocabulary teaching maintaining like this; translation of unknown words into mother tongue, finding synonyms and antonyms, using the words out of context and memorizing in the shape of word list. This method gives place to question-answer and explaining techniques in vocabulary teaching, at the same time vocabulary teaching can be done via course book and literary texts in this method.

In direct method, vocabulary teaching is the center of foreign language teaching. In grammar translation method grammar teaching was in the first place but in this method – direct method – language teaching starts from vocabulary teaching. Vocabulary teaching seems the most important tool to gain oral explaining skill. In course books the main materials are dialogues and in these books vocabulary teaching continues with the help of concrete materials by using visual materials. In course book the dialogue is in the center of the page, pictures which are related to the words are in the left column, unknown new words are in the right, other column with their definitions. In foreign language teaching especially for the beginner level by using gestures and facial expressions words can be taught and by using generally question-answer and demonstration techniques.

In Audio-Linguistic Method, vocabulary teaching is important. In Audio-Linguistic Method structural exercises are also important. Like previous method, in this method basic material is dialogue in the course book and in the left side of the dialogue there are pictures related to the unknown words, and in the right side of the dialogue there are explanations of the new unknown words. In this method vocabulary teaching basically done to develop speaking skill and limited listening skill. Except for this, in the structural exercises vocabulary teaching also can be realized indirectly. In this method, question-answer and demonstration, speaking techniques are also used.

So far we have approached three methods, and in these three methods vocabulary teaching continues passively, by heart based on only exercises.

The Audiovisual Method is also predominantly based on visuals like the Direct Method. In course book which is prepared for this method, pictures given before the dialogue for beginner level, then listening given which is related to the pictures and it is aimed that students can learn the words with the help of these pictures. In higher degrees, vocabulary teaching continues with personification method, in this method a task given to the learner and learner tries to use suitable and right words. By this method, vocabulary teaching can be acquired with active exercises. Vocabulary teaching is an important tool to acquire speaking and listening skills. Question-answer method, drama and educational games are also utilized.

Communicative Approach primarily bears up to cognitive learning and puts the communication skill to the center of foreign language learning. Communicative approach sees word, grammar and phonetics as complement skill in acquiring four basic language skills. Words must be taught communicatively, based on context. This method will be more beneficial and this understanding adopted (Demirel, 2012:114). The main aim in vocabulary

teaching is to contribute, develop all of the language skills. Each kind of material can be taken place in word teaching, from lyrics to paintings, from e-mail to advertisement video. Anymore instead of teaching, learning stands out. From this sentence we understand that vocabulary teaching/learning can be tried to acquire in context with so many activities. Different techniques like question-answer method, explaining, brainstorming, educational games, role plays are in the service of vocabulary teaching.

Towards the 1990s, the Task-based Approach which especially applied in the Anglo-Saxon world sees vocabulary teaching as an important language component in the development of all basic language skills. In realizing aimed tasks, active and inside context, vocabulary teaching understanding adopted. Within extend of task; all materials used, various techniques used from question-answer technique to role plays and learners' word levels developed indirectly with the mediation of direct, real community tasks.

2. Vocabulary Teaching / Learning in Action Oriented Approach

Action-oriented Approach developed in 2000s. In this method words are taught in social and cultural context and with the exercises which are based on action. Instead of teaching separately the words with different activities, the words are taught/learned actively based on activities and tasks which aim to develop all language skills. There is no doubt that multi-media tools and materials develop so fast nowadays and Action-oriented Approach give place to all unique-original materials. In vocabulary teaching, besides various exercises and activities which take place in course books, every kind of material can be utilized from music video to weather forecast report, from social media to newspaper advert. Activities like question-answer technique, demonstration, brainstorming, educational plays and role plays are in the service of word teaching. Vocabulary teaching can be maintained by the agency of missions which realized in society in common action content.

This method values daily expressions and learning idioms and proverbs especially in higher degree of foreign language learning in word learning. For example, words need to be used correctly in compound words, idioms and proverbs. And one of the aims of this method is to teach words according to the society content.

a) Compound Words:

Words which combine, unit more than one word are termed in the structure of compound words. These words can be like this; 'mouth of lion' undefined noun phrase, 'barefoot' adjective phrase, 'stuffed eggplant' noun phrase, 'sleepwalker' compound of two verbs. In French language for example; l'appui-tête (headgear of armchair) noun phrase, le garde-malade (nurse-sick nurse) adjective phrase, le garde manger (storeroom-cellar) compound of noun and verb.

In Turkish Language one of the most apparent characteristic of compound words that they generally can be gain new meaning apart from their own meaning. For example is honeysuckle. In French language we rarer meet to this situation, compound nouns in French generally keep their own meanings also when they are dependent. For example is le garde-robe (wardrobe). In addition to this words' which within French compound prepositions, content meaning can be changed. For example en face de... The word 'face' in the meaning of face but here it utilized in the meaning of 'opposite'.

b) Group Idioms:

In group idioms, words are used in meaning other than their meanings in normal use. And in this situation contextual meaning is in foreground. For example in Turkish Language ‘karaçalmak’ is idiom, it means defame or smirch. But when we use them single ‘kara’ means black and it is colour, ‘çalmak’ means steal something from somewhere. For example in French language *être sur le point de...*, normally *le point* means point and dot but in the idiom with the word ‘être’ it occurs new meaning: to be on the point of doing something.

c) Proverbs:

Proverb for example in Turkish language ‘*akakçe karagününcüdür*’ (save up something for a rainy day) *kara* means hard-difficult day, and this proverb focuses on to the importance of savings. Normally ‘*ak*’ means white and ‘*akçe*’ means money, there is no usage like ‘*akakçe*’ (white money). In French Language this proverb’s equivalent; ‘*réserve actuelles pour un jour de pluie*’ In Turkish proverb ‘hard day’ concept means ‘rainy day’ in French proverb, ‘white coin(money)’ concept means current reserves in French proverb.

According to context if we want to focus on how can a word’s meaning change, we can discuss the word ‘*kara*’ (black). The word ‘*kara*’ (black) can be used in more than one meaning.

‘*karatahta*’ (black board) here ‘*kara*’ (black) in the meaning of black colour.

‘*gözükara*’ represents reckless.

‘*karaçalmak*’ means to defame someone, dish on someone.

‘*akakçe karagününcüdür*’ in this sentence ‘*kara*’ means hard-difficult day

With reference to this example ‘*kara*’, in vocabulary teaching we need to focus on which is based on context. It is an important fact that to teach language successfully polysemy, basic or connotation meaning activities are also important in vocabulary teaching to teach language successfully.

It is determined how to select and regulate the words and which words, how many words need to be taught for the levels in the Common European Framework of Reference for Languages. In question text, lexicology which is foreseen to learn in all levels defined below:

WORD LEVELS

A1	He has basic lexicology which occurs from a single word and word groups for certain concrete situations.
A2	He has enough word repertory to make daily communications which contains known situations and subjects. He has enough word repertory which expresses basic communicative needs. He has enough word repertory for basic daily needs.
B1	He has enough word repertory to express himself sometimes with tortuous expressions in most topics which related to daily life like family, hobbies, interests, job, travel and daily events.
B2	He has wide vocabulary repertory related to his field and general topics. He can use expressions which avoid from frequent repetition. But while speaking he stops and he has some lexical problems and complicated gaps.
C1	He has a wide range of vocabulary, he can go on dialogue in different way when he stops or forget statement. His expression difficulty or his avoidance strategy can't be noticed. He can use proverbs and daily statements very well.
C2	He has a wide range of vocabulary which consist proverbs and daily statements. He knows the words with their connotations.

We examined vocabulary teaching in two method books which prepared according to the Action Oriented method. Both of the method books are prepared for young learners and adult learners, and in A1 level according to the Common European Framework of Reference for Languages. Both of the method books are prepared by the world wide known publishing house which oriented to education of French as a foreign language. One of them is "Alter Ego" which published in 2006 by Hachette publishing house, and the other method book "Métro Saint-Michel" published in the same year by CLE publishing house.

In Alter Ego method book, the units aren't designed according to a single order, places of skills and activities can be changed and different types of skills can be given one within other. In the units, the use of language in sociolinguistic context designed in separate titles besides four basic language skills (listening-reading-speaking-writing). Phonetics is under the name of and 'language point', grammar under the name of 'culture point'. Vocabulary teaching is not in another title, they try to give place to the vocabulary teaching in all skills actively and context-based. In other words, vocabulary teaching is being maintained with different activities from listening to reading, from speaking to writing, from grammar to cultural knowledge. It is seen that questioned method book adopts the approach which confirms acquiring the acquisitions by the ways of missions and activities which students realized instead of giving the words through mechanical exercises. Thus in information dimension beyond teaching and learning, in practice dimension learning by doing and living is realized. With this way the motivation of learners can be kept higher and the permanence of learned things can be increased. From time to time in the exercises visuals can be given and it is requested from learners to match pictures with words. It is adopted that words need to be given according to the Action Oriented Method and basic themes in Common European Framework of Reference for Languages. In vocabulary teaching all of the materials are utilized like writing, visual, listening. Additionally at the end of the book there is a multilingual dictionary section 'French-English-Spanish-German-Portuguese-Greek'. At the end of the words, it is stated in which category they are like adjective, adverb, conjunction, indefinite, interjection, constant, idiom, masculine gender, feminine gender, plural, preposition, pronoun, verb, reflexive verb.

Although the method book of *Métro Saint-Michel* was prepared based on the same method and they were published in the same year as *Alter Ego*, which is the other method book we examined, and there are some differences in vocabulary teaching. In this method book, instead of being named separately, the four basic language skills are divided into oral and written. Each unit is designed according to the same system. First page is separated to verbal activities, second page is separated to writing activities, third and fourth pages are separated to vocabulary teaching, fifth –sixth and half of the seventh pages are separated to grammar teaching, other half of the seventh page is separated to phonetics, eighth page is separated to develop suitable reading for given situations, speaking, listening and writing skills, ninth and tenth pages are separated to cultural items from daily and social life under the name of documents. At the end of all three units there is a sample of the DELF exam at level A1, prepared in accordance with the Common European Framework of Reference for Languages. Vocabulary teaching has been tried to be given under the based on titles such as numbers, professions, nations, introduction by using visuals besides the words. In the section given under the title of the vocabulary, vocabulary teaching is being maintained both based on information and exercises. In DELF exam sections evaluations of word teaching haven't been requested in knowledge level, it is evaluated whether the words which in application level used suitable or not for the context. The most apperant feature of vocabulary teaching is the presence of sections where both the cultural and social dimension take place in both method books and words are tried to be taught heavily with activities in the context. In addition to this, in the method book named *Métro Saint-Michel* there is a section under the title of the vocabulary, and this section also teaches words based on knowledge.

3. Activities Related to Vocabulary Teaching

Within the scope of vocabulary teaching / learning activities, besides finding synonyms and antonyms especially how the words can be transformed into different meanings and structures with prefixes and suffixes in the word derivation dimension, in other words composition mechanism of words can be taught. (Niklas-Salminen, 1997:53). Compound words can be explored in structural and semantic contexts. It is important to teach with exercises what the rules are abbreviated in the rules of the target language and what the abbreviations they meet in daily life mean, because in every area of everyday life, word abbreviations are frequently confronted to us. This is especially important in terms of understanding what you read.

The more different techniques and activities are given in the teaching of the target words, the more learning will be permanent and successful. The question and answer technique can be applied everywhere and always in vocabulary teaching. With brain storming technique vocabulary teaching can be done in different subjects. For example, a word given and you are asked to find words related to that word field. A lot of games can be included, such as vocabulary derivation, vocabulary matching, occupation/career finding, and bingo.

Types of exercises related to vocabulary; teaching words through texts, space filling exercises, right- wrong, finding to wrong one, multiple choice , matching , cross puzzles , giving visual objects , writing the names can be named. It can be asked like this, first describe a profession, an object or a place then to know which profession which object and where.

Vocabulary teaching strategy can be actively persuaded better by using words than memorizing words. (Cavalla et al., 2009 :36). The Action-oriented Approach gives priority to

the teaching of words through specific tasks and social actions. Theme-based vocabulary teaching (vacation, accommodation etc) succeeds and increases the permanence of learners. If the words are present to the knowledge level, it may be more useful to teach them within the meaning and with their functionality. It is important to learn the correct use of the word in context and communication. Success will be higher when performing the tasks on the target language when the terms are learned in terms of usage rules and with other words (Tréville et Duquette, 1996:53). The main goal should be to maintain actively teach vocabulary through the tasks to be performed in real life and the educational tasks to be carried out in the communication class.

Vygotsky's learning psychology predicts action and interaction among learners when given tasks are being undertaken. Therefore, in addition to all the above mentioned techniques, it is also possible to learn words in an integrated way with the skills that can be achieved through communication and interaction in the real environment, especially using multimedia tools and materials.

4. Principles to be considered in Vocabulary Teaching and Expected Benefits:

As with other topics, it is important to pay attention to certain aspects in order to achieve the targeted success in vocabulary teaching:

1. The words should be taught to learners through activities appropriate to their age level.
2. The words which taught to the students should be chosen according to the level of education.
3. The words shouldn't be taught by heart in a list, words should be taught in context, as taught in Action-Focused Method.
4. Vocabulary teaching should be actively targeted through communicative and actional tasks, as highlighted in the Common European Framework of Reference for Languages.
5. Vocabulary teaching should be targeted the daily tasks which used generally and similarly with language levels as emphasized in the Common European Framework of Reference for Languages.
6. To learners in addition to the use of words on the standard level, their use in different social contexts from sociolinguistic perspective should also be introduced from time to time.

Following acquisitions are expected from the learners (Günday, 2015:196):

- Be able to recognize words that are frequently needed in daily life on a foreign language.
- Be able to use the words which he/she learned while performing verbal and written communication and action on a foreign language.
- Be able to distinguish word's type such as noun, adjective, adverb, verb, and preposition.
- Be able to use words such as noun, adjective, adverb, verb, preposition, and conjunction in correct places in sentences.
- Be able to recognize derived forms such as names, adjectives, adverbs, verbs, compound names by taking a prefix and suffix of a word.
- Be able to recognize the various uses of words in different contexts.

- Be able to create concept maps of words and use appropriate words that convenient for context.

Word items can be learned in the following dimensions;

- Learning words one by one with different meanings,
- Using words in the right places in a sentence,
- Using a semantically correct word in the sentence,
- In the subject integrity of a produced speech or text topic, in other words, using appropriate words in context.

Conclusion

Language that considered as a culture, communication and interaction tool takes power from the words it contains. Everything in language realizes under favor of words which meaningful and smallest part of meaning. Although it is important to learn the language rules of that language to use a language, It is impossible to use a language effectively and successfully without improving vocabulary. If we mix language up to the mortar of building construction, grammar and vocabulary complement each other as two basic language components, and we can evaluate grammar like mortar, vocabulary like brick. The existence and function of one is closely related to the other.

On one hand, while giving priority to the teaching of basic vocabulary which frequently used in daily life in accordance with the themes set out in the Common European Framework of Reference for Languages, on the other hand, the variability of words according to socio-cultural contexts must be sensed to learners. Because in today's society words are more forefronts with the roles they play in communication and interaction. It is important to realize vocabulary teaching which is carried out through activities based on the active participation of learners, and especially through social tasks and it is important to learn words in context.

The main purpose of word teaching is to make contribution to the development of four basic language skills for understanding and production. Learners understand what is spoken and read through words and learners can express themselves both verbally and written just by words. This evaluates vocabulary teaching / learning to a language component that plays an important role in the development of all skills and this makes it necessary to give importance to vocabulary teaching.

In word teaching/learning it is appropriate to use all kinds of multimedia tools and materials in addition to the materials and activities included in textbooks. This increases both student motivation and achievement because it will make learning fun.

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