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The effect of activity based lexis teaching on vocabulary development process

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“Teaching word” as a complimentary process of teaching Turkish is a crucial field of study. However, studies on this area are insufficient. The only aim of the designed activities that get under way with the constructivist approach on which new education programs are based is to provide students with vocabulary elements of Turkish. In the study, we determine the efficiency of the activities aimed at vocabulary teaching performed at the 6th grade Turkish lessons. Application dimension of the study which aimed to compare the effect of activity based teaching for enhancing students’ vocabulary with conventional method was carried out in the light of designed activities and with the findings from preliminary and final tests.

Key words: Turkish teaching, task based vocabulary teaching, conventional vocabulary teaching, vocabulary, native language, language development.

INTRODUCTION

One of the main objectives of the Turkish language program at the elementary school education is to enhance vocabulary as language is both an important indicator for the cognitive development of a person and helping him/her to adapt to the society in which he/she lives. Language enables a person to develop his cognitive and social traits. It is also a significant indicator during the course of this process. The richness of a person’s vocabulary brings about richness in his reasoning and expression as well. A child must have the opportunity to improve his native language in accordance with a methodical programme, starting from the pre-school education term. In this regard, teaching the components of the Turkish vocabulary within the native language education program is of importance.

Teaching Turkish is structured on four basic skills composed of listening, speaking, reading and writing and grammar. The improvement of these skills is directly related to the vocabulary of the student. If the vocabulary of a language is better known, the more its meaning will

be accurate to the individual, and if he is taught ideally, his vocabulary shall improve. Vocabulary teaching is an important aspect of the native language education. Therefore, it must contribute to the improvement of the four basic skills and grammar education. Coaching individuals who are able to understand and express themselves more accurately and better is closely related to vocabulary teaching which completes the native language education. In this context, the activities bearing linguistic particularities designed to help students improve their vocabulary may contribute to their vocabulary learning considerably. A person who has a rich vocabulary may express himself well. This may facilitate his life and eliminate his problems that originate from lack of communication. Thus, vocabulary teaching, as a process complementing the Turkish education, is a field of study which must be stressed and specially improved. A person who can know the vocabulary of Turkish sufficiently may have better language awareness and discover the capabilities to express himself in his own language

more easily. Pehlivan (2003) defines this situation as follows: "The students may understand well what they read and listen to when they give the correct meaning to the words. It is natural that the person who has a rich vocabulary can use his speaking and writing skill more efficiently. The richness of vocabulary also influences the success of the student in his other courses. Therefore, the studies and exercises which may improve the vocabulary of the students must be emphasized and taken into account in the native language textbooks".

The activities to be implemented in vocabulary teaching must aim at improving and enriching the vocabulary of the child. According to Öz (2001), vocabulary teaching is implemented based on meaning, writing and usage in a sentence. Budak (2000) remarks, "A virtual vocabulary teaching must be implemented through the methods and means that consider thinking strategies, cognitive structure and self learning approach". According to Yıldız et al. (2008), the student may learn the words through all of the activities, associated with listening skill, such as listening to the text read, speech, radio and watching movies. Ülper (2009) particularly points out the importance of reading for improving vocabulary and touches on the importance of reading in and out of the school education.

In terms of Turkish educational system, knowledge is provided to the student through various means and equipment. School books are the most commonly used means in education. The School Book Regulations of the Turkish Ministry of National Education (1995) defines a school book as "a printed work, to be used by every kind and degree of formal and non-formal education institution, and whose content, prepared in accordance with the curriculum, is used for the purpose of learning". As for Demirel and Kiroğlu (2005), "It is a printed teaching material, prepared in accordance with the process of acquisition, content, learning-teaching as well as with the format of assessment and evaluation criterion, for the purpose of learning". Kılıç and Seven (2006) suggest, "The school books, which function as the means of several instructions, are the appropriate means for the implementation of strategies, methods and techniques which the target and actions of the curriculum require". The student workbook may be defined as the sources which the student may use during or outside his relevant course. According to Kılıç and Seven (2006), in preparation of student workbook, the coherency of the school book, the cohesiveness of the activities with the level of the student as well as its quality and quantity must be taken into account. The workbook must contain different types of questions and should also include games, crosswords and entertaining activities. The book must be colourful to enhance its visual quality and attraction.

One of the "main objectives" mentioned in the Teaching Program of Turkish Course in Elementary School (2006) is: "Based on what the student reads, listens to and watches, he shall enjoy the language used, become aware of it and improve his emotion, thinking and

imaginary world". The discourse in the Turkish Teaching Program emphasizes that improving the vocabulary of the student is required, though it does not state what words should be taught and which methods should be implemented to do so. In the light of these definitions, it is seen that no criterion exists in relation to the relevant grade for the vocabulary when Turkish school book is prepared. Küçük (2002) defines the shortcomings in the Turkish education programs as follows: "The objective of the Turkish course should not be only to make the student encounter some knowledge and comprehend it. Moreover, asking the student for recital will not be useful for him, since the objective of a modern and scientific education is to teach the individual, rather than equipping him with information. It involves teaching the student the methods to acquire knowledge, improve his ability to think clearly, solve problems and get along with various occurrences he may confront in his daily life. This would be likely if the biological, mental and social development needs of the child are specified well and met sufficiently. The school book and workbook of Turkish course must be prepared, taking age group into account. Akyol (2006) claims that the number of words, which compiles the words used by the elementary school children and prepares the texts using these compiled words, is rather scarce. He says that this is a considerable drawback in vocabulary teaching. Güneş (2011) attributes the selection of words to be included in the Turkish school books based on the following three criteria: "Coherency of the words with the cognitive and linguistic development of the student; frequent use of the words and their imagery, association and tangibility conditions; sampling of different vocabulary components". The number of the words to be taught in each grade is listed before preparing the texts to be included in the schoolbooks. It is understood that such a work has not been done in Turkish school books so far (Çotuksöken, 2000). The students gradually learn the meaning of the new vocabulary they come across in the school books, put it in their memory and start to use it (Güneş, 2002). Ediger (2002) voices that the words, which are coherent with the development level of the child, are able to motivate him and are suitable for his needs, must be taught. According to Flood (2003), it is unlikely to improve and enhance the vocabulary unless the words learnt in vocabulary education are associated with prior knowledge.

The activities related to vocabulary teaching in this study are designed within the framework of the following vocabulary components:

1. Proverb
2. Puzzle
3. Idiom
4. Reduplication
5. Other vocabulary components (Relation words, routine words and local vocabulary)

The constructivist approach selected as the baseline in

designing the activities is necessary and important because it triggers learning, puts the attention and selective perception of students in place, enables them to learn by practising, rectifies studies and makes students give feedback. The activities are student-centred. "Constructivism began as a theory in explaining how knowledge is learnt by the student; later, it transformed into an approach to explain how it is structured by the student" (Erdem and Demirel, 2002). According to Savery and Duffy (2005), the student must be constantly supported. He must be provided with the opportunities to produce solutions and the learning environment must encourage him to think. The opinions of the student always must be heeded to. He must be encouraged to think. Furthermore, he must be allowed to continually express himself during the course of learning. According to Demirel (2003), constructivism is to orientate the student about the questions that may arouse interest in the relevant subject, construct the learning about the basic concepts and evaluate the learning condition of the student within the context of teaching. Heinich (2001) as cited in Yanpar (2001) defines constructivist principles as follows: collaboration, personal autonomy, generativity, reflectivity, active engagement, personal relevance and pluralism." In the constructivist learning, the learner participates in the learning process actively by discussing, defending ideas, hypothesizing, questioning and exchanging ideas instead of just reading and listening. The interaction among the learners is also of importance. The learners do not accept knowledge as it is but create or reinvent it (Jonassen, 1999). "Today an individual is expected to produce knowledge more than he consumes it. The modern world embraces the individual who actively participates in a process in which he may create meaning by interpreting knowledge; not he who receives knowledge exactly the same way as it is conveyed to him; it is expected to be orientated and moulded. The student must take on the responsibility of his own learning and be aware of his rising responsibilities as his grade level goes up. Thus, he may be an individual who is able to improve his scientific and technological concept background, ask question, establish his own problems and solve them, discuss and utilize the opportunities outside school" (Teyfur, 2008). In the constructivist approach "the role of the teacher is to organize knowledge, questions and conflicts of the conceptual notion according to the interests of the students. Teachers help students improve what they have newly learnt and relate it to what they have learnt in the past. The presentation implemented as a broad thinking is later fragmented. The activities are student-centred. The students are encouraged to ask their own questions, complete their experience and infer their own results. Constructivism is not a teaching theory, but a learning theory" (Brooks and Brooks, 1993). Whatever is learnt, according to constructivism, cannot be considered separate from the context through which the learning is realized and what has been learnt previously.

Constructivism states that meaning-making of this world is peculiar to the individual, though it accepts that there is a real (and fixed) world existing outside him.

Based on this opinion, two different persons are not expected to make the same meaning from the same condition because the experience of the individuals and prior knowledge may cause them to make different comments (Jonassen, 1999).

The activities planned in this study are based on the new education-training program and the principles of constructivist approach. The activities prepared intend to make the components of Turkish vocabulary useful. The study on the review of the Turkish school books is confined to word and word class (Arı, 2003; Karadağ, 2005; Kurudayıoğlu, 2005; Temur, 2006; Günay, 2007; Baysal, 2007; Açıkgoz, 2008; Kaya, 2008; Demir, 2010; Keklik, 2010; Mert, 2010; Çiftçi and Çeçen, 2010; Sönmez, 2011). Studies which specify the validity and achievement level of the methods and techniques used in teaching word in Turkish schools and workbooks are not available.

The problematic sentence of this study aims to determine the impact of the activities, which are based on the constructivist approach, used in teaching words. The process of enhancing and improving the vocabulary of the 6th grade students is defined as "what is the impact of the activity-centred vocabulary teaching upon the improvement of the vocabulary of the 6th grade students?"

The sub-problems considered in the study are as follows:

1. Is there a significant difference between the pre-test and post-test scores of the control group, for whom the conventional vocabulary teaching methods (finding the meaning of the unknown words in the dictionary, using the words in sentence, finding the meaning of the unknown words in the text etc.) are used, and the experimental group, for whom the activity-based vocabulary teaching methods are used?
2. In improving and enhancing the vocabulary of the 6th grade students, are the conventional vocabulary teaching methods (finding the meaning of the unknown words in the dictionary, using the words in sentence and finding the meaning of the unknown words in the text etc.) or the activity-based vocabulary teaching methods more efficient?

METHODOLOGY

In this chapter, the pattern of the study, selection of the study group, data collection tools, proceeding steps of the study and statistical methods used for the analysis of the data are described.

Pattern of study

Günay (2007) presents the following definition of words: "We may state that we have been able to acquire very unique knowledge from different point of views about the words in our language. But there always may be a point left unexplained if the subject of the

study is about words". This study aims to define the efficiency and impact of the activity-based learning method, in improving the vocabulary of the 6th grade students, compared with that of the conventional vocabulary learning method (finding the meaning of the unknown words in the dictionary, using the words in sentence, finding the meaning of the unknown words in the text etc.). It is an experimental study in which 'the pre-test-post test experiment model with control group', one of the real test models, is used. In this model, the inclusiveness of the pre-tests help us to know the similarity level of the groups before the experiment and correct the post test results based on this (Karasar, 1999). This model is extensively used in education researches as it helps the researcher, with regards to specifying the learning development of the groups having the same achievement level, tests the impact of the experiment over the dependent variable and the findings obtained are likely to be interpreted in terms of cause and effect relation (Campbell and Stanley, 1963; Büyüköztürk, 2001).

Study group

Two study groups are used in this study. They are composed of the 6th grade students of the Malatya Taştepe Elementary School. This study was implemented in the 1st semester of the 2009-2010 academic year. Through random assignment method 20 of 40 students are selected as part of the experimental group while the other 20 are designed as the control group.

Data collection means

In this study related to the activity-based vocabulary teaching, the sources included in the references have become a guide. The researcher primarily has benefited from the field of knowledge and other studies carried out with the same purpose (Harit, 1972; Bilgen, 1988; Read, 2004; Bayraktar and Yaşar, 2005; Nation, 2005; Özer, 2005; Fil, 2006; Turgut, 2006; Apaydın, 2007; Doğrul, 2007; Dervişoğulları, 2008; Erkul, 2008; Uzdu, 2008; Yaman and Gülcan, 2009; Mert, 2010; Göçer, 2010; Güneylı, 2011), while preparing the tests to acquire the data related to the aim of the study.

The tests prepared by the researcher were designed after taking three experts' opinion. After the opinions of the three experts were taken about the pre-test developed by the researcher, they were applied to the study groups. For the pre-test an examination composed of 67 questions was prepared. The sequence of the questions was shuffled at the end of spring term and questionnaire was applied again as the posttest. The data of pretest and posttest were analyzed in the SPSS program through repetitive measurement method. The half life correlation coefficient of the measurement means was calculated as $r=.63$.

Experimental procedure steps

In this study, the pretest and posttest experiment design with control group is used.

Pretest

The pretest, composed of 67 questions, was applied to the students included in the experimental and control groups. The pretest was used to discover whether there was a significant difference between the average values of the experimental and control groups.

Teaching steps

The teaching steps include the activities designed after the pretest

composed of 67 questions is applied. Erdoğan (2007) stresses the importance of the activities to be included in the student workbooks that may reveal what the student learnt before and prepare him for the next learning. This step lasted for 7 h in which the activities prepared accordingly were applied to the experimental group. The planned activities were applied to the experimental group students for 5 h through the vocabulary components of 5 selected tests taking the features of the vocabulary into account. Out of the 7-h course, the pretest and posttest lasted for 1 h.

The activities planned for the teaching steps were not applied to the control group. However, the conventional vocabulary teaching methods (finding the meaning of the unknown words in the dictionary, using the words in sentence, finding the meaning of the unknown words in the text etc.) were applied to it during 5-h course through the vocabulary of 5 texts applied to the experimental group.

Following 5-h course a posttest was applied to the experimental and control group that lasted for 1 h in parallel to the pretest.

Posttest

Following this application, a posttest, composed of the same questions the pretest has, was applied to the control and experimental group students. But in the posttest the questions were asked to them in a different row. Following the application the relevance of the difference between both the posttest scores of the control and experimental group and difference between the pretest and posttest scores of each group were examined.

Analysis of data

The findings of the pretest and posttest, prepared for identifying the success of the activity-based vocabulary teaching, were analyzed in the SPSS program through repetitive measurement method. The findings acquired following the analysis were identified in the light of ANOVA chart. Whether there is a difference between the average values of the control and experimental group based on the pretest and posttest results was identified by calculating the q values through Tukey test.

Application

The application of the study, which compares the impact of activity-based learning in enhancing and improving the vocabulary of the 6th grade students with the conventional learning method, was carried out based on the findings of pretest and posttest prepared according to the activities designed.

The application of the study comprised 5-h education term followed by a test of 67 questions. In the rest 1 h course the posttest was applied. In this study the conventional vocabulary teaching methods were used for the control group while the activity-based vocabulary teaching method was used for the experimental group. During 5-h course those two different teaching methods were implemented. For the control group, the vocabulary teaching methods, which may be defined as the conventional ones, such as finding the meaning of the unknown words in the dictionary, using the words in sentence and finding the meaning of the unknown words in the text were used, while the activity-based vocabulary teaching, consisting of the activities to orient the student to think is used for the experimental group. In the latter group, the visual material was used. All the activities designed for the experimental group were formed based on the constructivist approach mentioned within the theoretical framework. The purpose in designing these activities is to teach the components of the Turkish vocabulary to the student. The vocabulary components used in the activities were adapted to the vocabulary in the 5 separate texts. Right after this

reading an attempt was made to teach the students the planned vocabulary components that implement some activities. Some of the 30 activities designed to teach the vocabulary are seen in Appendix).

In the control and experimental groups of 1 hour pretest, out of a total 7 h-course, 1 h posttest was applied. In the rest 5 h, 5 texts were reviewed through the activities implemented in the experimental group while they were reviewed under the conventional vocabulary teaching methods in the control group. Each text was reviewed in the experimental group for 1 h course. The activities adapted to the vocabulary in the text were implemented together with the students in this course h. The activity implemented in the experimental group was not applied in the control group. The students in the control group were asked, based on the conventional vocabulary methods at the end of each text, to, "define the words you can't know in the text.", "find the meaning of the words you can't know in a dictionary and use it in a sentence" and "find the meaning of the components referring to the vocabulary in the text and use it in a sentence". According to the implementing teacher, the attendance of the control group students in the course is fairly less than that of experimental group students.

FINDINGS

The first sub-problem: Is there a significant difference between the pretest and posttest scores of the control group, for whom the conventional vocabulary teaching methods are used, and the experimental group, for whom the activity-based vocabulary teaching methods are used?

The findings related to the first sub-problem are given in Table 1.

In Table 1, the t test is carried out between the pretest scores of the control and experimental group to assess the equation of these groups. No statistically significant difference was found between the pretest scores of the control and experimental group following the t-test applied ($t(132)=1.078$; $p= 0.283$). Following the reiterative-measured ANOVA analysis the interaction of the Group x Education was found significant ($F(1, 132)= 196.714$; $p<.001$). Therefore, post hoc analysis was carried out by using Tukey multiple comparisons. After the Tukey test it was seen that the posttest scores of the experimental group were much higher than those of the control group. The posttest scores of the experimental group are higher than those of control group. In this regard, following the research, it is seen that the activity-based vocabulary learning method, implemented for the experimental group, is more successful than the conventional vocabulary learning.

Second sub-problem: In improving and enhancing the vocabulary of the 6th grade students, the conventional vocabulary teaching methods or the activity-based vocabulary teaching methods are more efficient?

The findings related to the first sub-problem are given in Figure 1.

When the control and experimental group is evaluated, it is observed that the pretest scores of the experimental group are slightly less than those of the control group. But in the posttest, the experimental group achieved a

considerable progress compared to the control group and increased its scores at a satisfactory level. Following the implementation carried out it is concluded that the activity-based vocabulary teaching method achieved a much considerable success than the conventional method could.

DISCUSSION

This study aims to define the impact of the activities designed for vocabulary teaching, based on the constructivist approach, on the process to enhance and improve the vocabulary of the 6th grade students. According to the statistical calculations done for the sub-problems related to the question, the following results are obtained.

A statistical difference between the pretest and posttest scores of the control group, for whom the conventional vocabulary teaching methods are used and the experimental group, for whom the activity-based vocabulary teaching methods are used, is found in favour of the latter. One may suggest that the use of activities designed in accordance with the activity-based approach during the course of learning, in the field of vocabulary learning to complement the Turkish course, is more efficient than the conventional method.

Following the implementation and according to the t-test results no statistically considerable difference is found for the pretest scores of the control and experimental group ($t(132)=1.078$; $p= 0.283$). Following the reiterative-measured ANOVA analysis the interaction of the Group x Education was found significant ($F(1, 132)= 196.714$; $p<.001$). As a result of the Tukey test applied, it was seen that the posttest score of the experimental group was much higher than those of the control group. The posttest scores of the experimental group are higher than those of the control group. In this regard, following the research, it is seen that the activity-based vocabulary learning method, implemented for the experimental group, is more successful than the conventional vocabulary learning.

Finally, it is concluded that the pretest scores of the experimental group were slightly less than those of the control group when the conventional vocabulary teaching methods are used and the experimental group, for whom the activity-based vocabulary teaching methods are used, were assessed. But in the posttest the experimental group achieved a considerable progress compared to the control group and increased its scores at a satisfactory level. Following the implementation carried out it is concluded that the activity-based vocabulary teaching method achieved a much considerable success than the conventional method could do.

When the studies related to the subject are reviewed no study was found that reviewed the contribution of the activities that directly adapted the constructivist approach, to the vocabulary learning of the student. Some studies,

Table 1. Repetitive measurement of pretest and posttest results of control group using conventional vocabulary learning method and experimental group using activity-based vocabulary learning – ANOVA Analysis (N=134).

Group	Education pretest \bar{X} + SS	Posttest \bar{X} + SS	Total \bar{X} + SS
Control	11.19 + 3.35 A	13.31 + 4.02 B	24.51 + 7.13
Experimental	10.66 + 2.33 A	18.40 + 2.10 C	29.06 + 3.59
Total	10.93 + 2.89	15.86 + 4.09	13.39 + 4.31

*As a result of post hoc comparisons the significant differences are shown with capital letters ($p < .05$).

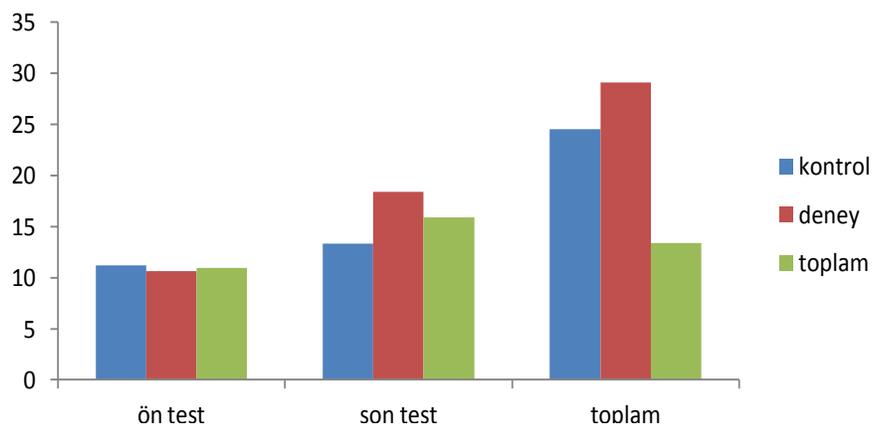


Figure 1. Chart showing pretest and posttest analysis results of control and experimental group.

however, dealt with and assessed the vocabulary teaching methods and techniques concerning teaching Turkish as foreign language. As for the studies related to the vocabulary teaching in Turkish (Bayraktar and Yaşar, 2005), it was concluded that teaching idiom with the support of picture and narration became more successful as compared with the conventional method. In their studies Yaman and Gülcan (2009) defined that the demonstration technique was more successful in teaching idiom than the conventional method. Göçer (2010) proposed some activities to improve the vocabulary in his study but he did not carry out an experimental study. Uzdu (2008) preferred text building for teaching vocabulary. Consequently, there was no study that has compared the activity-based vocabulary teaching methods with the conventional vocabulary teaching methods, and measured the achievement rates. In his study, Fil (2006) addressed the word teaching in the Turkish school books at the second level of elementary education. He proposed some solutions for the shortcomings in this field. In his study, Turgut (2006) tried a pilot teaching scheme intended to teach foreign language and a technique which had not been tried before and was in pursuant to the non-contextual learning principals. He claimed that this method became efficient.

Results and proposals

This study aims to define the impact of the activities designed, which is based on the constructivist approach, to enhance and improve the vocabulary learning of the 6th grade students. It is concluded that it is difficult to enhance and improve the vocabulary of the students by the conventional vocabulary teaching methods. Through the activity-based learning applied to the experimental group, it is concluded that the student may achieve a considerable success to enhance and improve his vocabulary.

This study, which aims to compare the impact of the activity-based learning with the conventional method in enhancing and improving the vocabulary of the 6th grade students, here are the proposals in the light of the data acquired:

1. Both the level of the vocabulary components and that of the activities may be complicated or the activities may be adapted to the level of the child, taking his mental and cognitive development into consideration, as the grade rises up.
2. Vocabulary learning is a field of study which must be emphasized more importantly and scientifically in Turkish

education. Thus, the number of the studies to teach word may be increased. An attention must be paid that these studies not be limited only to define the number of the words the child has.

3. Based on the coherency principal of the Turkish education, the vocabulary learning complementing the Turkish education may be realized with the texts included in the school books and the planned activities.

4. In order to enhance and improve the vocabulary of the individual the "idiom caricature" or "proverb caricature" can be designed. By doing so the idioms and proverbs may be narrated, illustrated and made-meaningful by reviewing it through humorously. Thus, mean-making of the vocabulary components may be easy and permanent.

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Appendix

Activity sample 1. Match the vocabulary used above with the vocabulary given below with their names. Paint the column of the expression with the colour of the name of vocabulary components.

Vocabulary	Sample expressions	Sample expressions
Idioms	Can't believe one's eyes	Example is better than precept.
Proverbs	Bir bir.	Jar every bone in somebody's body
Reduplication	Dal dal.	Let's hope that
Local vocabulary components	Uncle	Tempt.
Benediction	Gide gide.	Pursue.

Activity sample 2. Classify the vocabulary mentioned in the examined test ticking (X).

Vocabulary components	İkileme	Deyim	Atasözü	Yerel sözvarlığı öğeleri
Uncle!				
Living corpse		X		
Example is better than precept.				
Sağım sağım				
Bir bir				
Can't believe one's eyes				
Gide gide				
Jar every bone in somebody's body				

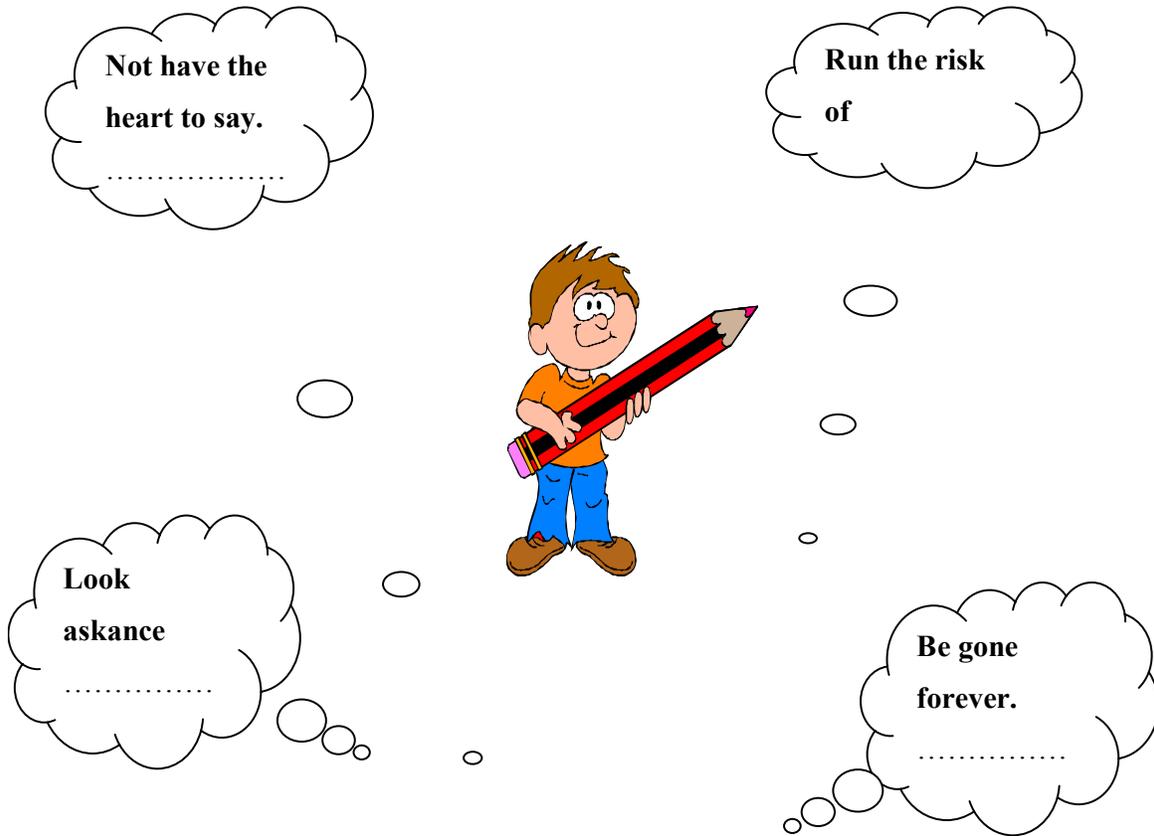
Activity Sample 3. Match the following idioms used in the text with their meanings. Match the letter given next to idiom with the number given next to meaning to find the key vocabulary component.

Idioms	Meanings
Akıldan yana yaya olmak. (Ü)	Unable to understand, solve. (1)
Bring to heel. (Z)	Know where to profit from.(2)
Treat someone like dirt. (K)	Think what is seen is not true. (3)
Show humility. (İ)	Make someone opposing to obey by beating him. (4)
Harum-Scarum. (T)	Act according to condition. (5)
Set off journey. (Y)	Embarrass someone. (6)
Beg. (N)	Ask help. (7)
Turn a deaf ear. (R)	Set off going somewhere. (8)
Know from which vein to get blood. (A)	Unable to use his mind enough. (9)
Keep a foot in both camps. (R)	Admitting something regretfully. (10)
Have one foot in grave. (O)	Die before achieving wish. (11)
Unable to reach goal. (S)	Unable to achieve goal. (12)
Die in disappointment. (Ü)	Be on one's last legs. (13)
Colour someone red-faced. (İ)	Unable to do a work. (14)
Seat of Honour. (U)	A location in a place where most distinguished person sits on. (15)
Can't believe in his eyes. (K)	Not to accept to talk to someone. (16)
Unable to make heads or tails of. (F)	Indifferent. (17)
Be like full moon. (U)	To be very pretty. (18)
Unable to move his hand. (Ğ)	Unable to rest. (19)

1	2	3	4	5	6	7
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8	9	10	11	12	13	14
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15	16	17	18	19
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Activity Sample 4. This kid can't know the meaning of the idioms written inside the clouds. Discuss the meaning of these idioms with your classmates to help him (Take small notes inside the circles).

Y	O	L	U	N	U	T	U	T	M	A	K
B		İ		R		B	L		M	C	
E	M	M	İ	U	K	İ	U	S	İ	I	B
E		T		B	U	R	M	İ		A	
D	A	Ğ	T	A	Ş	B	U	N	N	C	A
S			İ	H	C	İ	L			I	
A	T	T	E		A	R	U	N	Y		E
	Ğ			D	N		M		İ	R	

Yolunu tutmak
Kuş can
Acı acı
(İkileme)
Dağ taş
Emmi
Bir bir
Ulum ulum

Activity sample 5. Find the expression used in the text in following crossword. Write which components of the vocabulary are used in brackets. Write the proverb, written with the letters not used in the crossword, in the punctuated line.