

A SUGGESTED METHOD IN VOCABULARY TEACHING: ATTENTION, THERE IS A GLOSSARY ON THE WALL¹

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ABSTRACT

It is important for individuals to have a rich vocabulary to be able to communicate effectively with their environment and develop their expressive power both in their mother tongue and in a foreign language. In this research, we propose a method to contribute to the teaching of vocabulary and to support the long-term learning of words. In this direction, an activity titled "Attention, There is a Glossary on the Wall" for teaching vocabulary was planned and implemented. The implementation process was gradually documented, photographed, and reported by the researchers. As a result of the implementation of the method for teaching vocabulary, it was observed that the students in the study group were more successful in using the related vocabulary after the application of the activity. Based on the current study, it is considered that this method can be used for teaching vocabulary within the scope of Turkish courses.

Keywords: Turkish course, vocabulary, vocabulary teaching.

SÖZCÜK ÖĞRETİMİNDE BİR YÖNTEM ÖNERİSİ: DİKKAT, DUVARDA SÖZLÜK VAR

ÖZ

Bireylerin hem ana dillerinde hem de yabancı dilde çevresiyle etkin bir iletişim kurabilmesi ve ifade gücünü geliştirebilmesi için sahip olması gereken birtakım temel özellikler vardır. Bunlardan biri de sözcük dağarcığıdır. Birey ne kadar çok sözcük dağarcığına sahip olursa bir o kadar çevresiyle kolay iletişim kurabileceği gibi kendisini de hem yazılı hem sözlü olarak doğru şekilde ifade etme becerisine sahip olabilmektedir. Bu araştırmada, sözcük öğretimine ve sözcüklerin zihinde kalıcılığına katkı sunacağı öngörülen bir yöntem önerisi adım adım aktarılmaya çalışılmıştır. Bu doğrultuda, sözcük öğretimine yönelik "Dikkat, Duvarda Sözlük Var (DDSV)" başlıklı bir etkinlik planlanmış ve uygulanmıştır. Uygulama süreci araştırmacılar tarafından aşama aşama fotoğraflanmış ve raporlandırılmıştır. Bu uygulamanın sonucunda çalışma grubunda yer alan öğrencilerin uygulama öncesine oranla uygulama sonrasında sözcük kullanımı açısından daha başarılı oldukları görülmüş olup ortaya konan bu yöntem önerisinin de Türkçe dersi kapsamında sözcük öğretimi amacıyla kullanılabileceği değerlendirilmektedir.

Anahtar kelimeler: Türkçe dersi, sözcük dağarcığı, sözcük öğretimi.

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INTRODUCTION

The definition of the word, which is the most important element that makes up a language, is stated as "Meaningful sound or unity of sound, the expression." by the Turkish Language Association (TLA) (2011, p. 1381). The equivalent of every concrete or abstract object in the language is expressed with a word. In this context, the existence of a language is related to the existence of words in that language. Korkmaz (1992), defined the word as; "A linguistic unit consisting of one or more syllable sound groups...corresponds to a certain concept among speakers of the same language, or which establishes a relationship between abstract or concrete concepts that reflect a certain emotion or thought." (p. 100); and Kantemir (1997), "A sound or a collection of sounds that have meaning and play an active role in the construction of a sentence." (p. 178); on the other hand, Ediskun (2004), defined it as "One or more syllable sound marks that have a meaning or a grammatical function in a sentence." (p. 87).

The Importance of Vocabulary

An individual uses his/her existing vocabulary in the memory while expressing thoughts with words. Having a rich vocabulary is closely related to the active use of listening, writing, speaking, and reading, which are the four basic skills of the language. The lack of vocabulary causes the person to receive the message wrongly or to express himself/herself ineffectively and inadequately. While the richness in the vocabulary enriches the thoughts and increases the development of the mind, it also contributes to the development of the material and spiritual culture of the person. A person's vocabulary is directly related to language development. According to Tosunoğlu (1998), the order of words and concepts will create the accumulation and experience of the person, and the increase in the number of words will determine the vocabulary and reveal the language that distinguishes humans from other living things and makes them superior.

Studies on vocabulary have revealed that a person has an active vocabulary and a passive vocabulary. While the sum of the words that a person uses knowing their meaning in his/her

speech and writing constitutes the "active word wealth", the sum of the words that the person can understand when s/he reads and hears but cannot use in his/her own sentences is called "passive vocabulary" (Karakuş, 2000, p. 127). In other words, the vocabulary used by the person in daily life is active vocabulary; the vocabulary that the person knows the meaning of but does not use constitutes passive vocabulary (Güleryüz, 2002).

The Effect of Vocabulary on Four Basic Language Skills

Studies show that on average, a person spends 50% to 80% of his/her daily life on communicating, 45% on listening, 30% on speaking, 16% on reading, and 9% on writing (Nalıncı, 2000). The richness of the vocabulary is of great importance in the communication environment. The richness of the vocabulary increases the mobility in the social development of the society, as it directly affects the transfer of culture and knowledge. Learning depends on active communication, and active communication depends on using the language of instruction effectively (Tekin, 1980). The training of individuals who can fully and correctly understand what they read and listen to, and who can express their thoughts effectively and accurately is realized by giving the necessary importance to mother tongue education. Karadağ (2021) states that using basic language skills effectively is only possible with having a sufficient level of vocabulary. Aksu and Uyar (2022), in their research titled "The Evaluation of the Speaking Education Given in Secondary School Turkish Classes According to Teachers' Views", reported that as a result of the interviews with the teachers who teach Turkish lessons, the lack of vocabulary of the students negatively affects the speaking education. In this context, it is thought that the richness of the vocabulary will contribute to the development of speaking skills, which is of critical importance in the socialization of the individual and in expressing opinions correctly.

In this context, speaking and writing Turkish in the best way by every individual of the nation is the first condition of our national existence (Özbay, 2004). People remember 10% of what they read, 50% of what they see and hear, 20% of what they hear only, 80% of what they say

after seeing and hearing, 30% of what they see, 90% of what they do and speak (Demirel et al., 2002). As with other language skills, speaking is a skill acquired through practice. The way to make a newly learned word correct and permanent is to use that word in their own sentences and see its effect on the listener. The richer a person's vocabulary, the easier it will be for him/her to convey the thoughts completely and fluently. By taking speech training, a person develops vocabulary by activating the words s/he knows but does not use.

It is very important to teach this skill in order to effectively use the listening skill, which is the most used language skill during the day. Listening has been defined as a psychological process that begins with being aware of images and sounds and ends with the recognition and interpretation of auditory symbols (Ergin, 2000). The richness of a person's vocabulary is an effective tool in making sense of and understanding what is heard. A person who is insufficient in terms of vocabulary may have difficulty in understanding and making sense of everything they listen to. Listening is a cognitive process that requires effort. Kultas and Ulusoy (2022) emphasize that the vocabulary, which is expressed as an individual's mental accumulation, should be at a sufficient level in order for students to be competent and effective in listening skills. Aldemir and Aytan (2022), in their research, included the opinions of Turkish teachers on teaching Turkish. In the related research, Turkish teachers explained that students' vocabulary is not at a sufficient level, which inhibits the development of listening skills.

Harris and Sipay (1990) defined reading as "A meaningful interpretation of written language." (p. 10). The development of reading skills, which should be considered and evaluated in a multi-dimensional way, is also directly proportional to the richness of the vocabulary that a person has. Effectively understanding and interpreting written sources is affected by vocabulary, and the development of vocabulary also depends on reading a lot and understanding what you read. Santos et al. (2017) argue that there is a relationship between fluent reading and vocabulary, and Bishop and Starkey (2006), state that

vocabulary directly affects reading comprehension.

Writing takes place when the person presents his/her feelings and thoughts, views, and dreams in a clear and effective way (Kavcar, 1997). Through writing, a person remembers feelings and thoughts by repeating them in a free environment and transfers them to long-term memory. Writing skill is crucial as it enables one to increase the vocabulary and activate the acquired words. Known but not frequently used words are animated with writing skills, thus reducing the difference between one's passive and active vocabulary.

ACTIVITY IMPLEMENTATION

The activity that was developed within the current study aimed to introduce a teaching method for making vocabulary teaching more enjoyable and permanent. It was implemented in a sixth-grade classroom at a public school during a Turkish lesson in the 2021-2022 academic year. The researchers planned the application stages of this method proposal together and carried out the activity in two lesson hours (80 minutes). The third author is the Turkish Language teacher of the students. Before the implementation of the activity, the researchers conducted an interview with all sixth graders in order to select the study group in which the activity would be carried out and stated that participation in the research was on a voluntary basis. In these interviews, the purpose of the research and the course of the application were outlined in the classrooms. After the briefing, 11 students declared that they would participate in the research and thus the study group of the research was formed. This research was approved by the Uşak University Social and Human Sciences Research and Ethics Committee with the decision dated 26.07.2022, numbered E-8978435 4-050.99-90963 and numbered 2022-118.

Stages of the Activity

This activity, which proposes a method for teaching vocabulary, consists of four stages: word selection, arousing curiosity, teaching the meaning of the word, and reinforcing the meaning and usage of the word. The researchers acted together with the students at

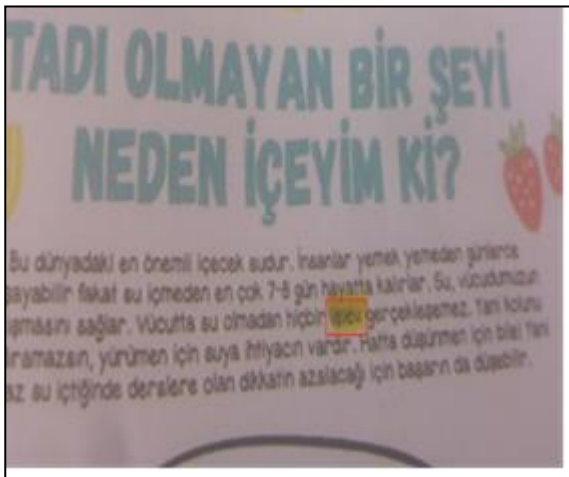
every relevant stage, took field notes, and photographed the activity. The implementation stages of the activity are shown in detail below under the sub-headings.

This activity, the stages of which are mentioned above, targets the following curriculum standards of the Turkish language course at the sixth-grade level:

- 6.2.5. Uses words according to their meanings,
- 6.3.5. Guesses the meaning of unfamiliar words and phrases using the context,
- 6.4.11. Shares what s/he has written,
- 6.4.13. Fills out the forms in accordance with the instructions,
- 6.4.6. Writes a task according to the processing steps.

Word Selection Stage

The first stage of the activity, the word selection stage, started with the determination of the word, which is intended to be taught to the students, from the sixth-grade Turkish course textbook. At this stage, the researchers examined the text in the theme that the Turkish Language lesson should be taught according to the annual plan of the week in which the activity will be implemented. They decided to choose a word that would be above the students' current language level. In this direction, the word "Function" was selected. It is included in the text titled "Why Should I Drink Something That Has No Taste?" on page 228 of the "Health and Sports" theme of the sixth-grade Turkish course textbook (Appendix 1).



Photograph 1. The Target Word in the Text

As seen in Photograph 1, it is important for students to know the word "Function" in order to make sense of the text. The word "Function" was centered in the current activity since it is thought that the related word should be taught to the students in order to fully understand both the context and the text. Since this study focuses on a teaching method, only one word was considered in the implementation process. However, by using this method developed for teaching vocabulary, many upper-level words in different themes can be included in the teaching process.

Arousing Curiosity Stage

At this stage, the researchers placed a blank bulletin board at the back of the classroom to make the word they want to teach visible. The name of the activity that formed the basis of the research (Attention, There is a Glossary on the Wall) was printed out and fixed on the board at the back of the classroom with the help of a pin. Then, visuals that would provide clues about the word to be taught were placed on different parts of the board. Finally, the printout of the main word, function (in Turkish, it means İşlev), was pasted in the center of the board. Thus, the preparation of the board on which the words and images are hung has come to an end. In photograph 2, the state of the board before the implementation is seen.



Photograph 2. Final State of the Board Before the Implementation

After the board was prepared for the activity, the students in the study group were asked to come to the front of the board and examine the word and images on the board. At this stage, the students were asked to think about what the

word in the center of the board meant. In addition, it was stated that the images on the board were related to the word, and it was emphasized that they should take these images into account while thinking about the meaning of the word. In this part of the lesson, the students were given 5-6 minutes to think about the word. Relaxing and motivational music was played in the background in order to reduce the anxiety level of the learning environment. When selecting the background music, it was aimed to help students feel comfortable and reduce their anxiety levels. In this activity, "Last of Mohicans Soundtrack" background music was preferred. At this point, special attention was paid to ensure that the sound of the music was not disturbing and distracting to the students. Photograph 3 shows the students' thinking phase on the word hanging up the board.



Photograph 3. Examining the Words and Images on the Board

At the stage of arousing curiosity, some conversations took place between some of the students in the study group and the Turkish Language teacher. Some of these conversations are given below:

Student 1: Teacher, what are these pictures on the board for?

Teacher: Guys, these pictures were posted there to help you guess the meaning of the word in the center of the board.

Student 2: Teacher, which lesson is this word related to?

Student 3: Teacher, is the music playing background related to this word?

Teacher: Guys, do not think of this word only in relation to the Turkish Language

lesson. It can also be used in different courses. By the way, the music playing on the smart board is not related to the word.

Student 4: Teacher, shall we tell you the meaning of the word?

Teacher: I'm going to ask you to write down your guesses soon.

After examining the words and images on the board, the students were asked to sit at their desks and the second part of the curiosity arousal stage started. In this section, the students were asked to guess the dictionary meaning of the word on the board and use it in a sentence. Students were given 10 minutes for this task. Each student was given a pencil, a note paper, and a board pin to write their predictions and sentences about the meaning of the related word and hang it up the board. At this stage, the researchers did not interfere with the students and provided the necessary seating arrangement to prevent them from being negatively affected by each other. In this section, background music continued to be played from the smart board in the classroom. After the end of the 10-minute period given to the students to write their predictions and sentences, the students were asked to post what they wrote on the board with the help of pins.



Photograph 4. Writing the Predictions for the Meaning of the Word Posted on the Board

This stage ended after the note papers were hung on the board. Photographs 4 and 5 show the stages of students' guessing, using the word in context, and posting what they wrote on the board. Predictions and sentences written by the students for the related word are shared in the appendices section of the paper (Appendix 2). At this point in the lesson, the students' predictions about the word were not correct. For example, one student defined the word

“function” as “intelligent” and used it in the sentence “This kid is very intelligent.”



Photograph 5. Posting Predictions and Sentences on the Board

After the students' guessed the meaning of the word, used it in a sentence, and posted their notes on the board, the last part of the arousing stage started. In this stage, the students were asked to come back to the board and examine their peers' predictions and sentences and compare them with their own predictions and sentences. Also in this stage, the students read each other's writings and had the opportunity to examine different views. The students were given 5-8 minutes to review their peers' predictions and sentences. Considering that the papers posted on the board were adequately examined, all students were asked to sit at their desks and the arousing curiosity phase of the activity was ended. Photograph 6 shows the part of the activity in which the students examined the papers written by their classmates. An image of the board at this phase is given in Appendix 3.



Photograph 6. Examining the Predictions and Sentences Written by Classmates

The researchers noted the conversations between the students and the teacher during the writing and posting of the predictions, which is the second part of the arousing curiosity phase. The following dialogue illustrates these conversations:

Teacher: Hey all, now I want you to guess the meaning of the word on the board and use it in a sentence.

Students: Ok, teacher.

Student 1: Teacher, are we just going to write predictions?

Teacher: Yeah, you will guess the meaning as I mentioned earlier, and use it in a sentence.

Student 2: Sir, I can't make any guesses.

Teacher: If you look carefully at the pictures on the board, maybe you can make a guess.

Student 3: Teacher, will we write our names?

Teacher: Yeah, you should write your name.

Teacher: If you have finished writing, please post your papers on the board and wait in front of the board.

Student 4: Teacher, what are we going to do in front of the board?

Teacher: I want you to wait for a while in front of the board and examine the predictions and sentences written by your classmates.

Teaching the Meaning of the Word Stage

At this stage, an information sheet containing the meaning of the related word in the TLA current dictionary was posted on the board (Appendix 4). Then, the students were asked to come to the front of the board, examine the meaning of the word as given in the TLA dictionary together with the visuals on the board, and compare it with their own predictions. The students were given 5 minutes for this comparison process. After the comparison process, the researchers examined the students' guesses and the sentences they wrote in order to reward the students with predictions that are similar or close to the meaning given by the dictionary. As a result of the examination, it was found that the predictions of the students and the current dictionary meaning of the word did not match. Therefore, no student received an award at this stage. Considering that each student has

adequately examined the dictionary meaning of the word, the students were asked to sit at their desks. In this way, the third stage of the activity ended. Photograph 7 shows a scene related to the "Teaching the Meaning of the Word" stage.



Photograph 7. Comparing Own Predictions with the Dictionary Meaning

In this part of the activity, it was observed that the students were quite surprised when they read the dictionary meaning of the word. At this stage, the following dialogues took place between the teacher and the students:

Teacher: Ok now, I will post the TLA meaning of the word "function" on the board. Let's see if your predictions will match the real meaning or not.

Student 1: Teacher, I am very excited. I wonder who got the correct answer.

Student 2: Me too.

Student 3: Teacher, did anyone get the correct answer?

Teacher: Now, we will learn. Ok, all. Now, you can come to the front of the board. You can read the literal meaning of the word.

After the students read the TLA meaning of the word, it was seen that some conversations took place between the students:

Student 1: My guess was wrong.

Student 2: Mine too.

Student 3: I think no one guessed correctly.

Student 4: Yeah, unfortunately, no one guessed correctly.

At this point, it was observed that the teacher stepped in and encouraged the students to learn the meaning of this new word:

Teacher: Guys, don't be sad. Now we will read the text in which this word is used and

talk about it to clarify understanding. In this way, you will learn this word.

Students: Ok, teacher.

After these dialogues, the last stage of the activity started.

Consolidation of the Meaning of the Word and Its Usage in the Text Stage

At this stage, the text containing the word to be taught is read aloud by the students once or twice under the guidance of the Turkish language teacher. After the reading phase, the sentence in which the related word is mentioned is examined and a short brainstorming is done on the meaning it adds to the text. At this point, the researchers and the teacher interacted with the students to scaffold their comprehension. A period of 10 minutes is allocated for this mutual evaluation section on the reading of the text and the meaning of the related word. An image from this stage is shared in photograph 8.



Photograph 8. Discussing the Meaning of the Word in Relation to the Text

After the text was read aloud, both the solution to the sub-text questions about the text and the meaning of the word in the text were evaluated, and process-oriented dialogues took place in the whole class discussion. Example dialogues in the classroom were as follows:

Teacher: All right, we read the text and answered the questions about the text. What contribution did it make to you in learning the meaning of the Word "Function"?

Student 1: Teacher, I understood that this word is a very important word. Because it helped me a lot to understand the text.

Student 2: If we did not know the meaning of this word, we would not be able to fully understand the text.

Student 3: I realized how important even a

word is.

Researcher: Ok all, what do you think about the activity?

Student 4: Teacher, we had a lot of fun.

Student 5: Teacher, we had fun and learned a new word. I think I will not forget this word.

Student 6: Teacher, I liked the music playing the most.

Student 7: Teacher, it was very good. Let's do this activity again.

Student 8: Teacher, please let's do this activity again.

Teacher: Ok, I also want to practice this activity as much as I can. Thank you to each and every one of you for your participation.

EVALUATION

Evaluation of whether the activity makes a positive contribution to teaching vocabulary consists of two stages. The first of these stages is that after the printout of the word to be taught was posted on the board in the "Arousing Curiosity" part of the activity, the students in the study group made predictions about the meaning of the word and then wrote a sentence containing the word based on their guesses. The second one is the recall assessment made two weeks after the activity was completed. In the recall assessment, the word "Function" was posted on the board in the classroom again, and the same students participating in the activity were asked to guess the meaning of the word on the board and write a sentence. After the students wrote their answers on small papers, they were asked to post them on the board.

At this stage of the activity, the teacher and the students discussed how to conduct the current task. These conversations were carefully observed and noted by the researchers. Part of the dialogue that took place between the Turkish Language teacher and the students is as follows:

Student 1: Sir, are we going to learn a new word now?

Teacher: No guys. We will not learn a new word today.

Student 2: Teacher, what are we going to do today?

Teacher: Ok, today we will make an assessment of the word "Function" that we learned two weeks ago.

Student 3: What kind of assessment teacher?

Teacher: Ok now, I want you to think about the word "Function" for a while. Then I will ask you to write the TLA meaning of this word on the papers I will give you and use it in a sentence.

Student 4: Teacher, I thought we would learn a different word.

Teacher: No, guys. First, I need to see if the word "Function" has been fully learned. I will include new words in our next lessons.

Student 5: Teacher, shall we start writing?

Teacher: Yeah, please write the TLA meaning of the word "Function" and use it in a sentence and then post it on the board.

Students: Ok teacher.

Photograph 9 shows a scene from this stage: the students put their answers on the board after completing the task given by the teacher.



Photograph 9. Posting Recall Predictions and Sentences on the Board

After making sure that all students put the answers on the board, the researchers collected the papers. Then, they compared the students' answers given in the initial stage with the answers given in the second stage. As a result of this comparison, it was found that most of the students made more accurate predictions in the recall assessment stage and that the sentences they wrote were suitable for the meaning of the word. For example, one student defined the word "function" as "task, responsibility" and used it in a sentence as follows: "This pencil does not have any function." The guesses and sentences written by the students at this stage are shared in Appendix 5.

CONCLUSION and SUGGESTIONS

In this study, an activity for teaching vocabulary specific to the Turkish language course was designed, implemented, and presented as a teaching method proposal. This activity, which aims to contribute to vocabulary teaching and permanence, was designed and implemented gradually by two Turkish language experts and a Turkish teacher. In the solution of some problems encountered during the implementation process, the students acted together, and solutions were produced. It was observed that all of the students who made up the study group actively participated in the teaching and learning process and had fun in this process.

When the predictions and sentences written before and after the activity implementation were examined, it was found that the students in the study group did not correctly predict the meaning of the word at the beginning of the activity, so they were not able to write a correct sentence. However, in the recall assessment stage two weeks after the activity, it was seen that eight of the 11 students made correct guesses and formed sentences compatible with the dictionary meaning of the word. Based on these data and classroom observations, it can be argued that this activity designed for teaching vocabulary contributes to students' vocabulary learning and supports the long-term learning of the vocabulary. When the relevant literature is reviewed, it is seen that similar classroom practices resulted in positive outcomes in terms of students' vocabulary learning as well (Alevli, 2020; Başutku, 2018; Batur & Erkek, 2017; Batur & Yavaşca, 2018; Gülsoy, 2013; Kıvrak, 2016; Özaslan, 2006; Sevim, 2019; Uluçay, 2016).

Based on the situations experienced during the implementation process, it is thought that giving the following suggestions to Turkish teachers who want to implement this activity in their classrooms will bring the activity to a better point:

- In this study, an activity including a single word is suggested. Turkish language teachers who want to practice this activity can apply this activity by considering more than one word each week.

- This activity can be used in foreign language teaching as well as Turkish language teaching. For this reason, foreign language teachers as well as Turkish teachers can benefit from the teaching method proposed in this study.
- Students' curiosity and motivation during guessing the meaning of the word phase can be increased by choosing images to be posted on the board for the word/s to be taught from different disciplines.
- In the stage of arousing curiosity, if the music playing in the background is selected to be non-verbal and related to the word, it will not only increase the motivation of the students towards the word but will also minimize the level of anxiety that may occur during the implementation process.
- In the recall assessment phase made two weeks after the main activity, predictions and sentences for more than one word can be printed.
- Different techniques such as brainstorming, debate, open session, group evaluation, presentation, etc. can be used in the Consolidation of the Meaning of the Word and Its Usage in the Text Stage, which is the last stage of the activity. It is thought that these verbal learning approaches used at this stage might contribute to the permanent learning of the word.
- The interval of performing the recall assessment was determined as two weeks in this study. Teachers and researchers who want to implement this activity can either keep this period shorter or prefer a longer period depending on their teaching context. However, very long periods may reduce motivation towards the activity and learning or using the word and may cause confusion among practitioners. In the current context, it was thought that it would be appropriate to perform a recall assessment two weeks after the implementation of the activity.

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Appendix 1

Place of the Word Selected for Practice Textbook and Page



Appendix 2

Predictions and Sentences Written at the Beginning of the Activity

İş düşünmek, İş telaşı
İş telaşından elim ayağım
birbirine dolagıtı.

[Redacted]

Tahminim:
İşler farklı düşünce demektir

Cümlem:
Bütün arkadaşlarım farklı işler
yaparlar.

Yazarı:
[Redacted]

Evde çalışmak.

İşler çok kolaydır.

[Redacted]

[Redacted]

Hayal gücü işlevi.

Onun hayal gücü
işlevsel bir hayal gücü.

akıllı

Bu saat çok akıllı,

[Redacted]

Tahminim: Düşünmek, Düşünce

Cümlem: Proje ödevi için yeni
fikirler düşünüyorum.

[Redacted]

İşini İşler: Saati

Bu adam işini işler saatini

[Redacted]

Tahminim: Çalışkan

Cümlem: Ben çok işliydim. Bugün
pek işle - değildim.

[Redacted]

Düşünce

Biz bugün düşünce ile
ilgili düşüncelerimizi konuştuk.

[Redacted]

Başarı
Bu iş için çok başarılı.

[Redacted]

Bugün annem çalışmaya
gitti.

[Redacted]

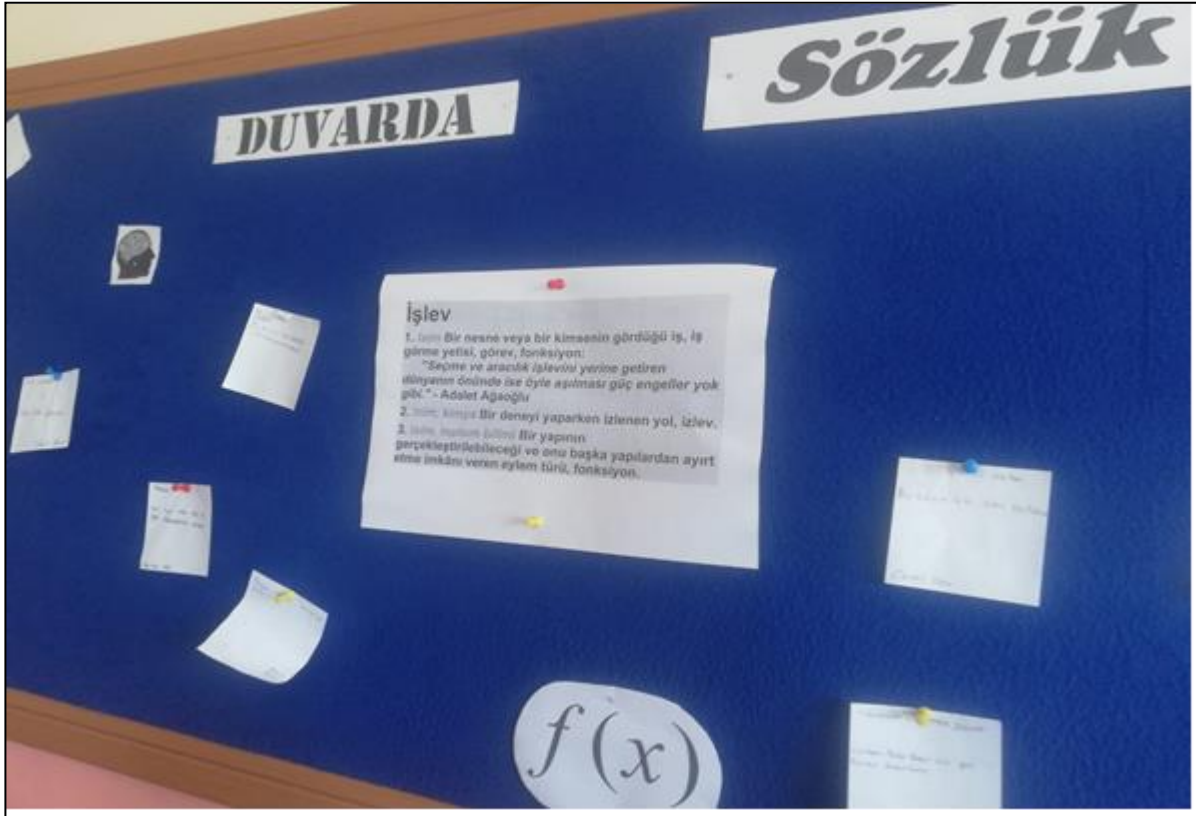
Appendix 3

Image of the Bulletin Board with Students' Predictions and Sentences



Appendix 4

The TLA Meaning of the Related Word on the Bulletin Board



Appendix 5

Predictions and Sentences Written Two Weeks after the Activity

