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**AN INVESTIGATION INTO THE USE OF AN MP3 IN ENGLISH LANGUAGE
VOCABULARY LEARNING**

MA THESIS

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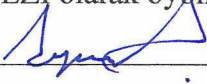
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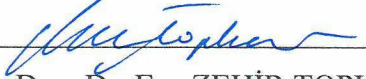
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ABSTRACT

“An Investigation into the Use of an MP3 in English Language Vocabulary Learning”

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This study was conducted to investigate the effects of using an MP3 as a foreign language vocabulary learning technique on secondary school students' vocabulary learning. The study further aimed to investigate the relationship of the use of an MP3 with students' anxiety about foreign language vocabulary learning and their learning styles. The last aim of the study was to discover the feelings and thoughts of the students about the use of an MP3 for foreign language vocabulary learning.

After organizing two pilot studies, the main study was carried out with the sixth and seventh grade students of a state school located in Bayramiç, Çanakkale. The data were collected through both quantitative and qualitative research methodologies. The quasi-experimental study design with the pre-tests and post-tests and the questionnaires administered before and after the study were quantitative in nature. Besides, the interview conducted at the end of the study was a qualitative technique. The data collected by means of these techniques were analyzed via SPSS.

The results of this study revealed that the use of an MP3 is not really effective in foreign language vocabulary learning. For, students who did not use an MP3 were also successful in the tests. Moreover, the use of an MP3 for foreign language vocabulary learning does not affect students' anxiety they experienced in learning vocabulary. Similarly, the impact of the use of an MP3 does not change according to the students' learning styles. Finally, it can be stated that students favor the use of an MP3 for foreign vocabulary learning.

Key words: The Use of an MP3, Vocabulary Learning, Podcasting in Vocabulary Learning

ÖZET

“İngilizce Kelime Öğreniminde MP3 Kullanımı Üzerine Bir Araştırma”

Gözde ENGİN

Bu çalışma, yabancı dil kelime öğrenme tekniği olarak MP3 kullanımının ortaokul öğrencilerinin kelime öğrenimi üzerindeki etkilerini araştırmak amacıyla yürütülmüştür. Dahası, çalışma, MP3 kullanımının öğrencilerin yabancı dil kelime öğrenmeyle ilgili endişeleri ve öğrenme stilleriyle olan ilişkisini araştırmayı amaçlamıştır. Çalışmanın son amacı ise yabancı dil kelime öğrenimi için MP3 kullanımının hakkında öğrencilerin duygu ve düşüncelerini bulmaktır.

İki pilot çalışma uyguladıktan sonra, ana çalışma Çanakkale, Bayramiç'te bulunan bir devlet okulundaki altıncı ve yedinci sınıf öğrencileriyle yürütülmüştür. Veriler hem nicel hem de nitel araştırma yöntemleri aracılığıyla toplanmıştır. Ön-testler ve son-testlerle birlikte yarı deneysel çalışma düzeni ve çalışmadan önce ve sonra uygulanan anketler nicel bir yapıya sahiptir. Ayrıca, çalışmanın sonunda uygulanan mülakat nitel bir tekniktir. Bu teknikler aracılığıyla toplanan veriler SPSS ile analiz edilmiştir.

Bu çalışmanın sonuçları MP3 kullanımının gerçekten yabancı dil kelime öğrenimi üzerinde etkili olmadığını açığa çıkarmıştır. Çünkü MP3 kullanmayan öğrenciler de ayrıca testlerde başarılı olmuşlardır. Dahası, yabancı dil kelime öğrenimi için MP3 kullanımı öğrencilerin kelime öğrenirken yaşadıkları endişeyi etkilemiyor. Benzer bir şekilde, MP3 kullanımının etkisi öğrencilerin öğrenme stillerine göre değişmiyor. Son olarak ise, öğrencilerin yabancı dil kelime öğrenimi için MP3 kullanımından yana oldukları belirtilebilir.

Anahtar Kelimeler: MP3 Kullanımı, Kelime Öğrenimi, Kelime Öğreniminde Sanal Yayın

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TO

MY MOTHER AYNUR ENGİN

FOR HER ENDLESS LOVE AND SUPPORT

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ABBREVIATIONS

1. **First Language (L1)**
2. **Second Language (L2)**
3. **Foreign Language (FL)**
4. **Communicative Competence (CC)**
5. **Media Players (MP3s)**
6. **Experiential Learning Theory (ELT)**
7. **Information and Communication Technologies (ICTs)**
8. **Communicative Language Teaching (CLT)**
8. **Computer-Assisted Language Learning (CALL)**
10. **Video-Based Computer Assisted Language Learning (VBCALL)**
11. **Virtual Learning Environments (VLE)**
12. **Computer-Mediated Communication (CMC)**
13. **Virtual Field Trip (VFT)**
14. **Electronic Dictionaries (ED)**
15. **Printed Dictionaries (PD)**
16. **Personal Handy Instructor (PHI)**
17. **Personal SuperImposer (PSI)**
18. **Personal Digital Assistants (PDA)**
19. **Concrete Experience (CE)**
20. **Abstract Conceptualization (AC)**
21. **Reflective Observation (RO)**
22. **Active Experimentation (AE)**
23. **Digital Mind Map (DMM)**

24. Foreign Language Vocabulary Anxiety Questionnaire (FLVLAQ)

25. Learning Styles Inventory (LSI)

26. Statistical Package for the Social Sciences for Windows (SPSS)

27. Experimental Group (EG)

28. Control Group (CG)

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CHAPTER I INTRODUCTION

1.0 Introduction

This chapter will begin with a brief description of the background to the study. It will continue with the purpose of the study and the specific research questions addressed in this present study. Subsequently it will present the significance of the study, its assumptions and limitations. Finally, an organization of this thesis will be submitted.

1.1 Background of the Study

Vocabulary learning has a vital role in language acquisition, whether it is native (L1), second (L2), or foreign language (FL) (Decarrico, 2001) as vocabulary learning is a basic skill for language learners to improve and it brings success to learners in different aspects of language and life. Al Kufaishi (1988) expresses that a vast amount of vocabulary is essential to be successful in social, professional and intellectual life. We should have vocabulary knowledge to express our ideas, to communicate effectively and to learn about new things (Sedita, 2005). Moreover, learning vocabulary is necessary to be successful in language skill areas (Al Kufaishi, 1988), i.e., learners can have difficulty to communicate clearly and resolve the ideas addressed to them with inadequate vocabulary. Besides, learners' writing, reading and listening abilities are influenced adversely because of limited vocabulary knowledge. Additionally, vocabulary learning is also strongly related to academic success (Nation, 2001; Laufer, 1997; Sedita, 2005). A high portion of vocabularies enables learners to understand new ideas faster (Sedita, 2005).

Although vocabulary learning is that much important, its pivotal role was not considered until the late 1970s and early 1980s (Decarrico, 2001). Before those years, this scope of language learning had been generally neglected and come after grammar since it was thought that it took care of itself somehow. Afterwards, the core of language learning changed from grammar to functional language use with the manifestation of Communicative Competence (CC) in 1970s. It highlighted the sociolinguistic and

pragmatic factors to increase the effective language use. From then onwards, fluency over accuracy; discourse level functions over sentence-level forms gained importance in language classrooms. Accordingly, vocabulary still remained to be secondary position in language learning.

Hopefully, this negligence has disappeared recently. This positive shift has led vocabulary learning to become the cornerstone of language teaching and learning (Richards & Renandya, 2002). The importance given to vocabulary learning by learners has given rise to the understanding of the significant place of vocabulary in language learning (Hedge, 2000). Technological developments have also resulted in this positive shift (Decarrico, 2001). The upgrowth of computer databases, such as corpus studies, has increased our conceiving of language and vocabulary items, which has augmented research about improving vocabulary knowledge (Harmer, 2001). Moreover, developments in psychology have increased the interest in vocabulary. These developments have assisted educators to understand the mental processes in vocabulary learning like memory, storage and retrieval (Decarrico, 2001). Thus, it has been perceived that vocabulary learning should be systematically implemented by considering all the dimensions of words.

Vocabulary learning is a challenge that FL learners experience during the language learning process i.e., there are lots of words and lots of aspects about a word to learn (McCarten, 2007) such as the meaning of a word, its spoken and written forms, its word parts (prefixes or affixes), its grammatical behavior (its word class or grammatical structures which it is involved in), its collocations, its register, its associations (its semantic relationship with other words), connotations and its frequency (Richards, 1976; Nation, 2001).

In order to learn all of these dimensions, there exist two ways of learning vocabulary which were suggested in literature: implicit (indirect) and explicit (direct) vocabulary learning (Decarrico, 2001; Kobayashi, 2006; Sedita, 2005; Hedge, 2000; Nation, 2005). Implicit learning means the learning that occurs when a learner deals with something else, such as on comprehending a text or using language for communicative objectives (Decarrico, 2001). As for explicit learning, it refers to the learning the dimensions of vocabulary knowledge through conscious studying and awareness at the time of learning (Kobayashi, 2006).

Whether vocabulary should be learned implicitly or explicitly has been an important issue among researchers. Those who support implicit learning state that there are too many words to learn and a lot to learn about a word (Kobayashi, 2006). Therefore, so as to learn all of them, multiple exposures to words are necessary (Hirsh, 2003; Hasbun Hasbun, 2005; Nation, 2001; Decarrico, 2001; Stahl, 2003). That is to say, in their point of view, all the dimensions of words cannot be learned only through explicit learning. Learners need to encounter words in reading, writing, speaking and listening. They need to use them in different contexts in and outside of the classroom. However, in FL classrooms, implicit learning cannot easily be implemented as it is difficult to be assessed and it needs learners' autonomy and more class hours. Therefore, these grounds make explicit learning a must.

According to the supporters of explicit vocabulary learning, some part of words should be learned explicitly (Schmitt, 2000; Nation, 2001) as it is too difficult to guess the meaning of new words from context without knowing a large number of words in a text. In other words, at least 2.000 to 3.000 most frequent words for everyday conversations should be learned explicitly in order to increase understanding of a text and guessing the new words implicitly (Decarrico, 2001; McCarten, 2007; Lightbown & Spada, 2006; Meara, 1995; Schmitt, 2000). Further, another reason that makes explicit vocabulary learning significant is that it is essential for 'promoting deep level of processing' (Decarrico, 2001, p. 289). Hence, vocabulary exercises and instruction should be organized to enhance learners' deep processing and high level of involvement load (Hulstijn & Laufer, 2001 in Lin, Chan & Hsiao et al 2011, p. 93). For instance, technology-based vocabulary learning can be used to increase deep processing.

Technology-based vocabulary learning is inevitable since computer-based and internet-based learning devices become available rapidly, they do not cost much and learners adopt them enthusiastically (Niemuth, 2010). Efficient technological ways or materials should be used firstly to develop vocabulary learning (Dalton & Grisham, 2011) because inter-personal relationships, advance level of listening, reading speaking and writing are based on vocabulary learning (Lin et al., 2011; Lin, 2004). The features of vocabulary learning such as teaching words, vocabulary learning strategies and encouraging active engagement and interest in words should be applied to new technological ways, i.e. computers, internet, multimedia, mobile devices and etc. should be used for the sake of vocabulary learning (Dalton & Grisham, 2011).

One of the technological innovations which can be used for vocabulary learning is podcasting. It is an innovative way of getting information from the internet or producing a learning material and uploading it to portable technological items like iPods, mobile phones and Media Players (MP3s). What makes podcasting that much widespread is that creating and listening to podcasts are easy. Moreover, other features of podcasting such as portability, versatility, being wireless, being affordable and the requirement of only basic technical skills for users and authors make podcasts popular in learning (Hoskyns-Long, 2009).

Podcasting has become a way of supporting learning (Dale, 2007). It has a power to help learners who need additional instruction or access to topic discussed in the class, to introduce or reinforce the information from the classroom (Putman & Kingsley, 2009). It creates effective opportunities for flexible learning (Edirisingha, Rizzi, Nie & Rotwell, 2007; Chan & Lee, 2005). Learners can learn through podcasting at their own pace whenever and wherever they desire (Chan & Lee, 2005; Daniel & Woody, 2010; Hasegawa, Ishikawa, Shinagawa, Kaneko & Miyakoda, 2008; Ralph, Head & Lightfoot, 2010; Putman & Kingsley, 2009; Gagliolo & Nansen, 2008). Being flexible and enjoyable together with being an innovative technology, podcasting motivates learners and increases their engagement in learning (Daniel & Woody, 2010; Ralph et al., 2010; Putman & Kingsley, 2009). Podcasting is generally used to disseminate the audio contents, i.e. podcasts, which are ready on the internet. Moreover, these audio contents can be listened to on the internet, by being downloaded to the computers, mobile phones and MP3s. As for the uses of MP3s in this study, audio content will be prepared by the researcher and downloaded to MP3s.

With regard to the relationship between podcasting and different variables, literature shows that podcasting has been mostly investigated in terms of its effectiveness and uses in learning (see Edirisingha et al., 2007; Chan & Lee, 2005; Putman & Kingsley, 2009; Dale, 2007). In addition to this, the relationship between podcasting and anxiety has been examined (Chan & Lee, 2005; Chan & Lee, 2007).

Similar to the research on podcasting literature, this study will investigate the effectiveness of MP3s in learning, especially in vocabulary learning. Moreover, it will try to find out the relationship between the use of MP3s and students' anxiety about

vocabulary learning. Lastly, different from the literature, the relationship between the use of MP3s and students' learning styles will be examined.

As another research sub-topic of this study, anxiety has a crucial role among many variables affecting foreign language learning as it can hinder performance and success (Andrade & Williams, 2009). Horwitz, Horwitz & Cope (1986) defines anxiety in FL learning context as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

Many researchers conclude that anxiety can influence success in FL learning adversely (see Horwitz et al., 1986; MacIntyre, 1997; Aida, 1994; Batumlu & Erden, 2007). When the relationship between FL learning and anxiety is concerned, there is no doubt that FL anxiety can affect four skills, speaking, listening, reading and writing. As far as this study is concerned, the literature on how FL anxiety and vocabulary learning influence each other has been examined (Gardner & MacIntyre, 1994; Cheng, 2011). Nevertheless, it is understood that studies on vocabulary learning anxiety are not widespread. Therefore, it is aimed to examine the relationship between the use of MP3s in vocabulary learning and anxiety in this study.

Last concern of this study is related to learning styles. Language learning styles are important factors that identify the way how and how well learners learn a SL or FL (Oxford, 2001). Vocabulary learning is intensely influenced by learning styles (Wu, 2011). These differences should be considered while teaching and learning. Therefore, in this present study, relationship between the use of MP3s in vocabulary learning and learning styles will be also investigated. For this aim, Kolb's learning styles based on his Experiential Learning Theory (ELT) were selected from many learning styles taxonomies.

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The main objective of this study is to investigate the effectiveness of using MP3s in foreign language vocabulary learning. This study also aims to examine the relationship of the MP3 use in foreign language vocabulary learning with the participants' vocabulary learning anxiety and learning styles. With a view to clarifying these goals of the study, following research questions are asked:

RQ1: Does “working with MP3s” have an effect on vocabulary learning and retention?

RQ2: What is the participants’ vocabulary learning anxiety in relation to their grades and groups before and after the use of MP3s?

RQ3: Is there a relationship between the participants’ use of MP3s in learning vocabulary and their learning styles?

RQ4: What are the perceptions of the students about the process of learning English vocabulary through MP3s?

1.3 SIGNIFICANCE OF THE STUDY

This study is significant for the technology-based foreign language vocabulary learning research area since a technological learning tool, an MP3, is aimed to be developed in the study in order to motivate students to study foreign language vocabulary wherever and whenever they want to. Although there are a large proportion of studies on technology-based language learning and relatively on technology-based vocabulary learning (see Lin et al., 2011; Lin 2004; Canado, 2010; Pelletreau, 2006; Warszawski, 2007; Hui, Hu, Clark, Tam & Milton, 2008; Kobayashi, 2006; Başoğlu & Akdemir, 2010; Zhang, Burston & Song, 2011; Sanchez, 2006; Saran & Seferoğlu, 2010), there is not adequate research in the literature of podcasting. Since today’s students are embraced with a world supplying constant access to different Information and Communication Technologies (ICTs), and application of this technology is becoming a regular part of their casual lives at a great speed (Putman & Kingsley, 2009), the place and the use of podcasting in foreign language vocabulary learning should be investigated and podcasting should be integrated into foreign language learning. Moreover, the limited literature on podcasting generally includes the research carried out with older students (Edirisingha et al., 2007; Chan & Lee, 2005; Lee, Chan & McLoughlin, 2008; Hasegawa et al., 2008; Daniel & Woody, 2010). As far as the researcher observes, there is a need for the research on podcasting with young students. Therefore, this study will contribute to the research conducted in this field and serve for those who want to conduct further research about the effectiveness of MP3s in vocabulary learning and retention in this age group.

The results obtained from this study will also be beneficial for foreign language teachers. As mentioned above, there has been limited empirical research on podcasting use,

which means that teachers do not have resources to get information if they want to train their students on the use of MP3s. The results of this study will provide teachers with necessary information about the use of MP3s. Therefore, they can be a guide for their students in MP3 use. What is more, this study will also investigate the relationship of the use of MP3s with vocabulary learning anxiety and learning styles and examine the students' ideas about the use of MP3s. Hence, teachers can use the related findings in their lessons. To illustrate, if students like studying with MP3s in this research, teachers can take into account this result and try to incorporate MP3s into lessons.

This present study will also make vital and unique contribution to the material developers in the field of FL learning, especially in the FL vocabulary learning. In Turkish educational settings, when primary school students start to learn English, i.e., in the 4th and 5th grade, the foreign language curriculum they are exposed to is mainly based on simple vocabulary knowledge. In fact, the only area they need to study is vocabulary and basic structures where they can use the new vocabulary. Therefore, students can learn much vocabulary by spending little time and effort outside the classroom. However, the curriculum starts to become denser immediately when students begin 6th grade and it gets more intense towards to 7th and 8th grade. In other words, students need to cope with all language skills and grammar spontaneously. In order to be successful in these skills, they need to know and use a great many and complex vocabulary. As can be understood, vocabulary load of students increases, thus they need to study vocabulary more elaborately and regularly outside the classroom. However, students may not have time to study outside the classroom or they may not be enthusiastic about spending essential time to learn vocabulary (McMinn, 2008). Therefore, it is a necessity to discover new techniques which can motivate students to study irrespective of time and place. Additionally, such kind of new technological techniques can also contribute to lessen students' vocabulary learning anxiety and they can address to students' different learning styles. As it is definitely the responsibility of researchers to shed light on new vocabulary learning tools, and their usage in foreign language vocabulary learning, this study will assist material developers to improve new and attractive vocabulary learning tools.

1.4 ASSUMPTIONS OF THE STUDY

This study has a number of assumptions. In the first place, it is assumed that all the students are **voluntary** to take part in the study. Moreover, students are expected to be

capable of responding to questionnaires easily and to express themselves truly in achievement tests and interviews.

It is also assumed that students who are in the same age group have almost the same cognitive and physical abilities. Moreover, their social backgrounds are not considered very crucial.

Another assumption of the study is that the results of the experimental study will reflect the effects of the different techniques used in both groups. That is to say, any difference that may arise between the test scores of the two groups will be ascribed to the variance of the techniques. It is assumed no interfering factors might influence the results and subsequently mislead us.

Finally, it is assumed that the questionnaires and the vocabulary achievement tests that will be used in the study are to be valid and reliable measures to assess what they are aimed to assess.

1.5 LIMITATIONS OF THE STUDY

This study has the following basic limitations:

First of all, the pilot stage of the study is limited to the sixth and seventh grade students of some state schools in Bayramiç, Çanakkale (100 students in total); and the experimental study is limited to the sixth and seventh grade students of a state school in Çırpılar, Bayramiç, Çanakkale (28 students in total). If this study is conducted with many other students coming from different backgrounds, it may exhibit different results.

In the second place, it may be difficult to generalize the findings of the study because of the number of the students and fairly long duration of this application. They can be thought as interfering factors in a sense. For, with regards to the former factor, convenient sampling is used in the study, which may result in the participation of a small number of students. Thus, it is difficult to generalize the results. As for the latter factor, students may revise the target vocabulary items after the normal presentation and practice stages, which may directly affect the delayed test results.

1.6 ORGANIZATION OF THE THESIS

This thesis involves six chapters. Chapter One is an introduction and it states the background of the study together with the purpose and the significance of the study. It also reveals the assumptions and limitations of the study. Finally, it ends with a description of how this thesis will be organized at all.

Chapter Two presents a short review of literature about vocabulary learning and podcasting. It starts with the importance and evolution of vocabulary learning. Then, dimensions of vocabulary learning and the ways for learning vocabulary are discussed. Subsequently, vocabulary learning and its relation to technology is presented. This chapter continues with a new technology, podcasting, and its uses, creation, advantages and challenges. The chapter ends with the other aspects of the study, i.e., the relationship of vocabulary learning with FL anxiety and learning styles.

Chapter Three reveals the methodology pursued in the study. It presents the outline of the study including pilot and main study. Moreover, in order to explain the rationale for the methodology used in the study, qualitative and quantitative research methodologies are discussed.

Chapter Four states the findings and discussions part in detail. Interpretations of the data are presented in accordance with related tables.

In Chapter Five, a summary of the whole study is given. It scrutinizes the findings, draws important conclusions and subsequently presents implications and suggestions for further research with reference to the conclusions.

1.7 Chapter Summary

This chapter holistically introduced the present thesis. In the first place, background of the study was presented in relation to related literature. Afterwards, the purposes and the significance of the study were explained. The assumptions and the limitations of the study came next. Lastly, how the chapters of the study are organized was stated.

CHAPTER II VOCABULARY LEARNING

2.0 Introduction

This chapter, in general, will discuss vocabulary learning and podcasting. Firstly, the evolution and the importance of vocabulary learning will be presented. Secondly, the constituents of vocabulary learning and the debate on how vocabulary should be learned will be stated. Subsequently, vocabulary learning through different technological innovations and more specifically through podcasting will be explained. Finally, vocabulary learning will be taken into account with reference to foreign language learning anxiety and learning styles.

2.1 Evolution of Vocabulary Learning

Vocabulary learning has a great significance in native language, SL or FL acquisition (Decarrico, 2001; Genç, 2004; Zhang et al., 2011). With a view to highlighting the place of vocabulary in language learning, Wilkins (1972) states “without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed” (p. 111). Likewise, McCarthy (1990) echoes “without words to express a wider range of meanings, communication in a L2 just cannot happen in any meaningful way”(p.140).

However, this pivotal role of vocabulary was not considered until the late 1970s and early 1980s (Decarrico, 2001). Before those years, this area of language learning had been generally ignored due to the fact that it was considered that vocabulary somehow took care of itself. This idea arose from the language teaching approaches prevalent throughout the 1940s, 1950s and 1960s. In the first place, based on American Structural Linguistics, Charles Fries’s *Teaching and Learning English as a Foreign Language* stressed the grammatical and phonological structures as the heart of language learning. Influenced by the Behaviorist Psychology, he also adopted the point of view that learning happens in the shape of habit formation. He incorporated these views in his *Audiolingual Method* and drew attention to systematic drills of sentence structures and their pronunciation (Brown, 2001; Larsen-Freeman, 2000). Therefore, the place of vocabulary in this method came

after grammar. Words were taught only when learners required using them in grammatical patterns.

Similarly in 1960s, revolutionary innovations appeared with the Generative Linguistics but there was no difference in the place of vocabulary. It was still secondary to grammar (Decarrico, 2001). According to Chomsky, the pioneer of the Generative Linguistics, a set of abstract rules in learner's mind represents language. Rules produce the syntactic structure and appropriate words chosen from grammatical categories are used to fill in the gaps in the syntactic structure. Hence, the learning approaches adopting this view put emphasis on grammar again.

The core of language learning shifted from grammar to functional language use with the concept of CC in 1970s (Decarrico, 2001). This point of view focused on sociolinguistic and pragmatic factors enhancing effective language use. In other words, CC helps people to convey and interpret messages and use language interpersonally for meaningful communication in particular contexts (Brown, 2007). For instance, our conversation with our families is different from the conversation with officials occurs at a bank. This notion reflected to language classrooms as Communicative Language Teaching (CLT) approach. Its aim was to find out pedagogical ways for 'real-life' communication in classroom and increase understanding of language functions (e.g. requesting, apologizing, and etc.) that must be involved into a classroom (Brown, 2001). With a view to reaching these aims, it promoted fluency over accuracy; discourse level functions over sentence-level forms. Since these were the primary aims of CLT vocabulary, once again, failed to be seen as a cornerstone of language learning. Decarrico explains the place of vocabulary in CLT in the way that it was taught basically as support for functional language use.

In recent years, this negligence has decreased. As in the words of Richards and Renandya (2002), vocabulary teaching has become the heart of language teaching and learning thanks to this positive shift. Hedge (2000) states that this neglect stays uncomfortably with the importance given to vocabulary learning by learners themselves. One of Pickett's (1978 in Hedge) subjects pointed to the place of vocabulary learning for themselves in this way: "I am quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words" (p.110). Moreover, as the errors of vocabulary are most likely to be misleading than those of grammar, the neglect of

vocabulary is also surprising. As can be seen, the importance of vocabulary for learners and for communication has been understood.

Another reason which has given rise to the understanding of the significant place of vocabulary in language learning is the technological developments (Decarrico, 2001). As the computer-aided research increased, ample information, previously hard to reach and analyse, could be available. How words behave in a sentence and broader units which function in discourse as one lexical item become possible to be analyzed with computer technologies, known as Corpus. A Corpus is mainly a collection of written or spoken texts which is fed into a computer (McCarten, 2007). Then, the language in the corpus can be analyzed with corpus software tools to get accurate information about how frequent words are used, in which linguistic contexts they occur (Harmer, 2001), which words are used most in speaking or writing, which words are mostly used together, how words and grammar come together to form patterns and which words are used to organize discourse. The facts explored about language via this bottom-up approach are collected and organized in novel descriptions of language behavior. These foster linguistic theories, where language models are generated to explain the phenomena empirically observed and hypotheses are suggested for further research (Krugger, 2002). Therefore, as also Harmer states, the advent of these computer databases increases dramatically our understanding of language and words and gives rise to research about developing vocabulary knowledge.

Further, studies in psychology have upsurged the interest in vocabulary. Psychological studies enable insights into mental processes in vocabulary learning like memory, storage and retrieval (Decarrico, 2001). The role of memory is important in any learning and particularly in vocabulary learning (Taka, 2008) as vocabulary knowledge is more vulnerable to forgetting than other linguistic aspects (Schmitt, 2000). Therefore, it becomes clear that vocabulary learning and teaching needs to be organized in a systematic way, taking into account the aspects of vocabulary knowledge.

As a conclusion, although vocabulary is a language area which was neglected for a long time, this situation has changed with the recent developments in language learning and the needs of learners. It has been understood that vocabulary is the core of language.

2.2 The Importance of Vocabulary

Vocabulary knowledge is crucial as it incorporates all the words we should know to reach our background knowledge, express our views, communicate in an effective way and learn about new things (Sedita, 2005). Vocabulary knowledge is closely related to language skill areas (Al-Kufaishi, 1988), i.e., fluent and accurate speaking and writing (Harmer, 2001; Brown, 2001; Adolphs & Schmidt, 2003), listening comprehension (Ur, 1984; Nation, 2006) and reading (Nation, 2001; Laufer, 1997; Huckin & Coady, 1999) and grammar acquisition (Thornbury, 2002) can be managed through vocabulary knowledge. Besides, it is of great importance in academic success (Nation, 2001; Sedita, 2005), in different contexts (Taylor, 1990).

Vocabulary is crucially significant for foreign or second language learners' fluent communicative skills (Zhang et al., 2011). Vocabulary knowledge has a significant place in communicative competence, which obtained popularity with communicative language learning (Genç, 2004). Learners who may know some grammar but have vocabulary knowledge to be enriched cannot convey a message or communicate in English (Licencjacka 2007). Hence, learners' one of the major goals should be learning vocabulary effectively.

Al-Kufaishi (1988) draws attention to the relationship between vocabulary and language skills. He expresses that learners cannot communicate their ideas bluntly and cannot decode the ideas addressed to them without adequate vocabulary. Furthermore, limited vocabulary adversely affects their writing, reading and listening abilities.

In terms of productive language, i.e., spoken and written, both of them place a demand on vocabulary use (Brown, 2001). More elaborately, in their analysis of a modern spoken corpus (the CANCODE corpus), Adolph and Schmidt (2003) find that 2.000 word families form less than 95 percent coverage of spoken discourse. Their another analysis on the CANCODE and the spoken part of the British National Corpus reveal that about 5.000 individual words are necessary to reach about a 96 percent coverage. According to this result, engagement in everyday spoken discourse requires to have more vocabulary than was previously known. Moreover, Brown suggests that learners should know phrases, idioms of spoken language. Similarly, learners should learn to benefit from the wealth of English vocabulary while writing as the written language requires learners to use much more vocabulary than the spoken form (Genç, 2004).

Vocabulary knowledge is also necessary for listening comprehension. Nation (2006) reports that a vocabulary of 6.000 to 7.000 is essential to understand a spoken discourse without any assistance. Moreover, Ur (1984) explains that common colloquial expressions, formal and informal form of a word, and pronunciation of a word both in formal and informal language important vocabulary components which help learners to discriminate between the words, and thus increase listening comprehension. Vocabulary knowledge is also important in predicting what comes next in the flow of a speech.

There are a great many research about the place of vocabulary knowledge in reading comprehension (Hasbun Hasbun, 2005). In the words of Laufer (1997), “it has been consistently demonstrated that reading comprehension is strongly related to vocabulary knowledge, more strongly than to the other components of reading” (p.20) i.e., vocabulary knowledge is more significant than other reading skills like reading strategies, using background information, identifying general and specific meanings in order to understand a text. This relation is two-dimensional (Nation, 2001), in that, vocabulary is important for reading comprehension and reading can enhance vocabulary growth. Nation states that the knowledge of about 2.000 high-frequent word families is necessary for learners to understand 85 percent coverage in many texts. This number of vocabulary can be learned at the beginning levels of English. Therefore, this coverage needs to be enlarged in the following levels of language learning and at least 98 percent coverage is necessary for absolute comprehension. Huckin and Coady (1999) note that one should have knowledge of 5.000 word families in order to understand 98 percent of a text. Similarly, Nation explains that learners can guess and learn the meaning of new words without getting any assistance if they have the knowledge of 98 percent words in a text, which shows the other dimension of vocabulary and reading.

As for the relationship between vocabulary and grammar, Ellis (1997 in Schmitt 2000) states the main reason for believing that vocabulary knowledge facilitates grammar acquisition. It is that vocabulary knowledge in passages or conversations allows learners to figure out the meaning of discourse, which subsequently permits grammatical structures to become clearer. Learners themselves can realize how certain the grammatical structures and sequences of words result in absolute meanings. Similarly, with regard to the relationship between grammar and vocabulary, Thornbury (2002) asserts that if one spends significant amount of time studying grammar, he/she will not develop his/her English very

much. He/she will show improvement if he/she learns more vocabulary. One can articulate very little with grammar, but say lots of things with words.

Learners' vocabulary knowledge is also connected strongly to academic success since learners with large vocabularies can understand new ideas and concepts faster than learners with low vocabulary (Sedita, 2005). Research indicate that the vocabulary knowledge of 5.000 to 10.000 words make a language learner academically successful (Laufer, 1997; Nation, 2001). An educated individual has the token of large and ample vocabulary. A vast amount of vocabulary store facilitates being an educated person to the degree that vocabulary is strongly associated with particularly reading comprehension and academic success in general (Beck, McKeown & Kucan, 2002).

Requirement for vocabulary also appears in different contexts and vocabulary knowledge is much more important in some situations than the others (Taylor, 1990). To illustrate, structural and grammatical errors of a student who learns a language as a second language in a country are supposed to disappear in time. Hence, enriching the vocabulary knowledge of learners should generally get primary importance in class. Moreover, she thinks that vocabulary is more significant in 'English for Specific Purposes' courses.

As the discussion above clarifies, vocabulary knowledge is a significant component of language learning. It enables learners to become successful in different aspects of language and life. As regards its importance, Al-Kufaishi (1988) notes that:

“There is a general agreement that the possession of a large number of vocabulary items is necessary to succeed in social, professional, and intellectual life; that vocabulary is a vehicle for thought, self-expression, interpretation, and communication” (p. 42)

2.3 Vocabulary Learning

One of the main challenges of that FL learners encounter within the language learning process is vocabulary learning (Ghazal, 2007; McCarten, 2007) as “[it]” incorporates various dimensions in itself (Nagy & Schott, 2000).

Since, even though huge numbers of people consider vocabulary as lists of words, vocabularies involve countless multi-word items as well as single words (Hasbun Hasbun, 2005). In other words, words need their adjacent words to transmit meaning. This proposes that learning vocabulary is more complicated than merely working on single word definitions (Daniels & Zemelman, 2004). On the contrary, it includes reading, listening and

using words in meaningful contexts, which is one of the reasons making vocabulary learning a challenge.

Similarly, Allen (1999) advocates the ineffectiveness of studying only word definitions. According to her, a word can have many meanings depending on the geographical place where an individual lives. Secondly, a word can be used in different meanings in different contexts. Lastly, learning only the definition of a word generally falls short of adequate information for learners to use it correctly. Therefore, Stahl (2003) draws a distinction between definitional knowledge (similar to a dictionary definition) and contextual knowledge (understanding of the adaptation of a word's meaning to different contexts). So as to learn a word completely, a learner requires seeing, hearing and using a word in different contexts.

According to McCarten (2007), vocabulary learning is a challenge since it requires learners to know many words and diversity of vocabulary components such as isolated words, phrases, collocations and strategic vocabulary (strategies to manage and conduct conversations). Moreover, grammatical patterns a word occurs in, idioms and stable expressions are the components to be known by foreign language learners.

As important experts in vocabulary learning, Richards (1976) and Nation (2001) similarly order what to learn about a word as the meaning of a word, its spoken and written forms, its word parts (prefixes or affixes), its grammatical behavior (its word class or grammatical structures which it is involved in), its collocations, its register, its associations (its semantic relationship with other words), connotations and its frequency. Nation (2005) also considers each aspect of knowing a word as 'learning burden of a word' and it shows differences in words depending on the ways in which words are associated to the first language knowledge and the existing knowledge of second language or the knowledge of other languages.

Another issue about the complex nature of vocabulary learning is its being cumulative process (Hasbun Hasbun, 2005; Nation, 2005). Vocabulary growth takes place gradually in small increments which learners can manage and it requires varied exposures to words (Nation, 2005; Hirsh, 2003; Stahl, 2004; McCarten, 2007). Accordingly, it can be suggested that vocabulary learning is a permanent, natural and life-long process (Smith, 1998 in Bintz, 2011, p. 45). Since it takes a long time, it can be frustrating and requires dedication and motivation. In other words, learners should become autonomous and get

assistance about what to learn and how to learn in this life-long process. Moreover, they need to seek adequate information on their own and internalize the learning experience and adapt it according to their needs (McCarten, 2007).

To sum up, vocabulary learning is a challenge because of the different aspects of words which have been discussed above. Not only single words but also their various aspects such as multi-words, phrases, collocations, their grammatical behaviors in a sentence should be learned. Vocabulary learning takes place continuously. And lastly, as mentioned before, in this vocabulary learning process, a challenge itself, learners' individual characteristics are of utmost important.

2.3.1 Implicit Vocabulary Learning versus Explicit Vocabulary Learning

The fact that learning vocabulary has plenty of aspects leads scholars to answer the question 'how can each aspect of vocabulary be learned, then?' In general, two ways are reported in which vocabulary can be learned: implicit (indirect) and explicit (direct) vocabulary learning (Decarrico, 2001; Kobayashi, 2006; Sedita, 2005; Hedge, 2000; Nation, 2005).

Decarrico (2001) explains implicit learning as learning that arises when the mind concentrates elsewhere, such as on comprehending a text or benefitting from language for communicative objectives. Similarly, in the words of Kobayashi (2006), implicit learning occurs without conscious processes and awareness at the time of learning, generally from reading or listening a text while the learner mainly deals with the message of the text. As for explicit learning, it means learning aspects of vocabulary knowledge through conscious operations and awareness at the time of learning.

Viewpoints of the scholars on FL vocabulary learning differ from implicit naturalistic ways to those advocate explicit instruction (Ellis, 1995 in Kobayashi, 2006, p. 17). The main argument of researchers supporting implicit vocabulary learning is that there are too many words to learn (Kobayashi, 2006). This argument originally comes from L1 vocabulary acquisition studies. Native speakers have high level of vocabulary knowledge such as word families, idioms, irregular derivations and multiple meanings. Moreover, children learn a huge number of vocabularies in their L1 with little intentional effort (Spada & Lightbown, 2006). Likewise, it is typically accepted that a large portion of learners' FL vocabulary is gained incidentally (Shahrokni, 2009; Decarrico, 2001).

Another important argument of them is that there is a lot to learn about a word such as their form, meaning, use, collocations, grammatical patterns, constructions (Kobayashi 2006; Hasbun Hasbun, 2005). In order to learn all of them, multiple exposures to words are required (Hirsh, 2003; Hasbun Hasbun, 2005; Nation, 2001; Decarrico, 2001; Stahl, 2003). Stahl states that whenever one encounters with a word in context, he/she remembers something about the word. After many encounters, more information about the word can be gained. Accordingly, learners need to take place in different reading, listening, writing and speaking contexts so as to see, hear and use many words and to expose to different aspects of words. They can read different types of texts. Moreover, teachers use classroom language and encourage them to use it in and outside the classroom. Peripheral learning situations can be prepared with learner-made or ready-made materials. They can also make friends abroad via different programs and speak or write to them. And lastly, they can make use of daily life opportunities like internet; mobile phones or TVs. However, although this picture is very promising in relation to implicit learning, all these endeavors require more class hours, learners' autonomy, i.e., they can work outside the classroom for themselves and by themselves. In analytical FL context implicit learning appears to be a farfetched goal. This is mostly because implicit learning is quite difficult to be measured or taken control of as far as institutional planned education is concerned. Therefore, this opens a way for explicit learning to take place in vocabulary learning.

The advocates of explicit vocabulary instruction, however, support that the task of learning a large amount of vocabulary is fairly different for FL learners in comparison to L1 vocabulary acquisition (Lightbown & Spada, 2006). According to them, although all vocabulary cannot be based on explicit instruction, some part of it should be done so (Schmidt, 2000; Nation, 2001) as it is too difficult to guess the meaning of new words from context unless a high portion of words in a text are known. In other words, to be able to understand a text and guess the unknown words implicitly, at least 2.000 to 3.000 highly-frequent words for everyday conversations should be learned explicitly (Decarrico, 2001; McCarten, 2007; Lightbown & Spada, 2006; Meara, 1995; Schmidt, 2000) whereas, beyond this level, many low-frequent words can be learned implicitly while reading or listening (Decarrico, 2001). As in the explanation of Decarrico, the knowledge of two to three thousand of words, learned explicitly, is the initial stage that enables implicit learning to occur when reading texts. According to Lightbown and Spada, knowing 2.000 words help learners to understand 80 to 90 percent of a non-technical text. However, Nation notes

that about 85 percent coverage cannot enable fully understanding of a text. Laufer (1992 in Spada & Lightbown, 2006, p. 100) states that approximately 95 percent or more of the words in a text can enhance comprehension. Similarly Nation explains it as 98 percent, which requires learners to know 5.000 words (Huckin & Coady, 1999). Accordingly, unlike L1 vocabulary acquisition which takes place incidentally with little effort, FL explicit vocabulary learning requires more time and effort (Lin et al., 2011).

Another reason why explicit vocabulary learning is necessary is the issue of multiple exposures to words. Although an L2 learner should encounter a word again and again so as to learn it well enough to identify it in novel contexts or use it actively in their own speaking or writing (Lightbown & Spada, 2006), certain types of words are too rare in narratives (Gardner, 2004 in Lightbown & Spada, 2006, p. 100). To illustrate, learners reading mostly fiction are likely to have little chance of learning words that are necessary for their academic developments. Hence, it can be said that a common problem facing language learners is lack of exposure (Decarrico, 2001). Some research on vocabulary learning via reading confirms that vocabulary can be learned with no explicit instruction. However, Hasbun Hasbun (2005), Nelson and Stage (2007) provide evidence that learners develop their vocabulary knowledge more successfully when they are taught explicitly and completely engaged in vocabulary activities. In FL contexts, this case seems significantly important since there is no exposure to FL outside the classroom. Therefore, creating a classroom environment full of words and language that are in the context of situations they are to come across is significant for vocabulary learning (Blachowicz, Fisher, Ogle & Watts-Taffe, 2006). Besides, multiple exposures to words with exercises and activities which consist of learning words in word association texts, concentrating on highlighted words in texts and playing vocabulary games should be enabled. In recent years, computer programs, namely technological devices, which involve the sounds of the words together with illustrative pictures supply opportunity for practice with different contexts, both written and spoken (Decarrico, 2001).

Other important issues that lead explicit learning to accompany implicit learning are the limited input that learners receive and time allocated for learning a language (Simpson, 1988 in Kobayashi, 2006, p. 37). Firstly, learners, particularly in English as a FL contexts, receive limited number of words while native speakers encounter lots of words per day. Secondly, learners start their study approximately at the age of twelve and are exposed to

about five hours of instruction in a week in the following years. As implicit vocabulary learning advocates assume that vocabulary learning takes place via natural exposure to language or by necessity on its own, they underestimate the vocabulary learning in the classroom (Grabe & Stroller, 2002). However, in order to solve this problem, there is a great interest among L2 acquisition researchers and educators in using technology for vocabulary instruction not only in the limited class hours but also outside of the classroom (Joseph, Watanabe, Shiung, Choi & Robbins, 2009). Therefore, implicit learning should be supplemented with explicit vocabulary learning when FL contexts, institutional education, planning, evaluating, time limit and limited input are considered.

One more consideration that makes explicit vocabulary learning significant is that it is necessary for “promoting deep level of processing” (Decarrico, 2001, p. 289). As the learning include either short term memory or long term memory. The significance of “promoting a deep level of processing” is to send information from short term memory to long term memory. Thus, vocabulary exercises and instruction should be organized with an aim to trigger learners’ deep processing and high level of involvement load (Hulstijn & Laufer, 2001 in Lin et al., 2011, p. 93). For instance, as in the words of Kolich (1991 in Lin et al., 2011, p. 93), learners can benefit from computer-assisted language learning (CALL) in learning new words. CALL enables contexts for situations in which words can occur, meaning of words or synonym tips and word choices. Therefore, it can be concluded that using technology should be encouraged as one of the explicit vocabulary learning technique.

On the whole, taking into account the difference between L1 vocabulary acquisition and FL vocabulary learning and the limitations of implicit learning, over-reliance on implicit learning should be prevented (Kobayashi, 2006) especially in the outset of FL learning. Explicit vocabulary learning should be put into effect together with implicit learning. Moreover, new technological devices should be used actively in explicit vocabulary learning. As this is the case, this study is to investigate explicit vocabulary learning via one of the technological devices, not a comparison of explicit and implicit vocabulary learning.

2.4 Technology and Vocabulary Learning

The advances in information and communication technologies (ICTs) have brought about innovations in education (Hui et al., 2008; Lin, 2004; Başoğlu & Akdemir, 2010). This situation is indispensable because of the prevalent availability of computer-based and internet-based learning devices together with technology adoption among students and its dropping costs (Niemuth, 2010). Today's students are embraced with a world supplying constant access to different ICTs, and application of this technology is becoming a regular part of their casual lives at a great speed (Putman & Kingsley, 2009). To illustrate, learners might surf on the net, write e-mails from internet or their mobile devices, spend time in social networking sites or chatting (Niemuth, 2010). Besides, they might use their mobile phones to check their text messages, listen to their MP3s and play games on their mobile gaming consoles. Hence, learners' increasing use of technological devices makes the ordinary foreign language classroom appear to be static and irrelevant to foreign or second language learners. When the technology which they know and feel comfortable with is used, learners' interest and engagement in foreign language courses is increased. As this is the case, it is natural that teachers rapidly search for ways to immerse different technological developments, including digital media, in their teaching in order to cater for the 21st century's learners (Gagliolo & Nansen, 2008).

Vocabulary learning is the first important part to be developed by using efficient technological ways or materials (Dalton & Grisham, 2011) because it is a base for interpersonal relationships to construct (Lin et al., 2011) and advance level of listening, reading speaking and writing (Lin, 2004). What is more, it is effective to learn the words with related images or sounds besides memorizing them quickly (Schmitt & McCarty, 2005). That is also why technology-based learning is thought to be used for vocabulary learning. Dalton and Grisham note that the features of vocabulary learning such as teaching words, vocabulary learning strategies and encouraging active engagement and interest in words should be applied to new technological ways, i.e. computers, internet, multimedia, mobile devices and etc. should be used for the sake of vocabulary learning.

A great many researchers investigating technology-based vocabulary learning generally discovered that technology fosters FL vocabulary learning, vocabulary retention and learners' motivation. (see Canado, 2010; Pelletreau, 2006; Warszawski, 2007; Hui et al., 2008; Lin, 2004). To illustrate, Hui et al. (2008) concluded from their study, which

they aim to find out the learning effectiveness and satisfaction in language learning, that technology-based instruction affects vocabulary learning positively. Correspondingly, in Lin's (2004) study, the aim of which was to investigate the effects of video-based computer assisted language learning (VBCALL) program on university learners' incidental vocabulary acquisition, she discovered that VBCALL has positive effect on different proficiency groups' vocabulary learning and all students were interested in video viewing sessions. Similarly, Canado (2010) carried out a study in order to find out whether the use of virtual learning environments (VLE) and computer-mediated communication (CMC) could improve the teacher trainees' vocabulary knowledge. Popular sitcoms were used and set up on a VLE through a software program-ILIAS- together with related activities. He reported that the use of VLE and CMC improve excellent vocabulary knowledge than that promoted by the traditional system. Moreover, integrated learning boosted learner retention, motivation and performance via deeper learning experience. In Sanches's (2006) study, Virtual Field Trip (VFT) was designed to enhance vocabulary acquisition and knowledge by using simulation based technologies and benefiting from sound educational findings. VFT is a meaningful context created with a view to providing words as a pre-reading activity for fear that learners who do not have much real world knowledge can struggle to recognize in their grade level reading curriculum. Although findings did not indicate significant vocabulary growth on vocabulary tests, learners using VFT did use much more words in a post writing activity than the students in a story group and became more motivated. Therefore, it can be concluded that learners using VFTs learn words more deeply when the learning is embraced with contextually suitable semantic information. Another study conducted by Lin et al. (2011) to discover 8th graders' perceptions of learning vocabulary in a collaborative way through computers revealed that students learning collaboratively with computers did not pass the others (groups learning individually without computers and learning collaboratively without computers) in vocabulary tests. Notwithstanding, they outperformed in delayed tests, which means they were good at retention. Lastly, students in computer group acknowledged positive attitude towards learning vocabulary in such an atmosphere.

As the computer-based technology has become smaller day by day, researchers' interest have rapidly spread across mobile technology like electronic dictionaries (ED), mobile phones or MP3s. The findings of these studies show positive and negative effects on vocabulary learning. Kobayashi (2006) compared the use of pocket electronic

dictionaries with printed dictionaries (PD) in Japanese learning context with university students. Besides, he examined whether there was any relationship between students' ED use and their use of lexical processing strategies (LPS: consult, infer, or ignore), their vocabulary learning and their reading. Results showed that EDs were a famous tool for Japanese learners and they influenced learning both positively and negatively. That is to say, most of the students had EDs and were inclined to use them exclusively. Students' frequency of dictionary consultation was increased with EDs. This appeared especially with the low-proficiency students. Başıoğlu and Akdemir (2010) are another two researchers conducting a study on using mobile phones and flash cards in learning vocabulary. Their purpose is to examine the effectiveness of mobile phone use in vocabulary learning. According to the results, use of mobile phones contributed to the students' achievement in vocabulary learning more than the use of flashcards. Thus, they concluded using mobile phones positively affects vocabulary learning much more than using the traditional vocabulary learning techniques. Moreover, it was understood from the qualitative data that mobile phones were famous learning tools in terms of their effectiveness, availability and entertaining feature. Correspondingly, Zhang et al. (2011) and Saran and Seferoğlu (2010) deduced that mobile phones are motivating and effective tools in vocabulary learning, however Zhang et al. study did not conclude that they increase retention.

Apart from mobile phones and electronic dictionaries, different mobile technological items have been aroused and developed in recent years, as well. Podcasting is a new way of getting information from the internet or creating a learning material and upload it to portable technological items like computers, ipods, mobile phones and MP3s. As it is a currently issue, there has been limited research on podcasting and vocabulary learning (Putman & Kingsley, 2009). One of the studies about podcasting integrated in vocabulary learning was Hasegawa et al.'s (2008). They developed a vocabulary learning system Personal Handy Instructor (PHI) that utilizes iPods for university students. In their study, they investigated the learning effect of the general materials created by Personal SuperImposer (PSI). Results showed that there was no significant difference in retention of experimental and control group in the short term. However, there was a significant difference in retention rates of the groups in the long term period. Besides, students are very eager and motivated to use different technology based materials while learning vocabulary. Similar study conducted about podcasting was Putman and Kingsley's (2009).

The aim of their study was to explore the effect of using weekly podcasts of science-specific vocabulary on fifth-grade students' vocabulary development. As for the results, podcast group surpassed the instruction only group, which revealed the effectiveness of podcasts in science-specific vocabulary development and generally had positive ideas about the experience and stated that they became more motivated.

Some reasons can be sequenced for these effects of technology-based vocabulary learning such as authenticity, contextual information, ubiquitous nature of technological devices, repeated exposures, active participation, autonomy, novelty and facilitation. Firstly, authentic input can be presented via technological devices, making the input much more understandable. Learners can be presented with real English as well as original means to cope with the authentic language (Lin, 2004). Learners also can learn different aspects of vocabulary by learning words in context enabled through technology. Additionally, as the technological devices become smaller day by day, learners can easily reach mobile devices (Zhang et al., 2011; Hasegawa et al., 2008) and as in the words of Lin, they can manage their learning process and plan to learn at any time and place and at their own pace. This leads to their repeated exposures to and more practice of the vocabulary at intervals in daily life, which enhances effective vocabulary learning (Waring & Nation, 2004). Thus, learners are more active and independent in such kind of vocabulary learning, which prepares learners for the future by increasing their autonomy and by helping them develop necessary competencies for joining the workforce (Canado, 2010). Being active in one's own learning, repeated exposures to words and deep processing during learning (Lin et al., 2011) result in long-term retention of words. On the other hand, Zhang et al concluding that technology is not effective in the long run, attribute the reason of this fail to lack of repeated exposures and less study. Canado draws attention to another characteristic of technology, novelty. Being a different way of learning vocabulary, technology-based vocabulary learning contributes to increasing learners' motivation. Technology can be intriguing and stimulating medium and a strong stimulator of motivation to take part in behaviors that facilitate learning (Sanchez, 2006).

On the whole, all of these studies presented above indicate that technology-based vocabulary learning is beneficial for learners, i.e., it enhances vocabulary learning, retention and motivation. Therefore, in order to cater for the needs of 21st century learners and draw their attention within learning, technology-based vocabulary learning is

suggested. Lastly, although there have been studies on vocabulary learning through technology-based learning materials, there have been lack of research on the use of latest technological development in vocabulary learning like podcasting. In this study, podcasting is to be used for explicit vocabulary learning and its effects on vocabulary learning will be investigated.

2.5 Podcasting in Foreign Language Learning

Podcasting is a novel trend for conveying audio content onto personal computers, laptop computers and mobile devices such as MP3 players, mobile phones and Personal Digital Assistants (PDA) (Hoskyns-Long, 2009). Podcasts mean audio files which can be easily published online and attached to Web sites, blogs and wikis. They are obtainable as attachments to e-mails and documents. Besides, podcasts can be streamed or broadcasted. Podcast also includes in itself various common types of media like any television or radio program, any lecture, performance, other recorded events, video files, documents or any combination of these (*FAQs: For Podcast Fans*, 2012).

The delivery of content online is not a new event; audio and video downloaded or available via streaming have been known since 1990s (Rosell-Aquilara, 2007). What makes podcasting that much widespread is not the device itself or the availability of the content but the convenience of publication, convenience of subscription and the convenience of use across different surroundings (Campell, 2005). Its popularity also comes from the simplicity of creating and listening to podcasts (Hoskyns-Long, 2009).

All of these features and the ones like portability, versatility, being wireless, being affordable and the requirement of only basic technical skills for users and authors make podcast popular and contribute to uptake of podcasting as a learning tool as well as its uses for entertainment and news (Hoskyns-Long, 2009). Particularly, language learning has been considered as one of the disciplines to benefit most from developments in podcasting (Kukulska-Hulme, 2006). There are also some other reasons which enhance the popularity of podcasting in language learning.

Firstly, thanks to using podcasting as a learning tool, language teachers can develop recently neglected and underused teaching and learning medium, audio. (Chan & Lee, 2007; Chan & Lee, 2005). One of the most significant pedagogic characteristics provided by podcasting is learning via listening which may be more appealing and less tedious than

reading for many people and may motivate learners who do not enjoy reading (Cebeci & Tekdal, 2006). Schlosser and Burmeister (2006) state that audio is experiencing an innovation due to the spread of portable audio players, broadband internet and software tools. Therefore, as a part of this innovation, podcasting can be a solution for learning listening comprehension which is demanding and frustrating for learners (Kavaliauskiene & Anusiene, 2009). There are also major steps in listening which consist of finding a reason for listening, estimating information, trying to organize information and decoding the message. Another major inhibitor for learners is a mental block. Because of these challenges of listening skills in language classrooms, it is easier to understand why podcasting has become popular. Podcasting enables learners to listen to audio files at their own convenience.

The second stimulus leading to using podcasting as a learning tool is the continuing problem in English language classroom, time (McMinn, 2008). This problem is important for teachers and learners. To illustrate, the number of school days assigned to language learning might not be enough; a teacher might have insufficient time to cover materials in a course hour; learners might not have time to study English outside the classroom and learners might not be motivated or desire to allocate the necessary time to learn English. Thus, the question is: how can teachers motivate learners to study or practice their English language skills outside the classroom time? As a reply to this question, using podcasting draws the attention of researchers and teachers. Podcasting can be exploited to rise a learner's time allocated to language learning and it can provide meaningful experience that is motivating, encouraging and beneficial for a language learner.

Apart from the reasons above, podcasting is used as a learning tool in order to fill the gap between young learners and older teachers (Hoskyns-Long, 2009). Today's learners and teachers have different learning styles, technical literacies, behaviors and attitudes (Zhang & Sternberg, 2004). Teachers of tomorrow's workforce will encounter changes that did not exist 10 years ago. Many young learners today are not accustomed to life without technologies like computers, the internet or mobile phones (Hoskyns-Long, 2009). They are fluent in the technical language of computers, video games and the internet and so, native speakers of technology. These learners are considered as tech-savvy (McMinn, 2008) and developing pedagogy to cater for the need of tech-savvy learners is challenging. These young learners do not learn in the same way as the older generations but they want

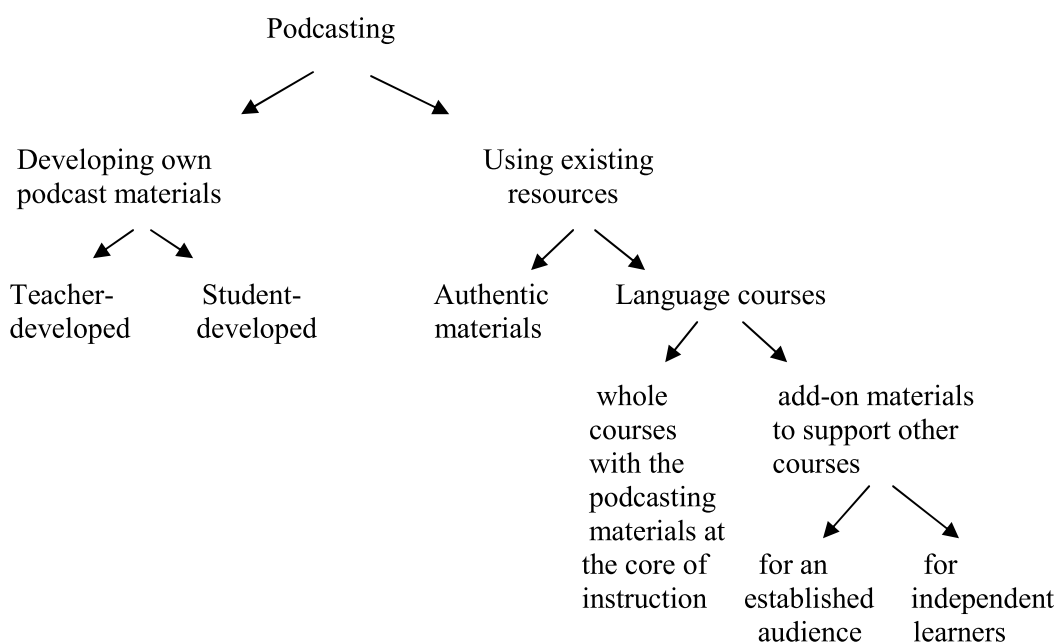
to learn (Barnes, Marateo & Ferris, 2007). This shows that there is a gap between older generations who are likely to be teachers and determined to keep their traditional methods of teaching compared to the young generations who have technological knowledge, experience, and new kinds of learning expectations, styles and needs (Hoskyns-Long, 2009). It is frustrating and not motivating for young learners to use technology less (Oblinger, 2003). It becomes more important to fill the technology gap in order to meet the needs and anticipations of learners and using podcasts as a learning tool can be way to integrate technology as an interactive learning tool (Hoskyns-Long, 2009).

Because of the reasons mentioned above and its potential benefits which will be presented subsequently, podcasting is being used in various ways in all levels and disciplines of education, esp. in language learning.

2.5.1 Uses of Podcasting in Language Learning

Podcasting is categorized into two main potential uses: producing podcasts and exploiting the podcast sources at hand (Rosell-Aquilar, 2007). Rosell-Aquilar divides these uses of podcasting into sub-categories. Figure 2.1 below shows this detailed taxonomy of uses of podcasting for language learning.

Figure 2.1: Taxonomy of Uses of Podcasting in Language Learning



First category, developing own podcast materials, is divided into two categories: teacher-developed podcasts and student-developed podcasts. As far as the former one is considered, teachers produce materials for learners and learners are considered as consumers (Robb not dated). More traditionally, teacher-made materials can be used to distribute lectures (Ducate & Lomicka, 2009; Lee et al., 2008; Hoskyns-Long, 2009; Meng, 2005; McMinn, 2008). Podcasts can be the recording of lectures, both before and during class for learners to review course materials or to replace lectures for both learners and teachers who are absent in class time because of illness or other excuses. Teachers can record lectures prior to the course; record guest speakers or experts or record within the class time with comments, questions and ideas of other participants. To illustrate, Edirisingha et al. (2007) integrated podcasts into first year undergraduate module on English Language and Communication at Kingston University. Six podcasts were prepared by tutors and student mentors to improve students' learning and study skills and to enable advice on portfolio development and presentation.

With reference to student-developed podcast materials, learners can record presentations and, later, examine, interpret, revise their work and make necessary corrections in it (Hoskyns-Long, 2009). Podcasting can also give them possibilities to create and publish for real audience (Stanley, 2006). Moreover, learners can record and distribute new broadcasts, develop brochures, prepare or listen to teachers' notes, record lectures sent directly to their MP3s, projects, interviews, meeting and conference notes and obtain oral history archiving and on-demand distribution (Meng, 2005). By using and creating podcasts, learners can improve presentation skills, vocabulary, writing, speaking, technical skills (Hoskyns-Long, 2009) and pronunciation (Ducata & Lomicka, 2009). In order to listen to their pronunciation together with intonation and grammar usage, learners can record their own voice by using podcasting (Tavales & Skevoulis, 2006 in Hoskyns-Long, 2009, p. 29). So as to make podcasting for a communicative tool, learners also add the podcast to an e-mail, course Website or blog in order to make further critiques, feedback, reviews from instructors or peers. Lee et al. (2008) studied on student-developed podcasts and focused on enabling undergraduate students to create their own podcasts for distribution to their fellows. They reported that podcasting can make learners express their understanding of ideas and concepts and share the outcomes with an audience. Ducata and Lomicka had intermediate learners create scripted and extemporaneous podcasts in their study on the effects of using podcasts to improve pronunciation in L2 learning. Although

data did not reveal significant improve in their pronunciation, learners enjoyed creating extemporaneous podcasts and appreciated the feedback that they get for each scripted recording.

As far as it is observed, these uses of podcasting are generally about the academic uses of podcasting and Belanger (2005) summarizes the academic uses of podcasting in this way:

1. Course content dissemination tool
2. Classroom recording tool
3. Field recording tool
4. Study support tool
5. File storage and transfer

Language learning podcasts at hand can be categorized into two main groups: The previous one is authentic content supplied by native speakers of the target language, firstly to be used by native speakers, such as news feed or radio programming. Samples of this can be available in the web pages of major television and radio broadcasters or through seeking for themes of interest in different aggregators, like iTunes (Rosell-Aguilar, 2007). This kind of podcasting enables learners to discover the local community and interact with native speakers in real-life settings (Earp, Belanger & O'Brian, 2006) and brings an authentic cultural experience to learners' learning of foreign languages (Chinnery, 2006).

The second sub-category of language learning podcasts is language courses or teaching content especially prepared for language learning. This content can be divided into whole stand-alone courses that try to work as virtual classrooms or supplementary activities to classroom teaching or distance education (Felix, 2003 in Rosell-Aguilar, 2007, p. 475). Thus, there are two kinds of sources: those aiming to provide whole stand-alone courses and those providing supplementary material. The latter is divided into two sub-groups: materials prepared for an established audience- e.g. materials supplied by teachers or institutions for their own students- and add-on materials prepared for independent learners who are not depend on a specific course.

Teaching materials for a certain audience are new age materials that are prepared by teachers for the needs of their own learners and support the course syllabus by supplying

extra material to their classroom instruction (Rosell- Aquilar, 2007). Putman and Kingsley (2009), in their study on the effects of podcasting in vocabulary learning, created podcast material related to vocabulary items of seven units for their fifth grade learners. They gave the traditional way of vocabulary instruction and vocabulary practice via podcasting. They started with a warm-up activity using a song. Later on, they summarized the previous unit's vocabulary items by asking questions about their definitions or the words themselves. Subsequently, they presented new vocabulary items like the way they presented in real course hour. What came next were passages including new words and mental and active response activities. Lastly, mixed review of the definitions of newly presented words were involved in the podcasts. Similarly, the most important example of this category was the first initiative of Duke University in 2004 (Belanger, 2005). The university provided iPods to its first year students in various departments. In Spanish course, the teacher supplied recordings of passages, verbal quizzes, pronunciation examples, feedback, listening exercises, songs and vocabulary items. This shows also one of the academic uses of iPods, study support tool, reported in the final report of first initiative Duke University as mentioned before.

Apart from Rosell-Aquilar's (2007) taxonomy presented above, Stewart (2010) states possible uses of podcasting in the English language learning by learners. According to him, learners can engage in digital storytelling, practice reading with expression and record a piece from their favorite book or poem for other learners to listen. Moreover, they can produce podcast book reviews for comment, carry out interviews, participate in debates or prepare commentary on school activities. Besides, they can produce their own podcasts as a record of activities, a road to gather notes or a reflection on the things they have newly learned (*Podcasting*, 2005). As can be understood, podcasting addresses to different skills of language learning.

Taking the age groups who can use podcasting into consideration, it seems that anyone who has an internet connection can use and create podcasts (*Podcasting*, 2005). However, literature on podcasting shows that podcasting is generally used in HE with undergraduate college students (see Clark, Taylor & Westcott, 2007; Earp et al., 2006; Daniel & Woody, 2010; Hasegawa et al., 2008; Edirisingha et al., 2007; Lee et al., 2008). The reason why young adults are generally selected for podcasting studies can be the learning expectations of these tech-savvy learners. It can be said that these learners have a

sense of autonomy resulting from their experiences of being an active information seeker and generator of information and knowledge; they give importance to online surroundings and the world in a global context; they always renew their knowledge about technology and do their best in terms of technology use so they become more mature and confident; they want to reach information fast (Skiba & Barton, 2006). On the other hand, the data about the effectiveness of podcasting use with young learners and adolescents is relatively limited (Putman & Kingsley, 2009). One of the exotic studies on young learners' use of podcasting, Bausell's study (2006) on "how adolescents experience podcasting as a replacement to traditional composition assignments" reveals that the inclusion of podcasting is difficult although it is an effective educational tool. According to Bausell, teaching adolescents related works on podcasting is exhausting in spite of the fact that they are highly technologically knowledgeable group. Therefore, in order to contribute to the literature and fill in the existing gap about how podcasting can be implemented best, our study will be conducted with secondary school learners, i.e. adolescents.

2.5.2 Important Features in Creating Podcasts

Inclusion of podcasts into e-learning systems calls for some design and translation work in order to accomplish the pedagogical needs (Cebeci & Tekdal, 2006). Podcasts do not immediately become learning objects. If a learning object is merely published by RSS, it is a podcast. However, learning goal together with educational value is a must for a podcast to become a learning object. Moreover, it should include the features of learning objects. The important characteristics of a good Digital Audio Learning Objects (DALOs) are listed as below (*Digital Audio Learning Objects*, 2011):

- *Simple to use*: A single, easy to produce and manage audio file in a common format (MP3).
- *Simple to produce*: The DALO has a well-defined and limited scope. This ensures that these useful resources can be easily designed and produced with little technical knowledge.
- *Immediate*: DALOs are cheap to make and can be available quickly.
- *Educationally focused*: Designing to support a distinct learning objective ensures that DALO will satisfy its original, primary purpose.

- *Reusable*: ‘The voice of the teacher’ (also known as interpretation or mediation) happens outside of the DALO in the VLE, the lecture theatre or elsewhere. This means the DALO can be interpreted according to the needs of any learning context. In this way, a particular DALO could be used in introducing an idea and again in an assessment, for example.
- *Engaging*: It is difficult to keep an audience’s attention for prolonged periods of time by audio alone. Therefore, digital audio is best used selectively to capture attention, to deliver points succinctly and to illustrate and ‘add color’ to the learning experience.

Apart from the above features, there are also some other factors to be considered while incorporating podcasts into e-learning or creating podcasts. By considering some points about pedagogical and technical issues and associating these to learning theory, the teacher will be in a much stronger position to measure whether the introduction of podcasts will help to accomplish the learning outcomes or objectives (Abt & Barry, 2007). Type and format of a podcast, its individual length, topical density and sequence, technological demands and learning theory are significant features associated with educational and technological requirements or limitations (Abt & Barry, 2007; Cebeci & Tekdal, 2006).

An early decision on the type and format of a podcast that a teacher wants to use is necessary (Abt & Barry, 2007). There are a quite many potential uses of podcast in educational settings as presented in above section (see 2.5.3 Uses of Podcasting in Language Learning). There are also a variety of formats that can be utilized when creating a podcast like talk/radio monologue, dialogue or interview format. While creating all these kinds of podcasts, having an outline script to guide participants can be helpful. This may avoid editing work at the end. A good podcast should have a clear structure and introduction which outlines content, presenters and aims. The conclusion should stress important parts and give aims of following podcast if it is one of the podcast series. Besides, it is helpful to maintain the structure the same throughout the podcast and podcast series.

Another key point in creating and using a podcast is its length. The length of a podcast can vary according to the aims and its format (Abt & Barry, 2007). However, it should be bear in mind that the length should not be so long but it should be produced short, i.e., 3 to 5 minutes, which enables learners to listen in their “wasted-time” (Chan &

Lee, 2007, p. 66). Moreover, suitable time for listening depends on psychological levels of learners as long podcasts generally cause loss of attention in listening and a following reduce in comprehension. Sustaining listeners' (learners') attention on the content for a long time is difficult (Cebeci & Tekdal, 2006). Moreover, downloading long podcasts may not constitute a problem with high bandwidth connections while it is a significant problem in low bandwidth.

Topical depth and complexity of podcasts are other important issues to bear in mind. The beginning of a podcast should be longer in terms of duration but not in terms of density (Cebeci & Tekdal, 2006). Denser content should take place at the end of a podcast. In the beginning of a lecture, a learner's attention is higher, which causes increased understanding. Therefore, slowly increasing the content complexity can be an effective method.

Sequencing podcast contents in a logical order is also important (Cebeci & Tekdal, 2006). Before sequencing, a long recorded content should be divided into small isolated units of topics. They can be accompanied with music in order to boost listenability of the podcast. Listening to such kind of a podcast can be more attractive than listening to a long speech.

Pedagogical factors cannot be thought in isolation without technological factors. It is important to find out what institutional mechanisms there are to support the generation of podcasts including copyright issues (Abt & Barry, 2007). Institutional VLE or public aggregators such as iTunes can be utilized for hosting or spreading podcasts. The file size of a podcast can be large and, thus, can have implications for the format and length one selects particularly if the VLE has limitations on file size. Moreover, a qualified audio learning material has a high quality sound processing techniques that include initial recording, fine tuning, clipping, inserting and recombining. These are accomplished in a studio environment that makes it necessary to have a high level of knowledge, experience and developmental costs (Cebeci & Tekdal, 2006).

When we consider producing and using podcasts for learning as a whole, it is accepted as a personalization process (Cebeci & Tekdal, 2006). Martinez (2002) defines personalization as a teaching strategy where teachers supply individual feedback, assessments or provide distributing chances of the content that fit a learner's particular learning style.

On the whole, there are different factors that podcasts should have if they are to be used as a learning object in terms of pedagogical and technological issues.

2.5.3 Advantages of Podcasting

As mentioned shortly in above discussions, there are a number of advantages which make the use of podcasting possible in different age and proficiency level. Among the advantages of podcasting for language learning are they:

- *Supporting Learning:* Podcasting has become an innovative way of supporting learning (Dale, 2007). Pedagogical approaches to information processing and conceptual learning can be improved through a unique approach, podcasting (Hargis & Wilson, 2005 in Dale, 2007, p. 51). Podcasting can provide opportunities to introduce or reinforce information from the classroom, to help learners who need additional instruction or access to topic discussed in the class (Putman & Kingsley, 2009). To illustrate, Duke University gave 20 gigabyte iPods to its first year undergraduate students in 2004-2005 (Belanger, 2005). In languages, podcasting facilitated practice and repetition. Some instructors and students recorded vocabulary lists with definitions of terms in order to review of unit, week, concept, or etc. Others stated that they recorded their own private lessons or performances and used the iPod as a way to self-reflection, analysis and improvement. Edirisingha et al. (2007) found that podcasts were a source of information about learners' studies. The respondents stated that podcasts were beneficial for them to know more about the assessed work and were helpful in preparation for workshops/seminars as podcasts prepared for the study gave advice and tips on how to do their presentations. Moreover, podcasts were thought as enriching the learning resources at hand to study. According to the study of Clark et al. (2007) on the impact of podcasting on postgraduate students, learners felt that they gained learning benefits from the use of podcasting and the podcast episodes supplement their learning. They used podcasting to revise for exams, to replace lectures, to reinforce information for assessments or key points. Besides, they preferred podcasting as the content was complex, as English was not their L1 and as they had difficulty in hearing the lecturer.

- *Supplying Flexible Learning:* There are some features why podcasting is preferred as a supporting learning material and that it creates effective opportunities for flexible learning is one of these features (Edirisingha et al., 2007; Chan & Lee, 2005). Learners can

make their own decisions about time, place and pace they would like to learn (Chan & Lee, 2005; Daniel & Woody, 2010; Hasegawa et al., 2008; Ralph et al., 2010; Putman & Kingsley, 2009; Gagliolo & Nansen, 2008). The idea is that podcasting creates a classroom without any borders (McMinn, 2008). Podcasting helps learners to revisit the topics that they have studied (Edirisingha et al., 2007). Moreover, they can take control of their learning. That is to say, learners can listen to a particular podcast a number of times, stop, replay the podcast and take notes in their own pace, which is difficult in normal class hour, and then continue to listen. It enables learners to understand more, clarify and confirm their understanding. Moreover, learners like the idea that podcasting provide them with the topic which they have missed when they could not attend the class (Edirisingha et al., 2007; Putman & Kingsley, 2009; Ralph et al., 2010). Moreover, podcasting with this flexibility feature is an effective way to make use of the learners' attention span (see Ralph et al., 2010). Learners' attention span is not too high to follow a class hour (Read, 2005 in Ralph et al., 2010, p. 16). Therefore, while listening to podcasting on their own will, learners do not become bored or tired.

- *Motivating learners:* Being flexible and enjoyable together with being an innovative technology, podcasting increases learners' enthusiasm and encourages engagement (Daniel & Woody, 2010; Ralph et al., 2010; Putman & Kingsley, 2009). Motivating learners to study English outside the classroom is generally difficult. Through podcasting, learners can be motivated to study at their own convenience outside the class (McMinn, 2008). Edirisingha et al., (2007) concluded from their study about the effects of podcasting on university learners that they appreciated the learning with podcasts because it was a 'different way of learning' and, thus, attractive and novel. They considered it as a mixture of entertainment and learning which drew their interest into the subject. Their experience of using podcasting indicated the possibility of conducting formal learning via activities that are not often related to learning, but to entertainment and relaxation. Moreover, podcasting impedes the learners' anxiety. Chan and Lee (2005) and Chan and Lee (2007) investigate the use of podcasting in undergraduate courses and reveal that informal short podcasts help to address learners' anxieties and concerns about the course content. Moreover, podcasting assists the sense of belonging to a learning community.

- *Addressing to Different Learners:* Podcasting can make learning more attractive to a diversity of learners and can produce greater inclusivity (Cebeci & Tekdal, 2006).

Indeed, podcasting has a great potential to cater for the needs of 21st century tech-savvy learners (McMinn, 2008) and learners who might have specific learning difficulties, or whose L1 is not English and thus need further learning support (Dale, 2007). Moreover, Podcasting is a way of disseminating audio content that can be used to increase traditional and e-learning methods and can be adapted within the different learning styles (Hoskyns-Long, 2009).

2.5.4 Challenges of Podcasting

While there are really important advantages and reasons for using podcasting, these advantages also bring together some challenges of using podcasting.

In the first place, the creation of the podcast is probably the most challenging part of the process (Campbell, 2005). There is an increase in the workload of teachers who produce the content (Belanger, 2005). Some features are necessary to be taken into consideration while creating a podcast (see 2.5.4 Important Features in Creating Podcasts). Further, podcasting can be an obstacle for teachers and students who are not good at technology use (Belanger, 2005; Ralph et al., 2010). Ralph et al add that being familiar with certain aspects of technology like video games, mobile phones or facebook does not always help to use the types of technology used in education.

Secondly, availability of full lessons in podcasts can cause to decrease in class attendance. This causes the change in teacher-student relationship (Ralph et al., 2010). Besides, they cannot manage to learn important skills such as note taking.

Further, podcasting is considered as a one-way communication as the transmission occurs in one direction. In order to make podcasting more interactive, blogs are suggested as a solution (Kaplan-Leiserson, 2005). Blogs are very important recent tools for teaching and learning.

Lastly, the issue arising from the use of podcasting in education is that content has so far been transmitted mostly via audio (Rossell-Aguilare, 2007). This has implications for learner types: visual learners, for example, can be influenced adversely as opposed to aural learners. Moreover, as learners listen to podcasts via earphones, they can be isolated from the society. Besides, audio content cannot be skimmed and to control the content and its appropriateness for purpose can be time consuming as this control can only be possible after downloading.

All in all, although podcasting is useful in language learning, its challenges should be taken into consideration.

2.6 Vocabulary Learning and Anxiety

As another research sub-topic of this study, anxiety has a pivotal and distinct role among many variables which influence foreign language learning as it is likely to prevent performance and success (Andrade & Williams, 2009).

Anxiety is often defined as a sort of emotional phenomenon which usually appears in threatening conditions when one realizes danger and feels weak and experiences tension (Cheng, 2011; Aydın, Yavuz & Yeşilyurt, 2006).

With reference to the FL anxiety, it is the apprehension occurring in situations where [FL] is required to be used by people who are not completely proficient. Therefore, [FL] anxiety is thought as a situation-specific anxiety (Gardner & MacIntyre, 1993). Gardner and MacIntyre (1991) state that situation-specific anxiety provides understanding of anxiety more as the people are worried about different aspects of the situation. FL anxiety, one of the most significant affective elements which have an effect on FL learning (Na, 2007), is a

“distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128).

Many researchers have concluded that anxiety can have an adverse affect on success in FL learning (see Horwitz et al., 1986; MacIntyre, 1997; Aida, 1994; Batumlu & Erden, 2007). Many kinds of reasons give rise to FL anxiety. To illustrate, fear of others' negative evaluation, learners' perception of their speaking abilities and their test apprehension can cause FL anxiety (Horwitz et al., 1986). According to Young's (1991, p. 427) review of literature, there arise six stimuli for FL anxiety: personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing.

When the relationship between FL learning and anxiety is considered, there is no doubt that FL anxiety can affect four skills, speaking, listening, reading and writing. Generally, in language classrooms learners are cautious about speaking skills. Horwitz et al (1986) discovered that speaking in the FL make learners more anxious than any other

learning experience. When a learner, with his/her limited language knowledge, find himself/herself in a communicating activity, he/she feels anxiety because of the fear of getting lost in the target language. Gardner and MacIntyre (1991) conducted a study with Spanish-speaking English learners. They concluded that anxious learners are reluctant to express necessary information in a FL setting. However, Young (1990) found from his study with university and high school students that students feel less concerned in speaking activities when they are prepared for the tasks before the class.

Another language skills area which has been investigated in relation to FL anxiety is listening skills. Horwitz et al. (1986) discovered that a lot of learners are concerned about listening skills and discriminating the sounds and patterns of FL context is challenging for learners. Besides, In Elkhafaifi's (2005) study on the relationship between FL anxiety and listening anxiety and the effects on learners' success and listening comprehension. He reported that learners with high language learning anxiety also experience listening anxiety. Moreover, listening anxiety adversely affects listening comprehension.

As for the relationship between reading skills and anxiety, Horwitz et al. (1999) administered Foreign Language Classroom Anxiety Scale and the Foreign Language Reading Anxiety Scale and used learners' final course marks to assess their performance. According to the results, learners with high FL anxiety also have high FL reading anxiety. Moreover, these anxious learners get lower marks. They also concluded that FL reading anxiety is a separated phenomenon even though it is germane to FL anxiety. Similarly, Kuru-Gönen (2009) concluded from her study on the sources of FL reading anxiety that FL anxiety and FL reading anxiety is related to each other although it is different from general FL anxiety. Additionally, she finds three main sources of FL reading anxiety: the personal factors, the reading text and the reading course.

Different studies further show that learners' writing performance is also related to anxiety. Daud, Daud and Kassim (2005) investigated whether anxiety is the cause or the result of poor writing performance. According to their results, less proficient learners are found to be more concerned and lack of writing skills leads to their anxiety. Deficiency in vocabulary knowledge and deficiency in language use experience is considered as the causes of anxiety. This is compatible with the deficit model which is based on the argument that deficiency in learners' study habits or a low ability level causes anxiety (Musch & Broder, 1999 in Daud et al., 2005, p. 3). On the other hand, Cheng (2002) finds

whether learners are self-confident or not plays much more pivotal role in the feeling of FL writing anxiety than their existing writing competence.

Associated with this study, the literature on how FL anxiety and vocabulary learning influence each other is scrutinized. However, it is seen that studies on vocabulary learning anxiety are not prevalent; in fact, there are few studies. One earlier study conducted with 72 university students by Gardner and MacIntyre (1994) aimed to investigate how anxiety affects the three stages of learning vocabulary (input, processing and output stages). According to the results, the control group shows better performance than the three experimental groups which are exposed to anxiety source and become anxious. The results also revealed that anxiety leads to adverse vocabulary retention in experimental groups. It can be concluded that anxiety can affect vocabulary learning and retention adversely. However, Cheng (2011), another researcher studied on vocabulary acquisition and language anxiety, concludes that anxiety does not have a detrimental effect on vocabulary retention, i.e., anxiety level can be considered as a positive component which helps FL learners to augment their motivation and their achievement. As the studies on the FL vocabulary learning anxiety, this study is thought to have a useful contribution to the literature.

Many studies like the above ones also recommend some strategies to reduce FL anxiety. Several studies (see Chan & Lee, 2005; Chan & Lee, 2007; Shen, 1999) show that technology driven FL learning lessens learners' anxiety and negative attitudes and motivates them to learn. Thus, in this study, it is hypothesized that the use of podcasting reduces learners' vocabulary learning anxiety.

To sum up, FL anxiety has an important role in learners' general achievement in FL and in different skill areas. Although many studies on FL anxiety have conducted, there are few or no studies on vocabulary learning anxiety. Because of this reason, anxiety experienced in vocabulary learning is decided to be investigated together with the other main research areas. Further, the use of podcasting is also considered to be investigated as a solution to decrease the level of anxiety as the literature on technology-driven learning exhibits.

2.7 Vocabulary Learning and Learning Styles

Language learning styles are among the chief factors that assist to identify the way how and how well learners learn a SL or FL (Oxford, 2001). Learning styles have been defined by different researchers. Oxford, for instance, defines them as the general tendencies that learners use while learning a language or any other subject. Brown (2007), on the other hand, starts with the definition of styles. According to him, styles refer to stable and durable approaches or preferences within an individual. They are general features of cognitive functioning and personality type that belongs to one as an individual and differentiate him/her from someone else. As for the learning styles, they are the way learners learn in general, which is related to personality and cognition. This relation is considered as cognitive style. If this cognitive style is associated with educational context, they are generally called as learning styles. Dunn and Griggs (1988 in Oxford, 2001, p. 359) express learning styles as follows:

“Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.”

Vocabulary learning is a language component which is intensely influenced by individual differences like learning styles (Wu, 2011). These differences should be considered while teaching and learning. Wu concluded from his report of few studies conducted with college students that they are too dependent on their teachers and are accustomed to being passive receivers, so that they certainly lose autonomy. Most of these learners are involved in rote memorization with word lists and decontextualized mechanical drills in their own vocabulary learning. That is to say, they rarely learn words by choosing the tasks that match with their learning styles. Such kind of vocabulary learning can cause lack of interest and motivation and, thus, decrease in success. Therefore, students should be introduced to computer-based or mobile learning materials. Such kind of materials has a power to attract learners, decrease anxiety and increase success.

In Wu's (2011) study on learning style-based computer-assisted vocabulary learning, three learning paths matching with learning styles, i.e., visual, aural and logical were established to develop self-directed vocabulary learning. Same vocabulary tasks were given both with indicating learning paths and without indicating learning paths. The results showed that the tasks addressing to learning styles were better in word retention two and a

half months after the treatment than those not addressing to learning styles. On the other hand, Kafipour, Shokrpour and Yazdi (2011) conducted a study with 250 Iranian Junior EFL learners about the relationship between learners' learning styles and vocabulary levels. The learning styles they examined were visual, auditory, tactile, kinesthetic, group and individual learning styles. According to the results, there was no significant relationship. They concluded that learning styles of learners did not address to their vocabulary level.

In this present study, Kolb's learning styles based on his Experiential Learning Theory (ELT) were selected from many learning styles taxonomies. Kolb (1984, p. 41) defines ELT as "the process whereby knowledge is created through the transformation of experience". Knowledge is originated from the mixture of grasping and transforming experience. ELT model describes two dialectically associated modes of grasping experience, i.e., Concrete Experience (CE) and Abstract Conceptualization (AC), and two dialectically associated modes of transforming experience, i.e., Reflective Observation (RO) and Active Experimentation (AE) (Kolb, Mainemelis & Boyatzis, 2000; Kolb Mainemelis & Boyatzis, 2002).

ELT indicates that learning needs abilities that are opposites and the learner has to permanently select which group of learning abilities he/she can use in a particular learning situation (Kolb et al., 2000). In grasping experience, some learners obtain new information via 'experiencing the concrete', depending on their own senses and incorporating themselves in concrete real world. Others are inclined to grasp new information via abstract conceptualization, i.e., via considering, analyzing and planning instead of using senses. Likewise, in transforming experience, some learners carefully observe others who participate in experience and think about what occurs. On the contrary, other learners prefer starting to engage in the experience itself. The observers prefer reflective observation whereas participants prefer active experimentation. According to Kolb et al, we need to make a choice among these learning modes. As for the learning styles, they come to existence by a learner's preferred way of selecting one of these two dialects, supporting one mode over the other (Kolb et al., 2002). The ELT indicates that these learning styles stand for particular and restricted ways of learning.

There are four common learning styles of Kolb: diverging, assimilating, converging, and accommodating (see Kolb et al. 2000; Kolb et al. 2002; Kolb & Kolb, 2005). Learners

with diverging learning style learn by uniting Concrete Experience and Reflective Observation. Divergers are good at perceiving concrete situations from various points of view. They are interested in cultural affairs and gathering information. Besides, they are sensational and imaginative and like people. They prefer group works, listening with an open mind and getting feedback special to them (Kolb et al., 2000).

Learners with assimilating learning style learn best by combining Abstract Conceptualization (AC) and Reflective Observation (RO) (Kolb et al., 2000). Different from divergers, assimilators are less interested in people, but more focused on ideas and abstract concepts. They are good at grasping a large proportion of information and convert to brief and logical form. Moreover, they prefer reading, lectures, thinking about, discovering analytical models.

Learners with converging learning styles have experiences with their dominant learning abilities: Abstract Conceptualization (AC) and Active Experimentation (AE). Convergers have the ability to find practical uses for ideas. They are also good at solving problems and dealing with technical tasks. However, they are not interested in interpersonal issues. Additionally, they like doing experiments with new ideas, taking part in simulations, performing laboratory works and practical applications.

As for the accommodating learning style, learners with this style combine Concrete Experience (CE) and Active Experimentation (AE) while learning. They prefer learning from 'hand-on' experience. They like conducting plans and engaging in new and difficult experiences. They rely on people's ideas to solve problems instead of technically analyzing problems on their own. Accomodators prefer working with people to fulfill assignments and to set goals.

As for the studies based-on Kolb's learning styles, there is limited number of studies about Kolb's learning styles and vocabulary learning. Kim and Kim (2012) conducted a study in order to investigate the differences in vocabulary for each learning style in English classes with Digital Mind Map (DMM), a study tool used in the study. They concluded that significant differences among groups in English vocabulary skills were discovered per their learning styles in English learning class with a new material, DMM. In other words, a particular group who influenced positively from the use of DMM was found out. In this research, Divergers were found to be more successful than convergers. Therefore, by

taking the fact that success in learning depends on the learning styles in English classes with DMM into consideration, teachers should arrange their lessons.

All in all, learning styles are important for learning and retention of English vocabulary. Therefore, their relationship with vocabulary learning should be investigated.

2.8 Chapter Summary

This chapter firstly presented the evolution of vocabulary learning through the years together with its importance for language researchers, teachers and learners. Subsequently, what vocabulary learning includes stated with reference to different scholars. The debate on how vocabulary should be learned was also discussed. Further, the effect of using different technological devices on vocabulary learning was explained. Later on, podcasting in vocabulary learning was thoroughly presented with its definition, importance in language learning, uses and, lastly, advantages and challenges. This chapter ended with the related literature on the other sub-research areas of this study, i.e., the relationship of vocabulary learning with FL learning anxiety and learning styles.

CHAPTER III METHODOLOGY

3.0 Introduction

In this chapter, methodology pursued in the study will be described in the light of research questions. In the first place, objectives of this study will be presented together with the research questions. In the second place, quantitative and qualitative research methodologies used in the study will be discussed in order to explain the reasons why they were selected. Subsequently, there will be a discussion of the pilot studies and their contributions to the main study. Finally, the methodology used in the main study will be described.

3.1 Objectives of the Study

The main objective of this study was to investigate the effectiveness of using MP3s in foreign language vocabulary learning. Another objective of the study was to examine the relationship of the MP3 use in foreign language vocabulary learning with the participants' vocabulary learning anxiety and learning styles. Lastly, the present study was to investigate the participants' feelings and thoughts about the use of MP3s. In order to clarify these objectives of the study, following research questions were asked:

RQ1: Does “working with MP3s” have an effect on vocabulary learning and retention?

RQ2: What is the participants' vocabulary learning anxiety in relation to their grades and groups before and after the use of MP3s?

RQ3: Is there a relationship between the participants' use of MP3s in learning vocabulary and their learning styles?

RQ4: What are the perceptions of the students about the process of learning English vocabulary through MP3s?

3.2 Rationale for the Study

Considering the main research problem at hand and the subsequent research questions related to it, it was decided that a mixture of quantitative and qualitative research methods would be adopted.

As already known, scientific/positivist paradigm is the cornerstone of quantitative research methods (Erten, 1998). Quantitative researchers test and use scientific techniques which will produce quantified and generalizable conclusions. They gather facts and work on the relationship of one set of facts to another (Bell, 1993). Such kind of researchers consider it to be of crucial significance to submit one's hypotheses and later measure those hypotheses through empirical data to see whether they are supported (Johnson and Christensen, 2012).

According to Smith (1983 in Hara, 1995), quantitative research must be a neutral activity not the researcher's subjective ideas and it can be thought as a 'journey of facts'. In this kind of neutral activity, objectivity is the fundamental word and it is of great importance in order to verify and falsify hypothesis via obtaining reliable and replicable numerical data (Erten, 1998).

In the light of this information, this study used a quantitative approach, in that, the study utilized several instruments to measure the participants' learning styles and vocabulary learning anxiety. These variables desired to be assessed can be measured only quantitatively. Besides, when it comes to the research philosophies and customs, it is seen that they have been measured through quantitative approach so far (Wilson, 2006; Tabanlıoğlu, 2003; Gencel, 2008; Daly & Miller, 1975). Hence, in order not to go beyond the research customs, quantitative approach was considered as appropriate for this study.

Questionnaire was utilized as a quantitative method in the study. The reason why it was used in the study was that it is an economical way to get information from a large number of participants and it is the just practical way to obtain large number of participants to statistically analyze the results (Oppenheim, 1992). Further, compatibility of the questionnaires to find out the learner differences such as attitudes, motivation and personality (Shekan, 1989 in Özek, 2000) led the researcher to use questionnaires as one of the research questions of this study was about individual differences, i.e. learners' vocabulary learning anxiety and their learning styles.

With regard to qualitative research, Wellington (2000) asserts that qualitative research complements quantitative research and vice versa. Since, quantitative research cannot always reveal the complete picture, it must be dependent on some inter-subjective reality as quantitative research is held by people and cannot always be based on a theory. Available background statistics or only a few figures from a record, namely quantitative data, can lead the researcher for a detailed qualitative study.

As for the qualitative researchers, they suspect whether social reality is in existence and question whether a scientific approach can be appropriate while concerning with human beings (Bell, 1993). They search for insight rather than numerical analysis. As can be understood qualitative perspective has to do with individuals' perception of the world. In a sense it refuses a stable reality and admits dynamic and subjective reality (Tekin, 2004). According to Denzin and Lincoln (1994: 2) "objective reality can never be captured" They add that qualitative approach benefits natural data collection procedures to expand the scope of insight in phenomena. Qualitative research considers individual in-depth in order to discover and explain constructs by getting rich and detailed data.

In parallel with these information and viewpoints of the researchers, qualitative approach was also followed in this study. The data gathered through quantitative approach led the researcher to use a qualitative approach so as to find out the inner thoughts of the participants and to complete the whole picture about the process of studying with MP3s. Besides, participants had a chance to express themselves elaborately as they could not find this chance in the questionnaires included structured questions.

As a qualitative method, interview, the data collection tool for eliciting individual ideas of the topics about the issue in hand (Ekmekçi, 1997), was selected as the most appropriate tool for this study. By doing so, all the misconceptions experienced in the questionnaires by the participants can be resolved since the interviewee has the chance to ask for elaboration or clarification when necessary.

As can be understood, quantitative and qualitative researches complete one another and both qualitative and quantitative research methods are likely to be used together according to the research problem and research questions of a study.

3.3 Research Design of the Study

This study was quasi-experimental in design, that is, it was carried out with intact groups. The aim of the experimental research is to find out the cause-effect relationship. This method provides the researchers with casual relationship on the grounds that it permits to observe the influences of systematically changing one or more variables under controlled conditions (Johnson & Christensen, 2012).

Likewise, in the experimental research design of this study, the researcher wanted to examine the effect of a new technique-the use of MP3s- (independent variable) in vocabulary learning (dependent variable). In other words, the researcher wanted to determine whether the study with MP3s enhance learning of vocabulary or not. In order to investigate this cause-effect relationship, an experimental research design was a must. As in the words of Johnson and Christensen (2012, p. 47), ‘you must not jump to a conclusion about cause and effect in a non-experimental research study.’ The design of the study is shown in Table 3.1.

Table 3.1: Design of the study

Pre-test	Treatment	Post-test	Delayed Post-test
1. Vocabulary Selection Test	1. Application of vocabulary learning through MP3s	1. Foreign Language Vocabulary Learning Anxiety Scale	1. Delayed Vocabulary Achievement Test
2. Foreign Language Vocabulary Learning Anxiety Scale		2. Vocabulary Achievement Test	
3. Learning Styles Inventory			

Before the treatment part of the research design, pre-tests were administered so as to be sure that all the students in the study had not known the target vocabulary beforehand. In the treatment part, two groups of students were given different vocabulary learning materials for self-study outside the class hours. That is to say, one group was given MP3s which included target vocabulary presentation and practice activities and the other group

was exposed to vocabulary papers including target vocabulary and their meanings. Subsequently, post-tests were held in an effort to measure the learning of vocabulary items. As a final part of the experiment, students were taken delayed achievement tests to measure the retention of target vocabulary.

All in all, the effect of MP3s on English vocabulary learning was discovered via this research design.

3.4 Instrumentation

In order to seek the research questions of the study, two instruments were used, i.e. Foreign Language Vocabulary Learning Anxiety Questionnaire (FLVLAQ) and Learning Styles Inventory (LSI). The former one was developed by the researcher and the latter one originally belongs to Kolb (1999 in Gencel 2008). Below, these two instruments will be introduced.

3.4.1 FLVLAQ

A comprehensive and detailed literature research was conducted before developing FLVLAQ to be knowledgeable about the components of vocabulary learning, foreign language anxiety questionnaires and whether there were any anxiety questionnaires related to special part of foreign language learning or not.

It was discovered that there are several anxiety scales (Albert & Haber, 1960; Daly & Miller, 1975; Ely, 1986; Endler & Okada, 1975; Gardner, 1985). However, any anxiety scales measuring vocabulary learning anxiety was not found. As such the case, it was decided that an instrument should be developed for the study.

To start with, components of vocabulary learning were investigated. Hedge's (2000) research and ideas on vocabulary learning and teaching were used in order to constitute the vocabulary learning components. Secondly, different anxiety scales (Daly & Miller, 1975; Horwitz et al., 1986; Gardner, 1985; Ely, 1986; Glikzman, 1981; Watson & Friend, 1969; Endler & Okada, 1975; Albert & Haber, 1960; Mccroskey, 1970 & 1978; Lamb, 1972) were benefitted. Some of the wordings of these authors were changed in the way that they can express anxiety in vocabulary learning aspects, explained in Hedge (2000). As the items used in these scales are both negative and positive expressions, such kind of items were involved together in the FLVLAQ. Besides, few of the items were written. Table 3.2

shows the questionnaires from which adaptation was done, some of the items used in the questionnaire and their related items which were converted to the items measuring vocabulary learning anxiety, and the authors of the questionnaires (For all the adaptation, see Appendix B).

Table 3.2: Wording of FLVLAQ

<i>Original Item</i>	<i>Adapted Item</i>	<i>Author & Date</i>
2. I have no fear of my writing being evaluated.	1. İngilizce kelimeleri öğrenmekten korkmuyorum.	Daly & Miller (1975)
4. I get nervous and confused when I am speaking in my French class.	3. İngilizce kelimeleri öğrenirken tedirgin oluyorum.	Gardner (1985)
11. I feel confident in my ability to clearly Express my ideas in writing	4. İngilizce kelimeleri öğrenme kabiliyetime güveniyorum.	Daly & Miller (1975)
10. I worry about the consequences of failing my foreign language class.	5. İngilizce kelimeleri öğrenirken sinirleniyorum.	Horwitz, Horwitz & Cope (1986)

32 likert-type items were written in this way. These items were written in the way that they could include eight aspects of vocabulary learning as explained in Hedge (2000). That is to say, it was planned to measure vocabulary learning anxiety in 8 different areas of vocabulary. 11 of the items were related to the anxiety felt in vocabulary learning in general. 4 items were germane to the anxiety felt in vocabulary learning while listening to an English material. Another 4 items were intended to measure vocabulary learning anxiety while reading an English material. 2 items were related to the vocabulary learning anxiety in writing. 6 items were planned to reveal the vocabulary learning anxiety in speaking and pronunciation. Lastly, 5 items were germane to the vocabulary learning anxiety while taking an exam and while remembering the words. Table 3.3 exhibits the vocabulary learning anxiety areas in FLVLAQ.

Table 3.3: Vocabulary learning anxiety areas and the number of the items

	Vocabulary Learning Anxiety Areas	Number of the Questionnaire Items
1	Vocabulary learning anxiety in general	11 items
2	Vocabulary learning anxiety in listening	4 items
3	Vocabulary learning anxiety in reading	4 items
4	Vocabulary learning anxiety in writing	2 items
5	Vocabulary learning anxiety in speaking	3 items
6	Vocabulary learning anxiety in pronunciation	3 items
7	Vocabulary learning anxiety in an exam	3 items
8	Vocabulary learning anxiety in retention	2 items
	Total	32

After this preparation and adaptation, the instrument was ready to be administered for the pilot study.

3.4.2 LSI

The latter instrument used to collect descriptive data was LSI designed by Kolb according to his ELT. It is reported that this inventory has been used effectively in the field of learning styles (Gencel, 2006).

Originally created in 1969 (Kolb, Rubin & McIntyre, 1971), LSI has three versions that were designed and developed throughout the years by Kolb. The weaknesses of one another made necessary the modifications on the format and the scoring system (Kolb & Kolb, 2005). The number of the items was increased and the wording system was converted from words to sentences in order to enhance the apprehension of the items and to make the inventory more concrete (Gencel, 2006). Besides, reliability and validity studies were conducted again and again to reach the high reliability coefficient.

In Turkey, studies on the reliability and validity of the LSI were conducted by Aşkar and Akkoyunlu (1993 in Gencel, 2006) by translating it to Turkish. They administered the LSI to 103 learners. They found out the reliability coefficient high but lower than the

reliability coefficient found out by Kolb (Kolb, 1985 in Şimşek, 2011). Likewise, Şimşek (2011) administered it to 200 learners to detect its reliability and validity. Similarly, the reliability coefficient was high in his work. Although lower than Kolb's reliability data, Şimşek's data shows it was reliable. Gencel also conducted reliability study on both English LSI and Turkish LSI with 1372 participants and found out high reliability coefficient.

In this study, LSI adapted by Gencel (2006) was arranged to be administered (See Appendix C). One of the reasons why Gencel's adaptation was used in this study was the age of the participants that she worked on. She administered the inventory to the 13/14-year-old learners, same age as the learners of this study. Further, the researcher conducted the language equivalence studies and carried out reliability, factor analysis, mean and standard deviation measurements for both versions of LSI. Since the analysis revealed high scores, it was thought that Gencel's version should be used in this study.

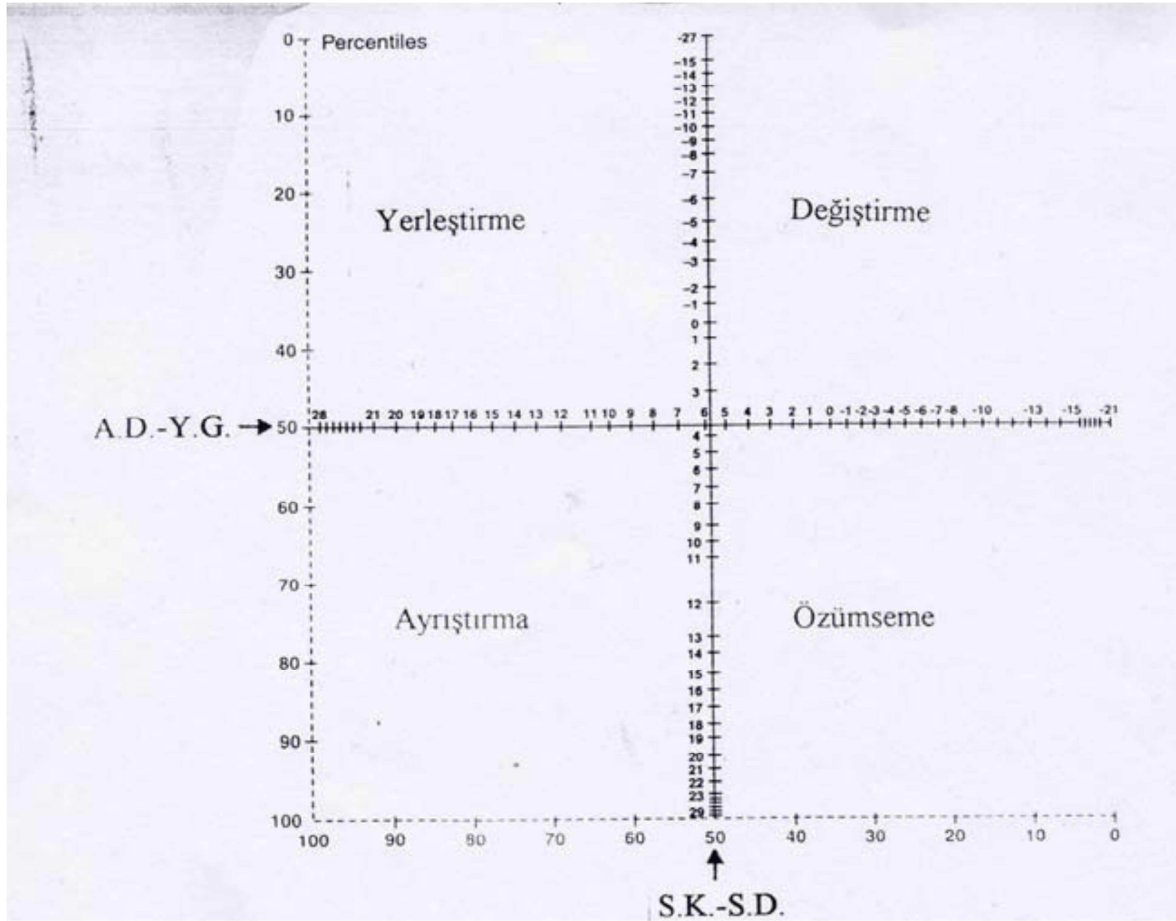
The LSI involves 12 items, each of which has 4 sub-items (4 sentence endings) and asks learners to rank order these sub-items that correspond to the four learning modes - Concrete Experience (CE), Abstract Conceptualization (AC), Reflective Observation (RO), and Active Experimentation (AE) (Kolb, 1985 in Peker & Mirasyedioğlu, 2008).

There are 2 kinds of scoring of LSI. In the first one, the sub-items involved in each item are ranked from 4 to 1. The lowest score to be taken is 12 and the highest one is 48. These scores reveal one of the 4 learning modes on their own - CE, AC, RO, and AE. The purpose of the first scoring is to reach learning modes of learners.

The second scoring is 2 united scores - CE, AC and RO, AE (Şimşek 2011). Scores between -36 and +36 are obtained as a result of united scores. Positive scores obtained from the united scores of CE and AC show that learning is abstract; negative scores show learning is concrete. Positive scores obtained from the united scores of RO and AE show that learning is active; negative scores show that learning is reflective (Aşkar & Akkoyunlu, 1993 in Gencel, 2006). United scores are placed on the coordinate system in figure 3.1. The scores gathered from the CE and AC are placed on the axis y; the scores obtained from RO and AE are placed on the axis x. The point where both of the scores cross shows the learning style of the learner. Any learner's scores placed between CE-AE show that the learner's style is accommodating. Scores placed between CE-RO reveal that the learning style of an individual is diverging. Scores between AC-AE present the

learning style converging. Lastly, that a learner has the assimilating learning style can be said when his/her scores are placed between AC-RO.

Figure 3.1: Coordinate system for learning style



Kolb, 1999 in Gencel, 2006, p. 110

With regard to the objective and the research questions of the study, only single scores will be used in the study in order to find out the learning styles of the learners. Moreover, it was not included into the analysis held in the pilot studies. As its reliability and validity studies in Turkish contexts were conducted in previous studies, it was not necessary to conduct these analyses. It was conducted just to determine whether it was easy to administer or not.

3.5 Pilot Study I

3.5.1 Objectives

The first pilot study was conducted to detect the possible problems that could come forward both in the administration procedures of the instruments and in the analysis of the data. In this way, it would be possible to abstain from the same mistakes, to make the necessary changes and to correct the possible points that might have been neglected by the researcher.

A pilot study was useful to practise the instruments before the main study, as similar ones would be utilized in it. It also seemed to be necessary to learn the questions of the participants about the instruments, which would give the researcher new ideas about the study.

Additionally, with a view to testing the reliability of the questionnaire, the pilot study was of great importance. According to the results of the reliability analysis of the questionnaire in the first pilot study, the questionnaire would be shaped in a different format or would remain the same.

All in all, as in the words of Bell (1993), a pilot study is a requirement to reveal the deficiencies of the instruments so that participants in the main study will not encounter any difficulties in answering it and so that the researcher can conduct an analysis in advance to see whether the wording and format of the items will lead to any difficulties during the analysis of the data gathered from the main study.

3.5.2 Setting

The first pilot study was carried out in Vali Ekrem Özsoy and Mehmet Akif Ersoy Primary Schools, in Bayramiç, Çanakkale. The students of these schools come from different villages and from the center of Bayramiç.

They seemed to be the most suitable primary schools in terms of the similar background of the students who would participate in the main study, and these schools were also chosen for this study because of their adequate number of students for administering the questionnaires. Moreover, the teachers of the schools were helpful and

believe in the necessity of educational sciences. They thought that this study would yield good results in terms of teaching English vocabulary.

3.5.3 Participants

The participants of the pilot study were the 6th and 7th graders of Vali Ekrem Özsoy Primary School and Mehmet Akif Primary School in Bayramiç, Çanakkale with the elementary level of English Language Proficiency. Turkish is the native language of all the participants. As the main study was planned to involve 6th and 7th grade students, students at the same age as them took part in the pilot study. 94 students, 43 of whom were from Vali Ekrem Özsoy Primary School and 51 of whom from Mehmet Akif Ersoy Primary School, took FLVLAQ. Likewise, 93 students, 40 of whom were the students of Vali Ekrem Özsoy Primary School and the rest of whom were from Mehmet Akif Ersoy Primary School, took the LSI. The distribution of the participants in 2 schools is revealed in Table 3.4.

Table 3.4: Distribution of the participants in two schools

		<i>6th grade</i>	<i>7th grade</i>	<i>Total</i>
FLVLAQ	Vali Ekrem Özsoy Primary School	22	21	43
	M. Akif Ersoy Primary School	31	20	51
	Total	53	41	94
LSI	Vali Ekrem Özsoy Primary School	13	27	40
	M. Akif Ersoy Primary School	32	21	53
	Total	45	48	93
Total		98	89	187

3.5.4 Procedures for Data Collection

Before administering the questionnaire and the inventory, necessary permission was taken from the Office of Ministry of Education in Çanakkale and the principles of the schools in Bayramiç (See Appendix A).

The researcher firstly visited the schools in June in 2010-2011 teaching year in order to administer the LSI. Similarly, second visit to the schools was in the first week of the

2011-2012 teaching year for the ‘Foreign Language Vocabulary Learning Anxiety Questionnaire’. The aim of the study and the content of the questionnaire were explained to the principles.

While administrating the questionnaires and the inventories, the teachers, firstly, introduced the researcher to the class. The researcher informed the students about the questionnaire and the inventory and why it was going to be administered. She also asked them to fill in the questionnaire sincerely as it was not an evaluation of them in terms of the course. Afterwards, the questionnaire was distributed to the students and they filled in it within 15-20 minutes.

3.5.5 Data Analysis

The data obtained from the FLVLAQ and the LSI was fed into a computer with the use of SPSS 15.00 for Windows (Statistical Package for Social Sciences) data editor. The data gathered from the FLVLAQ was analyzed in terms of reliability coefficient and factor analysis. As for LSI, the applicability of it was tested with the target age group.

3.5.6 Findings

FLVLAQ was divided into eight sections in terms of contextual relationship among the items. Reliability coefficient of each section and the whole questionnaire was analyzed. Table 3.5 exhibits the categorization of the items and the Cronbach Alpha values for each of them.

Table 3.5: Categorization and Alpha values of the items

	Item Numbers	Category	Alpha
1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Vocabulary learning anxiety in general	0.72
2	12, 13, 14, 15	Vocabulary learning anxiety in listening	0.38
3	16, 17, 18, 19	Vocabulary learning anxiety in reading	0.47
4	20, 21	Vocabulary learning anxiety in writing	0.51
5	22, 23, 24	Vocabulary learning anxiety in pronunciation	0.30
6	25, 26, 27	Vocabulary learning anxiety in speaking	0.31
7	28, 29, 30	Vocabulary learning anxiety in exams	0.65
8	31, 32	Vocabulary learning anxiety in retention	0.13
total	1, 2, 3,.....,31, 32	All the items	0.88

According to the results, although the Alpha value of the FLVLAQ was high for further surveys, there were categories, the Alpha values of which were too low for the questionnaire to be used in the study. To illustrate, except category 1, *vocabulary learning anxiety in general*, the rest of the categories showed a very low value of reliability. Therefore, it was thought that expressions in the first section of FLVLAQ were not clear enough, thus they might have led to confusion among the participants.

3.5.7 Conclusions and Implications

As a conclusion, because of the low reliability of a number of categories in FLVLAQ, the questionnaire was required to be rewritten and re-tested in a second pilot study.

So as to prepare a second version of FLVLAQ for the second pilot study, first of all, 32 likert type items in the first section were decreased to 30 questions. That is to say, 4th item in the category of *vocabulary learning anxiety in general* and 18th item in the category of *vocabulary learning anxiety in reading* an English material were both omitted. They were thought to cause confusion and not to measure anxiety according to results in factor loading. Table 3.6 shows the items excluded after the first pilot study.

Table 3.6: Excluded items after pilot study 1

4	İngilizce kelimeleri öğrenme kabiliyetime güveniyorum.
18	Okuduğum metinde geçen İngilizce kelimeleri anlayamamak gibi bir kaygım yok.

It was also decided to rewrite the items so that participants would be prevented from the same confusion in the later stages of the study. Both positive and negative items were planned to be converted to the positive ones.

After these changes, second version of FLVLAQ was ready for the second pilot study.

3.6 Pilot Study II

3.6.1 Objectives

After the administration of FLVLAQ in the first pilot study, second version of FLVLAQ including rewritten items was designed for the second pilot study. The aim of

this pilot study was to find out the reliability of the FLVLAQ with new items. Its another goal was to conduct the factor analysis of the questionnaire.

3.6.2 Setting

Second pilot study was administered at Mehmet Akif Ersoy Public Primary School in Bayramiç, Çanakkale in December, 2011. 6th, 7th and 8th grade students were preferred once again for the same reasons as pilot study 1.

3.6.3 Participants

49 students participated in the study from three different classes. There were 13 students from 6th grade, 15 students from 7th grade and 21 students from 8th grade. Table 3.7 shows the class distribution of the students in the second pilot study.

Table 3.7: Class distribution of students in Pilot Study 2

6 th grade	7 th grade	8 th grade	Total
13	15	21	49

3.6.4 Instruments

The instrument for the pilot study 2 was the second version of FLVLAQ, which aimed to measure foreign language vocabulary learning anxiety. The questionnaire included 2 sections. The former involved 30 likert type items. Different from the first version of FLVLAQ, this section in the second version expressed the vocabulary learning anxiety with positive sentence structures. Second part of the new FLVLAQ involved questions about the participant and his/her studying ways, same as the first version of FLVLAQ.

3.6.5 Procedures for Data Collection

The researcher visited the school at the beginning of December in 2011 to hold the questionnaires. Necessary permission was taken from the principle of the Mehmet Akif Ersoy Primary School, in Bayramiç before the administration of the questionnaire. The aim of the study and the content of the questionnaire were explained to the principles for the second time.

While administrating the questionnaires, the researcher informed the students about the questionnaire. She also requested to fill in the questionnaire honestly as it was not an evaluation of them in terms of the course. Then, the questionnaire was distributed to the students and they completed it within 15-20 minutes.

3.6.6 Data Analysis

Following phase was to analyze the data statistically via the computer software SPSS 15.0 for Windows (Statistical Package for Social Sciences) data editor. The questionnaire was analyzed in terms of reliability coefficient and factor analysis like in the first pilot study.

3.6.7 Findings

To discover the reliability of the questionnaire, an Alpha value was required. SPSS 15.0 for Windows was used once more to analyze the data. Table 3.8 presents the Alpha values for both pilot studies.

Table 3.8: Alpha values for both pilot studies

Category		Alpha values	
		Pilot 1	Pilot 2
1	Vocabulary learning anxiety in general	0.72	0.86
2	Vocabulary learning anxiety in listening	0.38	0.85
3	Vocabulary learning anxiety in reading	0.47	0.91
4	Vocabulary learning anxiety in writing	0.51	0.79
5	Vocabulary learning anxiety in pronunciation	0.30	0.70
6	Vocabulary learning anxiety in speaking	0.31	0.93
7	Vocabulary learning anxiety in exams	0.65	0.87
8	Vocabulary learning anxiety in retention	0.13	0.65
total	All the questionnaire	0.88	0.94

As can be seen in the table, the total Alpha value of FLVLAQ increased from 0.88 to 0.94 in the second pilot study. Likewise, Alpha value of each category became higher than the Alpha values found in the first pilot study. Although category 8, *vocabulary learning anxiety in retention*, had lower Alpha value than the other categories, it was an acceptable value when it was compared to the Alpha value of the same category in the first pilot study. Each category had fairly acceptable Alpha value in the second pilot study so that the questionnaire could be used for further surveys.

3.6.8 Conclusions and Implications

It can be concluded from the results that rewritten items made the questionnaire more reliable. According to the results in the table, it can be inferred that the rewritten items were clear enough for the students to reply in the way that they were expected to.

At the end of the second pilot study, by emendating its weak parts and eliminating its shortcomings, FLVLAQ came to a better form than the one in the first pilot study (for the final version of FLVLAQ, see Appendix D). Including items which measured uni-dimensional vocabulary learning anxiety, a questionnaire with high internal consistency reliability was prepared before carrying out the main study. All in all, 2nd pilot study was useful for preparing a better questionnaire.

3.7 Main Study

3.7.1 Objectives

The fundamental aim of the main study was to discover the effectiveness of MP3s in foreign language vocabulary learning as self study outside the classroom. The question whether studying foreign language vocabulary with an MP3 would increase the success in vocabulary learning or not was aimed to be replied. Moreover, the study aimed to examine the relationship of the use of an MP3 for foreign language vocabulary learning with students' anxiety about vocabulary learning and their learning styles. The last aim of the study was to discover the participants' feelings and thoughts about the use of MP3s for foreign language vocabulary learning.

After the pilot studies were conducted and reliability for the FLVLAQ was provided, the goal of the main study would be to collect data for analysis. The procedures implemented for the main study are explained below.

3.7.2 Setting

The main study was carried out in Çırpılar Primary School, in Çırpılar Village, Bayramiç, Çanakkale.

Çırpılar Primary School is a small state school with 120 students. Students come to the school from 5 villages nearby. Although most of the students have middle and high socio-economic status, there are several students coming from a low socio-economic background. The academic success of the students is higher in general according to the results of the general exams held within Bayramiç and Çanakkale. 12 teachers together with a head master work in the school. Apart from the head master, teachers come to school from the city, Bayramiç.

The school was selected on the grounds that the researcher works there, which made the researcher be easily in close contact with the participants. It also facilitated the planning, conducting and following the study. As the English teacher of the participants is the researcher, it did not need to train any teachers for the main study. Moreover, the researcher and the participants knew the school and they were not required to spend any time to get accustomed to the atmosphere. Therefore, it can be said the classrooms provided natural atmosphere for both participants and the researcher.

The application of the study was a part of the normal English course and therefore the presenting and the testing stages were applied within the usual class hours.

3.7.3 Participants

As the school has 120 students, classes involve small numbers of students. Therefore, not many participants took part in the main study. 28 students, native speakers of Turkish, were the participants. They had been learned English for 3 and 4 years. 9 female and 6 male students from the 6th grade and 8 female and 5 male students from 7th grade participated in the study. The distribution of the students is displayed in Table 3.9.

Table 3.9: Distribution of participants in the main study

Class	Female	Male	Total	%
6th grade	9	6	15	53.5
7th grade	8	5	13	46.5
total	17	11	28	100

The main reason why 6th and 7th grade students were selected for the main study was the heavy curriculums of them different from those of the 4th and 5th grades. To be more precise, in the 4th and 5th grades, the focus of language learning is fundamentally vocabulary learning and formulaic language. However, this focus of language starts to be changed in the 6th and 7th grades and the students have to deal with the receptive and productive language skills elaborately and simultaneously. In order to challenge with these language skills and grammar, students need to have a variety of word knowledge. Nevertheless, in the course books of 6th and 7th grades, neither enough vocabulary activities nor vocabulary learning strategies are included. Therefore, 6th and 7th grade students require working on vocabulary significantly.

Another reason why these students were selected was being autonomous learners. That is to say, the study required the participants to take the responsibility of their learning, to plan and to decide on their own studying. The use of MP3s in studying can be the issue of at least 12/13- year- old students. Younger learners might have had difficulty in using MP3s in their learning as they have not been autonomous learners yet. Further, their family and their teachers are responsible for their learning most of the times. Keeping these reasons in mind, the researcher decided on the 6th and 7th graders.

These grades were divided into 2 groups within themselves as experimental group (EG) and control group (CG). The students were assigned to the EGs and CGs in the way that they could be equal in the English lesson marks. Students' previous marks and the teacher's observation of them were the determining factors in doing so. 8 students from the 6th grade constituted the EG and the 7 students from the 6th grade formed the CG. Likewise, there were 7 students in the EG of the 7th grade while 6 students formed the CG of the 7th grade. In other words, 15 students from 6th and 7th grades were in the EG whereas 13 students from these two classes composed the CG. Table 3.10 shows the distribution of the participants according to the experimental and control groups.

Table 3.10: Group distribution of the participants in the main study

		Female	Male	Total	%
EG	6th grade	4	4	8	28.5
	7th grade	6	1	7	25
Total		10	5	15	53.5
CG	6th grade	5	2	7	25
	7th grade	2	4	6	21.4
Total		7	6	13	46.5
Total		17	11	28	100

3.7.4 Instruments

In the main study, firstly vocabulary selection tests (pre-test stage) were prepared so as to discover the vocabulary items which the students knew and did not know before the experiment (treatment stage). Vocabulary items were selected from the students' course books.

With regard to the course books, they were distributed by the ministry of education for free in the beginning of every teaching year. The main course of 6th graders is 'Unique 6' and that of 7th graders is 'A Step to English'. Both of them include 16 units in a teaching year. Two weeks are allocated for a unit in the curriculum.

'Unique 6' for the 6th graders generally starts with a vocabulary activity. Any other vocabulary activity is also included in the later pages of a unit. Then, long reading passages or dialogues and their related activities take place. Writing activities with grammar points hold a place within the unit. One or two listening activities also take part. Speaking activities, on the other hand, are included usually as in the form of asking and answering questions. At the end of a unit, there is a task.

The units of the 7th grades' main course 'A Step to English' are based on the four language skills. New grammar topics are generally presented in the reading and listening passages and they are practised in the speaking and writing activities. There is no special section for vocabulary and vocabulary activities. Activities related to vocabulary sometimes take part as while-reading or follow-up activities.

Four sets of vocabulary items from 4 different units of these books were decided on for the vocabulary selection tests (pre-tests). On the one hand, two of these sets were

chosen from the ‘Unique 6’ for the 6th graders. First set made up of 25 vocabulary items was chosen from the Unit 7-Hygiene. Second set involving 25 words was selected from the Unit 8-Parties. On the other hand, the other two sets were selected for the 7th grade from their English course book ‘A Step to English’. Third set including 21 vocabulary items was chosen from the Unit 7 ‘Family Albums’. Fourth set composed of 23 lexical items was selected from the Unit 8 ‘Inventors and Explorers’. Table 3.11 presents these four sets and the words in each group.

Table 3.11: Sets of words used in the vocabulary selection tests (pre-test stage)

6 th grade		7 th grade	
Unit 7	Unit 8	Unit 7	Unit 8
nail	wedding	overweight	invent
oral	anniversary	trustful	inventor
body	graduation	handsome	invention
toothbrush	beach	naughty	explore
moisturiser	celebrate	wedding	explorer
handkerchief	invite	ceremony	exploration
paper towel	present	sociable	wrong
soap	couple	miss	motion
medicine	close friend	marvelous	cement
comb	relatives	instrument	discover
nail scissors	wedding hall	founder	discovery
germ	ceremony	republic	experiment
hygiene	preparation	To be born	light bulb
dirty	arrangements	wall	law of gravity
Cleaning gel	date	leader	the printing press
Wet towel	time	president	steamboat
wound	place	graduate	scientist
disease	invitation card	military	radium
patient	prepare	author	arctic
illness	decorate	conqueror	deaf
inhale	call	architect	goldsmith
joint	order		die
air drier	guest		wooden
take a shower	gift		
recover	beverage		
n: 25	n: 25	n: 21	n: 23

Possible words shown in the table were chosen randomly from the units beforehand. Meaning relationship was not considered important. As the participants were in the formal operational period, using the abstract words in the study was thought not to constitute a problem in terms of the participants' understanding of these words. Nevertheless, cognates were a criterion for vocabulary selection for the study. It was of great significance that the English words should not sound the same as or similar to a Turkish word since cognates may facilitate the language learning process. Hence, using cognates might have affected the results.

The initial word list was given to the students in the format of matching type activity (see Appendix E). The students were asked to match the English words given at one side with their Turkish meanings at the other side. The words which one or more students correctly matched were discarded and the rest of the words in the lists were used in the treatment stage of the main study. The words remaining after students took the vocabulary selection tests are exhibited in Table 3.12.

Table 3.12: The words used in the main study

6 th grade		7 th grade	
Unit 7	Unit 8	Unit 7	Unit 8
body	graduation	wedding	invent
hygiene	celebrate	ceremony	inventor
moisturiser	couple	naughty	invention
handkerchief	place	marvelous	explore
oral	call	born	explorer
medicine	order	conqueror	exploration
illness	guest	president	experiment
wound	gift	republic	steamboat
joint	beverage	military	printing press
recover		founder	wrong
comb		sociable	goldsmith
air drier		architect	deaf
patient			die
			Arctic
			law of gravity
n: 13	n: 9	n: 12	n: 15

After selecting the vocabulary through vocabulary selection tests (pre-tests), MP3s were prepared for the EG in order to be used in the learning and practice stages of the study, namely, in the treatment stage of the experiment. On the other hand, vocabulary handouts were written for the CG. MP3s included 6 six activities for a word. Firstly, students in EGs were expected to listen to the word both in English and in Turkish. In the second place, they were supposed to say the Turkish meaning of the word when they heard the English word. Third activity was related to the repeating of the English word which they heard. In the fourth activity, they firstly listened to the Turkish meaning and immediately after they said the English word. Fifth activity was about the spelling of the English word. Students wrote the letters they heard and reached the target word. All of these activities were repeated 3 times. In the last activity, students were supplied with a sentence in which the target word was used. The sentence was repeated 2 times. The instructions were given both in English and in Turkish. However, after the 5th or 6th word was studied, the instructions of the rest of the words were given only in English. (see Appendix F). As for the vocabulary handouts, they had only the Turkish meaning of the new vocabulary items (See Appendix G).

All 6th and 7th graders were also supplied with worksheets including the target vocabulary items of 7th and 8th units so that they could practise new items. Each worksheet generally included 3 activities. First one was rearranging the scrambled letters and constituting a meaningful English word. Second one was a matching type activity that required the students to match the English words at one side with the Turkish meanings of them at the other side. Lastly, they were required to fill in the blanks in the given sentences with the words presenting above of the sentences (see Appendix H).

When it comes to the vocabulary achievement tests (post-tests), they were in the form of criterion-referenced tests. They are prepared to measure a student's skill in association with an ability defined in detail (Lynch 1996). That is to say, using criterion-referenced tests give rise to an investigation and intense description of the instructional objectives. Therefore, as the classroom instruction used in this study was related to vocabulary items, their spelling and meaning, post-tests should include and assess these aspects in parallel with the instructional goals and methods. Moreover, another reason why criterion-referenced tests were decided to be used was that it was aimed to measure each

student's own ability not to compare the students to each other, which is the characteristics of criterion-referenced tests (see Lynch 1996).

Post-tests included three sections, each of which involved the equal number of the words studied in a particular unit (See Appendix I). To illustrate, 7th grade students studied 12 words in unit 7. Therefore, 12 words took part in every three section of the vocabulary achievement tests. First section of the post-tests was about spelling. Students were expected to write the target English words right after they heard the letters. In the second section of them, they were required to match the English words with their meanings. In the last section, they were asked to fill in the blanks in given sentences with the target English words written at the beginning of the section. One of the features of the vocabulary achievement tests was that first section and the other two sections were separated from each other. After the students completed the first section, the papers were collected and the paper included section two and three were distributed to the students. Hence, they could not get help about the spelling of the target words from the paper where the target English words were written. The same vocabulary achievement tests were also used as delayed tests two weeks after the students took them for the first time.

At the end of the experimental stage, interviews were held with all of the students in EG (See Appendix J). In this interview, there were 11 questions about the process of studying English vocabulary with MP3s which shed light on the pre-listening, while-listening and post-listening sections of the process.

As for the questionnaires, FLVLAQ prepared by the researcher and LSI composed by Kolb were used in the main study as they were used in the pilot studies before. In order to obtain information about the learning styles of the students, Kolb's LSI which was translated into Turkish and analyzed in terms of reliability in Gencel's (2006) study was administered in the main study. There were 12 questions in the form of uncompleted sentences. Each uncompleted sentence had 4 sub-items which could complete the sentence. Students are expected to give the sub-items numbers from 4 to 1 according to their ideas. The students gave 4 to the sub-item which was the most suitable for them. Likewise, they gave 1 to the one that was the least suitable for them.

FLVLAQ analyzed in terms of reliability and factor analysis in the pilot studies and proved to be reliable in the 2nd pilot study was used in the main study with a view to gaining whether students felt anxiety about vocabulary learning before and after the

experiment. It included 2 sections. In the former, there were 30 likert type questions about vocabulary learning anxiety to which students were required to respond from 5 ‘strongly agree’ to 1 ‘strongly disagree’. In the latter section, students were asked to respond to the questions about themselves and their studying habits.

3.7.5 Procedures for Data Collection

Necessary permission was taken from the headmaster of the school (see Appendix A). As the researcher was the English teacher of the students, there was not any procedure about informing the class teacher about the study.

The main study was held in a period of eight weeks. The outline of the implementation of the main study was revealed in Table 3.13.

Table 3.13: The outline of the main study

		Treatment (two weeks)				Treatment (two weeks)			
	Pre-test [Vocabulary selection test (one week)]	Unit 7		Post-test [Vocabulary achievement test]	Delayed post-test [Delayed Achievement test(two weeks after post-test)]	Unit 8		Post-test [Vocabulary achievement test]	Delayed post-test (two weeks after post-test)]
		presentation	practice			presentation	practice		
EG		-course book -activity book -powerpoint	-voc. activity worksheet -MP3			-course book -activity book -powerpoint	-voc. activity worksheet -MP3		
CG			-voc. activity worksheet -voc. handout				-voc. activity sheet voc.hand out		

In the first week of the study, FLVLAQ together with LSI were administered in order to collect information about the students’ learning styles and vocabulary learning anxiety before the experimental study.

While administrating the questionnaires, students were firstly informed about the aim and the content of them. Similarly, how they were required to complete the questionnaires were explained to the students in order to prevent the possible problems that could occur in the application stage. They were also asked to be honest in their answers since the answers would not be used as their lesson marks.

In the second week of the study, pre-test stage of the experimental study started. Vocabulary selection tests including the possible new words in the 7th and 8th units that students did not know beforehand were held both in the 6th and 7th graders. Vocabulary selection tests included matching type activities, which required students to match the new English words with the Turkish meanings of them. At the beginning of the selection tests students were explained that the words in these tests were the vocabulary items of the following units, thus they should not be worried about that they did not know the words. They were also requested to give answers if they had already known or heard the given words. If they did not know the words, they would not answer. Lastly, they were convinced that this was not the evaluation of them. According to the results of the vocabulary selection tests, the new English words that all the students did not know were detected and the recording of these words to the MP3s and writing of them to the vocabulary handouts were carried out.

In the same week, the alphabet of the English language was presented to the students in order to make them remember it before the experimental stage.

In the third week of the study, 6th grade and 7th grade students started the 7th units, 'Hygiene' and 'Family Albums'. New vocabulary items within the units were introduced by means of different techniques in the EG and CG. EG was exposed to the new vocabulary items through MP3s. On the other hand, the CG was given the new words in vocabulary handouts, which was their normal way of conducting lesson and learning process. The implementation of the course for both the EG and CG continued as usual. All the students encountered with the new vocabulary items and repeated them and used them in a sentence in the course. They were all given vocabulary exercises in the lesson. After two weeks period, namely at the end of the units, post-test stage began. Students were taken vocabulary achievement tests to see the difference between the EG and CG. Two weeks after the 7th units were finished; students took the same achievement tests as a delayed test. Same procedures for the 8th units were held in the 6th and 7th graders in the following weeks.

At the end of the experimental stage of the study, FLVLAQ was administered again to the EG and CG in order to understand whether the use of MP3s in vocabulary learning had an effect on their vocabulary learning anxiety or not. Likewise, an interview held with

all of the students in EG in order to get their ideas about the use of MP3s in the vocabulary learning.

3.7.6 Procedures for Data Analysis

The data collected from the questionnaires and the immediate post-tests and delayed post-tests were analyzed quantitatively. In contrast to this, the data gathered from the interview were analyzed qualitatively so as to learn more about the learning process.

Non-parametric tests and descriptive statistics in SPSS 15.00 were carried out in the analysis of the data gathered in the study. The way how the research questions were analyzed one by one is shown in Table 3.14.

Table 3.14: Procedures for data analysis

Research question	Purpose	Procedures for data collection	Procedures for data analysis
RQ1: Does “working with MP3s” have an effect on vocabulary learning and retention?	- To find whether MP3s are effective in learning vocabulary	- Post-tests results - Delayed post-tests results	-Wilcoxon Test -Mann Whitney U Test
RQ2: What is the participants’ vocabulary learning anxiety in relation to their grades and groups before and after the use of MP3s?	- To find whether there is a relationship between use of MP3s and students’ vocabulary learning anxiety	-FLVLAQ administered before and after the experimental study - Pre tests and post tests results	-Wilcoxon Test -Mann Whitney U Test
RQ3: Is there a relationship between the participants’ use of MP3s in learning vocabulary and their learning styles?	- To find whether there is a relationship between use of MP3s and styles	-LSI -Post-test results	-Kruskall-Wallis tests
RQ4: What are the perceptions of the students about the process of learning English vocabulary through MP3s?	-To discover the students’ opinions about the use of MP3s for foreign language vocabulary learning	-Interview results	- Content analysis

As shown in the table, the answer to the RQ1 was given by means of the data obtained from the post and delayed post tests results via non-parametric tests such as Wilcoxon Test and Mann Whitney U Test.

RQ2 was answered by the help of evaluating the post and delayed post-tests and the FLVLAQ administered before and after the study to find out whether there was a relation between the use of MP3s and the students' anxiety about foreign language vocabulary learning.

The 3rd research question was answered by an analysis of the results gathered from the LSI and post-test results. In the light of this analysis, it was determined whether there was a relationship between the use of MP3s for vocabulary learning and the students' learning styles.

Lastly, the whole learning process was investigated from the viewpoints of the students via the interviews held at the end of the study by conducting content analysis.

Detailed analysis of the whole data will be presented in the next chapter.

3.8 Chapter Summary

This chapter put forward the methodology pursued in this study. The research questions together with the objectives of the study were explained one by one. Further, the differences between the qualitative and the quantitative research methodologies were discussed with regard to their advantages and disadvantages. Subsequently, the instrumentation of the study was introduced in terms of how the questionnaires were selected and developed. Following the instrumentation, the two pilot studies together with their findings and contributions were presented. Finally, the main study was explained in detail associated with the setting, participant, materials, procedures for data collection and data analysis.

CHAPTER IV FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter will present and interpret the outcomes of the data gathered through qualitative and quantitative research techniques. The analyses of research questions will be exhibited one by one. Additionally, findings of the analyses will be interpreted and discussed with reference to the literature.

4.1 Results from Post and Delayed Tests

The most important concern of this study was post and delayed tests. The first analysis and findings of the data obtained from the tests address the following research question:

RQ1: Does “working with MP3s” have an effect on vocabulary learning and retention?

Descriptive analysis of data revealed the mean values and standard deviations for the post and delayed tests results for the 6th grade as exhibited in Table 4.1.

Table 4.1: Post & Delayed Tests Results of 6th Graders

Units	Groups	N	Post-Test		Delayed Post-Test	
			X	SD	X	SD
Unit 7	EG	8	21.4	10.0	21.2	11.1
	CG	7	15.6	6.9	20.5	7.5
Unit 8	EG	8	16.3	8.3	15.3	7.2
	CG	7	12.5	7.7	13.4	5.1

According to the table above, the experimental group of the 6th grade surpassed the control group in post tests evaluating the vocabulary knowledge of unit 7 (M: 21.3, SD: 10.0; M: 15.5, SD: 6.9 respectively) and unit 8 (M: 16.3, SD: 8.3; M: 12.5, SD: 7.7 respectively). Besides, a Mann-Whitney U test was conducted to evaluate the above

results. However, it showed that these differences were not statistically significant, $z = -1.10$, $p > .05$ for unit 7 and $z = -.927$, $p > .05$ for unit 8. The experimental group had an average rank of 9.19, 9.0 respectively while the control group had an average rank of 6.64, 6.86 respectively.

As for the delayed tests, the experimental group did better than the control group both in unit 7 (M: 21.2, SD: 11.1; M: 20.5, SD: 7.5 respectively) and unit 8 (M: 15.3, SD: 7.2; M: 13.4, SD: 5.1 respectively). However, according to a Mann Whitney U Test, these differences were not statistically significant, $z = -.233$, $p > .05$ for unit 7 and $z = -.465$, $p > .05$ for unit 8. The experimental group had an average rank of 8.25 for unit 7 and 8.50 for unit 8 while the control group had an average rank of 7.71 and 7.43 respectively. Putman and Kingsley (2009) find out similar results from their study on the use of podcasting in enhancing science-specific vocabulary with 5th graders.

When it comes to the difference between the post and delayed test results of the groups within themselves, the experimental group got approximately the same mean values (M: 21.3, SD: 10.0; M: 21.2, SD: 11.1 respectively) in both tests evaluating the vocabulary knowledge of unit 7. Likewise, in the post and delayed tests about unit 8, the experimental group had nearly the same mean values (M: 16.3, SD: 8.3; M: 15.3, SD: 7.2). Further, a Wilcoxon test was conducted and it was seen that there were not statistically significant differences, $z = .00$, $p > .05$ for Unit 7 and $z = -.135$, $p > .05$ for Unit 8. The mean of the ranks in favor of the post test was 3.50 for Unit 7; 2.75 for Unit 8 while the mean of the ranks in favor of the delayed test was 3.50 for Unit 7; 4.00 for Unit 8. According to this comparison, it can be tentatively assumed that podcasting is an effective learning tool for vocabulary retention. This result is parallel with the studies involved in the literature of technology-based vocabulary learning. Hasegawa et al (2008) found out from the study they conducted about vocabulary learning system PHI (Personal Handy Instructor) that uses iPods which is a kind of podcasting enhancing vocabulary retention of university students. Similarly, Lin et al. (2011) concluded that computers are effective in vocabulary retention of young learners. However, this result is not compatible with the results of Zhang et al.'s (2011) study with mobile phones as they found out these tools cannot increase retention.

Surprisingly, on the other hand, the control group's delayed tests results were better than their post tests results related to the vocabulary knowledge of Unit 7 (M: 20.5, SD:

7.5; M: 15.5, SD: 6.9 respectively) and Unit 8 (M: 13.4, SD: 5.1; M: 12.5, SD: 7.7 respectively). This was surprising. Wilcoxon test was conducted again and it was noticed that the difference was statistically significant for Unit 7, $z = -2.201$ and $p < .05$. The mean rank in favor of the post tests was .00 whereas the mean rank of the delayed tests was 3.50 for unit 7. However, according to the Wilcoxon test, the difference was not statistically significant for Unit 8, $z = -.135$, $p > .05$. The mean rank in favor of post test was 2.33 while the mean rank in favor of delayed test was 4.00 for Unit 8. This could be resulted from the learners' own individual or pair studies. Apart from these post and delayed tests serving for this study, there were regular exams of the school periodically and learners might have studied for these exams if they took place in between the post and delayed test and thus learners might have got higher points from delayed tests.

As for the mean values of the 7th graders' post and delayed tests, they are displayed in Table 4.2.

Table 4.2: Post & Delayed Tests Results of the 7th Graders

Units	Groups	N	Post-Test		Delayed Post-Test	
			X	SD	X	SD
Unit 7	EG	7	25.0	8.90	25.8	6.81
	CG	6	24.0	5.17	17.6	8.95
Unit 8	EG	7	34.7	12.06	30.5	11.73
	CG	6	27.3	5.16	21.8	11.17

According to the table, the experimental group surpassed the control group in both post and delayed tests of Unit 7 with a mean value of 25.0 in post test and 25.8 in delayed tests. On the other hand, the mean values of control group were 24.0 in the post test and 17.6 in delayed test of Unit 7. Further, a Mann Whitney U test was conducted to detect whether these differences in means were statistically significant or not, but no statistically significant differences were found, $z = -.430$, $p > .05$ for the post test and $z = -1.717$, $p > .05$ for the delayed test. The experimental group had an average rank of 7.43, 8.71 respectively while the control group had an average rank of 6.50, 5.00 respectively.

On the other hand, the test scores were also compared within the experimental and control groups to see whether post and delayed test scores differed statistically from one

another. The experimental group had similar mean values in the post and delayed tests of unit 7 (M: 25.0, SD: 8.90; M: 25.8, SD: 6.81 respectively). Further, Wilcoxon test was conducted, there was no statistically significant difference between the post and delayed test scores of experimental group in Unit 7, $z = -.743$, $p > .05$. The mean rank in favor of the post test was 1.50 while the mean rank in favor of the delayed test was 3.50. As for the tests of the control group, this group had a mean value of 24.0 in the post test and 17.6 in the delayed tests. According to the Wilcoxon test, there was no statistically significant difference between them, $z = -1.586$, $p > .05$. The mean rank in favor of post test was 4.50 whereas the mean rank in favor of delayed test was 1.50.

As for the Unit 8, the experimental group got higher scores than the control group in both post and delayed tests with mean values of 34.7 and 30.5 respectively. Control group's mean values, on the other hand, are 27.3 and 21.8 respectively. However, according to the Mann Whitney Utest, these differences were not statistically significant, $z = -1.576$, $p > .05$ for the post test and $z = -1.645$, $p > .05$ for the delayed test. The experimental group had an average rank of 8.57 and 8.64 while the control group had an average rank of 5.17 and 5.08 respectively.

Moreover, the experimental group's and the control group's post and delayed test scores were analyzed within each group. In Unit 8, the experimental group had a mean value of 34.7 in the post test and 30.5 in the delayed test. Wilcoxon test scores showed that there was no statistically significant difference between experimental group's post and delayed test scores, $z = -1.951$ and $p > .05$. The mean rank in favor of post test was 4.25 while the mean rank in favor of delayed test was 2.50. On the other hand, related to the difference between the control group's test scores, they had a mean value of 27.3 in the post test and 21.8 in the delayed test of Unit 8. Wilcoxon test showed that there was a significant difference between them, $z = -2.207$, $p < .05$. The mean rank in favor of post test was 3.50 whereas the mean rank in favor of delayed test was .00.

According to the above results, it can be tentatively assumed that podcasting is effective in vocabulary learning and retention. This result is parallel with the results of other studies on technology-based vocabulary learning. Hui et al. (2008), Lin (2004), Zhang et al. (2011) and Saran and Seferoğlu (2010), Başoğlu and Akdemir (2010) and Putman and Kingsley (2009) found out similar results about the effectiveness of vocabulary learning through different technological devices like podcasting, videos,

mobile phones and computers. However, Hasegawa et al. (2008) did not reach similar results in terms of the effectiveness of podcasting on vocabulary learning in short term. As for the retention of vocabulary through podcasting, our study found out positive results which are similar with the results of Lin et al. (2011) and Hasegawa et al. (2008).

4.2 Results from FLVLAQ

Another important concern of this study was the relationship between using MP3s for vocabulary learning and the vocabulary learning anxiety. The second analysis and findings of the data obtained from the FLVLAQ address the following research question:

RQ2: What is the participants' vocabulary learning anxiety in relation to their grades and groups before and after the use of MP3s?

Descriptive analysis showed the mean values for the post and delayed anxiety tests results of the 6th graders. Table 4.3 presents the mean values.

Table 4.3: Descriptive Statistics for 6th Graders' Pre & Post Anxiety

Pre-Anxiety								
	Groups	X	SD	Mean ranks	Sum of ranks	U	z	p
6 th grade	EG (8)	2.03	.551	8.56	68.50	23.500	-.522	.602
	CG (7)	2.03	.715	7.36	51.50			
Post-Anxiety								
Class	Group	X	SD	Mean ranks	Sum of ranks	U	z	p
6 th grade	EG (8)	2.18	.729	7.13	57.00	21.000	-.810	.418
	CG (7)	2.48	.798	9.00	63.00			

The 6th graders' pre-anxiety results, shown in the table, revealed that both experimental and control groups were equal to each other in terms of vocabulary learning anxiety at the beginning of the study. All of the 6th graders were less concerned about vocabulary learning with a mean value of 2.03. However, a further Mann Whitney U Test showed that this difference was not statistically significant, $z = -.522$, $p > .05$. When it comes to the post-anxiety results, it was observed that control group became more anxious

than experimental group at the end of the study (M: 2.48, M: 2.18 respectively). However, according to the Mann Whitney U test, this difference was not statistically significant, $z = -.810$, $p > .05$. Moreover, if the groups' pre and post anxiety results are examined within themselves, it can be seen that the control group was less concerned with a mean value of 2.03 at the beginning of the study but their anxiety increased with a mean value of 2.48 at the end of the study. Likewise, the experimental group's vocabulary learning anxiety increased through the intervention (M: 2.03, SD: .551; M: 2.18, SD: .729 respectively). This can be interpreted that there is not a relationship between the use of podcasting and general vocabulary learning anxiety.

As for the pre and post anxiety of the 7th grade's experimental and control group, Table 4.4 exhibits their mean values.

Table 4.4: Descriptive Statistics for 7th Graders' Pre & Post Anxiety

Pre-Anxiety								
Class	Group	X	SD	Mean ranks	Sum of ranks	U	z	p
7th grade	EG (7)	3.40	.703	9.14	64.00	6.000	-2.143	.32
	CG (6)	2.54	.720	4.50	27.00			
Post-Anxiety								
Class	Groups	X	SD	Mean ranks	Sum of ranks	U	z	p
7th grade	EG (7)	2.71	.759	8.00	56.00	14.000	-1.000	.317
	CG (6)	2.32	.753	5.83	35.00			

According to the table, the experimental group was more anxious with a mean value of 3.40 than the control group with a mean value of 2.54 before the study. However, this difference was not statistically significant, $z = -2.143$, $p > .05$. Similarly, the experimental group was more concerned with a mean value of 2.71 than the control group with a mean value of 2.32 at the end of the study. However, there was no statistically significant difference between these results, $z = -1.000$, $p > .05$. On the other hand, the experimental group's vocabulary learning anxiety decreased throughout the study (M: 3.40, SD: .703; M: 2.71, SD: .759 respectively). However, what is surprising is that the control group's vocabulary learning anxiety also decreased gradually (M: 2.54, SD: .720; M: 2.32, SD:

.753 respectively). Therefore, it cannot be assumed that the decrease in the vocabulary learning anxiety level of the experimental group was up to the intervention because the anxiety level of the control group was also low at the end. As a conclusion, it can be said that there is not a relationship between the use of MP3s and the students' anxiety about vocabulary learning.

4.3 Results from LSI

Apart from the effect of the MP3 use on students' vocabulary learning, retention and vocabulary learning anxiety, this research study also investigated whether there is a relationship between the MP3 use and students' learning styles. Related research question is exhibited below:

RQ3: Is there a relationship between the participants' use of MP3s in learning vocabulary and their learning styles?

All students' learning styles were discovered before the experimental stage. According to this analysis, 'diverging' learning style was the most common one among the students as 13 out of 28 students have diverging learning style. In other words, they learn best by perceiving concrete situations. They are sensational, imaginative and social learners. They also prefer group works, listening with an open mind and receiving feedback special to them (Kolb et al., 2000). 'Converging' learning style came next with the 7 students. These convergent students are good at solving problems, technical tasks. They enjoy doing experiments and laboratory tasks, However, unlike divergers, they are not social. 5 out of 28 students had 'accommodating' learning style. They deal with conducting plans and engaging in new and difficult experiences. They depend on people's ideas to solve problems instead of technically analyzing problems on their own. Accomodators prefer working with people in their works. The least common learning style among students was 'assimilating'. Assimilators are not as interested in people as divergers, but more focused on ideas and abstract concepts. They are good at grasping a large proportion of information and convert to brief and logical form. Moreover, they prefer reading, lectures, thinking about, discovering analytical models.

In order to analyze the relationship between the use of podcasting and learning styles, descriptive statistics and Kruskal-Wallis Test were conducted by using the

experimental group students' post tests results (n= 15). Table 4.5 below presents these results.

Table 4.5: Relationship between the Use of MP3s and Learning Styles

	Styles	N	Mean Rank	Chi-square	df	Sig.
Post-Test Unit 7	Diverging	7	6.93	2.33	3	.505
	Converging	4	7.75			
	Accommodating	3	8.83			
	Assimilating	1	14.0			
Post-Test Unit 8	Diverging	7	7.43	.949	3	.814
	Converging	4	7.25			
	Accommodating	3	10.17			
	Assimilating	1	8.50			

The table reveals that 15 experimental group students both from 6th and 7th graders had mostly 'diverging' learning style and 'assimilating' learning style was the least common one. Moreover, there was no statistically significant difference between the students' learning styles and their post-test scores ($p > .05$). This can be interpreted that there is no relationship between learning styles and the use of podcasting.

4.4 Perceptions of Students about the Use of MP3s

The study also investigated the feelings of students about the process of learning English vocabulary through MP3s. Related research question is stated below:

RQ4: What are the perceptions of the students about the process of learning English vocabulary through MP3s?

With a view to obtaining data about this research question, 15 students who took MP3s for their vocabulary learning studies were interviewed. In other words, 8 students from 6th grade and 7 students from 7th grade were asked for their feelings and opinions about studying with MP3s (see Appendix J).

The descriptive qualitative analysis was arranged in three categories namely before, during and after the process of MP3 use. Some questions were also given to highlight the opinions of the students. To maintain the anonymity of the students, 15 students were listed as S1, S2, S3 to S15.

Before the Process of MP3 use

17 responses were elicited for the interview question related to students' feelings and thoughts about the use of MP3s before they got MP3s. Before drawing lots for MP3s, students were informed that they would have MP3s. All the interviewed students stated that they were looking forward to studying with MP3s before the study (n=15). Moreover, they gave general feelings and thoughts associated with the novelty value of MP3s and their use as an add-on learning material. Table 4.6 shows the categories of their feelings and thoughts.

Table 4.6: Students' Feelings & Thoughts about the Use of MP3s

Students' Feelings & Thoughts	f	%
Feel happy	10	58.2%
Feel excited	2	11,1%
Consider it beneficial	2	11,1%
Consider it as an easy way of learning	1	5.8%
Consider it as a fast way of learning	1	5.8%
Learn more vocabulary	1	5.8%
Total	17	100%

As the table above displays, according to 12 responses, students were very happy and excited when they first heard that they would get MP3s since they are new, and therefore, appealing and attractive learning materials for students (Putman & Kingsley, 2009; Ralph et al., 2010). Besides, 5 responses revealed that students thought MP3s would be beneficial, easy and fast way of studying and learning more about vocabulary. In fact, they felt that they could cope with learning vocabulary via MP3s.

During the Process of MP3 Use

Students were also interviewed about the use of MP3s in practice. According to the results, all of the interviewed students listened to MP3s after they had it. While being interviewed, students expressed their opinions about certain issues such as the time and the place they devoted to listen to MP3s, the comparison of traditional way of learning vocabulary and MP3 use, their opinions about the vocabulary activities in MP3s, the comparison of their perception of their anxiety before and while using MP3s and the difficulties and enjoyable moments in using MP3s.

When students were asked how often and how long they studied with MP3s, it was understood that they often listened to them. 19 responses about the time they spent for the listening were elicited. These responses are shown in the Table 4.7.

Table 4.7: Frequency of Listening to MP3s

Frequency	f	%
Three days in a week	10	52.6%
Every day	7	36.8%
Once a week	2	10.5%
Total	19	100%

7 responses in the table show that MP3s were listened to every day; 10 responses show that they were listened to three days in a week; 2 responses show that they listened to once a week. As for the duration of listening, 15 responses were elicited which are exhibited in Table 4.8.

Table 4.8: Duration of Listening to MP3s

Duration	f	%
More than half an hour	6	40%
Less than half an hour	5	33.3%
Half an hour	4	26.6%
Total	15	100%

According to the table above, some students listened to MP3s for more than half an hour ($f=6$); some of them listened for half an hour ($f=4$); and the rest of them listened for less than half an hour ($f=5$). The results show that MP3s were listened to in a variety of times and in different durations (see Chan & Lee, 2005; Daniel & Woody, 2010; Hasegawa et al., 2008; Ralph et al., 2010; Putman & Kingsley, 2009; Gagliolo & Nansen, 2008).

As far as the place where the students listened to MP3s, students gave a variety of answers. Table 4.9 reveals the 56 responses of students.

Table 4.9: Places for Listening to MP3s

Place	<i>f</i>	%
At home	15	26.7%
At school	9	16.07%
Outside	6	10.7%
On the school bus	5	8.9%
Before going to the bed	5	8.9%
While doing homework	4	7.1%
park	2	3.5%
At cafe	2	3.5%
While going to grocery	2	3.5%
In their gardens	2	3.5%
In the library	1	1.7%
After meals	1	1.7%
While watching tv	1	1.7%
Helping their mothers	1	1.7%
Total	56	100%

As shown in the table, students often preferred listening to MP3s at home ($f=15$) and at school ($f=9$), outside ($f=6$), at the park ($f=2$), on the school bus ($f=5$), in the library ($f=1$), while going to the grocery ($f=2$), before going to the bed ($f=5$), after meals ($f=1$) and while doing homework ($f=4$), while watching TV and helping their mothers ($f=2$), at a café ($f=2$) and in their garden ($f=2$). The results show that MP3s are easy to carry, portable to use in different places and while doing different activities (see Chan & Lee, 2005; Hasegawa et al., 2008; Ralph et al., 2010; Putman & Kingsley, 2009; Gagliolo & Nansen, 2008). However, this result is not compatible with the result of Daniel and Woody's (2010)

study. They found that students using podcasting are not likely to benefit from the potential for flexibility for study places.

Students' opinions about using vocabulary handouts and MP3s were also investigated and compared to each other. There were 24 responses elicited about using vocabulary handouts and these responses were about mostly the negative and rarely the positive points of this way of learning, as shown in Table 4.10.

Table 4.10: Students' Opinions about Vocabulary Handouts

Opinions	<i>f</i>	%
Ineffective	8	33.3%
Boring & demotivating	6	25%
Difficult	5	20.8%
Not good for pronunciation	4	16.6%
Effective	1	4.1%
Total	24	100%

The table reveals that students mostly found this way boring, demotivating and difficult ($f= 11$). Pronunciation problems were another negative feature of vocabulary handouts ($f=4$). S3, S13 and S14 expressed the pronunciation problems they experienced in this way:

"I was anxious because I would not be able to pronounce the words correctly while studying with vocabulary handouts."

"I could not pronounce the words while studying with vocabulary handouts."

"I did not know how to pronounce a word."

Students also stated that this way was ineffective ($f=8$), in that, they felt that they only memorized the words, which made learners to read words more. However, they found that the use of vocabulary handouts was a difficult way to review words and caused to remember less, thus this forced students to be more anxious about the retention of them. S3, S5, S10 and S12 said:

“I got anxious as to whether I would forget the words that I studied with vocabulary handouts.”

“Studying with vocabulary handouts was difficult. I could not repeat the words very much.”

“It is difficult to study with vocabulary handouts. I could not remember the words I studied.”

“I could not remember words when I read only once. I understood them only when I read at least 3 to 4 times. So, I got bored.”

On the other hand, one student found this way was effective in retention of words. S9 stated

“Studying with vocabulary handouts supplied permanent learning.”

Generally, these results point that students are bored with pen-and-paper methods and they embrace technology.

When it comes to the students' ideas about MP3s, they generally expressed that they were in favor of using MP3s for vocabulary learning. Table 4.11 shows the 29 responses about the use of MP3s.

Table 4.11: Students' Opinions about the Use of MP3s

Opinions	<i>f</i>	%
Different, enjoyable	15	51.7%
Effective	13	44.8%
Ineffective	1	3.4%
Total	29	100%

According to the table, students found using MP3s different, enjoyable and exciting (f=15). S15 expressed her feelings in this way:

“I had enjoyable time while listening to the MP3. If I had had more time, I would have listened to it more frequently.”

Furthermore, according to the students, the use of it was effective (f=13), in that, they felt as if they were listening to a course, they reviewed the words for many times and therefore they studied, repeated, and understood at ease. From their point of view, this

situation lessened their anxiety of vocabulary retention. Moreover, they stated that the use of MP3s was good for their pronunciation. S1, S3, S5 and S14 stated:

“MP3s were different. It was as if you had been in a course and a teacher had been speaking.”

“MP3s were more different. I could understand more when I listened to the MP3. I felt that I would not forget the words when I listened to it again and again.”

“I memorized the words easily when I studied with the MP3. I could easily repeat the words through the MP3.”

“The use of MP3s was a nice feeling. It provided permanent learning. I could bear the words in my mind. At least, I could pronounce the words more accurately.”

On the other hand, one student designated a negative point of using MP3s. S9 said

“I could not bear the words in my mind when I studied with the MP3.”

According to these results, it can be understood that negative points of vocabulary paper were compensated via MP3s as students usually gave positive responses to the particular issues while being interviewed about the use of MP3s whereas they gave negative responses to the same issues when interviewed about the use of vocabulary handouts. Edirisingha et al. (2007) and Chan and Lee (2007) also reach similar results, i.e., the students who they conducted the study with found that the use of podcasting is effective and beneficial for their own learning.

Subsequently, students’ opinions about the vocabulary activities involved in MP3s were questioned. In terms of the activities they like most, 18 responses were elicited which are presented in Table 4.12.

Table 4.12: Students’ Favorite MP3 Activities

Favorite Activities	<i>f</i>	%
English-Turkish translation	6	33.3%
Spelling activity	4	22.2%
Repeating activity	3	16.6%
Turkish-English translation	3	16.6%
All activities	2	11.1%
Total	18	100%

The table makes it clear that most of the students enjoyed the English-Turkish translation activity ($f=6$). Students also liked the spelling activity ($f=4$), repeating activity ($f=3$), Turkish-English translation activity ($f=3$). Lastly, 2 of the students reported that they enjoyed all activities. The results indicate that translation, namely meaning activities, and repetition and spelling activities are suitable for young adolescents and elementary level students. Especially, these activities are suitable for the students in Turkish educational settings as the FL learning and teaching is based on such kind of activities which aim to develop receptive skills.

On the other hand, as for the activities students did not like, they produced 17 responses. Table 4.13 gives these responses.

Table 4.13: MP3 activities Students Dislike

Activities not liked	<i>f</i>	%
Spelling activity	6	35.2%
Listening the word in a sentence	6	35.2%
No activity they did not like	3	17.6%
Repeating activity	2	11.7%
Total	17	100%

According to the table, they, mostly, did not like listening a word in a sentence activity ($f=6$). They also did not appreciate spelling ($f=6$) and repetition ($f=2$). Finally, 3 students explained that there was no activity they did not like. It can be interpreted from the results that since students only listened and did not do anything special related to the activity or they might have had difficulty in understanding the sentence, they might not have enjoyed listening to the word in a sentence activity. Similarly, as they might have found it difficult to understand and to have pen and paper right away, they might not have appreciated spelling activity.

Although students had activities they enjoyed or disliked, they generally found that all the activities in MP3s were helpful ($f=26$) when their exams and course activities are considered. This result validates this study, in that, the result shows that the activities in MP3s were compatible with the activities in exams and course activities.

When students were asked whether they felt vocabulary learning anxiety while studying with vocabulary handouts, the answers reflect students' anxiety of vocabulary learning in elementary classes. Table 4.14 gives these concerns.

Table 4.14: Students' Anxiety in Using Vocabulary Handouts

Sources for Anxiety	<i>f</i>	%
Learning pronunciation	6	46.1%
Retaining the words	5	38.4%
Learning the words	1	7.6%
Spelling the words	1	7.6%
Total	13	100%

According to the table, 13 out of 15 interviewed students reported concerns related to learning pronunciation, learning vocabulary. S10 and S13 said:

"I felt anxious. I could not remember the words, so I confused them. I confused the the meaning of a word even if I knew it."

"I felt anxious. I had a fear that I could not write or pronounce a word when you asked it."

On the other hand, another version of this question was related to students' anxiety of vocabulary learning while using MP3s. A large proportion of students expressed that they did not feel anxious about vocabulary learning ($f=12$). S7 and S11 denominated:

"I did not feel anxious. As I always repeated the words, I thought that I learned them and I did not have any fear."

"At first, I was anxious. Then, I learned the words by listening again and again and I overcame my fear."

Whether the students experienced any difficulty while using MP3s was also investigated. Answers were divided into two categories: technical or understanding problems. Firstly, 13 students did not have any technical problems while 2 of them had some difficulties with the earphones. As for the teacher observation, the 6th graders seemed to have more technical problems than the 7th graders, which shows that the 7th graders were more autonomous, responsible and reliable in terms of the use of a technical device. 6th graders, on the contrary, are not mature enough to use it. As for the understanding

problem, most of the students reported that they did not have any understanding problems ($f=13$). The rest of the students stated that they could not understand the long words. According to the results, MP3s can be used by secondary school students, especially 7th graders who are more autonomous.

Finally, students expressed their good and bad experiences. They generally stated good experiences. They all appreciated the music and different voice elements involved in the background of the main recording. This proved, one more time, that music is an important element for language learning. As Cebeci and Tekdal (2006) mention, the materials should be accompanied with music in order to increase listenability of the podcasts. Listening to such kind of a podcast can be more attractive than listening to a long speech. Some students also suggested that the music which was used in the background should have been more vivacious. Integrating music is also the thing that Putman and Kingsley (2009) did in the podcasts they prepared for their students to attract their interests. They also realized that the music part was a bit challenge since there was a huge difference between the teachers' and the students' ideas about good and lively music.

After the Process of MP3 Use

It was also investigated what students felt after they used MP3s for vocabulary learning. As they had an experience with MP3s and knew what kind of materials they were, their feelings and thoughts became more specific than the feelings they had at the beginning of the study. 25 responses were obtained and they are displayed in Table 4.15.

Table 4.15: Students' Opinions about MP3 Use

Students' Opinions	<i>f</i>	%
Easy to learn	7	28%
Beneficial	6	24%
Enjoyable	5	20%
Good for retaining	2	8%
Good for pronunciation	2	8%
Boring and difficult	2	8%
Like in a course	1	4%
Total	25	100%

As the table indicates, students generally expressed the advantages of the use of MP3s. Most of the students felt that using MP3s was enjoyable and beneficial (f=11). They reported that they could learn easily, retain and pronounce words (f=11). One of the students revealed that he/she felt as if he had been in a course. S2 and S10 cited:

“It was more beneficial. I learned the words quickly. I was successful in quizzes as I knew the words very well.”

“It was an enjoyable experience. It contributed us a lot. I understand the words better. I am waiting for further use of MP3s.”

However, 2 students found the use of MP3s boring and difficult. S9 said:

“To learn words through the use of MP3s were more difficult. It is difficult to listen to the words. I forgot where I had paused.”

These results indicate that, for most students, the use of MP3s is beneficial in different aspects and appealing. The results are compatible with the results of Lee et al (2008) who conducted study about the effects of student-made podcasts.

As their opinions about the use of MP3s in vocabulary learning positive, they, lastly, preferred MP3s to vocabulary papers and wanted to use MP3s again.

4.5 Chapter Summary

This chapter presented the statistical analysis of the data obtained from the main study. The next chapter will discuss the findings of the main study.

CHAPTER V CONCLUSIONS AND IMPLICATIONS

5.0 Introduction

This chapter will start with the conclusions of the findings with reference to the literature presented in the second chapter. Subsequently, pedagogical and methodological implications will be listed. Finally, suggestions for further research will be submitted.

5.1 Conclusions about the Use of MP3s and Vocabulary Learning

The main objective of this study was to discover whether the use of MP3 has an effect on vocabulary learning and retention. Related research question is presented below:

RQ1: Does “working with MP3s” have an effect on vocabulary learning and retention?

Several conclusions can be drawn in relation to this main objective.

- In the first place, the findings of this study revealed that there was no statistically significant difference between the post-test scores of the students who used MP3s for vocabulary learning and those of the other students who did not use MP3s in post tests. However, when the mean values are concerned, students with MP3s surpassed the others without MP3s. Therefore, it can be tentatively concluded that the use MP3s positively affects vocabulary learning in the short term.

Similar finding is presented by Putman and Kingsley (2009) who conducted a study with 5th graders about the effectiveness of podcasting in science-specific vocabulary learning. Podcast group passed the classroom instruction group in the post test. Moreover, when the effect of different technological ways such as web sites, videos and mobile phones on vocabulary learning is considered, there are numerous studies (see Hui et al., 2008; Lin, 2004; Zhang et al., 2011; Başoğlu & Akdemir, 2010; Saran & Seferoğlu, 2010) showing that all of these ways increase the students' achievement in vocabulary learning in the short run.

There are some reasons why it can be tentatively concluded that the use of MP3s positively affects vocabulary learning. In the first place, in relation to their responses in the interview, students were excited and motivating to listen to MP3s thanks to its being a

novel learning material. Moreover, as students reported in the interview, MP3s are portable devices. Therefore, they might have listened and studied whenever and wherever they desired (Chan & Lee, 2005). As this supplied multiple exposures to words, students with MP3s could be successful in the post test. In relation to this, Decarrico (2001) states that engaging in exercises and activities can provide multiple exposures and technological tools can have a power to supply multiple exposures to words by incorporating the related activities. Consequently, multiple exposures might have affected the post test scores. Secondly, as Putman & Kingsley (2009) estimated, students might have favored the format. The interview results showed that students found the activities in MP3s beneficial for their success in vocabulary. In fact, MP3s included related activities with the course and the exams. The activities in MP3s helped students to review the related unit's vocabulary. Because of all of these reasons, it can be tentatively interpreted that the use of MP3s can be effective in learning vocabulary.

- Secondly, the results from the comparison between the post and delayed tests of the students who used MP3s indicated that the difference was not statistically significant. This means that these students were successful after two weeks when they took the post tests. Hence, it can be tentatively deduced that the use of MP3s positively affect vocabulary retention in the long term.

In line with this conclusion, Lin et al., (2011) and Hasegawa et al. (2008) reached similar conclusions, i.e., they deduced that technological devices like computers and educational computer programs increase the retention of vocabulary. Moreover, same reasons mentioned above can also be explained for this conclusion.

- On the other hand, the further results surprisingly displayed that there was also no statistically significant difference in the scores gathered from the post and delayed tests of the students who did not use MP3s. This revealed that these students were also successful two weeks after the post tests. That is why the second conclusion was drawn tentatively, for the success of the students with MP3s might have been resulted not from the effectiveness of MP3s but from different factors. Students' competitiveness and their individual studies for regular exams can be attributed as the grounds for this situation.

Firstly, the experimental groups and the control groups were involved in the same classes. While some students in each class had MP3s, the others, namely friends of the experimental groups, did not have MP3s. This situation might have led to competitiveness in students with no MP3s. They might have thought they would not be successful as they

did not have MP3s. Therefore, in order to overcome this, they might have studied hard. Johnson (1993) states that competition can have positive effect on students. Students can be competitive in time as they practice and improve coordination and cognitive skills. Competitiveness can increase growth and push them to be successful. Moreover, it enhances setting goals and learning to perform before a group. Thus, similarly in this study the control group might have regarded themselves as disadvantageous in comparison to the MP 3 group.

The latter ground can be students' individual studies for regular exams. Apart from these post and delayed tests serving for this study, there were regular exams of the school periodically and learners might have studied for these exams if they took place in between the post and delayed test and thus learners might have got higher points from delayed tests. Moreover, this result indicates that the time period between the post and delayed tests and learner studies cannot be controlled. Learners are free to do outside work. Within the school system there can be several regular exams or national/regional exams.

5.2 Conclusions about the Use of MP3s and Vocabulary Learning Anxiety

Second objective of the study was to discover whether there is a relationship between the use of MP3s for vocabulary learning and vocabulary learning anxiety. RQ2, stated below, was asked to reach this objective.

RQ2: What is the participants' vocabulary learning anxiety in relation to their grades and groups before and after the use of MP3s?

- The related findings of the study showed that there was no significant difference between the use of MP3s for vocabulary learning and vocabulary learning anxiety. Hence, it can be concluded that the use of MP3s for vocabulary learning does not decrease the students' anxiety which they experience in learning vocabulary.

Several reasons are estimated for this situation both in the 6th graders and the 7th graders. In the 6th graders, although all the students with and without MP3s had low level of vocabulary learning anxiety before the treatment, their anxiety level increased throughout the treatment. Cognitive development, heavy curriculum and, more specifically, intervention length can be the possible reasons which led to this situation.

According to Piaget, as individuals become mature, their cognition becomes mature, too. They can understand abstract issues and be more aware of their life, their academic

achievement and their professions. In this study, this development might have led students to be more concerned about their academic achievement in terms of English course.

As a result of the experience they were going through with MP3s, the 6th graders might have also become aware of the heavy curriculum. English language curriculum becomes denser from 4th grade to 8th grade, which makes vocabulary learning more challenging. Grammar becomes more complex and more demanding in the 6th grade. Therefore, students are required to use more vocabulary. In other words, vocabulary load increases and students are required to study daily. To be more precise, 6th graders are exposed to a demanding English course book which makes them work regularly and elaborately on various new vocabulary items and complex grammatical structures after they have studied with course books focusing primarily on basic simple vocabulary during their first and second year in learning English. Therefore, in this study, the 6th graders may have become aware of abstract vocabulary items which are difficult to learn, complex structures and the challenge in vocabulary learning. As they might have lacked of this awareness at the beginning of the period, their anxiety level may have been measured as low in pre-anxiety test. As they might have thought that English courses would have been the same as the English courses in the 4th and 5th grade where basic simple vocabulary items were taught, they might not have felt anxious. However, their anxiety level might have increased together with the vocabulary learning awareness that the students might have obtained within the period. It can be the reason why the 6th graders were more anxious at the end of the study. Therefore, whether language awareness affects students' anxiety should be investigated.

Apart from all these general assumptions, intervention length can be shown as a reason why the 6th grade students who used MP3s were more concerned about the English vocabulary although they got MP3s. Throughout the intervention, students vocabulary knowledge was getting larger and larger. Therefore, it became harder to study and to learn all of the items, which might have caused the gradual increase in students' vocabulary learning anxiety level. Besides, except the post and delayed tests of the main study, there were some important exams and they needed to study many words, which might have been a reason for the increased vocabulary anxiety.

Lastly, competitiveness can be interpreted as another reason for the increase in the anxiety levels of the 6th grade students who did not use MP3s. It was concluded in the

previous research question that these students might have studied harder in order to keep up with their classmates who used MP3s. This competitiveness might have increased their anxiety level as Young (1991) and Skehan (1989) state competitiveness or comparison of oneself with fellows is a source for anxiety.

As for the 7th graders' anxiety about vocabulary learning, all the students with and without MP3s were more anxious at the beginning of the study. Throughout the treatment, students with MP3s became less concerned when compared to their beginning anxiety level. However, what is surprising was that students without MP3s also became less concerned than the students with MP3s. Therefore, it cannot be assumed that the decrease in the vocabulary learning anxiety level of the students with MP3s was up to the intervention because the anxiety level of the control group was also low at the end. Therefore, factors different from the intervention might have affected their anxiety levels.

One of these factors can be students' own studies. To illustrate, students also took other main exams which were not parts of the intervention and required them to study. The students might have studied for these exams and therefore they might have become more knowledgeable about the necessary vocabulary items, which might have enabled students to be more self-confident and less concerned. Previous conclusions related to the effect of MP3s in vocabulary learning and retention proved this assumption as students' post and delayed test scores revealed that the students in both groups studied continuously. Therefore, researchers should be careful about the intervention time and try to arrange it when there are no exams apart from the main study's tests.

5.3 Conclusions about the Use of MP3s and Learning Styles

This study also investigated whether there is a relationship between the use of MP3s and students' learning styles. Related research question is noted below:

RQ3: Is there a relationship between the participants' use of MP3s in learning vocabulary and their learning styles?

According to the findings, most of the students involved in both groups and especially in experimental group had 'diverging' learning style. Therefore, in the light of the explanation of Kolb et al. (2000), these students mostly learn by perceiving concrete situations. They give importance to feelings, imaginations and the people around them. They like group works and feedbacks special to them. As they are in-between the age of

concrete operational and abstract operational period, their focus on concrete situations is very natural. As for the observation of the researcher as their teacher, they are really social learners and like working in a group.

There was no statistically significant difference between the use of MP3s and the students' learning styles. Therefore, it can be concluded that the impact of the use of MP3s does not change according to the students' learning styles categorized by Kolb. As opposed to the idea that podcasting, a way of transmitting audio content, can be adapted within different learning styles (Hoskyns-Long, 2009), this study concluded no relation between learning styles and the use of MP3s, one of the ways of podcasting.

5.4 Conclusions about the Students' Opinions

Lastly, this study aimed to examine the students' feelings and thoughts about the experience they had with MP3s. Related research question is:

RQ4: What are the perceptions of the students about the process of learning English vocabulary through MP3s?

Several conclusions were drawn from the findings of this research question.

- According to the opinions of the students who had MP3s, it can be concluded that students generally favor the use of MP3s for vocabulary learning. They found MP3s different and enjoyable (see Table 4.11). Since MP3s are different from the usual techniques students are involved in, they are appealing and attractive for students (Putman & Kingsley 2009; Ralph et al 2010). Moreover, they like MP3s because of their flexibility feature (see Table 4.7, 4.8, 4.9). In other words, MP3s can be listened to wherever and whenever one wishes (Chan & Lee, 2005; Daniel & Woody, 2010; Hasegawa et al., 2008; Ralph et al., 2010; Putman & Kingsley, 2009; Gagliolo & Nansen, 2008). Podcasting, MP3 format, creates a classroom without any borders (McMinn, 2008). Therefore, being flexible and enjoyable together with being an innovative technology, podcasting increases learners' enthusiasm and encourages engagement (Daniel & Woody, 2010; Ralph et al., 2010; Putman & Kingsley, 2009). In line with the literature, students enjoyed with the use of MP3s as they are new, motivating and flexible.

- Another conclusion is that MP3s can be used as a supporting learning material for vocabulary learning and retention. Students found MP3s easy, fast and effective way of vocabulary learning (see Table 4.11). According to them, MP3s were good for their

pronunciation, understanding, revision and retention of the newly learned vocabulary items. Therefore, pedagogical approaches to information processing and conceptual learning can be improved through a new approach, podcasting (Hargis & Wilson, 2005 in Dale, 2007, p. 51). Podcasting also can have a power to introduce or improve information discussed in the classroom, to assist learners who need additional instruction or access to topic discussed in the class (Putman & Kingsley, 2009). This is parallel with the results of the study Clark et al. (2007) with postgraduate students. They concluded that students gained learning benefits from the use of podcasting and the podcast episodes supplement their learning. They used podcasting to revise for exams, to replace lectures, to reinforce information for assessments or key points. Similarly, in this study, students liked benefiting from MP3s in their lessons.

- One more conclusion drawn from the students' opinions is about the format of the podcasts in MP3s and there are some points to consider while preparing podcasts. That is to say, the students generally enjoyed with the activities and found them beneficial. Especially, they favored the meaning activities. The reason why they liked these activities most can be the Turkish educational system with its course contents and exams. As course books and exams are based on receptive skills rather than productive skills in secondary schools, students found them more enjoyable and beneficial. However, spelling activity, listening to a word in a sentence and repetition activities were involved in the activities which were not enjoyed with (see Table 4.13). Therefore, this result verifies that Turkish educational system in terms of FL teaching and learning is not based on productive skills. As students are expected to recognize a word in sentences, texts or national exams, they feel that they do not need to learn how to write a word and use it in a sentence. The only necessary thing for them to be successful is to recognize a word in exams, thus they did not enjoy with the spelling activity which required them to write the word and the listening to a word in a sentence activity. It can also be interpreted from the results that since students only listened and did not do anything special related to the activity or they might have had difficulty in understanding the sentence, they might not have enjoyed listening to the word in a sentence activity. Similarly, as they might have found it difficult to understand and to have pen and paper right away, they might not have appreciated spelling activity.

Therefore, while preparing activities, teachers should be careful about the goals of their board of education. Moreover, students should have a task as suggested by the principle of 'learn by doing'. As Dale (2007) suggests, it is significant to engage students

with the material. The speech requires including examples and topics of interest to the students and which they are related to. Additionally, those who record an MP3 should be clear in their speech. Campbell (2005) recommends an 'explaining voice' to catch students' attention. This will provide an intense learning process. Lastly, as students were bored with the repetition, there should be less repetition since as Edirisnnga et al (2007) state, students have the opportunity to pause, go back and listen again. Moreover, a variety of activities are necessary if MP3s are used supportively.

It is also deduced that one of the indispensable elements while preparing the podcasts is music. As a well-known fact, music is an important element for language learning. As Cebeci and Tekdal (2006) mention, the materials should be accompanied with music in order to increase listenability of the podcasts. Listening to such kind of a podcast can be more attractive than listening to a long speech.

It is also concluded that teachers should be careful while choosing music for the podcasts. For, some students also suggested that the music which was used in the background should have been more vivacious. Integrating music is also the thing that Putman and Kingsley (2009) did in the podcasts they prepared for their students to attract their interests. They also realized that the music part was a bit challenge since there was a huge difference between the teachers' and the students' ideas about good and lively music.

- Related to the age of the students who can easily use MP3s, it is concluded that older students can use it easily. As far as the observation of the students, 7th graders were more responsible and autonomous, i.e, they used it easily and elaborately. Similarly, Bausell's study (2006) on "how adolescents experience podcasting as a replacement to traditional composition assignments" revealed that teaching adolescents related works on podcasting is exhausting in spite of the fact that they are highly technologically knowledgeable group.

All in all, students prefer using podcasting more in their courses.

5. 5 Methodological Implications

The results of this study present implications that are important towards understanding the importance of using podcasting in vocabulary learning. Group size, experimental study environment, and the calendar for the intervention are involved in these implications.

This study was carried out in a small school with limited number of students. If there had been more sample students, the results of the present study might have been different. Therefore, it can be suggested that this study should be conducted with a large portion of students.

As for the implementation of such kind of a study, researchers should be careful to assign all the students in a class as an experimental group and give the particular material. If a researcher select some students as an experimental group, like in this study, and gives materials only to some of the students in a class, the control group involving the rest of the class will study more to be successful than the experimental group. Therefore, this will affect the study negatively.

Another important issue in implementing such kind of a study is the control of intervention length. The institutional and regional exams should be taken into consideration and the intervention should be scheduled according to the institutional exam program, otherwise this will adversely affect the ongoing study.

5.6 Pedagogical Implications

MP3s motivate learners to study more and draw their attention to vocabulary learning. Therefore, teachers can start to investigate what is podcasting and how it is used and also prepare podcasts for MP3s in order to attract their students' attention and motivate them for vocabulary learning.

While preparing podcasts for MP3s, there are some points to be careful about. Firstly, teachers should record their voices clearly and prepare activities in which students can engage actively. Teachers also give importance not to prepare long activities which require students repeat a lot. Lastly, different kinds of music which students are likely to enjoy a lot should be selected and adapted to the activities.

Additionally, before giving MP3s to younger students, teachers had better inform them how to use MP3s and warn them to use elaborately. Otherwise, it is recommended that older students be selected for using podcasting. For, older students are better in using podcasting than young students and they can seriously take the responsibility of using podcasting.

On the other hand, although it is important to use MP3s in order to add variety and enthusiasm to students' studies, in Turkish educational system it may not be so crucial to use podcasting. As the national education system focuses more on the pen-and-paper exams, students study for these exams somehow whether they have MP3s or not.

Apart from the implications about the use of MP3s, there are also some implications about lessening the anxiety of students whose vocabulary load is increasing in 6th grade. In order to deal with various vocabulary items and decrease the anxiety of students, extra parts related to vocabulary knowledge and strategies should be incorporated in course books. Moreover, teachers should teach strategies to cope with such a large number of vocabulary items and allocate some class time to teach and practice vocabulary.

5.7 Suggestions for Further Research

As this study was conducted with limited number of participants, same or similar research can be conducted with large samples.

Moreover, it can be conducted with different groups like English for Specific Purposes students who are more concerned about vocabulary.

Further research can be carried out with different age groups as present study aimed to see the effects of MP3s within the 6th and 7th graders.

The relationship between podcasting and listening skills or the effects of MP3s on different language skill areas can also be investigated.

Besides, different learning styles taxonomies can be used in any other further research since Kolb's learning styles were selected for this study.

Lastly, the podcasts were prepared by the researcher in this study but further research can be conducted to see the effects of student-made podcasts on vocabulary learning or another language skill area.

5.8 Chapter Summary

This chapter summarized what was found in the previous chapter with reference to the literature. Implications and suggestions for further research were explained briefly.

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APPENDICES

APPENDIX A:

NECESSARY PERMISSIONS FROM THE LOCAL AUTHORITIES

APPENDIX B:

ADAPTATION OF FOREIGN LANGUAGE VOCABULARY
LEARNING ANXIETY QUESTIONNAIRE

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VOCABULARY WORKSHEETS

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APPENDIX A

T.C.
ÇANAKKALE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.17.00.07-311/
Konu : Anket Uygulaması.

16.05.2011*008792

VALİLİK MAKAMINA

İlgi : Çanakkale Onsekiz Mart Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı'nın
09.05.2011 tarihli ve 4771 sayılı yazısı.

Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Tezli Yüksek Lisans Öğrencisi GÖZDE ENGİN tarafından, "An Investigation into the Use Of Pod Casting In English Language Vocabulary Learning" konulu araştırma kapsamında, 23-27.05.2011 tarihleri arasında İlimiz Bayramiç Mehmet Akif Ersoy, Çırpılar, Vali Ekrem Özsoy İlköğretim Okullarındaki öğrencilere, eğitim öğretimi aksatmayacak şekilde anket uygulaması yapılması ilgi yazıyla teklif edilmekte olup; Müdürlüğümüz Anket-Araştırma İnceleme Komisyonunca incelenerek uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde; olurlarınıza arz ederim.


Vefa BARDAKCI
Millî Eğitim Müdürü

OLUR
16.05/2011

Bahir ALTUNKAYA
Vali a.
Vali Yardımcısı

FORM: 2

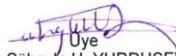
T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı
ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Gözde ENİN
Kurumu / Üniversitesi	Çanakkale 18 Mart Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz dili Eğitimi Bilim Dalı Tezli Yüksek Lisans
Araştırma yapılacak iller/ilçeler	Çanakkale Bayramiç
Araştırma yapılacak eğitim kurumu ve kademesi	Bayramiç Mehmet Akif Ersoy İlköğretim Okulu, Çırpılar İlköğretim Okulu, Vali Ekrem Özsoy İlköğretim Okulu
Araştırmanın konusu	İngilizce Kelime Öğreniminde MP3 kullanımı üzerine bir araştırma
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Araştırma Önerisi
Veri toplama araçları	Öğrenme Stilleri Envanteri
Görüş istenilecek Birim/Birimler	İlköğretim Okulu 6. Ve 7. Sınıf öğrencileri
KOMİSYON GÖRÜŞÜ	
UYGUNDUR	
Komisyon kararı	Oybirliği ile alınmıştır.
Muhalef üyenin Adı ve Soyadı:	

KOMİSYON

13/05/2011
Komisyon Başkanı
İbrahim BAYAR


Üye
Zekiye KILIÇ


Üye
Süheyla H. YURDUSEV

ÇIRPILAR İLKÖĞRETİM OKULU MÜDÜRLÜĞÜ'NE

Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi Bölümü'nde sürdürdüğüm İngilizce kelime öğrenimi konulu yüksek lisans çalışmamda İngilizce öğretmenliğini yaptığım okulumuz 6. ve 7. sınıf öğrencileriyle çalışmak istiyorum. Bu bağlamda öğrencilerimiz İngilizce kelimeleri müzik çalarlarla (MP3) çalışacaklardır. Öğrencilerimizin bu çalışmada hiçbir şekilde zihinsel, sosyal ve duygusal yönden zarar görmeyeceklerini taahhüt eder ve gerekli izninizi talep ederim.

Bilgilerinize arz ederim.

26/09/2011

Gözde ENGİN

Uzunlar
Ceyhan
26.09.2011
Ceyhan COŞKUN
Çirpilar İlköğretim Okulu
Müdürü

Değerli Öğrenci Velisi,

Çırpılar İlköğretim Okulu'nda İngilizce öğretmeni olarak Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi Bölümü'nde sürdürdüğüm İngilizce kelime öğretimi konulu yüksek lisans çalışmamda okulumuz 6. ve 7. sınıf öğrencileriyle çalışmak istiyorum. Bu bağlamda öğrencilerimiz İngilizce kelimeleri müzik çalarlarla (MP3) çalışacaklardır. Öğrencilerimizin bu çalışmada hiçbir şekilde zihinsel, sosyal ve duygusal yönden zarar görmeyeceklerini taahhüt ederim. Çalışmayla ilgili sorularınız için her zaman bana ulaşabilirsiniz.

Adres:
Çırpılar İlköğretim Okulu

Gözde Engin
İngilizce Öğretmeni

Tel:
0 544 665 32 16

APPENDIX B
ADAPTATION OF FLVLAQ

<i>Author and the Date</i>	<i>Name of the Study or the Questionnaire</i>	<i>Original Item</i>	<i>Adapted Item</i>
Dally, Miller (1975)	The Emprical Development of an Instrument to Measure Writing Apprehension	2. I have no fear of my writing being evaluated	1.ingilizce kelimeleri öğrenmekten korkmuyorum.
			2. İngilizce kelimeleri öğrenmek korkutucu bir deneyimdir.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	4. I get nervous and confused when I am speaking in my French class.	3. İngilizce kelimeleri öğrenirken tedirgin oluyorum.
Dally, Miller (1975)	The Emprical Development of an Instrument to Measure Writing Apprehension	11. I feel confident in my ability to clearly Express my ideas in writing	4.İngilizce kelimeleri öğrenme kabiliyetime güveniyorum.
Horwitz, E. K., Horwitz M. B. & Cope, J. (1986)	Foreign language classroom anxiety	10. I worry about the consequences of failing my foreign language class.	5. İngilizce kelimeleri öğrenirken sinirleniyorum.
Alpert, R., Haber, R. N. (1960)	Anxiety in academic achievement situation	4. When I start a test, nothing is able to distract me.	6. İngilizce kelimeleri öğrenmeye başladığımda, hiçbir şey benim dikkatimi dağıtamaz.
Horwitz, E. K., Horwitz M. B. & Cope, J. (1986)	Foreign language classroom anxiety	30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language	7.Yabancı bir dili konuşmak için öğrenmem gereken kelimelerin sayısı karşısında bunalıyorum.
Ely, C. M. (1986)	An analysis of discomfort, ristaking, sociability, and motivation in the L2 classroom	1. (Language class discomfort) I don't feel very relaxed when I speak Spanish in class	8. İngilizce kelimeleri öğrenirken kendimi rahat hissetmiyorum.
Endler, N. S. & Okada, M. (1975)	A multidimensional measure of trait anxiety: The S-R inventory of general trait anxiousness	3. Have an "uneasy feeling"	9. İngilizce kelimeleri öğrenemezsem diye kaygılanıyorum.

Gliksman, L. (1981)	Improving the prediction of behaviours associated with second language acquisition	6. I would feel calm and sure of myself if I had to order a meal in French in French restaurant	10. İngilizce kelimeleri öğreneceğimden eminim.
Dally, Miller (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	1. I avoid writing	11. İngilizce kelimeleri öğrenmekten kaçınıyorum
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	4. I get nervous and confused when I am speaking in my French class.	12. Derste bir İngilizce kelimeyi duyduğumda anlamıyorsam tedirgin oluyorum.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	5. I am afraid the other students will laugh at me when I speak French.	13. Duyduğum bir İngilizce kelimeyi anlayamamaktan korkuyorum.
Endler, N. S. & Okada, M. (1975)	A multidimensional measure of trait anxiety: The S-R inventory of general trait anxiousness	9. Feel anxious	14. İngilizce öğretmenimin konuşmasında, bilgisayar yada teypten gelen konuşmalarda anlamadığım kelime olduğunda endişeleniyorum.
Dally, J. A. & Miller, M. C. (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	11. I feel confident in my ability to clearly express my ideas in writing	15. Duyduğum İngilizce kelimeleri anlama kabiliyetime güveniyorum.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	4. I get nervous and confused when I am speaking in my French class.	16. Okuduğum paragrafta bir İngilizce kelimeyi anlamıyorsam tedirgin oluyorum.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation.	5. I am afraid the other students will laugh at me when I speak French.	17. Okuduğum metin içerisindeki bir İngilizce kelimeyi anlayamamaktan korkuyorum.
			18. Okuduğum metinde geçen İngilizce kelimeleri anlayamamak gibi bir kaygım yok.

Ely, C. M. (1986)	An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom	1. (Language class discomfort)I don't feel very relaxed when I speak Spanish in class	19. Bir İngilizce kelimeyi cümle içerisinde yazmam gerektiğinde kendimi çok rahat hissetmiyorum.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	5. I am afraid the other students will laugh at me when I speak French.	20. İngilizce kelimelerle yazı yazmaktan korkuyorum.
Daly, J. A. & Miller, M. C. (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	6. Handling in a composition makes me feel good.	21. İngilizce kelimelerle yazı yazmak kendimi iyi hissetmemi sağlıyor.
Ely, C. M. (1986)	An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom	1. (Language class discomfort)I don't feel very relaxed when I speak Spanish in class	22. İngilizce kelimeleri telaffuz ederken kendimi çok rahat hissetmiyorum.
Daly, J. A. & Miller, M. C. (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	2. I have no fear of my writing being evaluated	23. İngilizce kelimeleri telaffuz etmekten korkmuyorum.
Daly, J. A. & Miller, M. C. (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	11. I feel confident in my ability to clearly Express my ideas in writing	24. İngilizce kelimeleri telaffuz etme kabiliyetime güveniyorum.
			25. İngilizce konuşmaya çalıştığımda söylemem gereken kelimeler aklıma hemen gelmediğinde endişeleniyorum.
			26. İngilizce kelimelerin anlamlarını çok iyi bilsem de, konuşurken doğru şekilde kullanamazsam diye endişeleniyorum.
			27. İngilizce konuşmaya çalıştığımda yeni öğrendiğim kelimelerle cümle kuramamaktan korkmuyorum.

Horwitz, E. K., Horwitz M. B. & Cope, J. (1986)	Foreign language classroom anxiety	8. I am usually at ease during tests in my language class.	28. Sınavlarda İngilizce kelimelerin sorulduğu bölüm olduğunda kendimi çok rahat hissediyorum.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	4. I get nervous and confused when I am speaking in my French class.	29. Sınavlarda İngilizce kelimelerin sorulduğu bölüm olduğunda tedirgin oluyorum ve aklım karışıyor.
Gardner, R. C. (1985)	Social psychology and second language learning: The role of attitudes and motivation	2. I never feel quite sure of myself when I am speaking in our French class.	30. Sınavlarda İngilizce kelimelerin sorulduğu bölüm olduğunda kendimden hiçbir zaman emin olamıyorum.
Daly, J. A. & Miller, M. C. (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	11. I feel confident in my ability to clearly express my ideas in writing.	31. İngilizce kelimeleri hatırlama kabiliyetime güveniyorum.
Daly, J. A. & Miller, M. C. (1975)	The Empirical Development of an Instrument to Measure Writing Apprehension	2. I have no fear of my writing being evaluated.	32. İngilizce kelimeleri hatırlayamamaktan korkmuyorum.

APPENDIX C

Kolb'un Öğrenme Stilleri Envanteri-III

Değerli Öğrenci,

Aşağıda öğrenme stilinizi belirlemek amacıyla 12 adet yarım bırakılmış ifade verilmiştir. Lütfen her bir ifadeyi dikkatle okuyunuz ve bu yarım kalmış ifadeyi tamamlamak üzere verilen seçenekleri, size en uygun olana 4 puan vererek en az uygun olana doğru 3, 2, 1 puan veriniz. Aşağıdaki örnek bu işlemi nasıl yapacağınızı açıklamak üzere verilmiştir.

Örnek,

Öğrenirken,

---3-- Mutlu olurum

---2--Dikkatli olurum

-- 1---Hızlı davranırım

---4--Kendi fikrimi oluştururum

1. Öğrenirken ...,

-----Duygularımı da öğrenmeye katarım.

-----Öğrendiğim fikirler üzerinde düşünmeyi severim.

-----Bir şeyler yapıyor olmaktan hoşlanırım.

-----İzlemekten ve dinlemekten hoşlanırım.

2. En iyi öğrenme yolum...,

-----Dikkatle dinlemek ve izlemektir.

-----Kendi mantığımla yorumlamaktır.

-----Duygularıma ve sezgilerime güvenmektir.

-----Çok çalışıp bir şeyleri başarmaktır.

3. Öğrenirken...,

-----Mantığıma uygun olan sonucu bulmaya çalışırım.

-----Öğrenmede sorumlu olduğumu hissederim.

-----Derse katılmadan sessizce izlerim.

-----Derse yoğun bir şekilde katılırım.

4. En iyi...,

-----Duygularımla öğrenirim.

-----Yaparak öğrenirim.

-----İzleyerek öğrenirim.

-----Fikirler üzerinde düşünerek öğrenirim.

5. Öğrenirken...,

-----Konuyla ilgili yeni bilgilere/fikirlerle açılırım.

-----Konuyu her yönüyle/ayrıntılarıyla ele alırım.

-----Konuyu kendi içinde küçük bölümlere ayırırım.

-----Konuyla ilgili öğrendiğim şeyleri yapmaktan/uygulamaktan hoşlanırım.

6. Öğrenirken...,

- Gözlem yapan biriyim.
- Öğrenmeye katılan biriyim.
- Duygularıyla hareket eden biriyim.
- Mantıklı davranan biriyim.

7. En iyi öğrenme yolum...,

- Konuyla ilgili gözlem yapmaktır.
- İnsanlarla konuyla ilgili konuşmak, iletişim kurmaktır.
- Konunun dayandığı temel fikirleri düşünmektir.
- Konuyla ilgili deneme ve uygulama yapmaktır.

8. Öğrenirken...,

- Çalışmamın sonuçlarını görmekten hoşlanırım.
- Konuyla ilgili temel fikirleri düşünmeyi severim.
- Acele etmekten hoşlanmam.
- Kendimi tamamen öğrenme işinin içinde hissederim.

9. En iyi öğrenme yolum...,

- İzlemektir.
- Hissettiklerimi dikkate almaktır.
- Öğrendiklerimi uygulamaktır.
- Kendi düşüncelerimi dikkate almaktır.

10. Öğrenirken...,

- Çekingen biri olurum.
- Öğrendiklerimi sorgulamadan kabul ederim.
- Sorumluluklarını bilen biriyim.
- Öğrendiğim şeyler üzerinde düşünen biriyim.

11. Öğrenirken...,

- Derse katılırım.
- Derse katılmadan izlerim.
- Öğrendiklerimi değerlendiririm.
- Aktif olmaktan hoşlanırım.

12. En iyi öğrenme yolum...,

- Anlatılan fikirleri (konuları) tek tek ele almaktır.
- Yeni fikirleri öğrenmeye açık olmaktır.
- Dikkatli olmaktır.
- Anlatılanları uygulamaktır.

APPENDIX D

İNGİLİZCE KELİME ÖĞRENİMİNE İLİŞKİN ANKET

Sevgili Öğrenciler,

Bu anket siz öğrencilerin İngilizce kelime öğreniminde endişe yaşayıp yaşamadığınızı belirlemek için hazırlanmıştır. Ankette doğru ya da yanlış cevap yoktur ve İngilizce dersinizdeki genel durumunuzla ilgili bir değerlendirmeniz yapılmamaktadır. Bu yüzden kendi fikirlerinizle sorulara yaklaşmanız araştırmamızın sağlıklı sonuç vermesi açısından önemlidir. Bu anketi doldurarak gösterdiğiniz işbirliği için teşekkür ederiz.

BÖLÜM 1

Aşağıdaki ankette İngilizce kelime öğrenimine ilişkin bazı endişe ifadeleri bulunmaktadır. Her cümleyi okuyup (5) Her Zaman, (4) Çoğu Kez, (3) Bazen, (2) Nadiren, (1) Hiçbir Zaman seçeneklerinden size en uygun olanı işaretleyiniz.

		Her Zaman	Çoğu Kez	Bazen	Nadiren	Hiçbir Zaman
1	İngilizce kelimeleri öğrenmekten korkuyorum.	5	4	3	2	1
2	İngilizce kelimeleri öğrenmek korkutucu bir deneyimdir.	5	4	3	2	1
3	İngilizce kelimeleri öğrenirken tedirgin oluyorum.	5	4	3	2	1
4	İngilizce kelimeleri öğrenirken sinirleniyorum.	5	4	3	2	1
5	İngilizce kelimeleri öğrenmeye başladığımda, herşey benim dikkatimi dağıtır.	5	4	3	2	1
6	Yabancı bir dili konuşmak için öğrenmem gereken kelimelerin sayısı karşısında bunalıyorum.	5	4	3	2	1
7	İngilizce kelimeleri öğrenirken kendimi rahat hissetmiyorum.	5	4	3	2	1
8	İngilizce kelimeleri öğrenemezsem diye kaygılanıyorum.	5	4	3	2	1
9	İngilizce kelimeleri öğreneceğimden emin değilim.	5	4	3	2	1
10	İngilizce kelimeleri öğrenmekten kaçınıyorum.	5	4	3	2	1
11	Derste bir İngilizce kelimeyi duyduğumda anlamıyorsa tedirgin oluyorum.	5	4	3	2	1
12	Duyduğum bir İngilizce kelimeyi anlayamamaktan korkuyorum.	5	4	3	2	1
13	İngilizce öğretmenimin konuşmasında, bilgisayar yada teypten gelen konuşmalarda anlamadığım kelime olduğunda endişeleniyorum.	5	4	3	2	1
14	Duyduğum İngilizce kelimeleri anlama kabiliyetime güvenmiyorum.	5	4	3	2	1
15	Okduğum paragrafta bir İngilizce kelimeyi anlamıyorsa tedirgin oluyorum.	5	4	3	2	1
16	Okduğum metin içerisindeki bir İngilizce kelimeyi anlayamamaktan korkuyorum.	5	4	3	2	1
17	Bir İngilizce kelimeyi cümle içerisinde yazmam gerektiğinde	5	4	3	2	1

	kendimi çok rahat hissetmiyorum.					
18	İngilizce kelimelerle yazı yazmaktan korkuyorum.	5	4	3	2	1
19	İngilizce kelimelerle yazı yazmak kendimi kötü hissetmeme neden oluyor.	5	4	3	2	1
20	İngilizce kelimeleri telaffuz ederken kendimi çok rahat hissetmiyorum.	5	4	3	2	1
21	İngilizce kelimeleri telaffuz etmekten korkuyorum.	5	4	3	2	1
22	İngilizce kelimeleri telaffuz etme kabiliyetime güvenmiyorum.	5	4	3	2	1
23	İngilizce konuşmaya çalıştığımda söylemem gereken kelimeler aklıma hemen gelmediğinde endişeleniyorum.	5	4	3	2	1
24	İngilizce kelimelerin anlamlarını çok iyi bilsem de, konuşurken doğru şekilde kullanamazsam diye endişeleniyorum.	5	4	3	2	1
25	İngilizce konuşmaya çalıştığımda yeni öğrendiğim kelimelerle cümle kuramamaktan korkuyorum.	5	4	3	2	1
26	Sınavlarda İngilizce kelimelerin sorulduğu bölüm olduğunda kendimi çok rahat hissetmiyorum.	5	4	3	2	1
27	Sınavlarda İngilizce kelimelerin sorulduğu bölüm olduğunda tedirgin oluyorum ve aklım karışıyor.	5	4	3	2	1
28	Sınavlarda İngilizce kelimelerin sorulduğu bölüm olduğunda kendimden hiçbir zaman emin olamıyorum.	5	4	3	2	1
29	İngilizce kelimeleri hatırlama kabiliyetime güvenmiyorum.	5	4	3	2	1
30	İngilizce kelimeleri hatırlayamamaktan korkuyorum.	5	4	3	2	1

BÖLÜM 2

Aşağıda sizinle ilgili sorular bulunmaktadır. Lütfen soruları okuduktan sonra size en uygun olan cevabı işaretleyiniz.

1. Cinsiyetiniz: Kız Erkek

2. Sınıfınız: 6. Sınıf 7. Sınıf

3. Geçen yıl alınan İngilizce ders notu: 85-100 70-84 55-69 0-54

4. Geçen yıl alınan İngilizce karne notunuz: 5 4 3 2 1

5. Ders dışında İngilizce öğrenmeye haftada ne kadar vakit ayırıyorsunuz?

1 saatten az 1 saat 2 saat 3 saat 4 saat

4 saatten fazla diğer(lütfen belirtiniz).....

6. İngilizce kelimeleri kendi kendinize öğrenirken aşağıdaki çalışma yöntemlerinden hangisini tercih ediyorsunuz? (Aşağıdaki çalışma yöntemlerini okuyup size uygun olan ya da olanların yanlarını işaretleyiniz)

	1. İngilizce kelimeleri yazarak çalışırım.
	2. Kelime defteri tutarak çalışırım.
	3. İngilizce kelimeleri sözlük yardımıyla öğrenirim.
	4. İngilizce kelimeleri onlarla ilgili benzer kelimelerle birlikte grup halinde öğrenirim. (Örneğin, birkaç meyve ismini birlikte öğrenirim ya da birkaç hayvan ismini birlikte öğrenirim)
	5. İngilizce kelimeleri Türkçede onlara benzer başka kelimelerle eşleştirerek öğrenirim. (Örneğin; black,bilek)
	6. İngilizce kelimeleri bilgisayar, televizyon, MP3 gibi teknolojik aletlerden dinleyerek öğrenirim.
	7. İngilizce kelimeleri metin okuyarak öğrenirim.
	8. İngilizce kelimeleri tekrar tekrar söyleyerek öğrenirim.
	9. İngilizce kelimeleri öğrenmek için özel bir çalışma yapmam.
	10. Diğer (Lütfen belirtin).....

7. İngilizce kelimeleri öğrenmek için ne tür kaynaklar kullanırsınız? (Aşağıdaki kaynakları okuyup size uygun olan ya da olanların yanlarını işaretleyiniz)

	1. Derste öğretmenin anlattıklarını kullanırım.
	2. Ders kitaplarını kullanırım.
	3. İngilizce-Türkçe, Türkçe-İngilizce sözlük kullanırım.
	4. İngilizce-Türkçe, Türkçe-İngilizce elektronik sözlük kullanırım.
	5. İnternetteki İngilizce olan oyunlar (Örneğin, facebook, farmville)
	6. Dy-ned Eğitim Programını kullanırım.
	7. İngilizce ders CD'lerini kullanırım.
	8. İngilizce okuma metinlerini kullanırım.
	9. Bilgisayarı kullanırım.
	10. MP3 kullanırım.
	11. Telefon kullanırım.
	12. Diğer (Lütfen belirtiniz).....

8. İngilizce kelimeleri çalışırken kimlerden yardım alırsınız? (Her cümleyi okuyup seçeneklerden size en uygun olanı işaretleyiniz)

	Her zaman	Genellikle	Bazen	Ara sıra	Hiç
1.Öğretmenimden yardım alırım.					
2.Arkadaşımdan yardım alırım.					
3.Ailemden yardım alırım.					
4.Kimseden yardım almam.					
5. Diğer (Lütfen belirtiniz)					

APPENDIX E

VOCABULARY QUIZ

AD SOYAD:

CLASS: 6/A

UNIT 7

- Match the words with their meanings.

- | | |
|--------------------|-----------------------------|
| 1. nail: | a. tarak |
| 2. oral: | b. mendil |
| 3. body: | c. ağız |
| 4. toothbrush: | d. nemlendirici |
| 5. moisturiser: | e. ilaç |
| 6. handkerchief: | f. tırnak |
| 7. paper towel: | g. vücut |
| 8. soap: | h. hasta kişi |
| 9. medicine | ı. havayla kurutma makinesi |
| 10. comb: | j. diş macunu |
| 11. nail scissors: | k. hastalık |
| 12. germ: | l. pis |
| 13. hygiene: | m. ince hastalık |
| 14. dirty: | n. duş almak |
| 15. cleansing gel: | o. eklem |
| 16. wet towel: | p. yara |
| 17. wound: | q. ıslak havlu |
| 18. disease: | r. temizleme jeli |
| 19. patient: | s. mikrop |
| 20. illness: | t. kağıt havlu |
| 21. inhale: | u. temizlik |
| 22. joint: | v. İyileşmek |
| 23. air drier: | w. tırnak makası |
| 24. take a shower: | x. sabun |
| 25. recover: | y. havayı içine çekmek |

1...2...3...4...5...6...7...8...9...10...11...12...13...14...15...16...17...18...19...
20...21...22...23...24...25....

VOCABULARY QUIZ**AD SOYAD:****CLASS: 6/ A****UNIT 8****A) Match the words with their meanings.**

- | | |
|-------------------|--------------------------|
| 1.wedding: | a) davet etmek |
| 2.anniversary: | b) hediye |
| 3.graduation: | c) hazırlık |
| 4.beach: | d) yıldönümü |
| 5.celebrate: | e) akrabalar |
| 6.invite: | f) evli çift (karı-koca) |
| 7.present: | g) plaj |
| 8.couple: | h) tören |
| 9.close friend: | i) düğün salonu |
| 10.relatives: | j) mezuniyet |
| 11. wedding hall: | k) yakın arkadaş |
| 12. ceremony: | l) düğün |
| 13. preparation: | m) kutlamak |
- 1)..... 2)..... 3).....4) 5).....6) 7)..... 8)..... 9)..... 10)..... 11)..... 12)..... 13).....

B) Match the words with their meanings

- | | |
|--------------------|-------------------|
| 1.arrangements: | a) düzenleme |
| 2.date: | b) hediye |
| 3.time: | c) yer |
| 4.place: | d) misafir |
| 5.invitation card: | e) süslemek |
| 6.list: | f) tarih |
| 7.prepare: | g) mum |
| 8. decorate: | h) davetiye |
| 9.call: | i) içecek |
| 10.order: | j) hazırlamak |
| 11.guest: | k) zaman |
| 12.candle: | l) liste |
| 13.gift: | m) sipariş vermek |
| 14.beverage: | n) aramak |
- 1)..... 2)..... 3).....4) 5).....6) 7)..... 8)..... 9)..... 10)..... 11)..... 12)..... 13).... 14).....

VOCABULARY QUIZ

AD SOYAD:

CLASS: 7/A

UNIT 7

Match the words with their meanings.

- | | |
|----------------|--------------------------|
| 1. overweight | a. fatih |
| 2. trustful | b. askeri |
| 3. handsome | c. mimar |
| 4. naughty | d. kurucu |
| 5. wedding | e. cumhurbaşkanı |
| 6. ceremony | f. cumhuriyet |
| 7. sociable | g. lider |
| 8. miss | h. doğmak |
| 9.marvellous | i. kilolu |
| 10. instrument | j. güvenilir |
| 11.founder | k. yakışıklı |
| 12.republic | l. duvar |
| 13.to be born | m. müzik aleti |
| 14. wall | n. şımarık |
| 15.leader | o. özlemek |
| 16. president | p. harikulade (muhteşem) |
| 17. graduate | q. yazar |
| 18. military | r. Düğün |
| 19. author | s. mezun |
| 20.conqueror | t. tören |
| 21.architect | u. girgin |

1)..... 2)..... 3).....4) 5).....6) 7)..... 8)..... 9)..... 10)..... 11)..... 12)..... 13).....
 14)..... 15)..... 16)..... 17)..... 18)..... 19)..... 20)..... 21).....

VOCABULARY QUIZ

AD SOYAD:

CLASS: 7/A

UNIT 8

Match the words with their meanings.

- | | |
|------------------------|-------------------|
| 1.invent: | a. tahta |
| 2.inventor: | b. ölmek |
| 3.invention: | c. bilim adamı |
| 4.explore: | d. icat |
| 5.explorer: | e. yer çekimi |
| 6.exploration: | f. sağır |
| 7. wrong | g. deney |
| 8. motion | h. icat etmek |
| 9.cement | i. keşfetmek |
| 10.discover: | j. kuyumcu |
| 11.discovery: | k. keşfetmek |
| 12.experiment: | l. antartika |
| 13.light bulb: | m. mucit |
| 14.law of gravity: | n. hareket |
| 15.the printing press: | o. kaşif |
| 16.steamboat: | p. ampül |
| 17.scientist: | q. keşif |
| 18.radium: | r. çimento |
| 19.arctic: | s. yanlış |
| 20. deaf | t. keşif |
| 21. goldsmith | u. baskı makinesi |
| 22. die | v. buhar makinesi |
| 23. wooden | w. radyum |

- 1)..... 2)..... 3).....4) 5).....6) 7)..... 8)..... 9)..... 10)..... 11)..... 12)..... 13).....
 14)..... 15)..... 16)..... 17)..... 18)..... 19)..... 20)..... 21)..... 22)..... 23)..... 24).....
 25)..... 26).....

APPENDIX F
TAPE SCRIPT

WORDS OF UNIT 8- INVENTORS AND EXPLORERS

There are 16 words in this unit. Let's study on these words.

1ST WORD: INVENT

1) Listen to the word.

INVENT = icat etmek INVENT =icat etmek INVENT =icat etmek

2) Listen and say the Turkish meaning of the word. (Dinleyin ve kelimenin Türkçe anlamını söyleyin)

INVENT: (pause) INVENT: (pause) INVENT: (pause)

RIGHT ANSWER: (doğru cevap): İCAT ETMEK

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

3) Listen and repeat.

INVENT: (pause) INVENT: (pause) INVENT: (pause)

4) Listen and say the English meaning of the word. (Dinleyin ve kelimenin İngilizce anlamını söyleyin)

İCAT ETMEK: (pause) İCAT ETMEK (pause) İCAT ETMEK: (pause)

RIGHT ANSWER: (doğru cevap): INVENT

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

5) Listen and write the word on your notebook. (Dinleyin ve defterinize kelimeyi yazın)

I-N-V-E-N-T(second time)

I-N-V-E-N-T (for the last time)

I-N-V-E-N-T

6) Listen to the word in a sentence (kelimeyi cümle içinde dinleyin)

e.g. Alexander Graham Bell invented the telephone.

e.g. Alexander Graham Bell invented the telephone.

2nd WORD:INVENTOR:

1) Listen to the word.

INVENTOR = mucit INVENTOR = mucit INVENTOR =mucit

2) Listen and say the Turkish meaning of the word. (Dinleyin ve kelimenin Türkçe anlamını söyleyin)

INVENTOR: (pause) INVENTOR: (pause) INVENTOR: (pause)

RIGHT ANSWER: (doğru cevap): MUCİT

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

3) Listen and repeat.

INVENTOR (pause) INVENTOR (pause) INVENTOR (pause)

4) Listen and say the English meaning of the word. (Dinleyin ve kelimenin İngilizce anlamını sesli olarak söyleyin)

MUCİT: (pause) MUCİT: (pause) MUCİT: (pause)

RIGHT ANSWER: (doğru cevap): INVENTOR

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

5) Listen and write the word on your notebook. (Dinleyin ve defterinize kelimeyi yazın)

I-N-V-E-N-T-O-R (second time)

I-N-V-E-N-T-O-R (last time)

I-N-V-E-N-T-O-R

6) Listen to the word in a sentence (kelimeyi cümle içinde dinleyin)

e.g. The inventor of telephone was Alexander Graham Bell.

e.g. The inventor of bicycle was Baron von Drais.

3rd WORD:INVENTION:

1) Listen to the word.

INVENTION =icat INVENTION =icat INVENTION = icat

2) Listen and say the Turkish meaning of the word. (Dinleyin ve kelimenin Türkçe anlamını söyleyin)

INVENTION: (pause) INVENTION: (pause) INVENTION: (pause)

RIGHT ANSWER: (doğru cevap): İCAT

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

3) Listen and repeat.

INVENTION (pause) INVENTION (pause) INVENTION (pause)

4) Listen and say the English meaning of the word orally. (Dinleyin ve kelimenin İngilizce anlamını sesli olarak söyleyin)

İCAT: (pause) İCAT: (pause) İCAT: (pause)

RIGHT ANSWER: (doğru cevap): INVENTION

FEEDBACK: Bildiniz mi? Great. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

5) Listen and write the word on your notebook. (Dinleyin ve defterinize kelimeyi yazın)

I-N-V-E-N-T-I-O-N (second time) I-N-V-E-N-T-I-O-N (last time)
I-N-V-E-N-T-I-O-N

6) Listen to the word in a sentence (kelimeyi cümle içinde dinleyin)

e.g. Inventions make our lives easier and comfortable.

e.g. Inventions make our lives easier and comfortable.

4rd WORD:EXPLORE:

1) Listen to the word.

EXPLORE = bir yeri keşfetmek EXPLORE = keşfetmek EXPLORE = keşfetmek

2) Listen and say the Turkish meaning of the word. (Dinleyin ve kelimenin Türkçe anlamını söyleyin)

EXPLORE (pause) EXPLORE (pause) EXPLORE (pause)

RIGHT ANSWER: (doğru cevap): BİR YERİ KEŞFETMEK

FEEDBACK: Bildiniz mi? Great. Harika.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

3) Listen and repeat.

EXPLORE (pause) EXPLORE (pause) EXPLORE (pause)

4) Listen and say the English meaning of the word. (Dinleyin ve kelimenin İngilizce anlamını söyleyin)

KEŞFETMEK: (pause) KEŞFETMEK: (pause) KEŞFETMEK: (pause)

RIGHT ANSWER: (doğru cevap): EXPLORE

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

5) Listen and write the word on your notebook. (Dinleyin ve defterinize kelimeyi yazın)

E-X-P-L-O-R-E (second time) E-X-P-L-O-R-E (for last time) E-X-P-L-O-R-E

6) Listen to the word in a sentence (kelimeyi cümle içinde dinleyin)

e.g. Sir Edmund Hillary explored Mount Everest.

e.g. Sir Edmund Hillary explored Mount Everest.

5th WORD:EXPLORER:

1) Listen to the word.

EXPLORER =kaşif (bir yeri keşfeden kişi) EXPLORER = kaşif EXPLORER =kaşif

2) Listen and say the Turkish meaning of the word. (Dinleyin ve kelimenin Türkçe anlamını söyleyin)

EXPLORER: (pause) EXPLORER: (pause) EXPLORER: (pause)

RIGHT ANSWER: (doğru cevap): KAŞIF (bir yeri keşfeden kişi)

FEEDBACK: Bildiniz mi? Well done. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

3) Listen and repeat.

EXPLORER (pause) EXPLORER (pause) EXPLORER (pause)

4) Listen and say the English meaning of the word. (Dinleyin ve kelimenin İngilizce anlamını söyleyin)

KAŞIF: (pause) KAŞIF: (pause) KAŞIF: (pause)

RIGHT ANSWER: (doğru cevap): EXPLORER

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

5) Listen and write the word on your notebook. (Dinleyin ve defterinize kelimeyi yazın)

E-X-P-L-O-R-E-R(second time) E-X-P-L-O-R-E-R(last time) E-X-P-L-O-R-E-R

6) Listen to the word in a sentence (kelimeyi cümle içinde dinleyin)

e.g. Diana: Who was Robert Peary? Sally: He was an explorer.

e.g. Diana: Who was Robert Peary? Sally: He was an explorer.

6th WORD:EXPLORATION:

1) Listen to the word.

EXPLORATION =bir yeri keşfetme EXPLORATION=bir yeri keşfetme

EXPLORATION =bir yeri keşfetme

2) Listen and say the Turkish meaning of the word.

EXPLORATION: (pause) EXPLORATION: (pause) EXPLORATION: (pause)

RIGHT ANSWER: (doğru cevap): BİR YERİ KEŞFETME

FEEDBACK: Bildiniz mi? Very good. Aferin.

Bilemediniz mi? Try again. Kelimeyi ve anlamını tekrar dinleyin.

3) Listen and repeat.

EXPLORATION (pause) EXPLORATION (pause) EXPLORATION (pause)

4) Listen and say the English meaning of the word.

BİR YERİ KEŞFETME: (pause) BİR YERİ KEŞFETME: (pause) BİR YERİ KEŞFETME: (pause)

RIGHT ANSWER: EXPLORATION

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

E-X-P-L-O-R-A-T-I-O-N(second time) E-X-P-L-O-R-A-T-I-O-N(last time)

E-X-P-L-O-R-A-T-I-O-N

6) Listen to the word in a sentence

e.g. Explorations are important.

e.g. Explorations are important.

7th WORD:WRONG:

1) Listen to the word.

WRONG =yanlış WRONG = yanlış WRONG =yanlış

2) Listen and say the Turkish meaning of the word.

WRONG: (pause) WRONG: (pause) WRONG: (pause)

RIGHT ANSWER: YANLIŞ

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

3) Listen and repeat.

WRONG (pause) WRONG (pause) WRONG (pause)

4) Listen and say the English meaning of the word.

YANLIŞ: (pause) YANLIŞ: (pause) YANLIŞ: (pause)

RIGHT ANSWER: WRONG

FEEDBACK: Bildiniz mi? Great..

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

W-R-O-N-G (second time) W-R-O-N-G(last time) W-R-O-N-G

6) Listen to the word in a sentence.

e.g. There is something wrong with my project because the teacher doesn't like my project .

e.g. There is something wrong with my project because the teacher doesn't like my project .

8th WORD:EXPERIMENT:

1) Listen to the word.

EXPERIMENT =deney

EXPERIMENT=deney

EXPERIMEN =deney

3) Listen and say the Turkish meaning of the word.

EXPERIMENT (pause)

EXPERIMENT (pause)

EXPERIMENT (pause)

RIGHT ANSWER: DENEY

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

2) Listen and repeat.

EXPERIMENT (pause)

EXPERIMENT (pause)

EXPERIMENT (pause)

4) Listen and say the English meaning of the word.

DENEY: (pause)

DENEY: (pause)

DENEY: (pause)

RIGHT ANSWER: EXPERIMENT

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

E-X-P-E-R-I-M-E-N-T(second time)

E-X-P-E-R-I-M-E-N-T (last time)

E-X-P-E-R-I-M-E-N-T

6) Listen to the word in a sentence.

e.g. he uses a mouse in his experiment.

e.g. he uses a mouse in his experiment.

9th WORD:LAW OF GRAVITY:

1) Listen to the word.

LAW OF GRAVITY =yer çekimi

LAW OF GRAVITY = yer çekimi

LAW OF GRAVITY =yer çekimi

2) Listen and say the Turkish meaning of the word.

LAW OF GRAVITY (pause)

LAW OF GRAVITY (pause)

LAW OF GRAVITY

(pause)

RIGHT ANSWER: YER ÇEKİMİ

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

3) Listen and repeat.

LAW OF GRAVITY (pause)

LAW OF GRAVITY (pause)

LAW OF GRAVITY

(pause)

4) Listen and say the English meaning of the word orally.

YER ÇEKİMİ: (pause)

YER ÇEKİMİ: (pause)

YER ÇEKİMİ: (pause)

RIGHT ANSWER: LAW OF GRAVITY

FEEDBACK: Bildiniz mi? Well done.

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

L-A-W O-F G-R-A-V-I-T-Y(second time)

L-A-W O-F G-R-A-V-I-T-Y(last time)

L-A-W O-F G-R-A-V-I-T-Y

6) Listen to the word in a sentence.

e.g. Isac Newton discovered the law of gravity.

e.g. Isac Newton discovered the law of gravity.

10th WORD:PRINTING PRESS:

1) Listen to the word.

PRINTING PRESS = kitap basma makinesi

PRINTING PRESS =baskı makinesi

PRINTING PRESS =baskı makinesi

2) Listen and say the Turkish meaning of the word.

PRINTING PRESS (pause)

PRINTING PRESS (pause)

PRINTING PRESS

(pause)

RIGHT ANSWER: BASKI MAKİNESİ

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

3) Listen and repeat.

PRINTING PRESS (pause)

PRINTING PRESS (pause)

PRINTING PRESS

(pause)

4) Listen and say the English meaning of the word orally.

BASKI MAKİNESİ: (pause)

BASKI MAKİNESİ: (pause)

BASKI MAKİNESİ: (pause)

RIGHT ANSWER: (doğru cevap): PRINTING PRESS

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi?Try again.

5) Listen and write the word on your notebook.

P-R-I-N-T-I-N-G P-R-E-S-S (second time)

P-R-I-N-T-I-N-G P-R-E-S-S(last time)

P-R-I-N-T-I-N-G P-R-E-S-S

6) Listen to the word in a sentence.

e.g. Johannes Gutenberg invented printing press in 1447.

e.g. Johannes Gutenberg invented printing press in 1447.

11th WORD:STEAM BOAT:

1) Listen to the word.

STEAM BOAT=buhar gücüyle çalışan vapur STEAM BOAT =buhar gücüyle çalışan vapur

STEAM BOAT =buhar gücüyle çalışan vapur

2) Listen and say the Turkish meaning of the word.

STEAM BOAT (pause) STEAM BOAT(pause) STEAM BOAT (pause)

RIGHT ANSWER: BUHAR GÜCÜYLE ÇALIŞAN VAPUR

FEEDBACK: Bildiniz mi? Very good..

Bilemediniz mi?Try again.

3) Listen and repeat.

STEAM BOAT (pause) STEAM BOAT(pause) STEAM BOAT (pause)

4) Listen and say the English meaning of the word

BUHAR GÜCÜYLE ÇALIŞAN VAPUR: (pause)

BUHAR GÜCÜYLE ÇALIŞAN VAPUR: (pause)

BUHAR GÜCÜYLE ÇALIŞAN VAPUR: (pause)

RIGHT ANSWER: STEAM BOAT

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi?Try again.

5) Listen and write the word on your notebook.

S-T-E-A-M B-O-A-T(second time)

S-T-E-A-M B-O-A-T (last time)

S-T-E-A-M B-O-A-T

6) Listen to the word in a sentence.

e.g. Robert Fulton invented steamboat.

e.g. Robert Fulton invented steamboat.

12th WORD:ARCTIC:

1) Listen to the word.

ARCTIC=kuzeykutup dairesi ARCTIC =kuzey kutup dairesi ARCTIC=kuzey kutup dairesi

2) Listen and say the Turkish meaning of the word.

ARCTIC (pause) ARCTIC(pause) ARCTIC (pause)

RIGHT ANSWER: KUZEY KUTUP DAİRESİ

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi?Try again.

3) Listen and repeat.

ARCTIC (pause) ARCTIC(pause) ARCTIC (pause)

4) Listen and say the English meaning of the word.

KUZEY KUTUP DAİRESİ: (pause) KUZEY KUTUP DAİRESİ: (pause)

KUZEY KUTUP DAİRESİ: (pause)

RIGHT ANSWER: ARCTIC

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

A-R-C--T-I-C (second time) A-R-C-T-I-C (last time) A-R-C-T-I-C

6) Listen to the word in a sentence.

e.g. Robert Peary explored Arctic.

e.g. Robert Peary explored Arctic.

13th WORD:DEAF:

1) Listen to the word.

DEAF=işitme engelli DEAF =işitme engelli DEAF=işitme engelli

2) Listen and say the Turkish meaning of the word.

DEAF (pause) DEAF(pause) DEAF (pause)

RIGHT ANSWER: İŞİTME ENGELLİ

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

3) Listen and repeat.

DEAF (pause) DEAF(pause) DEAF (pause)

4) Listen and say the English meaning of the word.

İŞİTME ENGELLİ: (pause)

İŞİTME ENGELLİ: (pause)

İŞİTME ENGELLİ: (pause)

RIGHT ANSWER: (DEAF

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi?Try again.

5) Listen and write the word on your notebook.

D-E-A-F(second time) D-E-A-F(last time) D-E-A-F

6) Listen to the word in a sentence.

e.g. Graham Bell was deaf.

e.g. Graham Bell was deaf.

14th WORD:GOLDSMITH:

1) Listen to the word.

GOLDSMITH=kuyumcu GOLDSMITH = kuyumcu GOLDSMITH= kuyumcu

2) Listen and say the Turkish meaning of the word.

GOLDSMITH (pause) GOLDSMITH (pause) GOLDSMITH (pause)

RIGHT ANSWER: KUYUMCU

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi?Try again..

3) Listen and repeat.

GOLDSMITH (pause) GOLDSMITH (pause) GOLDSMITH (pause)

4) Listen and say the English meaning of the word.

KUYUMCU: (pause) KUYUMCU: (pause) KUYUMCU: (pause)

RIGHT ANSWER: GOLDSMITH

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

G-O-L-D-S-M-I-T-H (second time) G-O-L-D-S-M-I-T-H(last time) G-O-L-D-S-M-I-T-H

6) Listen to the word in a sentence.

e.g. My father is a goldsmith.

e.g. My father is a goldsmith.

15th WORD:DIE:

1) Listen to the word.

DIE=ölmek DIE=ölmek DIE=ölmek

2) Listen and say the Turkish meaning of the word.

DIE (pause) DIE (pause) DIE(pause)

RIGHT ANSWER: ÖLMEK

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

3) Listen and repeat.

DIE (pause) DIE (pause) DIE(pause)

4) Listen and say the English meaning of the word.

ÖLMEK: (pause) ÖLMEK: (pause)

RIGHT ANSWER: DIE

FEEDBACK: Bildiniz mi? Very good.

Bilemediniz mi? Try again.

5) Listen and write the word on your notebook.

D-I-E (second time) DIE (last time)

DIE(pause)

6) Listen to the word in a sentence.

e.g. Mustafa Kemal Atatürk died in 1938.

e.g. Mustafa Kemal Atatürk died in 1938.

APPENDIX G**UNIT 7- HYGIENE
6TH GRADERS**

1. ORAL: ağızla ilgili
2. BODY: vücut
3. MOISTURISER: nemlendirici
4. HANDKERCHIEF: mendil
5. MEDICINE: ilaç
6. COMB: tarak, taramak
7. HYGIENE: temizlik hijyen
8. WOUND: yara
9. PATIENT: hasta
10. ILLNESS: hastalık
11. JOINT: eklem
12. AIR DRIER: havayla el kurutan makine
13. RECOVER: hastalıktan kurtulmak, iyileşmek

UNIT 8
6TH GRADERS

1. GRADUATION: mezuniyet
2. CELEBRATE: kutlamak
3. COUPLE: evli çift
4. PLACE: yer
5. CALL: aramak
6. ORDER: sipariş vermek
7. GUEST: misafir
8. BEVERAGE: içecek
9. GIFT: hediye

**UNIT 7- FAMILY ALBUMS
7TH GRADERS**

1. NAUGHTY: şımarık
2. WEDDING: düğün
3. CEREMONY: tören
4. SOCIABLE: sosyal girişken
5. MARVELLOUS: harikulade
6. FOUNDER: kurucu
7. REPUBLIC: cumhuriyet
8. BORN: doğmak
9. PRESIDENT: cumhurbaşkanı
10. MILITARY: askeri
11. CONQUEROR: fatih (bir yeri fetheden kişi)
12. ARCHITECT: mimar

**UNIT 8- INVENTORS AND EXPLORERS
7TH GRADERS**

1. INVENT: icat etmek
2. INVENTOR: mucit
3. INVENTION: icat
4. EXPLORE: bir yeri keşfetmek
5. EXPLORER: kaşif (bir yeri bulan kişi)
6. EXPLORATION: keşfetme
7. WRONG: yanlış
8. EXPERIMENT: deney
9. LAW OF GRAVITY: yer çekimi kanunu
10. PRINTING PRESS: baskı makinesi
11. STEAMBOAT: buharla çalışan vapur
12. ARCTIC: kuzey kutup dairesi
13. DEAF: işitme engelli
14. GOLDSMITH: kuyumcu
15. DIE: ölmek

APPENDIX H
UNIT 7- HYGIENE
VOCABULARY EXERCISES for 6th GRADERS

Activity 1: Put the letters into correct order and make a word (Harfleri düzgün sıraya getirip kelime oluşturun).

e.g. O-R-L-W-D = WORLD

1. M-O-T-U-I-S-S-E-R-R-I=_____

2. H-Y-N-E-G-I-E=_____

3. M-E-N-E-D-I-C-I=_____

4. H-A- I-E-F-H-K-E-R-N-D-C=_____

5. R-E-V-E-R-C-O=_____

6. P-A-E-N-T-T-I=_____

Activity 2: Match the words with their Turkish meanings (Kelimeleri Türkçe anlamlarıyla eşleştirin)

_____1. Air Drier

a. hastalık

_____2. Comb

b. eklem

_____3. illness

c. havayla kurutan makine

_____4. body

d. vücut

_____5. oral

e. Saç taramak

_____6. joint

f. ağızla ilgili

Activity 3: Fill in the blanks with the given words (Boşlukları verilen kelimelerle doldurunuz)

illness- comb - air drier - medicine- recover - wound

1. you should _____ your hair after you get up.
2. you should use _____ to dry your hair.
3. I should take a _____, because I want to _____ from an illness.
4. I fall in the garden. There is a _____ in my leg. (fall= düşmek)
5. Flu, temperature and sore throat are _____.

UNIT 8- PARTIES
VOCABULARY EXERCISES for 6th GRADERS

Activity 1: Put the letters into correct order and make a word (Harfleri düzgün sıraya getirip kelime oluşturun).

e.g. O-R-L-W-D = WORLD

1. B-E-R-V-E-A-E-G=_____

2. O-R-R-D-E=_____

3. G-R-A-T-I-O-D-U-A-N=_____

4. C-E-R-A-L-E-B-O-N-T-I-=_____

5. C-O-L-E-U-P =_____

Activity 2: Match the words with their Turkish meanings (Kelimeleri Türkçe anlamlarıyla eşleştirin)

_____1.Celebrate

a. misafir

_____2. Place

b. mezuniyet

_____3. guest

c. kutlamak

_____4. call

d. hediye

_____5. gift

e. Yer-mekan

_____6. graduation

f. birisini çağırmak

Activity 3: Fill in the blanks with the given words (Boşlukları verilen kelimelerle doldurunuz)

couple- gift- beverages- call- place

1. I will _____ my friends to my graduation party.
2. My grandmother and grandfather are a nice _____ .
3. Coke, Lemonade and fruit juice are cold _____ .
4. Ayşe buys her son an expensive _____ on his birthday party .
5. The _____ of my birthday is Paradise cafe.

UNIT 7- FAMILY ALBUMS
VOCABULARY EXERCISES for 7th GRADERS

Activity 1: Put the letters into correct order and make a word (Harfleri düzgün sıraya getirip kelime oluşturun).

e.g. O-R-L-W-D = WORLD

1. N-A-Y-T-H-U-G= _____

2. R-E-L-I-C-B-U-P= _____

3. P-R-S-I-E-N-T-D-E= _____

4. W-E-I-N-G-D-D= _____

5. A-R-H-I-C-C-T-T-E= _____

6. C-E-M-O-Y-R-E-N= _____

Activity 2: Match the words with their Turkish meanings (Kelimeleri Türkçe anlamlarıyla eşleştirin)

_____1. sociable

a. tören

_____2. conqueror

b. girişken

_____3. naughty

c. muhteşem

_____4. marvellous

d. doğmak

_____5. ceremony

e. fatih

_____6. born

f. şımarık

Activity 3: Fill in the blanks with the given words (Boşlukları verilen kelimelerle doldurunuz)

marvellous - founder - conqueror - military(x2) - sociable - born

1. The _____ of Turkish Republic was M. K. Atatürk.
2. M. K. Atatürk was _____ in 1881, in Salanica.
3. Tom is a _____ boy, because he makes friends quickly.
4. Fatih the _____ conquered İstanbul in 1453.
5. Atatürk went to Şemsi Efendi Primary School, _____ Secondary School and _____ High School.
6. Troy is a _____ tourist attraction.

UNIT 8- INVENTORS AND EXPLORERS
VOCABULARY EXERCISES for 7th GRADERS

Activity 1: Put the letters into correct order and make a word (Harfleri düzgün sıraya getirip kelime oluşturun).

e.g. O-R-L-W-D = WORLD

1. I-N-T-V-N-E=_____

2. E-X-L-O-P-R-E=_____

3. I-N-T-I-O-N-V-E-N=_____

4. E-X-R-A-T-I-O-N-P-L-O=_____

5. W-R-N-G-O=_____

6. E-X-R-I-M-E-N-T-P-E=_____

Activity 2: Match the words with their Turkish meanings (Kelimeleri Türkçe anlamlarıyla eşleştirin)

_____1.law of gravity

a. vapurla çalışan makine

_____2. Printing press

b. ölmek

_____3. steamboat

c. işitme engelli

_____4. die

d. mucit

_____5. deaf

e. Baskı makinesi

_____6. inventor

f. yer çekimi

Activity 3: Fill in the blanks with the given words (Boşlukları verilen kelimelerle doldurunuz)

inventor- invention-invent-explore-Arctic-goldsmith-law of gravity-
steamboat-wrong-experiment-explorer

1. The _____ of phonograph was Edison.
2. Some of his _____ were phonograph, cement mixer and automatic telegraph.
3. Robert Fulton _____ steamboat. He _____ in 1815.
4. The _____ of Arctic was Robert Peary.
5. Sir Edmund Hillary _____ Mount Everest.
6. _____ was the exploration of Robert Peary.
7. Newton discovered _____ .
8. the scientist did an _____ in the laboratory.

APPENDIX I**UNIT 7
VOCABULARY QUIZ
SURNAME:****NAME:****CLASS: 6/A****A) WRITE THE WORDS AFTER YOU HEAR.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

B) MATCH THE MEANINGS AND THE WORDS.

- | | | |
|--------------|-------------------|-----------|
| 1. Body: | 7. Patient: | 13. Comb: |
| 2. Hygiene: | 8. Illness: | |
| 3. Oral: | 9. Wound: | |
| 4. Medicine: | 10. Air drier: | |
| 5. Joint: | 11. Moisturiser: | |
| 6. Recover: | 12. Handkerchief: | |

C) FILL IN THE BLANKS WITH THE GIVEN WORDS

body- hygiene- oral- medicine- joint- recover- patient- illness- wound- air drier-

moisturiser- handkerchief- comb

1. You should _____ your hair before you go to bed.
2. _____ : 'I have got a headache.'
Doctor : 'you should take a _____'
3. You should use _____ after you wash your hands.
4. I should go to the doctor before I recover from an _____.
5. toothpaste and toothbrush are _____ hygiene products. (product: ürün)
6. We should use _____ for our hands, face and body.
7. You should wash fruits and vegetables for food _____.
8. Arms, hands, legs, head and ears are our _____ parts.
9. You should use _____ after you sneeze. (sneeze= hapşırmak)
10. there is an ache in my _____. (ache= ağrı)
11. I have got a bad _____ in my leg.
12. I should _____ from the measles.

UNIT 8
VOCABULARY QUIZ

NAME:

SURNAME:

CLASS: 6/A

A) WRITE THE WORDS AFTER YOU HEAR.

1.

2.

3.

4.

5.

6.

7.

8.

9.

B) MATCH THE MEANINGS AND THE WORDS.

- | | |
|--------------|---------------|
| 1. celebrate | 7. graduation |
| 2. couple | 8. place |
| 3. beverage | 9. call |
| 4. order | |
| 5. guest | |
| 6. gift | |

C) FILL IN THE BLANKS WITH THE GIVEN WORDS**Beverage- couples- order- guest- gift- celebrate- graduation- place- call**

1. I am going to _____ my friends for my birthday party.
2. She is going to buy a _____ for my father on his birthday.
3. The _____ of the party is Marine cafe.
4. We are going to _____ my parents' wedding anniversary on Monday.
5. My mother is going to _____ a cake and candies for the new year party.
6. The _____ are going to have a party for their wedding anniversaries every year.
7. Fifteen _____ are going to come to the party.
8. Would you like to drink some _____ ?
9. I am 7th grade student now. We are going to have a _____ party next year.

**UNIT 7
VOCABULARY QUIZ**

NAME:

SURNAME:

CLASS: 7/A

A) WRITE THE WORDS AFTER YOU HEAR.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

B) Match the meanings of the words.

- | | |
|----------------|----------------|
| 1. born: | 7. military: |
| 2. marvellous: | 8. founder: |
| 3. president: | 9. conqueror: |
| 4. naughty: | 10. architect: |
| 5. ceremony: | 11. sociable: |
| 6. president: | 12. republic: |

C) Fill in the blanks with the words.

born- naughty- wedding- republic- founder- president- conqueror- marvellous- architect- military- sociable- ceremony

1. The _____ of Turkey was M. K. Atatürk in 1930.
2. I have a good time in my sister's _____.
3. He is a good _____. Because, he designs good houses.
4. In an old family album, my father was a _____ child.
5. I think, a _____ is a strong man.
6. My friends like Ecem very much, because she is a _____ girl.
7. Our teacher organizes a _____ on the 1st day of the school.
8. Turkey has got _____ tourist attractions.
9. _____ school students are hardworking.
10. my grandfather was _____ in Antalya.
11. The _____ of Ottoman Empire was Ertuğrul Gazi.
12. The Ottoman Empire wasn't a _____.

**UNIT 8
VOCABULARY QUIZ**

NAME:

SURNAME:

CLASS: 7/A

A) WRITE THE WORDS AFTER YOU HEAR.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

B) MATCH THE MEANINGS AND THE WORDS.

- | | | |
|--------------------|----------------|--------------------|
| 1. explorer: | 7. inventor: | 13. Wrong: |
| 2. exploration | 8. invention | 14. Printing press |
| 3. invent | 9. explore | 15. Arctic: |
| 4. experiment: | 10. deaf | |
| 5. goldsmith | 11. die | |
| 6. law of gravity: | 12. Steamboat: | |

C) FILL IN THE BLANKS WITH THE GIVEN WORDS

Law of gravity- goldsmith- Explorer- explored- exploration- invented- invention- inventor- deaf- died- steamboat- wrong- experiment- printing press- arctic-

1. The _____ of Robert Peary was Arctic.
2. Evangelista Toricelli _____ Barometer in 1643.
3. Samuel F. B. Morse was an _____ and he invented the telegraph machine.
4. Johannes Gutenberg was a printer and he invented the _____.
5. _____ is a boat and it works with steam power.
6. Telephone was the _____ of Alexander Graham Bell.
7. Sir Edmund Hillary was an _____ and his exploration was Mount Everest.
8. Robert Peary explored _____.
9. The teacher asked to Selin a question. But, she gave a _____ answer. Later, the teacher gave the true answer.
10. **Name:** Thomas **Surname:** Edison (1847-1931)
T. Edison _____ in 1931.
11. Samuel Morse was a scientist and he did _____ in the laboratory.
12. Sir Edmund Hillary _____ Mount Everest.
13. Isac Newton discovered _____.
14. Her grandfather doesn't hear the music, because he is a _____ man.(duymak)
15. I am a rich man. Because, I am a _____.

APPENDIX J INTERVIEW QUESTIONS

MP3 ÖNCESİ

1. MP3 alacağınızı hissettiğinizde neler hissettin, neler düşündün?

2. Kurada sana çıksın istiyormuydun?

MP3 SÜRECİ

3. MP3leri aldıktan sonra dinledin mi?

4. İngilizce kelimeleri MP3lerle ne sıklıkla çalıştın? Örneğin, 2 günde bir, 3 günde bir, günde 1 saat gibi

5. İngilizce kelimeleri MP3lerle nerelerde dinledin?

6.a) Kelime kağıtlarıyla kelimeleri çalışmak nasıl bir duygu, ne düşünüyorsun?

b) MP3lerle kelimeleri çalışmak nasıl bir duygu? Hangisi daha farklı?

7. a) MP3lerdeki kelime aktiviteleri hakkında ne düşünüyorsun?

b) En sevdiğin zevk aldığın aktivite/ler hangisiydi?

c) En sevmediğin sıkıldığın aktivite/ler nelerdi?

d) Sınıfta yaptığımız aktiviteleri ve quizleri yaparken cevaplandırırken sana en faydalı olduğunu düşündüğün MP3 aktivitesi/leri nelerdi? Örnek ver.

e) Sınıfta yaptığımız aktiviteleri ve quizleri yaparken cevaplandırırken faydalı olduğunu düşündüğün MP3 aktivitesi/leri nelerdi? Örnek ver.

8. a) Genel olarak düşündüğümüzde (MP3 almadan önce)kelimeleri çalışırken yapamayacağım, öğrenemeyeceğim, bu kelimeyi söyleyemeyeceğim gibi şeyler hisseder misin?

b) Kelimeleri MP3lerle çalışırken yapamayacağım, öğrenemeyeceğim, bu kelimeyi söyleyemeyeceğim gibi şeyler hisseder misin?

9. MP3lerle kelimeleri çalışırken güçlük yaşadın mı? (MP3leri çalıştırırken mesela)

10. MP3lerle çalışırken aklında kalan hoşuna giden ya da gitmeyen herhangi bir olay yaşadın mı?

11. MP3lerle kelime öğrenmek hakkındaki düşüncelerin, duyguların nelerdir?

b) Bir daha böyle bir çalışma yapılırsın mı?

c) MP3 mü kelime kağıdı mı?

