

T. C.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**AN EXPERIMENTAL STUDY ON ENHANCING EIGHT
GRADE STUDENTS' ACADEMIC ACHIVEMENT IN
TEOG ENGLISH EXAMINATION BY IMPLEMENTING
INNOVATIVE LEAN EDUCATIONAL METHOD**

MASTER'S OF ART THESIS

VASIF KARAGÜCÜK

Gaziantep
January, 2018

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Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Gaziantep
January, 2018

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Thesis Title : An experimental study on enhancing eight grade students' academic achievement in TEOG English examination by implementing innovative Lean Educational Method.
Thesis Date : 18/01/2018

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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Dedication

I really would like to dedicate this study to the owner of my name; my late grandfather, Ali Vasıf ERTUNÇ.



ACKNOWLEDGEMENTS

First of all, I would like to thank all who helped me to produce this study. It might have been so difficult to complete this study without their comments, support, knowledge, guidance especially of my supervisor, friends and family members.

I really would like to express my gratitude to Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU for her thoughts, comments, detailed feedback and insights. Without her unlimited support and patience, it would not be possible to finish this study, so I am sincerely grateful to her.

Finally, I am so thankful to my mother, Arzu KARAGÜCÜK; my father, Erdal KARAGÜCÜK; my sister, İpek KARAGÜCÜK for their endless support throughout the master process. I really would like to express my gratitude to my school principal Tuncay ERARSLAN and my assistant school principal Nuray AKER for their invaluable help and contribution.

ÖZET

SEKİZİNCİ SINIF ÖĞRENCİLERİNİN TEOG İNGİLİZCE SINAVINDAKİ AKADEMİK BAŞARISININ YENİLİKÇİ YALIN EĞİTİM YÖNTEMİNİN UYGULANARAK ARTIRILMASI ÜZERİNE DENEYSSEL BİR ÇALIŞMA

KARAGÜCÜK, Vasıf

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Filiz YALÇIN TILFARLIOĞLU

Ocak-2018, 199 sayfa

Söz konusu bilimsel çalışma yenilikçi Yalın Eğitim Yönteminin Türkiye'deki ortaokul İngilizce derslerinde uygulanmasının ilk deneysel örneğidir. Yabancı dil öğrenmek ve öğretmek, öğretmenlerin, araştırmacıların, eğitim otoritelerinin, ebeveynlerin ve öğrencilerin endişe kaynağı haline gelmiştir. Eğitim sürecindeki tüm paydaşlar, öğrencilerin öğrenme ihtiyaçlarını en iyi şekilde karşılamak istemektedir. Söz konusu çabaların sonucu olarak İngiliz Dili ve Eğitimi alanında birçok öğretim yöntemi ortaya çıkmıştır. Başka bir deyişle, ilgili yöntem ve teknikler İngilizce öğretilmesi ve öğrenilmesi konusunda sayısız değişikliğe neden olmuştur; ancak hemen hemen hepsi eğitim sürecine katılan paydaşların ihtiyaçlarını karşılayamamıştır. Günümüzde, özellikle de Türkiye'de İngiliz Dili ve Eğitimi bağlamında büyük ölçekli standartlaştırılmış testler (örneğin; TOEFL, IELTS, PET, KET, FCE, CAE, CPE, PTE, SAT, LYS, TEOG vb.) önemli bir rol oynamaktadır. Sınavlar, tüm öğretim süreçlerinin vazgeçilmez bir parçasıdır; çünkü sınavlar eğitim kurumlarındaki dil öğretiminin ne kadar başarılı olduğu hakkında bilgi sağlar. İlköğretim sürecinin ikinci kademesi olan ortaokul bağlamlarında, öğrenciler sekizinci sınıf seviyesine geldiğinde Milli Eğitim Bakanlığı öğrencileri TEOG (Temel Eğitimden Ortaöğretime Geçiş) sınavına tabii tutarak onları ortaöğretim kurumlarına (liselere) yerleştirir. TEOG İngilizce sınavlarında, sorularla sadece anlama seviyesini değil, aynı zamanda daha doğru okuma, mantıklı çıkarımlar yapma ve öğrencilerin kelime bilgileri de ölçülmektedir. Bunun yanı sıra, her sorunun yapısı, anlaşılabilir bir bağlamda ve genellikle de sorunun kalitesini artıran bir soru-cevap formundadır. Ancak, TEOG İngilizce sınavlarından alınan sonuçlar istenilen düzeyde değildir (2016-2017 eğitim öğretim yılı ortalaması 57.315). İngiliz Dili ve Eğitimi alanında yöntembilimsel bir yenilik olan Yalın Eğitim Yöntemi (YEY), bu soruna bir çözüm önermektedir. Yalın Eğitim Yöntemi'nde ölçme ve değerlendirme süreci haftalık küçük sınavlar (quizler), aylık testlerle tamamlanır. Haftalık küçük sınavların aracılığıyla, dil öğrenimi ve öğretimi sürecindeki hatalar ve yanlışlar yerinde tespit edilebilir ve hemen gerekli önlemler alınabilir, böylelikle öğrencilerin gelecekte öğrenme problemleriyle karşılaşma olasılığı önlenir. Yalın Eğitim

Yöntemi'nde temel amaç tüm öğrenme-öğretme süreçlerinde üretkenliği ve verimliliği, israfları ortadan kaldırarak artırmaktır. Bu çalışmada Yalın Eğitim Yöntemi'nin sekizinci sınıf öğrencilerinin İngilizce dersindeki kelime bilgisi, dilbilgisi ve okuma edinimi üzerine etkisi araştırılmıştır. İngilizce derslerinde, Yalın Eğitim Yöntemi'nin etkisini sorgulamak için deneysel bir çalışma yapılmıştır. Rastlantısal grup örnekleme ile 40 öğrenci içeren bir deney grubu ve 40 öğrenci içeren bir kontrol grubu bir devlet ortaokulunda oluşturulmuştur. Deney grubu Yalın Eğitim Yöntemi'ne göre uyarlanan yabancı dil eğitimini almış ve kontrol grubu standart yabancı dil eğitimini almıştır. Analizler ortaokul bağlamında toplam 80 öğrenci üzerinde yürütülmüştür. Deney süreci 19 hafta devam etmiş ve ilgili deney sürecinden önce hem deney hem de kontrol grupları ön teste tabi tutulmuştur, deney sürecinden sonra iki grup Yalın Eğitim Yöntemi'nin yabancı dil başarısına etkisini araştırmak için bir son teste tabi tutulmuştur. Toplanan verilerin istatistiksel analizleri betimsel istatistikler ve varyans analizleri de tek yönlü ANOVA ile gerçekleştirilmiştir. Deney ve kontrol grupları arasında ön test ve son testteki puanlar açısından istatistiksel olarak anlamlı bir farklılık olduğu bulunmuştur (kontrol grubunun ön test ortalaması=8.9, SS=3.801 / son test ortalaması=8.775, SS=4.293, deney grubunun ön test ortalaması=8.45, SS=4.437 / son test ortalaması=13.375, SS=3.998). Son testte deney grubunun ölçme değerlendirme süreci sonunda ortalama başarısının 4.925 yaklaşık olarak %60 oranında artırmış olduğu; kontrol grubunun ise ortalama başarısının .125 yaklaşık olarak %2 oranında düştüğü saptanmıştır. Ön test ve son testin varyans analizi, bağımlı değişken üzerinde istatistiksel olarak anlamlı bir değişiklik göstermiştir ($F=27.197$, $p<.05$). Söz konusu sonuçlar ortaokul düzeyinde Yalın Eğitim Yöntemi'nin uygulanmasının oldukça mümkün olduğunu göstermektedir. Yalın Eğitim Yöntemi'nin ülke çapındaki genel İngilizce sınavlarında yabancı dil başarısını artırdığı bulunmuştur. Ayrıca, bu çalışmada yabancı dil öğretiminde etkili sınıf içi çalışmaların nasıl oluşturulacağı konusunda pratik uygulama örnekleri de sunulmaktadır.

Anahtar Kelimeler: Yalın, Yalın eğitim yöntemi, İngiliz dili eğitimi, Yabancı dil edinimi

ABSTRACT**AN EXPERIMENTAL STUDY ON ENHANCING EIGHT GRADE
STUDENTS' ACADEMIC ACHIVEMENT IN TEOG ENGLISH
EXAMINATION BY IMPLEMENTING INNOVATIVE LEAN
EDUCATIONAL METHOD**

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MA Thesis, English Language Teaching Program

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January-2018, 199 pages

The present study is the first experimental example of the application of innovative Lean Educational Method in middle school English classes in Turkey. How to learn and teach foreign languages has become the preoccupation of teachers, researchers, educational authorities, parents, and the students. All of the stakeholders in the education processes want to meet the learning needs of the students ideally. As a result of the relevant efforts, many teaching methods emerged in the field of ELT. In other words, related methods and techniques have caused uncountable changes on how to teach and learn English, but almost all of them could not meet the needs of all of the stakeholders who attend the educational processes. Nowadays, large scale standardized tests (i.e. TOEFL, IELTS, PET, KET, FCE, CAE, CPE, PTE, SAT, LYS, TEOG etc.) play a major role in the context of ELT, especially in Turkey. Exams are the indispensable component of all teaching processes, because exams provide the information about how much the language instruction in educational institutions is successful. In the second step of primary education, which is middle school contexts, when the students reach the grade of eight, Ministry of National Education place them into secondary schools (high schools) by applying TEOG (Transition from Primary to Secondary Education) examination. In TEOG English examinations, with the help of questions, not only the level of comprehension, but also the ability to reading more correctly, making coherent inferences, and the vocabulary knowledge of the students are also measured. Besides, the organization of the each question was in an understandable context, and generally in a question-answer format, which increases the quality of the questions. However, the results taken from TEOG English examinations are not in the expected levels (Average of 2016-2017 academic year was 57,371). Lean Educational Method (hereafter LEM), which is a methodological innovation in the field of ELT offers a remedy for this problem. In LEM, the measurement and evaluation process is completed with weekly small exams (quizzes) and achievement tests. With the help of weekly small exams, the errors and mistakes in the language learning and teaching process can be

diagnosed on the spot, and they can be treated immediately, so the possibility of future learning problems can be prevented. In LEM, the main aim is to increase productivity and efficiency in all of the learning and teaching processes by eliminating the wastes of them. In this study, the effect of LEM was investigated on the eighth grade learners' vocabulary, grammar and reading acquisition in English classes. In order to question the effect LEM in English lessons, an experimental study was conducted. A control group, which contains 40 students, and an experimental group, which contains 40 students, were chosen through random cluster sampling in a public middle school. The experimental group subjected to foreign language instruction in line with LEM, and the control group took standard foreign language instruction. The analyses were carried out on total number of 80 students from a middle school context. The experimentation process continued 19 weeks, and before the experimentation both experimental and control groups took pre-test, after the experimentation two groups took a post-test, in order to see the effect of LEM on foreign language achievement. Statistical analyses of the collected data were conducted through descriptive statistics and the variance analyses carried out through one-way ANOVA. It has been found out that there is a statistically significant difference between the experimental and control groups in terms of their scores in the pre-test and post-test (control group's pre-test mean=8.9, sd=3.801 / post-test mean=8.775, sd=4.293; experimental group's pre-test mean=8.45, sd=4.437 / post-test mean=13.375, sd=3.998). In the post-test, it has been found out that the average achievement of the experimental group has increased by a mean of 4.925, approximately 60%, while the average achievement of the control group has decreased by a mean grade of .125, approximately 2%. Additionally, variance analyses of the pre-test and the post-test showed a statistically significant difference on the dependent variable ($F=27.197$, $p<.05$). The results showed that the implementation of Lean in middle school contexts is quite possible. It has been found out that LEM increases the foreign language achievement in nation-wide public exams. In addition, some clues about how to form efficient classroom practices by providing practical implications for foreign language teaching are also presented in this study.

Keywords: Lean, Lean educational method, English language teaching, Foreign language achievement

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LIST OF ABBREVIATIONS

- CALL:** Computer-Assisted Language Learning
- CBI:** Content-Based Instruction
- CLL:** Community Language Learning
- CLT:** Communicative Language Teaching
- ELT:** English Language Teaching
- LEM:** Lean Educational Method
- MEB:** Ministry of National Education
- PDCA:** Plan, Do, Check, Act
- TBLT:** Task-Based Language Teaching
- TEOG:** Transition from Primary to Secondary Education
- TL:** Target Language
- TPR:** Total Physical Response
- 5S:** Sort, Set in Order, Shine, Standardize, Sustain

CHAPTER I

INTRODUCTION

1.1. PRESENTATION

This chapter will give detailed information about the background of the study, which is methodological innovations in the field of ELT, and the possible improvements that LEM might bring to the field. After that, statement of the problem will be specified, and then purpose and significance of the study will be defined. Finally, statement of the research questions, assumptions and limitations of the study, definition of the terms and abbreviations will be provided.

1.2. BACKGROUND OF THE RESEARCH

Languages are used as communication tools. In a society, people communicate with each other in the same language, but today, societies have to communicate with other nations because the world is rapidly changing and developing. In other words, there is a need to know at least one foreign language in order to exchange information, conduct economic relations, and express our thoughts to foreigners.

Today, as a result of economic and technological developments, English has become a “world language” which is used in almost all countries (Bailey, Gorlach & Arbor, 1986; Trudgill, 2017). For this reason, teaching and learning of English has gained a great deal of importance. This is a matter that has been meticulously addressed for many years. In order to be able to catch up with globalization, to be contemporary, to communicate technologically, economically and culturally with other countries, it is a necessary to learn English.

Throughout the history, teaching of the foreign languages has had special importance. In this context, educators have given utmost care to this issue in order to teach them properly, and to help their students master the target language. Nowadays, with the requirements of the globalized world, English has become the dominant language of commerce, media and education. In other words, English has been “by far the most widely used of all living languages” and it has been taught as a foreign language at schools throughout the world (Broughton, Brumfit, Pincas, & Wilde, 2002; Crystal, 2012). As a result, the concept of methods and techniques has gained the role of the key of successful delivery of English, and the quest for better methods and techniques has been the preoccupation of many teachers and professors for more than a century. Since the invention of grammar translation method, the field of ELT has witnessed quite a number of methods and techniques like Series Method, Direct Method, Audio-Lingual Method, Total Physical Response, Suggestopedia, Communicative Language Teaching, Task-Based Language Teaching, Content Based Instruction, Whole Language Education, Post-Method etc. In addition, it has been observed that different methods have come into existence in reaction to the inadequacies of the earlier methods in fulfilling the needs of the learners (Brown, 2007; Hall, 2011; Harmer, 1991; Pishghadam & Mirzaee, 2008; Richards & Rodgers, 2001; Ur, 2013). Following the evolution of different methods, different techniques have emerged in the field of ELT in line with the method that they have connection. Although some of these methods and techniques can be identified as successful ones, almost none of them could meet the different needs of different types of the learners. In other words, no method or technique has reached the promised lands of limitless success for everyone. One of the reasons behind this situation is methods are “fixed set of classroom practices that serve as a prescription” (Bell, 2003, p.326). In other words, the creators of methods acted like doctors and formulized some classroom activities for language lessons, and they hoped that if these set of rules are followed properly, there would be successful mastery of the target language by all learners, but complete learning of language were not as easy and simple as that thought and most of the methods and techniques failed because of this overgeneralization. Secondly, another reason behind this problem is the dichotomy between theory and practice (Kumaravadivelu, 2006). Generally, the theories are created by academicians and they are employed in the language classrooms by teachers. Unfortunately, the relationship between theorists and practitioners is quite similar to the relationship

between producers and customers in most cases (Hedgcock, 2002). As a result, like in every reciprocal interest situations, most of the methods and techniques cannot become successful in the long run.

Teaching profession actually requires a different connection between theorists and practitioners unlike in the example of salesman and customer. In other words, it requires the cooperation of both teachers and professors. Fortunately, “action research” and classroom based research have been proposed to overcome this dilemma by some researchers (Bailey, 2001; Johnson, 1999; McKay, 2006; Murphy & Byrd, 2001). Additionally, it has been observed that with the help of these new research types, the problem has been solved to some extent, but it has been not solved completely, because efforts to improve the effectiveness of language teaching have often focused on changes in teaching methods and in the creation process of these methods and techniques, the attention point has always been the learners’ needs, but there is almost no method which focuses on teaching process as a whole procedure which includes all of the school participants. Since the creation of a successful learning atmosphere requires the cooperation of all school participants, which are students, teachers, parents and school administrations, this study tries to reveal application of Lean Educational Method (LEM) in English classes in order to increase achievement in TEOG English examination.

LEM, which is based on continuous improvement principle, can be defined as a culture and value system that aims to eliminate money and time wastes by adding value to the processes that it serves. Lean is successfully applied by many manufacturing companies, especially, in industry for a long time. In education, the purpose of LEM is to balance the curriculum, which is not completed due to various reasons, by eliminating wastes. Therefore, a balanced curriculum facilitates developing an effective education process and performing complete learning of the students. Thus, in Lean philosophy, continuous improvement is aimed. In this study, LEM, which is developed with teachers and students, believed to provide significant benefits to the students’ achievement and effective teaching skills of teachers (Cleary & Duncan, 1997, 2008; Connell, 2005; Dennis, 2007; DuFour & Eaker, 2005; Eaker & DuFour, 2015; Ewy, 2009; Fitzgerald, 2006; George & George, 2003; Jenkins, 2003, 2013; Jenkins, Roettger & Roettger, 2007). In this context, education domain is quite new and LEM has showed that added-value can be achieved by maintaining

high level of awareness, reducing school costs, reducing preparation time in work, continuously improving wastes and facilitating the flow of processes in a planned way. In Lean education, which is an organizational improvement and change program, the main objective is to increase efficiency. The problems encountered in the process are not only considered just as problems, but also they are perceived as opportunities which will facilitate changes. In problem solving component of LEM, the processes like; transparency, participation, speed and equal learning are extremely important. Additionally, this study gives some clues about how to form efficient classroom practices by providing some practical implications for foreign language teaching.

1.3. STATEMENT OF THE PROBLEM

Day by day, the importance of preparing students to examinations is rising, and this issue is the main preoccupation of the students, parents, teachers and school administrations because in almost every educational context, the quality of education is determined by these examinations. Since exam results provide better educational and professional opportunities, exams hold a significant effect on educational processes (Burgess & Head, 2005). In other words, educational institutions are forced to modify their processes according to the requirements of these exams.

Another issue about the exams is, actually they are needed for many reasons, because the overall aim in all of the curricula is to ensure student success and development. For this reason, whether or not the targets are realized, must be continuously measured and a value judgment must be reached (Alderson, 1991; Altıncı, 2010; Brown, 2004; Morrow et al., 2012). Although the need for public exams is a controversial issue, almost in every educational context there is a high possibility to come up with one of them, so teachers need to prepare their students according to the requirements of these exams because there is a heavy pressure for success in these exams.

In Turkish educational context, the very first public examination is TEOG (Transition from Primary to Secondary Education), and students are required to take this exam in the 8th grade of middle school context. In addition, In Turkish educational context, there are two levels of schools at primary education level. The

first one is elementary schools, where students start their education at the age of five or six, and it covers 1st, 2nd, 3rd and 4th grades. The second step of primary education is the middle schools, where students take education from the grade of 5 and they continue their lessons until the level of 8 and at the end of 8th grade they take their first public examination, namely TEOG, in order to be placed to the secondary school institutions, which are high schools. In other words, that is why TEOG stands for transition from primary to secondary school institutions because primary education lasts eight years in this country and middle school contexts are the second step of the primary education; it is not a part of secondary education like some people think, and if students get satisfactory grades from the TEOG examination, students continue their education life at secondary school institutions, which are generally called high schools. The overall aim of TEOG is to place students into secondary school institutions according to the grades that they have taken from this examination. As it was mentioned before, exams results can provide better opportunities for job and education, this exam is one of the most important public exams in Turkish educational context, therefore there is a pressure to gain better results in this exam forced by both educational institutions and the society itself. Under these circumstances, English teachers need to provide a language instruction that will guarantee both success and full acquisition of the defined curriculum within a very limited time. Traditional methods that are used in English classes cannot provide these standards in many ways, thus there is a need to implement a more innovative method in these lessons, and LEM can achieve this in many ways (Carvalho et al., 2013).

According to the observation of the researcher, there are many reasons behind the failure of the students in TEOG English examination. For example, there are just four hours of lessons available for both English instruction and exam preparation for TEOG per week, and within the limits of this time period, it is almost impossible to conduct lessons with traditional methods, and make students ready for this very first public examination. Additionally, even if the curriculum is completed in the specified time limits, it is usually completed in a superficial level, and this leaning experience cannot last long, as a result the learners fail in most of the English examinations. Actually, this problem is not just valid for 8th grade English lessons. There is really high possibility to come across with similar issues in the fifth, sixth or

seventh grade English lessons, and these insufficiently finished curriculums are the reasons of success related problems in public examinations, therefore both the students and the teachers even develop a sense of exhaustion and disappointment due to this sad situation in exams. Second, the students seem to have problems with the activities in the course books. In other words, the activities in the course books sometimes are not sufficient enough to provide successful acquisition of English and train students for TEOG English examination. At this point, there is a need to consolidate the curriculum with supportive learning activities, and re-order the teaching materials in a logical way. According to the observation of the researcher, another problematic part in English classes is the habit of rote learning. In other words, in English classes there is a tendency to learn the language, especially vocabulary items and grammatical usages, just by memorizing them, and this memorization experience leads to monotony in language classes. As a result, the students develop “save the day” attitude towards English lessons, and they cannot foster a lifelong learning approach to the language. This problem could be solved by respecting students, taking students’ considerations in the lessons, and using the creativity of the students in language classes. Moreover, there are problems in the quality of English instruction in middle school context, and this problem stems from the lack of enough testing materials and lack of teaching activities which provide more lasting learning, especially for vocabulary lessons. At this point, the learners are needed to be treated with weekly short exams, which provide diagnostic data to the learning problems of them, and in the teaching process of vocabulary items, activities which appeal the learners must be developed in line with the students’ preferences. Due to all these reasons, the grades that are taken from TEOG English examination is the second lowest one after mathematics, so there is an obligation to improve this situation with new innovative methods because from this perspective, traditional methods have proved themselves unsuccessful. LEM can enrich the learning process by letting both students and teachers to use their creativity in language classes, and also LEM is an improvement program, which is based on respect. In other words, it lets everyone in the school process learn and improve (Ziskovsky & Ziskovsky, 2007).

Additionally, with all of its tools, LEM can provide more appropriate language instruction to the requirements of TEOG because there are just four hours

of classes per week, language teachers should complete the given curriculum and prepare their students to this overwhelming exam within this time period. Luckily, with the help of **load leveling plan** (balancing the curriculum), **kaizen events** (activities for finding solutions to problems) **PDCA** (the procedure to implement innovative ideas in classes), and **standardization** (creation of the common teaching procedure in lessons) of LEM, (these terms of LEM are explained in detail in Literature Review) this burden can be treated easily, and dynamic and continuous improvement of the learning can be realized. In short, there is a need to improve the results, which are taken from TEOG English examination for many reasons, and it is believed that this objective can be achieved with the help of an interdisciplinary educational method, namely LEM.

1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY

Lean is an innovative method that encourages identifying and eliminating the wastes in the educational processes in order to increase performance of the educational institutions. LEM mainly aims to improve each process by adding value to them. In a Lean school, wastes are considered as roots of the learning problems, and wastes are tried to be prevented by utilizing tools and techniques of Lean (Antony, 2014). Although some educational uses of Lean are present in higher educational institutions, there is almost no implementation of Lean in middle school contexts in order to increase general achievement in public examinations. In this regard, the main purpose of this study is to show how LEM can be used in English lessons, and to prove how much LEM is successful in increasing achievement in TEOG English examination. Moreover, with the present study, it is expected to find out how effective the LEM in increasing eight grade students' achievement in TEOG. In fact, a theoretical framework for implementing LEM to education has been formed. However, many of its assumptions, or at least those related to eight grade students' achievement in TEOG English exam have not been experimentally tested. Therefore, trying to find out whether or not LEM in eight grade English lessons have a positive effect upon answering all type of questions in TEOG is the main aim of the present study.

In addition, the results of this research can provide insightful ideas to English teachers and educational institutions in terms of modifying language instruction in middle school contexts in the purpose of increasing grades taken from public examinations. Additionally, the results will be helpful in understanding LEM by educators, and how the educational materials and the curriculum should be adjusted in order to meet the needs of students, requirements of the educational system, and the expectations of both parents and educational boards. The application of LEM is quite new in educational institutions, and this study will be the first in Turkish middle schools' 8th grade English lessons. In conclusion, school processes should be regarded as targets for improvement, and actually, the main objective of these processes is to consolidate student learning. LEM is expected to improve processes, educational services, and the learning (Ziskovsky & Ziskovsky, 2007).

1.5. STATEMENT OF THE RESEARCH QUESTIONS

Research Question # 1 How LEM could be applied in eight grade curriculum in order to increase students' average points in TEOG English exam?

Research Question # 2 To what extent does LEM increase students' general achievement in TEOG English exam?

Research Question # 3 To what extent is using LEM in English lessons of eight grade students effective in answering:

- a. grammar questions in TEOG English exam?
- b. vocabulary questions in TEOG English exam?
- c. reading comprehension questions in TEOG English exam?

1.6. ASSUMPTIONS OF THE STUDY

This study was conducted in a middle school in Gaziantep and the research population was chosen from 8th grade students. Additionally, in the beginning of the school year, there is no procedure to place students according to their English language proficiency levels. In other words, the classrooms are generated randomly, therefore in each class there are students from different levels. In order to determine

students' present situation in English, the first TEOG English examination in 2016-2017 educational year was used as pre-test, and it was used to specify students' readiness level for implementation of LEM in English classes. Moreover, this test was assumed to be valid and reliable since it was developed by Ministry of National Education, and it was a national-wide public exam.

In addition, in this study, the second TEOG English examination in 2016-2017 educational year was used as main instruments to measure the achievement of the students. These two TEOG examinations were developed by Ministry of National Education in order to evaluate students' knowledge in English language and place them according to the grades taken from these exams, so these two exams are considered valid and reliable for 8th grade students. Since this study is an experimental one, it was assumed that the implementation of LEM to 8th grade English curriculum would provide better results both in the acquisition of the target language and in the public exams. Therefore, the language instruction through LEM was considered as a suitable method to teach English in 8th grade lessons because the theoretical framework and the teaching procedures of LEM was prepared beforehand. Thus, this study would be the first one in 8th grade English lessons in Turkey in order to prove the benefits of it.

1.7. LIMITATIONS OF THE STUDY

In this study, there are several limitations. First, this study was carried out in Münire Kemal Kınoğlu Middle School and the participants were chosen from 8th grade students. Data collection tools were only conducted in four classes, therefore the results were valid for only the chosen classrooms.

Another limitation rises from the characteristics of TEOG English examination because in these exams only the receptive components of the language are being assessed (vocabulary, grammar, reading). In other words, there are no questions to assess directly writing, speaking, and listening components of the language due to practicality reasons. In addition, another limitation of this study may be the number of participants attended to the study. Even if the number of the participants doesn't intimidate the reliability and the validity of the study, LEM could have been implemented in more classes in order to generalize the results to all

population, but the researcher was giving English lessons to just four 8th grade classes out of eight sections at the school and because of this, two classes were chosen as control groups and the other two classes chosen as experimental groups.

1.8. Definitions of the terms and abbreviations

In this study, there are some terms and abbreviations, which are frequently used. Definitions of terms and abbreviations will be helpful for readers because readers often see these terms throughout the study. These are:

Lean Culture: An environment where everyone has respect for others and continuous improvement is the main purpose.

Lean Educational Method: A new methodological innovation which aims to strengthen the all of the educational processes by implementing its features to lessons.

Lean in Education: An organizational improvement program that aims to achieve full potential of everybody in an educational institution by eliminating wastes in the processes and adding value to them continuously.

Lean Management: A management theory that emerged from Lean thinking and it aims to eliminate wastes from the administrative processes by maximizing the utilization of the available resources.

Lean Thinking: A systematical thinking process that aims to do more with less.

5S: A method of organizing the workplace. It has five steps. These are: sort, set in order, shine, standardize, sustain.

CALL: Computer-Assisted Language Learning

CBI: Content-Based Instruction

CLL: Community Language Learning

CLT: Communicative Language Teaching

ELT: English Language Teaching

LEM: Lean Educational Method

MEB: Ministry of National Education

TBLT: Task-Based Language Teaching

TEOG: Transition from Primary to Secondary Education

TL: Target Language

TPR: Total Physical Response



CHAPTER II

REVIEW OF LITERATURE

2.1. PRESENTATION

This chapter is designed to give information about how the field of ELT has come today, new innovations in ELT, Lean Educational Method, and the applicability of LEM in Turkish middle school's contexts in order to increase achievement in TEOG English examination. First, the methodological innovations in ELT will be discussed in detail. Then, the reasons for innovations in this field, and new ideas, which LEM possibly bring to ELT, will be introduced. Finally, the problems, which are encountered in 8th grade English lessons, will be specified, and the solutions in order to increase achievement in TEOG English examination will be explained in the perspective of LEM.

2.2. THE OVERVIEW OF ELT METHODOLOGY

The very first thing should be done in the issue of English Language Teaching (ELT) is to turn back the history of language teaching and investigate what has been discovered up to now. Throughout the history, language teaching has subjected to a quite a number of approaches, methods and techniques. Although these terms are used interchangeably in the field of language teaching, actually they are quite different from each other.

According to Anthony (1963), an approach can be described as set of hypotheses concerning with the essence of language teaching and learning. A method can be described as a plan for the presentation of the language to the students in line with the approach that was chosen. Additionally, techniques are the classroom

activities that are used for the presentation of the language and they are in line with the chosen method and approach as well. As it can be seen from their definitions there is a coherent set of links between them and teachers' acts and thoughts should be in line with these terms in language classrooms (Larsen-Freeman & Anderson, 2013).

In fact, approach, method and technique are quite different from each other, and ELT has faced quite a number of approaches, methods and techniques so far. Before investigating the details of them, it is advisable to have a look at those terms from the perspectives of other researchers, and even some researchers came up with new terms for methods and techniques. For example, Richards and Rodgers (1982) defined method as design and technique for procedure.

According to Richards and Rodgers (1982), an approach can be described as the collection of ideas, theories and knowledge about the essence of language teaching. A design is "an umbrella term for the specification and interrelation of theory and practice" (1982, p.154). Finally, procedures can be described as classroom activities stem from an approach and design. Actually, it is better to leave the terminological differences behind the scene and call these terms as "methodological innovations", since each of them has brought to a different perspective to language teaching and made teachers more effective in the field (Larsen-Freeman & Anderson, 2013).

Nowadays, it is accepted that methods are prepackaged and there is no single best method fits for all learners (Prabhu, 1990). In other words, currently, the trends have shifted from these prescriptive methods to curriculum and syllabus, because in the development of curriculum or syllabus process, there is more freedom to make use of the fruits of ELT methodology, namely methodological innovations in this field. Additionally, this freedom opens the way for more successful classroom learning.

In short, in the past, language learning and teaching was considered as the unification of approaches, methods and techniques but the recent developments in the field has showed that nothing fits for all types of learners, so in the field of language learning and teaching, researchers, teachers and administrative bodies are looking for innovations in language classrooms, and it is accepted that these

innovations, namely fresh ideas, will help construct more appropriate language learning for each student (Brown, 2007). All in all, in the next part, the brief history of ELT methodology will be provided and it will be more possible to understand how we came to this point in the field of ELT.

2.2.1. GRAMMAR-TRANSLATION METHOD

It is all known that Grammar-Translation Method is an old method, and it has some different names such as Classical Method because it was first used to teach classical languages such as Greek and Latin, and it was in the use for so many years (Larsen-Freeman & Anderson, 2013). Without doubt, the first thing comes into mind, when Grammar-Translation Method is mentioned, is the word of tradition. Throughout the history, people have needed to learn languages, because of various reasons. Some of these reasons are political, commercial, educational and religious. Especially in the western world, the language teaching primarily dealt with Latin and Greek because these languages are the medium of education, commerce, religion and governmental issues, and there was even the idea that if a person learns these languages, he will have a stronger mind, so it can be understood that learning of these languages considered as a work out for the people's minds (Kelly, 1969).

In its essence, Grammar-Translation method is a classical method because the main language learning activities were memorization of the grammar rules, vocabulary items and translation of literature. The most important aspect of the language learning was the ability to write and read in the target language (TL) and there was almost no importance given to speaking and listening. The main aim of the language learning was to read and understand the literature of the TL. The language of the literature was seen superior than the language of spoken interaction. Language was taught in a deductive way. In other words, grammar rules were investigated explicitly and then language learners tried to use these rules in their own writing. Another important activity in Grammar-Translation Method was memorizing native language equivalents of TL being studied (Stern, 1983).

In the characteristics of the teaching and the learning processes of the Grammar-Translation Method there were some faults but it was used for more than a century. One of the major problematic issues in the Grammar-Translation Method is

the “theorylessness” of it (Richards & Rodgers, 2001). In other words, there was no educational research in its nature. Additionally, the heavy reliance on drilling, memorization and translation could not handle the needs of the learners and more and more globalizing world, so Grammar-Translation Method left its throne to the new innovations in language learning and teaching. Grammar-Translation Method was not creating competent language learners in all of the skills, actually it was creating language grammarians but if it can work in some teaching contexts or situations, it can be used to some extent even today.

2.2.2. THE DIRECT METHOD

Like the Grammar-Translation Method, the Direct Method is not new and it has been in use in the field of ELT such a long time. Although the Direct Method belongs to Charles Berlitz, it also gets its roots from François Gouin. Actually, Gouin was the very first person who discovered the power of children in the process of language learning. In other words, he thought that “the children must hold the secret to learning a language.” (Brown, 2007, p.20). Unfortunately, he could not overcome the popularity of Grammar-Translation Method in his time and his method could not become a trend in language learning and teaching. In other words, like Richards and Rodgers mentions (2001), he was really unlucky and he was thinking ahead of his time.

When 20th century came the idea of natural way and the miracles of children in language learning sparkled again, so the Direct Method finally gained power in language teaching. In the essence of the Direct Method, the learning and the teaching of the TL must be like the children’s first language learning. In other words, in the Direct Method, there was almost no use of translation, grammar rules were thought inductively, the medium of instruction was the TL, and the first language was hardly used in classroom settings. The main aim of the Direct Method was to make students be natural in the TL but correct grammar was also emphasized. Classrooms were small with just a few numbers of students and the format of the classroom interaction was the question-answer between the students and the teacher. In this context, the direct method has a very simple rule: translation is not allowed in language

classrooms. Meaning is tried to be conveyed directly with the help of demonstrations and visual aids (Diller, 1978).

For quite a long time, the Direct Method enjoyed the throne in language learning and teaching but it started to lose power because of some major problems in its nature. One of the major problems was the method was for the rich people. It was realized that this method cannot be applied in public school contexts due to budget problems and crowded classrooms of these schools. Additionally, the success of this method was heavily dependent on the teacher not the theory in its nature. The direct method can easily be applied to lower levels, but in higher levels of language teaching, it is almost impossible to teach everything just by demonstrations and visual aids (Larsen-Freeman & Anderson, 2013). Moreover, the Direct Method didn't deal with reading skills of students in advance and it totally restricted the translation in language classrooms. Since the language learning and teaching requires all of the language skills, the Direct Method slowly lost its popularity, as a result it left its place to new methodological innovations in language classrooms, but still it is considered as a revolution in modern era of language teaching (Brown, 2007).

2.2.3. THE AUDIO-LINGUAL METHOD

When it was realized that the Direct Method is not applicable in most classroom settings, the trend in language teaching turned to the use of the Grammar-Translation Method, especially the reading activities in its roots made it alive again. Between the periods of 1930s and 1940s, the power of reading was discovered again and most of the language learning and teaching activities were based on reading. After that, the world faced with a full scale war, and then World War II started. The nature of this war required quick and successful learning of languages which are both belonged to enemies and allies. As a result, language experts came up with a new method which quickly made learners use the TL orally.

As it can be seen from the atmosphere that it was evolved, The Audio-Lingual Method was heavily constructed on oral activities, especially correct pronunciation of conversations, and there were no grammar and translation activities in the classrooms. Just like the Direct Method, the Audio-Lingual Method was based on an oral-based approach but there is an important difference between them. The

Audio-Lingual Method constructed on a strong linguistic and psychological base (Larsen-Freeman & Anderson, 2013). Skinner's behavioral psychology was very influential in its essence and the main activities of language learning were shaped according to the requirements of conditioning. In other words, correct use of the oral language was reinforced until the learners developed new habits in the TL (Skinner, 2014). In classrooms where the Audio-Lingual method was used, the teachers presented role model of TL, learning was considered as a process of habit formation, the aim of the language learning was to communicate in TL correctly, learners were required the answer to the given stimuli without thinking, so memorization played a major role in this method. Additionally, the main aim of these activities was to make learners (actually the soldiers) cover their identities when they were in confidential duties. Because of these characteristics, the Audio-Lingual Method was also known as the Army Method (Brown, 2007).

Finally, as it can be guessed, the Audio-Lingual Method started to lose its popularity in language learning and teaching because the benefits in the oral skills that the Audio-Lingual Method brought were not long lasting, and it was realized that languages cannot be acquired just by habit formation and repetition. Errors happened even how hard was tried to avoid them. All in all, the Audio-Lingual Method lost power and it left its place to new methodological innovations but it is still possible to see its implications in modern methods.

2.2.4. COGNITIVE CODE LEARNING

Although the Audio-Lingual Method was successful to some extent, the trend of behaviorism in language learning and teaching emphasized the surface forms in language learning. In other words, just the one skill of language teaching was seen important and this skill was taught without explicitly teaching of the language rules. In Audio-Lingual Method, the learners failed to transfer their classroom competency of oral skills both to other skills of the language and to outside the classroom (Larsen-Freeman & Anderson, 2013).

Soon after linguist Noam Chomsky has revealed his thoughts about language learning. He proposed that the language learning process cannot be shaped just through habit formation, since learners can produce and understand utterances which

they never heard before. In other words language learning can take place with the help of rule formation better compared to habit formation (Chomsky, 1986). The deductive learning of grammar rules gained popularity, and Chomsky (1986) proposed that children subconsciously acquire the rules of the languages with their Language Acquisition Device (LAD) in their brains, so the followers of the Cognitive Code Learning favored deductive rule learning in their classrooms, and actually the Cognitive Code Learning was invented against the behaviorist language practices but at the end, it turned to be a counterpart of the Grammar-Translation Method (Brown, 2007).

Sadly, the innovations that Cognitive Code Learning brought to the language classrooms did not last so long. This trend faded like the previous ones because cognitive attention given to the grammar rules brought overload for students. Luckily, it helped to the formation of new methodological innovations in language learning and teaching.

2.2.5. THE SILENT WAY

When the 1970s came, language learning and teaching started to be a separate field on its own. In other words, language learning and teaching freed from the linguistics, and quite a number of empirical researches finally started to take place in language classrooms and the data collected from these researches provided language teaching with more accurate methods, and these methods and fresh ideas led the way to the more fruitful language learning. One of these new innovative methods is the Silent Way. The Silent Way was developed by a psychologist Caleb Gattegno, and it has a problem-solving learning procedure in its essence (Richards & Rodgers, 2001).

According to the principles of the Silent Way, learning becomes more long-lasting, if the students discover the knowledge of the TL. Language learning can be fostered with the help of physical objects, and problem-solving is the main aim of every learning task (Gattegno, 2010). As it can be seen from its principles, the Silent Way emphasizes inductive processes, discovery-learning techniques, learners' independence, responsibility and autonomy (Chamot & McKeon, 1984). In a typical Silent Way classroom, the teacher is in a stimulator role and provides just a very little correction and knowledge while the students are trying to discover the

language. Silence is used as a tool, and it helps to create autonomy, and learners increase their autonomy by exploring and making choices in the language. In a classroom, it is very probable to see colorful charts about vocabulary items, grammar rules and pronunciation models and students are encouraged to use those charts when they discover about the TL (Brown, 2007).

Although the discovery learning can promote the learning of the language, the over-induction that the Silent Way requires can be harmful for the learners. As it is all known, it is more appropriate to use both induction and deduction in language lessons. However, in the essence of the Silent Way, there is no deduction, and too much silence can hamper the learning process, so like other previous methods it left its place to new methodological innovations in the field.

2.2.6. SUGGESTOPEDIA

The next methodological innovation that came into existence in 1970s was Suggestopedia and it was first developed by Georgi Lazanov. The basic idea in the roots of Suggestopedia was; learners can acquire more knowledge, if they are provided with a relaxing and comfortable classroom atmosphere (Lazanov, 1979). As it can be understood from its nature, Suggestopedia favors using of music, comfortable chairs, relaxing smells etc. in the classroom contexts, because feelings are important in language learning process, since everybody is preoccupied with emotions.

In a classroom environment where Suggestopedia is used, the students' anxiety level is decreased as much as possible and decreased anxiety levels also have positive effects on the students' affective factors, so the learners can easily process the TL without any fear and peripheral learning can take place. Additionally, the traditional classroom activities of Suggestopedia are role plays, vocabulary presentations, dialogues, readings, dramas etc. With the help of these activities, teachers are trying to overcome the psychological barriers of students towards to the TL, and it is achieved, there will be more successful language learning in the classroom. Moreover, there are some critiques to Suggestopedia, for example on one hand Suggestopedia seems to provide relaxed learning conditions, on the other hand it lacks practicality and it is almost impossible to employ Suggestopedia in crowded

public school contexts (Scovel, 1979). It is also realized that too much relaxation can hinder the learning process, and an ideal level of anxiety is needed in most cases. Even if Suggestopedia did not succeed in the most of the language learning settings, it informed teachers about the use of music and fine arts in language classes. Finally, as many others, Suggestopedia followed the same track, and it has left its place to new methodological innovations.

2.2.7. COMMUNITY LANGUAGE LEARNING

When the innovative years of 1970s came, one of the methods that started to take place in language learning and teaching was Community Language Learning (CLL). In CLL, a student is considered as a whole person. In other words, teachers must not just consider the intellectual properties of the learners in the language learning process. They also need to understand students' feelings, psychological needs and their desire to learn the TL (Curran, 1972).

According to CLL, social dynamics and a supportive environment in language classes can foster the acquisition of the foreign language (Brown, 2007). In a particular CLL classroom, teachers are considered as counselors and everything is carried out with the help of all group members' cooperation. Teachers are the active members of the learning community, and the language is used for communication. Each learner is considered unique and the teachers try to create a relaxing atmosphere that learners can feel themselves free and secure, so the experience of learning a language becomes less threatening, and the teachers always try to encourage students to communicate in TL. In other words, whole-person learning of the TL becomes possible, when trust, support and cooperation take place in language classes (Larsen-Freeman & Anderson, 2013).

As any other method, there are some problems in CLL, and it faced with some critiques. For example, in order to create a successful CLL classroom, the teacher should be really proficient in both language and the counselor skills. In other words, CLL has brought too much work load for teachers, and in the situations of "all knowing teacher" students may develop over reliance on their teachers and they cannot become autonomous learners (Brown, 2007). Finally, because of some major

flaws in its nature, CLL could not survive very long, and it paved the way for new methodological innovations in the field of ELT.

2.2.8. TOTAL PHYSICAL RESPONSE

Total Physical response (TPR) is created on the basis of Comprehension approach because it gives a great deal of importance to listening comprehension. TPR first discovered by James Asher, and according to the theory of it, the learning of the TL increased, if it is stimulated with motor activity (Asher, 1977). TPR was developed with the help of observations on children when they were learning their first language, and it was discovered that children did lots of bodily movements while they learned their language. These movements can be listed such as moving, grabbing, reaching etc.

Additionally, a language classroom usually contains too much anxiety for the children, so the major aim of teachers should be creating an atmosphere, which is stress-free (Brown, 2007). In other words, this aim can be accomplished with the help of activities which contains a great deal of acting and listening. In a typical TPR classroom, language is tried to be taught with fun activities, meaning is often conveyed with bodily movements, students learn TL through observing the actions and then they try to perform these actions by themselves (Larsen-Freeman & Anderson, 2013). In short, “the instructor is the director of a stage play in which the students are the actors” (Asher, 1977, p.43).

Even today, it is possible to find lots of teaching materials, especially course books, which are prepared at the perspective of TPR but they are usually for young learners. In the essence of TPR, imperative mood is used frequently, but it is not enough to convey the entire grammatical feature just with this, so it can be said that TPR is more applicable with lower levels and for young learners. Additionally, TPR has some other limitations too. For example, in the nature of TPR, there are mostly speaking and listening activities and there are almost no reading or writing activities. Since a complete learning of the TL requires all of the language skills, TPR couldn't become successful in the long run. Naturally, the activities of TPR may become inconvenient for adult learners, so TPR has shared the same fate with the previous methods, and it left its place to new methodological innovations.

2.2.9. COMMUNICATIVE LANGUAGE TEACHING

Up to now, the major aim of the most of the methods is to make students communicate in the target language. Actually, in order to communicate in TL, linguistic competence is not enough, and there is a need for communicative competence as well (Hymes, 1971). This realization has brought a shift in the field from a linguistic-structure centered approach to a communicative approach (Savignon, 1997).

In order to understand Communicative Language Teaching (CLT) the characteristics of it should be understood. First, the major goal of CLT is to increase communicative competence of the learners in TL. Therefore, in language classrooms all aspects of the language should be taken into consideration (grammatical, discourse, functional, sociolinguistic, and strategic). Authentic language should be used as much as possible because it shows the language in its real context. Both the cohesion and coherence are considered important because meaningful communication requires all of them. Teachers try to create situations for meaningful communication, and errors are tolerated in the classroom atmosphere, at the same time communication activities encourage cooperative relationship between students. Teachers give opportunities to create autonomy for students. They make students realize their own strengths and improve on their weak points in order to develop appropriate strategies for communication, so the learning process gets the main importance not the mastery of the language forms (Larsen-Freeman & Anderson, 2013).

As it can be seen from the characteristics of CLT, it is based on a well constructed theory and it promises success for every learner, since it gives importance to real-world activities in the class. Moreover, in a CLT classroom, both fluency and accuracy have a focus, all of the language components are respected, student autonomy is aimed, teachers are in the role of guides, not in the role of all-knowing source of knowledge, cooperation among all classroom participants valued etc.

Although everything seems perfect in CLT, there are some problems in it. For example, some of the requirements of CLT may become overwhelming for a non-native teacher. In addition, developing a CLT classroom requires a great deal of time,

effort, money and other sources, so it is not that much easy to achieve CLT in public schools (Nunan, 1988). Because of these problems, researchers tried to come up with some other methods based on CLT approach but these methods are not so different from each other, and ELT has faced some bandwagon methods but none of them, as usual, were powerful enough to bring complete success to language classrooms (Kumaravadivelu, 2006).

2.2.10. CONTENT-BASED INSTRUCTION

Content-Based Instruction (CBI) is another example of methods which belongs to Communicative Approach. According to CBI, synchronal study of subject matter and language is used together in the teaching of the TL (Brinton, Snow, & Wesche, 2003). In other words, teachers use content matter in order to accomplish the acquisition of the TL.

CBI has many advantages in language learning and teaching. For example, it can save time of the learners in the language learning process because students just learn the subject matter which is required for their professional development, not a hoard of useless language items. Additionally, CBI is effective in intrinsic motivation of the students, since students start with learning their core field from the beginning of the language instruction (Nunan, 1988). In a CBI classroom, targets are both content and the language. The learners are provided with meaningful, content related, authentic language materials and tasks. In the selection of the content, students' previous knowledge and interests are taken into account in order to create more meaningful language learning. Because of these advantages, it is quite possible to find course books which were prepared in the requirements of CBI. There are especially ELT materials for business or engineering students in the market, and these materials have been in use at the universities' preparatory intensive English teaching departments since 1990s (Stoller, 2004).

In addition, CBI has brought some obligations for language teachers. On one hand the teacher has to be proficient in the TL, on the other hand he/she has to be qualified in the content matter. Another problematic situation about CBI is its unsuitability in the beginner levels. In other words, CBI could become a heavy burden, since the learners have limited knowledge of both in the TL and the subject

matter, so it is almost impossible for learners to maintain their all motivation to learn a new language in the first steps of language instruction. In short, because of some flaws in its roots, CBI couldn't achieve a worldwide popularity in the field of ELT.

2.2.11. WHOLE LANGUAGE EDUCATION

Before the realization of the nature of the language acquisition, it was a temptation to break the language into parts and teach them separately (Brown, 2007). After the research carried out on the children's first language acquisition, it was discovered that the children perceive the language with all of its components (sentences, intonation, emotion, patterns etc.) not like separate parts, so language teaching adopted a more unified approach, which contains all of the language skills namely; reading, speaking, listening and writing (Rigg, 1991).

In addition, before the first language acquisition research, the language teaching was in the form of bottom up process in which the language was studied piece by piece and then the learners were trying to put the pieces into an order to create whole meaningful texts. Luckily, after the first language acquisition research, language teaching started to adopt a more unified top down approach in which learners first try to understand the whole meaning of the text, and then, if it is needed, they explore the linguistic forms of the text (Larsen-Freeman & Anderson, 2013). Moreover, according to Whole Language Approach, foreign language education must include all the skills of the language, and each skill is equally important in the nature of language learning. Only if the language education covers all the components of the TL respectively, it is possible for learners to develop successful communicative abilities (Edelsky, 1993).

In short, it is quite evident to see that Whole Language Education has most of the characteristics of CLT. These are; cooperation among learners, student centered learning, meaningful authentic language, integration of four language skills etc. Because of this problem, CLT cannot be accepted as an independent method, and it is not competent enough to carry the language learners to success in TL just by itself.

2.2.12. TASK-BASED LANGUAGE TEACHING

In Task-Based Language Teaching (TBLT) analytic syllabus is used like in CBI, and it was created on the basis of Communicative Approach. In other words, it was considered as an extension of CLT (Ellis, 2003). In TBLT, there is a requirement of task completion in the language classes, and generally information, reasoning, opinion-gap tasks, focused and unfocused tasks, input providing and output prompting tasks are used (Larsen-Freeman & Anderson, 2013).

According to TBLT, language is being taught and learned with the help of meaningful, authentic tasks, and these tasks have usually communicative components in it. In addition, there is an obligation of completing the task in language classrooms, in order to create meaningful, communicative language learning. The teacher usually breaks the task into smaller pieces like pre-task, task and post-task, and the teacher provides the good model of the TL, students are being closely monitored by the teacher and they are provided with feedback when it is necessary but the teacher never interrupts the learners when they are focused on the meaning of the task (Nunan, 2004). If the characteristics of a task are investigated, it is possible to see that most of the tasks proposed by TBLT have communicative focus, and they are in line with the real-world events, meaning and fluency comes first, so there is less focus on accuracy and grammar on these tasks.

Since a successful acquisition of the language requires all of the language proponents, (accuracy, fluency, meaning, grammar etc.). TBLT couldn't get rid of the shadow of the CLT (Brown, 2007). As a result, TBLT cannot reach a position of an independent method and has shared the same fate with previous methods but it provided researchers with some useful ideas about language learning and teaching.

2.2.13. OTHER METHODOLOGICAL INNOVATIONS IN ELT

In this part, some of the methodological innovations, which have brought fresh ideas to language learning and teaching, will be discussed, and these innovations are; learning strategy training, cooperative learning, multiple intelligences and the use of technology in language learning and teaching. Although they cannot be considered as whole independent methods on their own, they have provided teachers with some useful ideas that can be used in language classrooms

(Larsen-Freeman & Anderson, 2013). To start with, it is advisable to look at what learning strategy means. According to Rubin (1975), learning strategies can be described as the techniques that a learner use in the acquisition of the TL process in order to achieve the acquisition of more knowledge. Good language learners are considered as effective users of learning strategies and they share some common characteristics. For example, good language learners are always willing to communicate, they aren't afraid of making mistakes, and they closely monitor their own speech in communication process in order to correct mistaken areas of the speech. In addition, it was realized that these characteristics do not appear automatically, and the experiment of learning strategy training has sparked. First, learning style strategies are allocated as metacognitive strategies, cognitive strategies, and social/affective strategies, and then language instruction is modified according to requirements of these strategies. In a typical learning strategy training lesson, students are taught to use certain learning strategies that can be useful for their academic development, teachers teach both the language and the learning strategy at the same time, strategies must be learned by the students, and the best activity for this is hands on experience, the main aim is to make students independent, self regulated and autonomous learners (Hedge, 2001). In short, leaning strategy training means creating autonomous learners, and if it is achieved, the learning and the teaching of the TL will be easier and more fruitful for both teachers and learners.

Cooperative Learning, Interactive Learning and Learner-Centered Teaching are all related terms, and they almost share the same characteristics. In other words, they have intertwined characteristics and it is better to handle them together. In a Cooperative Learning classroom, the main aim of the language instruction is to create cooperation between the students in the completion of learning tasks, and this cooperation requirement is not only for learners, but also for the teachers. Both the students and the teachers work as a team in order to achieve learning goals.

It has been seen that Cooperative Learning is beneficial for students since it promotes intrinsic motivation, self-esteem, and it creates respectful relationships between the students and the teachers (Johnson, 1999). In addition, cooperative learning has some beneficial effects on students' anxiety level since it restricts competition between learners (Oxford, 1997). In other words, in Cooperative

Learning classrooms, the essence of the learning activities is to maintain exchange of information between the participants, so the learning becomes cooperative not competitive, communication skills of the learners can be developed, one learner's output can become other learner's input, and this positive atmosphere in the classroom can foster enriched learning for all (Krashen, 1985; Long, 1985). As it can be seen from its theoretical foundations Cooperative Learning aims to increase learners' communicative abilities through cooperative, meaningful group and pair works. Looking at these properties, it can be concluded that Cooperative Learning was developed in the influence of CLL, so it cannot become an independent, sufficient method for ELT in the long run.

It has been known that all students have different strengths and weaknesses, and it is almost impossible to disregard Multiple Intelligences in the field of language learning and teaching. It has been discovered that all learners are different, and these differences result in different preferred ways in the learning of the TL. According to Gardner (2006), there are eight different intelligences. Those are; logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, verbal/linguistic and naturalistic. In addition, these different intelligences of the learners require different activities to be used in language classrooms, and if the language instruction covers all of the intelligences, it is more possible achieve equal and efficient acquisition of the TL in language classrooms. In other words, language teachers should prepare special lesson plans which contain activities in line with the learners' preferred intelligences. For example, a lesson plan should contain puzzles or games for logical/mathematical intelligence, videos or pictures for visual/spatial intelligence, hands-on activities or field trips for body/kinesthetic intelligence, listening to music or singing a song for musical/rhythmic intelligence, pair work or project work for interpersonal intelligence, journal keeping or self-evaluation for intrapersonal intelligence, debates or storytelling for verbal/linguistic intelligence, and nature walks or camping for naturalist intelligence (Christison, 2006). In short, in order to strengthen the acquisition of the TL in language classrooms, teachers should take Multiple Intelligences into consideration.

The technology has brought lots of fresh ideas and materials to the field of language learning and teaching. For example, in language classrooms or outside the

classroom students can interact with the authentic TL via blogs, social networking sites, wikis, electronic text corpus etc. In addition, the technology has initiated the creation of new methodological innovations in the field of ELT like Computer-Assisted Language Learning (CALL). In a CALL classroom, online tasks can be used to increase learners' motivation, students can use technology to interact with each other, negotiation of meaning is done easily with the help of technological tools, student autonomy can be increased with self-access centers, most common words can be studied instead of a hoard of language items (corpus), time is saved, and it is easier for teachers to provide feedback and evaluate students' language development with the help of technology (Larsen-Freeman & Anderson, 2013). In short, technology use in language classroom has lots of benefits both for learners and teachers.

In conclusion, it has been seen that there are lots of approaches, methods and techniques that came to the stage in the field of ELT but the most important time phrase is between 1970s and 1980s when there was a boom in the number of methodological innovations, especially developed for the teaching of English Language. In these times, there was a race between scholars in order to find the best method ever. Unfortunately, this craze did not long too much and it was realized that there is no need to invent a new method (Kumaravadivelu, 2006). Instead there is a need for unifying the useful parts of these innovations in order to create more meaningful classroom procedures (Nunan, 2003). Lean might be helpful for creating more fruitful learning atmospheres in educational institutions because modern education requires for better procedures and Lean can be helpful in formulating new and efficient methodological innovations in the field of ELT. In educational contexts there are lots of problems like in many sectors, and these problems emerge from the wastes in the educational processes. In other words, with applying LEM in educational contexts, these wastes can be eliminated and a methodological innovation can be developed in the perspective of Lean in order to provide better learning opportunities to all of the school participants. Moreover, LEM can bring continuous change and improvement movement to educational institutions, which may lead to a more efficient learning for the students. Lean can be applied in all educational contexts in order to keep up with the requirements of the modern education. With the help of LEM all of the problems which are encountered in

educational contexts can be solved, an environment, where mutual respect takes place, can be achieved, a learning process, in which everybody takes place as a problem solver, can be made real. In short, there is an immediate need for LEM in language classes since language learning-teaching is a dynamic and fluid process. There is a need for continuous improvement and even an integration of other disciplines is required as well.

2.3. LEAN

2.3.1. THE HISTORY OF LEAN

After the Second World War, many countries had difficulties in the productions of goods, like Ford's and Sloan's ideas about manufacturing cars, some new ideas started to rise in Japan. In 1950s, the first idea of Lean was put forward by Eiji Toyoda and Taiichi Ohno in Toyota Motor Company (Ohno, 1988). If it is investigated deeply, the actual foundations of Lean are based on the Socratic Method of questioning and the Scientific Method (Ziskovsky & Ziskovsky, 2007).

Eiji Toyada and Taiichi Ohno realized that Ford's model of car production was not suitable for mass production of cars in Japan and they started to develop their own system. Toyota developed the Toyota Production System known as Lean Production System due to its own needs in 1960s. At first, Lean faced with strong resistance and rejection, and it was considered that Lean was just suitable for the production systems in Japan but when 1980s came, especially in the USA, the same production protocols were started to be used in car production, and Lean gained world-wide fame (Womack, Jones & Roos, 1990). Lean was developed in order to prevent the factors that affect the production of cars adversely but it started to be used in every steps of the production cycle of cars soon after, and Toyota started to get an advantage in the world market (Atkinson & Linehan, 2008).

In addition, many corporations realized the success of Lean and decided to adapt it for their production systems. The question of "What is the ideal system?" is the fundamental question that is being asked from the industrial revolution. It has been already accepted that yesterday's systems, methods and tools cannot be valid for today's or tomorrow's conditions. Many companies and organizations in different sectors find the right systems and procedures that meet the today's conditions and

needs in Lean thinking, so because of the requirements of modern education, the principles of Lean thinking can help in the formulation of new and more efficient educational methods and institutions (Carvalho et al., 2013). Like in many sectors, there are lots of problems in education, especially concerning the quality and efficiency of it. In fact, many of the problems in education stem from the wastes in education, so an educational method can be developed with the help of Lean thinking in order to eliminate wastes in education and provide more efficient education to everyone. In short, not only industrial sectors like car production or machinery, but also health care, law and education sectors have in interest applying Lean and its tools in their systems (Gadre, Cudney & Corns, 2011). Starting from 1980s, many efforts have been put in order to achieve transition to Lean in many sectors (Yüksel, 2000).

2.3.2. LEAN THINKING IN GENERAL

In the most basic sense, Lean thinking can be described as ways to define value, to put the value-adding actions in order to reach the best results, to implement these value-adding actions continuously when requested, and to realize these actions more effectively. Lean thinking shows ways to get more positive results with less effort, hardware and space. It brings organizations closer to what customers want from them (Womack & Jones, 2010). The main aim of Lean thinking is to deliver value quickly to the ultimate customer, starting from the first raw material and flowing seamlessly throughout the value-adding process. In order to achieve this, it is necessary to look at the entire value chain as a whole, to eliminate wastes and to direct all activities to create excellent value for the customer (Hines, Holweg & Rich, 2004).

In Lean thinking, the elimination of wastes has a main focus. Wastes can be described as products which are waiting for re-process, products which are not produced on demand and as a result waiting in the inventories, process steps which are not really needed, unnecessary transportation of goods and employees, employees who are waiting vacant in the next steps due to unfinished operations in previous phases, products and services that do not meet the expectations of the customers (Ohno, 1988). In other words, the main focus of Lean thinking is the

elimination of wastes and continuous improvement of performance. In Lean Thinking, there are seven types of wastes. Those are (Hines & Rich, 1997): Overproductions, waiting, transport, inappropriate processing, unnecessary inventory, unnecessary motion and defects. In order to achieve maximum potential of an organization, these wastes should be eliminated from the processes at all costs. If the elimination of the wastes has been applied accurately, the benefits of Lean thinking can be seen clearly.

2.3.3. THE PRINCIPLES OF LEAN THINKING

There are five principles of Lean thinking and those are: value, value stream, flow, pull and perfection. The concept of value is the critical starting point of Lean thinking. The definition is made only by the end customer. In order for a value definition to be meaningful, it must be expressed in terms of a particular product (a combination of goods, services, or generally two) that meets the customer's needs at a certain price at a certain time. The value is created by the manufacturer and it is the reason for the manufacturer's presence when looking at it from the customer's perspective.

A value stream is a set of activities that create value-added and non-value-added activities which are needed to create a product along the main streams of each product. The purpose of creating a value stream map which defines every process required to design, order, and produce a product is to divide the process into three groups: First, actions that really add value and as perceived by the customer, second, actions that do not add any value, but are necessary for existing product development, ordering and production systems, so they cannot be immediately destroyed and finally, actions that do not add value and are needed to be immediately destroyed as perceived by the customer (Sampson & Martin, 2005).

Another principle of Lean thinking is the flow principle, which ensures that the stages of creating value are in flux. This flow is usually a cellular flow. This cellular flow causes more discipline and speed. In Lean businesses, there is an accurate relationship between speed and discipline. In the creation of processes, it is accepted that the greater the discipline and the greater the speed (Dennis, 2002).

In the most basic sense, attraction is the principle that goods or services should not be produced without the customer's request. The best way to understand the logic of pull is to go backward from production through all the necessary steps in order to transport the customers' desire for the real product (Womack & Jones, 2010). Organizations that define value correctly can realize the flow of value, achieve uninterrupted flow of value-creating steps, and realize that customers are attracted to the value of operation, and the endeavor is not the end of effort, time, space, cost and error reduction process (Womack, Jones & Roos, 1990). These principles have been developed for the manufacturing sector but can also be adapted to the service sector and schools.

2.3.4. LEAN AND SIX SIGMA

Firstly, the main aim of six sigma methodology is to fulfill customers' expectations, reduce the costs, increase the quality, improve the speed of the process, and shrink the invested capital by expanding the shareholder value (George, 2002). Six sigma methodology provides an organization-wide improvement, and it also helps reducing the costs of operations. In the roots of six sigma, the desire to remove or decrease the waste in the production processes can be easily seen. In addition, six sigma enables producers to reduce defects and variation.

Six sigma can be defined as a continuous improvement movement, and like other applications of Lean, it also aims to eliminate defects in order to increase quality and harmony in the production processes. The steps of six sigma can be abbreviated as DMAIC, and it stands for define, measure, analyze, improve and control. In the step of define, a clear description of the problem is made. Next, in the step of measure, a team works together in order to find every possible way to solve problems. In the third step (analyze), a plan is formed which is assumed to carry the organization to the desired point. In the step of improve, the plan which was developed in the previous step is applied on the problems. Finally, in the last step, the results of other steps are revealed. In the process of six sigma, new plans and fresh ideas are tried to be formulated continuously in order to sustain the improvement for the future (Anthony, 2011).

From its nature of handling situations, it can be said that six sigma is an efficient tool of Lean. Six sigma shows the same characteristics with Lean (Smith, 2003). Up to now many corporations have used it in their production systems and its application to the other sectors is also probable.

2.3.5. LEAN MANAGEMENT AND THE EDUCATIONAL CONTEXTS

Lean management is a theory that aims to maximize the utilization of the resources, and to eliminate the processes which do not add any value to the product. Lean management is a theory which has emerged from Lean thinking, and it is expanding gradually. There are a number of reasons that drive businesses to Lean management. One of them is to reduce the cost to a minimum level while competing with other businesses over time. These businesses constantly control themselves to meet the requirements of Lean management. Lean management requires the participation of all staff in the organization starting from low-level employees to senior management (Wynee & Marovac, 1993).

In order to understand Lean management clearly, traditional management and Lean management should be compared. First, in traditional management, the business is planned by the director, and it is planned from a narrow perspective but in Lean management, the business is planned by the director and team members, and it is planned from a perspective which contains more knowledge and skills. Second, in traditional management, risk taking behaviors are strictly punished, and there is an individual work style, and also the prizes are individual too but in Lean management, measured risk taking behaviors are encouraged, and the work-style requires interdependency and solidarity, so the prizes are based on team-work. Finally, in traditional management, best methods are decided by directors, and there are rules mandated by management but in Lean management, all of the team members work continuously in order to enhance the methods and the processes, and the directors try to create a facilitating environment, where workers act in self-control (Miller, 1998).

Lean management requires deep thought. Not only in commercial enterprises, but also in public institutions, management based on obedience is replaced with management based on mutual communion and persuasion. The responsibility of subordinates in hierarchical management is to follow the instructions from the

superiors. They are not supposed to produce thoughts; they are supposed to produce the products. Today, when knowledge comes to fore, hierarchical organizations lose its validity to a great extent in institutions. Now, all around the world, companies sell more services and information than physical products (Womack & Jones, 2010). In this direction, both private and public institutions should benefit from Lean management in order to keep up with the requirements of the modern times in management context.

In conclusion, Lean thinking and Lean management can be applied to many sectors because in almost every organization, there are some processes that contain waste. Lean aims to eliminate waste, and it will eventually end up with more value with less work and less costs. Up to now, Lean management has been applied in production, healthcare, law, local government, public sectors, and starting from twenty-five up to fifty-five percent cost savings have been seen while the work processes are improved (Fillingham, 2007; Kollberg, Dahlgaard, & Brehmer, 2007; Radnor & Boaden, 2008; Radnor et al., 2006; Radnor & Wally, 2008). There are some successful applications of Lean in education as well (Tilfarhoğlu & Anwer, 2017; Tilfarhoğlu & Faraj, 2017). From these successful implementations of Lean, it can be said that Lean should be applied in education sector, since there are many problematic areas in education, and Lean can be helpful in solving these problems (Thirkell & Ashman, 2014).

2.3.6. LEAN EDUCATION

Businesses need to provide required standards and meet the customers' requests appropriately in order to survive, generate successful graphics, and increase their market share. In order to achieve this, whether it is a public or private institution, there is a need to take the necessary steps to be able to adapt to the existing conditions. Whether they are universities or secondary education institutions, educational systems also have wastes that they are not aware of. These wastes are generally caused by the transactions brought about by the traditional management. Some of the wastes arise from the directors, and some from the regularities or employees. Adopting a Lean management approach, contrary to the traditional management approach will enable to detect the wastes, and make

improvements in the processes (Arnheiter & Maleyeff, 2005). Thus, institutions will reduce their costs to a minimum, and increase their quality.

Although Lean thinking arises from the manufacturing sector, successful applications are also being achieved in service sector in accordance with the studies carried out. In order to create a Lean educational institution, directors and employees have to make not only strong strategies, but also more effective management of the classes, as well as practices to show them. Lean practices which can be performed in educational institutions are explained in many sources (Eaker & Dufour, 2009; Dennis, 2007; Jenkins, 2003; Jenkins, Roettger, & Roettger, 2007).

It has been realized that if educators use Lean techniques and tools in the learning process, there will be continuous improvements in the teaching and the learning processes, and students will acquire the required knowledge more effectively (Emiliani, 2004). In addition, there is a need for Lean education not only in higher education institutions, but also in primary, middle and secondary school contexts. Indeed, there is a greater need for Lean in middle school contexts in Turkey since students take the very first public examinations at this level. In brief, educational institutions should use Lean Educational Method in their service, which is based on the application of Lean thinking and Lean management tools, in order to keep up with the requirements of time and modern education.

2.3.7. LEAN EDUCATIONAL METHOD

From the educational perspective, Lean can be described as a systematic approach which removes the wastes from educational processes, and adds value to the educational processes (Ziskovsky & Ziskovsky, 2010). Lean aims to extract all of the factors which can be considered as waste in any job and purpose by adding value to the educational processes. In addition, Lean can be described as an organizational development program which strengthens the performance and job satisfaction of everybody in an educational institution starting from students to school administrators. Lean adds value to the processes by identifying and eliminating the steps which create redundancy, which are not needed, which add no value, and which even prevent the work being completed (Ziskovsky & Ziskovsky, 2010). By applying LEM schools can become more competent in their organizations; teachers can

increase learning performance of all students to highest levels, as a result an atmosphere which contains eternal achievement and satisfaction can be created (Balzer, 2010).

In order to understand LEM, the techniques and tools, which are used in educational processes, should be investigated closely, and the first tool of LEM is load leveling. Load leveling can be described as a Lean tool which balances the curriculum, and this curriculum needs to be delivered to the students in an educational year. Curriculum can be defined as a sum of the information that students need to acquire in a period of their learning journey. Due to various reasons, in each level, curriculum cannot be delivered to the students effectively, and through their educational life, these unfinished curriculums have devastating effects on students because students have difficulties in understanding the new information in the next steps of the curriculum (Ziskovsky & Ziskovsky, 2010). In this context, the main aim of LEM is to complete the curriculum effectively, and in this process some other Lean tools are also being used.

In a load leveling plan, the process is needed to be separated into steps. The first step is the identification of the current situation, and next an external environment analysis is done. After that, the purposes of the educational institution are determined and next critical success factors are specified. In the next step, the comparison between school's current educational strategy with the needs of today is being done. Next, some predictions of the school's future are provided. After that, school's new mission and vision is determined, and yearly targets are prepared in line with the new mission and vision. At the end, a final education and training plan is completed in line with the aims (Ziskovsky & Ziskovsky, 2010). The process of the load leveling plan is a demanding job, and all of the possible missing time should be taken into consideration, therefore two weeks of capture-time for the delivery of the curriculum should be decided in case of any problems.

When preparing load leveling plan, brain and learning theories should be taken into consideration in order to ensure that the students have been fully trained in the given curriculum. Brain theory primarily deals with how the brain stores information in memory. According to brain theory studies, it has been found that the brain absorbs more knowledge if the information is provided in small quantities continuously. In other words, students should not be provided with a hoard of

unknown information in a short time, and they also should be provided with processing time, and these time periods are generally sleep periods (Jenkins, 2013). In addition, according to the studies which were conducted in advertising sector, it was realized that in order to hold information in the short term memory, four different repetitions are needed, and in order to transfer the information from short term memory to long term memory, ten different repetitions are needed (Connell, 2005). In other words, in order to achieve full acquisition of the curriculum by students, educators should repeat the knowledge by taking students' learning styles into consideration, and by doing this, they can easily achieve ten differentiated repetition of the knowledge. Moreover, the time which is required to provide ten impressions is named ideal learning time (takt time). In LEM, it is appropriate to restrict this time period in a week, so ten different repetitions of the newly learned knowledge should be done within a week.

Since LEM mainly aims to eliminate wastes in the educational institutions, there is a need to find out the wastes in schools. In Lean education, the biggest waste is using the school people's capacities below their ability. In the essence of Lean education, the most important wealth is human resources, so there is a need for effective use of human resources. There are lots of wastes in educational institutions, and they are listed as follows (Eaker & DuFour, 2015):

- 1- Students who cannot meet the required success and need to re-study the curriculum.
- 2- Students who do not have the perspective of life-long learning, and the students who are taking courses just for graduating from an educational institution.
- 3- Activities that do not add any value to education, and the activities which are not relevant to real life.
- 4- Unnecessary staff and material movements due to wrong organization of the work place, and the effort of the staff in order to solve these problems.
- 5- Mistakes in the delivery of the curriculum, and the decrease in the quality and the increase in the costs due to mistakes in the delivery of the curriculum.
- 6- Taking more students than the optimum number, and giving education to them.

7- Teachers' inability to use their full potential when transferring knowledge.

8- Unused and unnecessary teaching materials which are waiting to be used in the schools.

As it was mentioned before, there are some wastes in schools, and these wastes should be avoided. In LEM, 5S tool (sort, set in order, shine, standardize, sustain) can be used in order to remove wastes and increase the quality of education. In the sort step of 5S tool, educational materials, which are needed in language learning and teaching process, are separated from unnecessary materials, and the removal of the useless materials from the educational institutions is carried out. Next, in the step of set in order, learning places and materials are organized with a logical order. In the step of shine, the educational materials are improved and placed appropriately in line with work-flow. In the step of standardize, standards which favor the activities in the shine step are established. In the last step of 5S; sustain, the discipline to flow the first 4S is set up for all times (Dahlgard & Østergaard, 2000).

The five basic principles of Lean education have a main focus in the formation of load leveling plan too. There are five basic principles of Lean education, and these are; definition of value, value stream, continuous flow, pull system and perfection. First, in the principle of defining value, activities which can add value to teaching and learning of the foreign language are determined, and how and when these activities will be used specified in detail with the help of decision matrixes. Next, in the principle of value stream, continuous learning of all school components (students, teachers, directors, supportive staffs and parents etc.) is tried to be achieved. In other words, the curriculum is needed to be updated and developed in line with the needs of the students. Additionally, in the principle of continuous flow, the activities, which aim to maintain continuous learning, are ordered logically without any decrease in the quality of the language education. In the principle of pull, nothing is done unless there is a need for it. In other words, since every student has individual learning characteristics, the activities in the curriculum are shaped according to students' needs. Students also have a voice in the development process of the curriculum, and they can make suggestions for it, so more innovative ideas can also be put to the curriculum. In the last principle of Lean education (perfection), the first four principles are tried to be maintained in harmony. In other words, perfection principle primarily deals with the improvement of the language learning and teaching

process, therefore it brings continuous research, development and excellence (Jenkins, 2003).

Kaizen, in LEM, is an innovative activity, which tries to find sustainable ways for continuous improvement activities (Zimmerman, 1991). Kaizen activities can be described as team workshops, in which every school component comes together in order to generate new ideas, and these innovations are tested with another tool of LEM, namely PDCA (plan, do, check, act) in order to foster continuous atmosphere of language lessons with innovations. In the first step (plan), which parts of the curriculum and language instruction need change are decided, and the probable results of this change in the curriculum are planned. In the second step (do), the details of the plan of the curriculum change are fixed, and in the third step, check is being applied. In check, the plan is being applied in a smaller scale, and it is repeated until the desired outcome (improvement in language learning) is achieved. Finally, in the step of act, the innovation which has showed satisfactory result is applied all of the school processes (Stecher, Kirby, Barney, Pearson, & Chow, 2004). In short, PDCA is a scientific method which helps in deciding the effectiveness of the innovations in language learning and teaching.

While preparing load leveling plans, there is a need for using the same teaching procedures since students need patterns that they are used to. In other words, language lessons should be formed in a way that students are familiarized with because people generally need a specified framework for the acquisition of the foreign language (Fitzgerald, 2006). With the help of a specified teaching design, students will have less difficulty in newly taught material, and they will also easily do their homework and execute their other responsibilities, since every classroom routine is specified beforehand.

Exams are the indispensable component of all teaching processes, since exams provide the information about how much the language instruction in educational institutions is successful. In LEM, weekly small exams are advised together with long term achievement tests or public exams. With the help of weekly small exams, the errors and mistakes in the language learning and teaching process can be diagnosed on the spot, and they can be treated immediately, so the possibility of future learning problems can be prevented. In LEM, after the weekly small exams, it is advised to carry out Pareto analysis in order to find out the most problematic parts

in the language learning process. According to the rules of Pareto analysis, 80% of the problems are brought by 20% of the most problematic parts (Akin, 2005). In other words, in the process of Pareto analysis, 20% of the most wrongly answered questions are determined in weekly small exams, and then these problems are treated with Kaizen events, PDCA tool and if it is needed re-teaching of the materials. Moreover, in order to prevent the mistakes in the language learning process rubrics, control schedules and family signatures can also be used together with Pareto analysis of weekly small exams. All of these innovative ideas that LEM brings to the language education can facilitate instant intervention and resolution to the problems, and they can even provide real-time performance information to teachers, students, school administrations and parents (Ziskovsky & Ziskovsky, 2010). In short, one of the main aims of LEM is to reach perfection through exams.

LEM targets achieving the ideal situation in schools, and for many educational institutions, the ideal situation means the complete learning of the language curriculum within an academic year. This ambitious aim can be made real with developing Lean culture and Lean thinking in all of the processes of an educational institution. With the help of Lean thinking, all of the wastes in the processes of the schools can be eliminated, and with the help of Lean culture, an atmosphere, which is respect-based, can be developed in schools. Lean culture encourages everybody in the school process to become a problem-solver, and all of the problems can be easily solved with the involvement of the people in the school processes. In addition, the biggest problem in educational institutions, which is blaming others for students' failure in public examinations, can be solved since LEM requires mutual respect and effort (Flinchbaugh & Carlino, 2006).

LEM can offer unlimited opportunities for improvement in language learning and teaching. LEM aims to fix problems by investigating the roots of the problems in the processes. Therefore, LEM can be extremely helpful for students who are suffering from the problems in recent educational system. Actually, LEM is not a prescriptive method; instead it is an organizational learning journey which aims to bring continuous improvements to language learning and teaching (Flumerfelt, 2008). Thanks to the innovations that LEM can possibly bring to the field of ELT, the language learning problems and high failure rates in public exams can be solved easily, since language education requires continuous improvement.

2.4. THE APPLICABILITY OF LEM IN 8th GRADE ENGLISH LESSONS IN TURKISH MIDDLE SCHOOL CONTEXTS

Nowadays, large scale standardized tests (i.e. TOEFL, IELTS, PET, SAT, TEOG etc.) play a major role in educational contexts, especially in Turkey. In middle school contexts, when students reach the level of eighth grade Ministry of National Education wants students take TEOG examination in order to place them to high schools. The current TEOG examination has started from 2013-2014 academic year, and it has been administrated for six different courses up to now. Those six core courses are Turkish, mathematics, English, science, religion and ethics, and social sciences. Additionally, TEOG exams are considered as one of the exams (usually the second) which need to be administrated by the teachers in an academic term. There are twenty questions for each of the core subjects. Within the scope of English examination, there are questions for assessing grammatical knowledge, vocabulary knowledge and reading comprehension skills and each question is in multiple choice formats and consists of four options.

The basic feature of the new examination system (TEOG) is not taking a picture of students' instant performance; it is assessing students' performance in a large period of time. Additionally, within the scope of TEOG exams, the results obtained from all lessons are multiplied by their weight coefficients and scoring is done on the scale of 700 (Elik, 2013). Unfortunately, students' average grade taken from TEOG English exam is quite low and it is necessary to implement an innovative method, which is LEM, in order to increase students' general achievement in TEOG English examination.

TEOG English examination is held twice in an academic year, and it is considered as the second written English exam in an educational term. Since students' English lessons are four hours per week, they have to take three written English exams. The English course book consists of ten units in total, and the students are responsible for the first three units in the first TEOG English exam, and they are responsible for the first eight units for the second TEOG English exam. In addition, MEB has defined the units for other written English exams, and wants teachers to prepare and apply the exams in this framework. Moreover, in each educational term, one of the written English exams besides TEOG English examination, is required to include multiple choice test technique, and generally

teachers who work in middle school institutions, come together and prepare the exams.

When it is looked at the contents of the units of the first and the third exam prepared by the teachers every semester, the following table appears. In the first written English exam of the first educational term, the first two units are included in the exam, and in the third written English exam of the first educational term, the first five units are included. In the second educational term, the first written English exam includes the first seven units, and the third written English exam includes the first nine units, so the tenth unit is excluded from the evaluation. To interpret this picture, it is seen that the learners are held responsible for more topics day by day both in terms of grammar and vocabulary, and this situation undoubtedly leads students to memorize the vocabulary and grammar structures without understanding them. In this context, while the students are preparing for TEOG English examination, they need creative and long-lasting language education rather than language instruction based on memorization. In other words, vocabulary items should be reconciled with the previous learning of the students. At this point, the techniques and tools of LEM could be used.

One of the most important parts of TEOG English examination is the reading comprehension questions, and this part is considered as the most difficult one by the teachers because students don't know sufficient vocabulary items, and they don't read texts in the target language, so they fail in reading comprehension questions. The most challenging question types in reading comprehension questions are paragraph and dialog sequencing questions because in these questions, the students must know both the required vocabulary items and conjunctions related to the topic, and have relevant knowledge of the subject. In this context, with the help of load leveling plan and kaizen events of LEM, the achievement problems in TEOG English examination can be solved. As it was mentioned before, the biggest obstacle in the delivery of the curriculum is the time management because there are just four hours of English lessons in a week, and all of the required vocabulary items, reading texts and grammar structures should be completed within this time. In this context, the time management issue can be treated with a standard work plan, which is formed within the frame of LEM. Moreover, with the help of kaizen events and PDCA procedure, innovative reading activities can be developed with the active

participation of the students, so low achievement rates in reading comprehension questions can be improved. In order to answer almost each question in TEOG English examination, students need substantial vocabulary knowledge since every question in the exam contains important vocabulary items from the course book, so the problems, which are encountered in the vocabulary teaching sessions, can be easily treated with ten different repetition technique and weekly short exams of LEM.

When the course book of 8th grade English lesson is examined, there is another issue to mention, which is, there is almost no activity that explains the grammatical structures. Because of this problem, English teachers need to prepare extra teaching materials; otherwise the learners cannot acquire the meaning of these grammatical points. This problem can be solved with load-leveling plan because load leveling plan uses decision matrixes in order to decide which teaching activity is the most crucial, and then these extra teaching materials can be both applied and developed with the help of PDCA tool of LEM, and these materials can be sorted and sequenced with 5S procedure too. To sum up, nuisances that are being experienced in TEOG English examination can be easily knocked down with LEM, which is shaped in the framework of Lean thinking, Lean management, and Lean culture.

CHAPTER III

METHODOLOGY

3.1. PRESENTATION

In this part of the study, the research design is introduced in detail, then the population and the setting of the study are defined. Additionally, the nature of the data collection instruments are tried to be defined. Finally, the procedure of this study, data collection and analysis process of the collected data are indicated.

3.2. RESEARCH DESIGN

Science can be described as the activities for discovering the truth, and experimentation is the major activity in this process (Arıkan, 2004). The nature is generally reluctant to reveal its secrets but experimental studies can be used to find the reality of the nature because in experimental studies, the discovered knowledge is objective and this situation never changes depending on the observer (Cohen, Manion, & Morrison, 2013). In fact, experimental research designs are one of the main ways in discovering the reality especially in physical sciences, because variables can be manipulated easily and accurately in laboratory conditions (Çömlekçi, 2001). In educational studies it is really hard to carry out experimental studies in social sciences because of the nature of the research process, unlike in the studies of science, where laboratory conditions can easily be applied in order to see the changes on dependent variables. In other words, good experimental designs cannot be achieved easily in educational science but a good experimentation and control can be succeeded through random sampling (Ekmekçi, 1999). Moreover, experimental studies can be used in order to find and explain the reality (Altunışık et al., 2007). In experimental studies, there is a need to create both control and

experiment groups in order to reach a conclusion by comparing the results of the treatment between the experiment and the control groups. Generally in experimental studies, there is a correlation between the variables, and this correlation shows the cause and effect relationship between the variables. Especially in educational sciences, it is really hard to both measure and manipulate the variables because the evaluation process of the variables is usually dependent on the topic, so when conducting an experimental research in educational science, researchers should handle the research process with utmost care (Yazıcıoğlu & Erdoğan, 2007).

This current study is based on experimental research design. First of all, experimental research designs are used in order to answer the questions of the experimental studies or test the hypothesis of these studies, so they are developed by the researchers for these aims. In addition, experimental research design is the field of research in which the data to be observed are generated to explore the casual relationships between the variables under the control of the investigators (Ural & Kılıç, 2006). Experimental research designs are often used in language studies because they provide high levels of control, if they are on a small scale and manageable conditions (Bechhofer & Paterson, 2012). In other words, experimental research designs are frequently used in order to find out the nature of the language learning and the benefits of the new methodological innovations in the field of ELT (Dörnyei, 2007).

Experimental studies are carried out by investigating the influence of independent variables on dependent variables, systematic changes are made in controlled conditions, and results are monitored (Lipsey, 1990). In this study, there are two independent variables; (1) how the implementation of LEM to 8th grade English curriculum affects students' general achievement in TEOG English examination, and (2) how using the standard curriculum affects the students' general achievement in TEOG English examination. In this study, two groups of students were chosen as experimental groups, and they were subjected to the treatment in line with the requirements of LEM depending on the independent variables of the study, and two groups of students were chosen as control groups in order to measure the effects of independent variables on the dependent variable. All of the groups were tested with the first TEOG English examination as pre-test, after that the treatment based on LEM was provided to the experimental groups of the study. When the

treatment sessions were over, all of the groups were subjected to the second TEOG English examination as the post-test.

This study primarily tried to find out the effects of applying LEM on 8th grade English lessons and the results of the application of LEM in TEOG English examination. In this context, after the pre-test, there were nineteen weeks available for the application of LEM before the second TEOG English examination. Experimental groups were treated with load leveling plan of the curriculum and other innovations that LEM brought to the field of language teaching. This alteration in the experimental groups was analyzed and compared with the control groups.

In the process of this experimental study, the control groups were subjected to the standard curriculum and the activities in the course book (Upturn in English), and then they took the pre-test and the post-test. These two control groups were selected in order to determine if the independent variables of this study have an effect on dependent variables. Finally, the grades obtained from the pre-test and post-test for each of the above mentioned parts will be analyzed through one-way ANOVA to find out whether or not English instruction in line with LEM has a positive effect upon students' achievement in TEOG English examination. The design of this study is provided with this table:

Table 1. Research design of the study

| Step | The first experimental group (E1) | The first control group (C1) | The second experimental group (E2) | The second control group (C2) |
|-------------|---|---|---|---|
| 1. | Cluster Assignment | Cluster Assignment | Cluster Assignment | Cluster Assignment |
| 2. | The first TEOG English examination (pre-test) | The first TEOG English examination (pre-test) | The first TEOG English examination (pre-test) | The first TEOG English examination (pre-test) |
| 3. | Treatment | ----- | Treatment | ----- |
| 4. | The second TEOG English examination (post-test) | The second TEOG English examination (post-test) | The second TEOG English examination (post-test) | The second TEOG English examination (post-test) |

3.3. RESEARCH POPULATION AND SAMPLING

The participants who attended to this study were 8th grade students of Münire Kemal Kınoğlu Middle School, Gaziantep, Turkey in 2016-2017 education year. When the available population for a study is too big, it is advisable to choose a sample (Ekmekçi, 1999). In this study, the researcher used cluster random sampling in the purpose of minimizing the population because there were nine 8th grade classrooms in Münire Kemal Kınoğlu Middle School, and the total number of eighth grade students was 210. In addition, the students were placed to the classes heterogeneously. In other words, no placement tests were used in the formulation of the classes by the school administration, and students' English level differentiates in each class but it can be said that the general profile of the each classroom is almost similar. This situation is the same in almost every public school because MEB strictly forbids the formulation of special classes due to reasons of equality in education.

In order to carry out this research, two classes of 8th grade students were chosen as experimental groups, and two other 8th grade classes were selected as control groups randomly because the researcher was giving English lessons just for these four classes due to arrangement of the course load in this educational institution. Moreover, in each class, the learners took four hours of English lessons per week, and each lesson was 40 minutes. Other school subjects in this institution were given in the native language of the students, which is Turkish, so the learners had contact with English language in these lessons but there were also possibility of exposure to English via internet, TV, social media and reading materials outside the classroom.

The first (E1) and the second (E2) experimental groups were consisted of 20 students, in total 40 students were chosen as the experimental group, and they were subjected to the treatment which is based on LEM. Before the treatment, the first TEOG English examination was used as the pre-test, and after the treatment the second TEOG English examination was used as the post-test. In addition, two 8th grade classes were chosen as control groups (C1 and C2). Each of them contains 20 students, in total 40 students were selected in order to measure the effects of independent variables over the dependent variables. Control groups were subjected to

the English instruction in line with the defined curriculum and the course book, which were prepared by MEB, and they were given the pre-test and the post-test.

3.4. DATA COLLECTION INSTRUMENT

In this study, the first TEOG English examination in 2016-2017 education year was used as the pre-test, and the second TEOG English examination in 2016-2017 education year was used as the post-test with the aim of collecting data. In each TEOG English examination, there were twenty multiple choice questions with four options, which were designed to assess the students' grammar and vocabulary knowledge, and also reading comprehension skills. In addition, in both TEOG English examinations, the questions measured not only the level of understanding, but also the ability to read more accurately, make correct inferences, and assess the vocabulary knowledge of the students. The organization of the each question was in an understandable context, and generally in a question-answer format, which increases the quality of the questions.

In addition, these two TEOG English exams were prepared by MEB as the second written English examinations for the each term in 2016-2017 educational year. TEOG English examination is a part of a public exam in Turkey, and they are prepared in the purpose of placing students to secondary school institutions. In the first TEOG English exam, the students were required to answer questions from the first three units of the course book (Upturn in English), and in the second TEOG English exam, the learners were required to answer questions from the first eight units of the course book. In this context, the main aim of TEOG exams was to evaluate the students' English knowledge in a large period of time with many topics, not determining the students' performance in a short notice with a single topic. Since TEOG English examinations were prepared and administrated by MEB, they were considered as valid and reliable data collection tools for the 8th grade English lessons.

3.5. PROCEDURE, DATA COLLECTION AND ANALYSIS

Firstly, all of the four groups of this study (2 experimental and 2 control groups) were given the pre-test, which was the first TEOG English examination in 2016-2017 educational year (Appendix A). After that, the results of the pre-test were

analyzed through independent samples t-test, then the treatment was started to be applied on two experimental groups, while the two control groups followed the standard 8th grade English curriculum prepared by MEB. Moreover, According to the Levene's test result ($F = .013$; sig. = $.910 > .05$), the collected data is appropriate for experimental research design (Table 3).

In the treatment process, the first step was taking the approval of the school administration (Appendix E), and then load leveling plan of the 8th grade English curriculum was prepared in line with the requirements of LEM. Within the scope of load leveling plan, the activities in the course book were modified by omitting and re-ordering, and then a standard working week was developed in line with the load leveling plan. This plan was also strengthened with kaizen events and PDCA tool of the LEM. The main purpose of LEM is to eliminate wastes (overproduction, talent, motion, time, processing, assets, capacity, knowledge and defects) in educational processes, and all of these related wastes were tried to be avoided with the application of innovative and continuous improvement based LEM to 8th grade English lessons. (Table 2)

Table 2. Summary of the load-leveling plan

| Unit | Allocated Time | Communicative Functions | Procedure |
|------------------|----------------|--|---|
| 4- Communication | 4 weeks | -Expressing concern and sympathy -Handling Phone conversations -Making simple inquiries -Talking about plans | -Application of 5S. -Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). |
| 5- The Internet | 4 weeks | -Accepting and refusing -Giving explanations/reasons -Making excuses -Making simple requests -Making simple inquiries -Talking about plans -Telling the time, days and | |

| | | | |
|----------------------|---------|--|--|
| | | dates | -10 different repetition of the newly learnt material |
| 6- Adventu res | 4 weeks | -Expressing preferences -Giving explanations/reasons -Making simple comparisons -Making simple inquiries -Stating personal opinions -Talking about what people do regularly -Talking about past events | (notes, memos, messages, phone conversations, SMS, communicative tasks, guessing word meaning from the context, reading comprehension questions, real life tasks, role-play and simulations were used depending on the topic). |
| 7- Tourism | 4 weeks | -Describing places -Describing the weather -Expressing preferences -Giving explanations/reasons -Making simple comparisons -Stating personal opinions -Talking about past events | -Kaizen events and PDCA. -Weekly small exams and Pareto analysis. |
| 8- Chores | 3 weeks | -Expressing feelings -Expressing likes and dislikes -Expressing obligation -Giving explanations/reasons -Making simple inquiries -Making simple suggestions | -Family visits (after lessons). |

Weekly small exams were administrated to the students in order to treat the learning errors on the spot and provide real-time performance information to both students and parents. Especially, ten repetitions of the vocabulary items were tried to be achieved with the help of reading and speaking activities, different kinds of homework, video and listening activities. There were nineteen weeks between the

pre-test and the post-test, and each week there were four 40 minute English lessons, so the treatment of LEM lasted 76 course hours (Appendix F).

After the treatment process, the post test (second TEOG English examination) was administered to both control and experiment groups (Appendix B). The results obtained from both pre-test and post-test were analyzed through one-way ANOVA in order to find out whether the application of LEM has a positive effect on grammar, vocabulary and reading performance of the eighth grade students. Finally, variance analyses of the three language skills and components in TEOG English examination; that is grammar, vocabulary and reading comprehension, were carried out in order to analyze the scores taken from this examination. The f values were analyzed at .05 sig. level (p) and the data analysis was carried out with the help of SPSS 20 for windows.

CHAPTER IV

FINDINGS

4.1. PRESENTATION

In this chapter, the central of the issue of the research was focused. The collected data of the study was analyzed statistically. The results of the study were analyzed by using the Statistical Package for Social Sciences (SPSS). The statistical analyses of the results of both the pre-test and the post-test for experimental and control groups were provided. The data collected from the TEOG English examinations were tabulated and visualized.

4.2. THE EFFECT OF LEM UPON ENGLISH LANGUAGE LEARNING

In this study, the control groups and the experimental groups were needed to be at the same level of English language proficiency before the implementation of LEM in eighth grade English lessons in the purpose of reaching reliable conclusions. In fact, it is not an obligation for pre-test and post-test experimental research designs, because the statistical comparison of both groups are still possible even though experimental and control groups have different levels of English language proficiency. Nevertheless, the level of students' English language proficiency can become one of the factors, which can influence the results, so it was taken one of the variables. In fact, LEM can provide better results with more proficient learners or high school and university students than with middle school and primary school students and vice versa. The recent study is based on whether or not implementing LEM to eighth grade English lessons has a positive effect on English language learning, so it is a need to see that both the experimental groups and control groups have nearly the same level of proficiency.

Table 3. Pre-test mean scores, standard deviation, t and p values for the control group and the experimental group.

| | EXPERIMENTAL OR CONTROL | N | Mean | Std. Deviation | Std. Error Mean |
|------------|-------------------------|----|---------|----------------|-----------------|
| PRE.TOTAL | CONTROL | 40 | 8,9000 | 3,80148 | ,60107 |
| | EXPERIMENTAL | 40 | 8,7750 | 4,29363 | ,67888 |
| POST.TOTAL | CONTROL | 40 | 8,4500 | 4,43731 | ,70160 |
| | EXPERIMENTAL | 40 | 13,3750 | 3,99800 | ,63214 |

From this table, it can be seen that the analyses of the data gathered from the pre-test (see Appendix C) showed that there was no statistically significant difference between the experimental group and the control group before the study ($t=.138$; $p>.05$). This result shows that both groups were almost at the same level of proficiency and the experimental group was suitable to treat with LEM.

Table 4. Levene's test for mean grades

| | | Levene's Test for Equality of Variances | |
|------------|-----------------------------|---|------|
| | | F | Sig. |
| PRE.TOTAL | Equal variances assumed | 1,242 | ,269 |
| | Equal variances not assumed | | |
| POST.TOTAL | Equal variances assumed | ,013 | ,910 |
| | Equal variances not assumed | | |

Whether the data was suitable for the experimental research design, Levene's test was applied. Levene's test for equality of variances showed that an F value .013 and significant value .910. This value is greater than .05. In other words, both of the groups showed similar variance, which means these two groups are independent from each other, that is independent samples t-test and one-way ANOVA are appropriate for the research design of the study.

Table 5. Pre-test and post-test mean scores and the standard deviation for the control group and the experimental group.

| t-test for Equality of Means | | | | | | |
|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| ,138 | 78 | ,891 | ,12500 | ,90673 | -1,68017 | 1,93017 |
| ,138 | 76,872 | ,891 | ,12500 | ,90673 | -1,68058 | 1,93058 |
| -5,215 | 78 | ,000 | -4,92500 | ,94437 | -6,80510 | -3,04490 |
| -5,215 | 77,167 | ,000 | -4,92500 | ,94437 | -6,80542 | -3,04458 |

In Table 5, it can be clearly seen that the post-test mean score of the experimental group has relatively increased when it is compared to its pre-test mean score and it is relatively higher than the control group's post-test mean scores as a result of implementing LEM in English lessons.

In Table 6, it can be seen that there is a statistically significant difference between the post-test mean score of the experimental group and the control group. In other words, there is an increase in the experimental group's achievement level in TEOG English examination as a result of the implementation of LEM to eighth grade English curriculum.

Table 6. Variance analysis of pre-test and post-test mean scores of the control group and the experimental group.

| ANOVA | | | | | | |
|------------|----------------|----------------|----|-------------|--------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| PRE.TOTAL | Between Groups | ,313 | 1 | ,313 | ,019 | ,891 |
| | Within Groups | 1282,575 | 78 | 16,443 | | |
| | Total | 1282,887 | 79 | | | |
| POST.TOTAL | Between Groups | 485,113 | 1 | 485,113 | 27,197 | ,000 |
| | Within Groups | 1391,275 | 78 | 17,837 | | |
| | Total | 1876,387 | 79 | | | |

In table 6, variance analysis of the mean scores shows that there has been a statistically significant positive change in the dependent variable (English language learning) because the F value and the p value shows a difference between the mean scores ($F = 27.197$; $p < .05$). It has been verified that the implementation of LEM in

eighth grade English lessons has a positive effect on TEOG English examination achievement.

4.3. THE EFFECT OF LEM UPON VOCABULARY, GRAMMAR AND READING COMPREHENSION

Up to now, it has been demonstrated that implementing LEM on eighth grade English curriculum has a positive contribution upon English language learning in general. Additionally, this study aims to find out whether or not the application of LEM in English language lessons has a positive effect upon vocabulary, grammar and reading comprehension skills.

Table 7. Mean scores and standard deviation of pre-test and post-test scores for vocabulary, grammar and reading comprehension sections of the test.

| Group Statistics | | | | | |
|------------------|-------------------------|----|--------|----------------|-----------------|
| | EXPERIMENTAL OR CONTROL | N | Mean | Std. Deviation | Std. Error Mean |
| PRE.VOCAB | CONTROL | 40 | 2,2250 | 1,16548 | ,18428 |
| | EXPERIMENTAL | 40 | 1,7750 | 1,02501 | ,16207 |
| POST.VOCAB | CONTROL | 40 | 2,3250 | 1,09515 | ,17316 |
| | EXPERIMENTAL | 40 | 3,1000 | ,70892 | ,11209 |
| PRE.GRAM | CONTROL | 40 | 1,8250 | 1,10680 | ,17500 |
| | EXPERIMENTAL | 40 | 2,0250 | 1,09749 | ,17353 |
| POST.GRAM | CONTROL | 40 | 1,7000 | 1,34355 | ,21243 |
| | EXPERIMENTAL | 40 | 2,8250 | 1,03497 | ,16364 |
| PRE.READ | CONTROL | 40 | 4,8500 | 2,37022 | ,37476 |
| | EXPERIMENTAL | 40 | 4,9500 | 2,85505 | ,45142 |
| POST.READ | CONTROL | 40 | 4,5000 | 2,69853 | ,42667 |
| | EXPERIMENTAL | 40 | 7,4250 | 2,89905 | ,45838 |

It can be seen in the Table 7 that the treatment (application of LEM) has a positive effect on vocabulary, grammar and reading achievement. The experimental group's pre-test mean score was 1.775 in vocabulary, 2.025 in grammar, 4.950 in reading; whereas in the post-test the mean scores increased to 3.1 in vocabulary, 2.825 in grammar, 7.425 in reading. Therefore, this situation shows a positive change in vocabulary, grammar and reading achievement. Moreover, the mean scores and the standard deviation values are the highest in reading section, and it demonstrated

that the application of LEM led to a greater increase in reading comprehension. This could be a result of load-leveling plan and PDCA tool of LEM in English lessons.

Table 8. Variance analysis of the mean scores for the vocabulary part of the test.

| ANOVA | | | | | | |
|------------|----------------|----------------|----|-------------|--------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| PRE.VOCAB | Between Groups | 4,050 | 1 | 4,050 | 3,362 | ,071 |
| | Within Groups | 93,950 | 78 | 1,204 | | |
| | Total | 98,000 | 79 | | | |
| POST.VOCAB | Between Groups | 12,012 | 1 | 12,012 | 14,116 | ,000 |
| | Within Groups | 66,375 | 78 | ,851 | | |
| | Total | 78,388 | 79 | | | |

When Table 8 is investigated, it can be seen that in vocabulary acquisition there is a positive change on behalf of the experimental group. The values in the table shows that there is a statistically significant difference between the post-test and pre-test mean scores. ($F = 14.116$; $p < .05$). It can be concluded that the application of LEM in vocabulary sessions was successful.

Table 9. Variance analysis of the mean scores for the grammar part of the test.

| ANOVA | | | | | | |
|-----------|----------------|----------------|----|-------------|--------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| PRE.GRAM | Between Groups | ,800 | 1 | ,800 | ,659 | ,420 |
| | Within Groups | 94,750 | 78 | 1,215 | | |
| | Total | 95,550 | 79 | | | |
| POST.GRAM | Between Groups | 25,313 | 1 | 25,313 | 17,601 | ,000 |
| | Within Groups | 112,175 | 78 | 1,438 | | |
| | Total | 137,487 | 79 | | | |

Another aim of this study was to see whether there is a positive change in grammar achievement. When the experimental group's pre-test and post-test mean scores are compared, it can be easily observed that the students have increased their achievement in the post-test, and they gained better results in the post-test compared

to pre-test. When Table 9 is investigated closely, it can be observed that the application of LEM in grammar sessions has positively contributed to learners' test scores in grammar questions ($F = 17.601$; $p < .05$). It means that the treatment caused a positive change in the independent variable. Additionally, the results related to the effect of LEM on learning grammar structures of the English language showed the characteristics, and there is a significant increase in the mean scores of the grammar part of the test, as well.

Table 10. Variance analysis of the mean scores for the reading comprehension part of the test.

| ANOVA | | | | | | |
|-----------|----------------|----------------|----|-------------|--------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| PRE.READ | Between Groups | ,200 | 1 | ,200 | ,029 | ,865 |
| | Within Groups | 537,000 | 78 | 6,885 | | |
| | Total | 537,200 | 79 | | | |
| POST.READ | Between Groups | 171,112 | 1 | 171,112 | 21,816 | ,000 |
| | Within Groups | 611,775 | 78 | 7,843 | | |
| | Total | 782,888 | 79 | | | |

When Table 10 is investigated, it can be observed that the application of LEM in eighth grade English lessons has a positive effect upon learning the reading comprehension skills ($F = 21.816$; $p < .05$). Additionally, the mean score of the post-test in this section is relatively higher than the pre-test, and this shows that the treatment has caused a positive change in reading comprehension skills of the learners.

CHAPTER V

DISCUSSIONS

5.1 PRESENTATION

This chapter of the study focuses on discussion of the results. The data collected from both pre-test and post-test was investigated closely. The results were tabulated and visualized in this chapter in order to demonstrate the main aim of the study in this chapter.

5.2 DISCUSSION OF THE RESULTS

When the data collected from both pre-test and post-test was analyzed through one-way ANOVA and comparing the mean scores of the pre-test and post-test, it was seen that there was a statistically significant difference on language learning on behalf of the experimental group. In other words, application of Lean to eighth grade English curriculum had a positive affect on the language learning; therefore the treatment was successful on the dependent variable. Moreover, it has been showed that the application of LEM in middle school contexts is probable like Ziskovsky and Ziskovsky (2010) suggests.

In addition, it was supposed to see an increase in the mean grades of the post-test of the control group because in the process of the study they took foreign language instruction through traditional methods. Contrarily, there was a decrease in the mean scores of the control group because there was an increase in the vocabulary items, grammatical items, and reading texts and topics day by day, so traditional methods could not meet the requirements of the post-test in the end. As a result, like Tatikonda (2007) states, foreign language instruction should be modified with the

innovations that LEM could possibly bring the classrooms in order to provide everyone in the school process with their needs.

When the mean grades of the post-test of the control group were closely investigated, it can be seen that there is almost no statistically significant improvement for the control group. Nevertheless, in some parts like vocabulary there is a relatively slight difference between the pre-test and the post-test. It is obvious that vocabulary teaching through traditional methods has brought an increase in the related sections of the test but the whole picture says the opposite. In the other parts of the test (grammar and reading comprehension) there is a slight decrease (Figure 1).

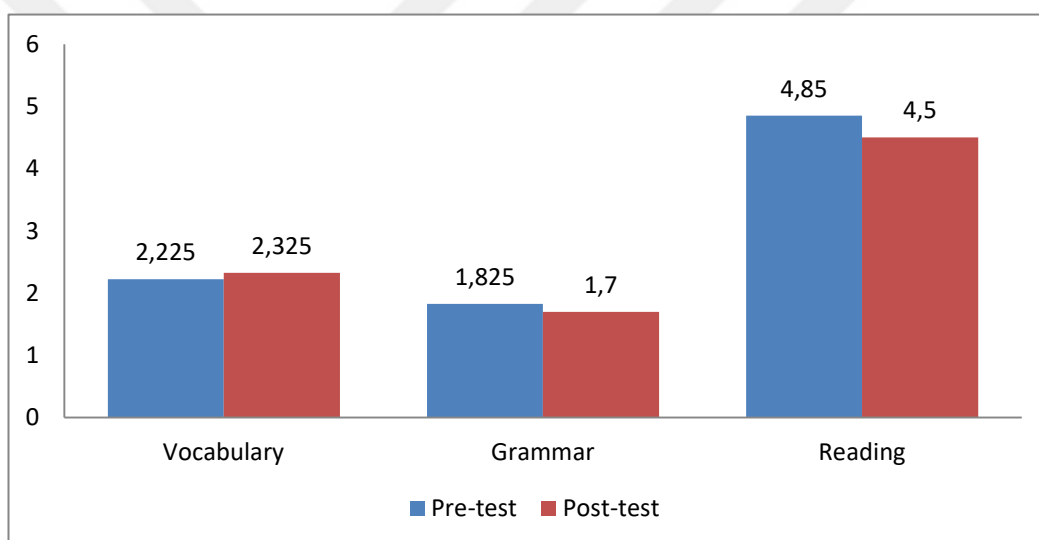


Figure 1 Pre-test / post-test mean scores of the control group for the main exam parts.

The data collected from the control group has showed promising results for language learning because in all parts of the post-test mean scored of the control group, there is a positive increase on learners' achievement. Therefore, it has been seen that LEM can increase the achievement in public exams through its tools and techniques (Flumerfelt, 2008). In other words, foreign language instruction through LEM has a positive effect upon learning grammar, vocabulary, and reading comprehension skills (Figure 2).

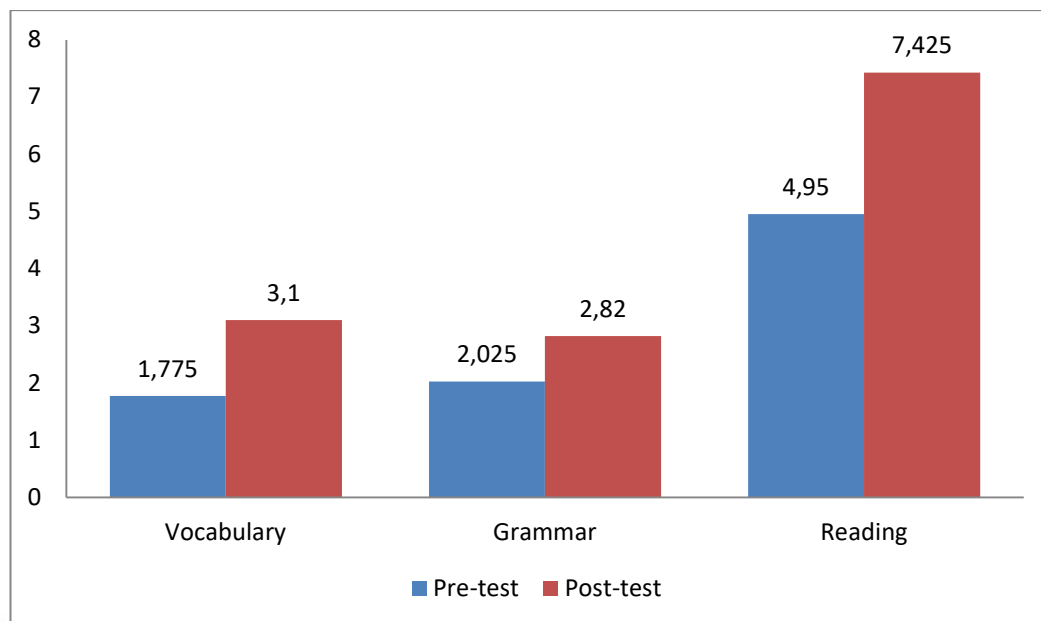


Figure 2 Pre-test / post-test mean grades of the experimental group for main exam parts.

Additionally, in Figure 3 the change that the treatment has brought in the experimental group is visualized. It can be seen that in vocabulary learning, there is the most significant improvement. This change can be attributed to ten different impressions and the load-leveling plan of the LEM (Ziskovsky & Ziskovsky, 2007). The difference between the mean scores of the pre-test and the post-test is 4,6; in the vocabulary part of the test is 1,325; in reading comprehension part of the test is 2,475; lastly the difference in the grammar part of the test is 0,8. In other words, all of the results have showed a statistically significant change. Especially, in reading comprehension part of the test, there is an apparent improvement and this success can be associated with kaizen events and PDCA procedure because in the treatment process the learners were provided with kaizen events and the results of these events were actualized with PDCA cycle and perfection was obtained in reading sessions.

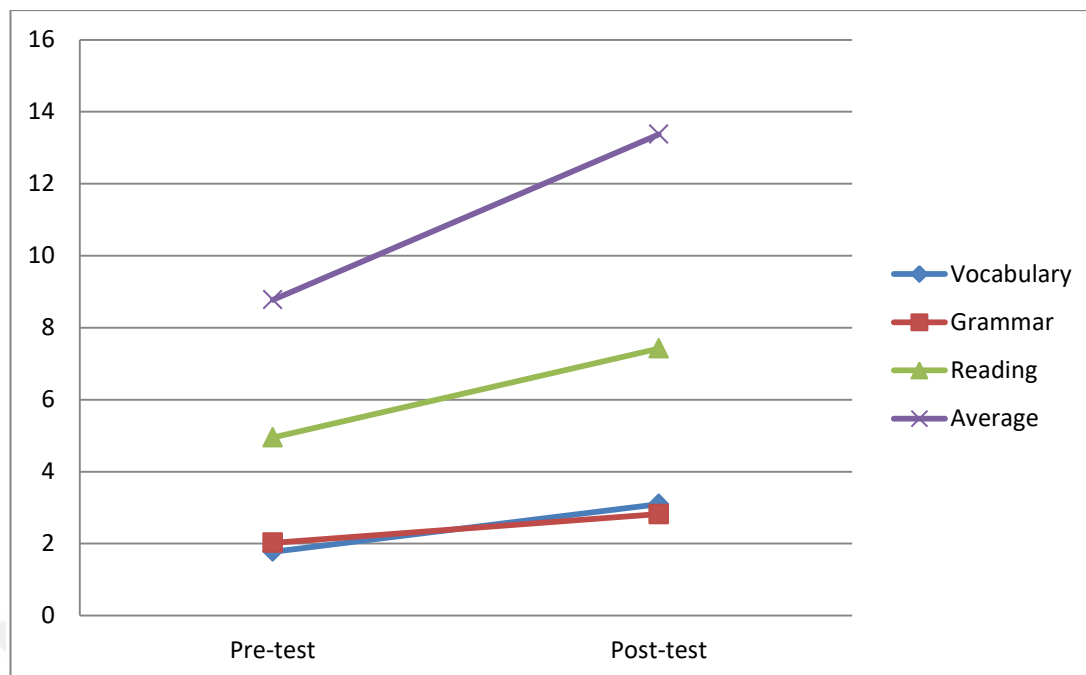


Figure 3 The change in the achievement level of the experimental group.

All of the analyses and the illustrations in this part have showed that LEM can be successful in middle school contexts. Even if Lean is famous especially in the business, with this study, it has been showed that Lean can provide better results in education too. In fact, there are many studies of Lean in higher education institutions, but there is almost no study in the context of middle school. With this study, it has been showed that LEM can be applied to middle school contexts and satisfactory results can be obtained in this context like in other educational contexts and business sectors (Balzer 2010).

Lean primarily deals with the identification and the elimination of the wastes in the institutions, and there are lots of wastes in the processes of any school. Firstly, Lean gets rid of the wastes, cleans the learning environment (5S), modifies the curriculum (load-levelling), and finally, sustains the innovation through perfecting it (kaizen events, PDCA procedure), and at the same time reducing the costs (Womack & Jones, 2003). From the findings of this study, it has been seen that LEM has achieved more fruitful language learning in middle school contexts and made the education system more successful in the institution.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 PRESENTATION

In this final chapter of the study, a summary of the study will be provided at first. Secondly, conclusions derived from the analyses are reviewed briefly. At the end, some possible recommendations for further research are presented in this chapter considering the related issues of this current study.

6.2 SUMMARY OF THE STUDY

The primary aim of this study was to find out whether or not the application of LEM in eighth grade English curriculum had a positive effect upon English language learning. In the treatment process, all of the innovations that Lean brought to language classrooms were tried to be achieved through its tools and techniques (load-leveling plan, 5S, PDCA, ten different impressions, kaizen events etc.). The differences that brought by LEM in grammar, vocabulary, and reading comprehensions were investigated through a very famous public exam in Turkish middle school contexts that is; TEOG English examination.

In this study, an experimental pre-test / post-test experiment and control group research design was used in order to see the differences that LEM can employ in foreign language learning. All of the participants in this study were eighth grade students of Münire Kemal Kınıoğlu Middle School. Additionally, in this study a cluster random sampling was used and the participants were randomly chosen from the eighth grade students in order to create both experimental and control groups, and both of them had 40 students. The first TEOG English examination in 2016-2017 educational year was used as the pre-test (Appendix A) and the second TEOG

English examination in the same educational year was used as the post-test (Appendix B).

All of the parts in both examinations that is; vocabulary, grammar and reading comprehension were decided for a data collection process. Between two exams there was a time period of nineteen weeks, and the experimental group was subjected to language instruction in line with LEM. In the treatment phase of the study, first the wastes in language education were identified and eliminated, optimum use of existing teaching resources were tried to be made real with the 5S tool of LEM, a load-leveling plan was formed in line with the needs of the students and ten different impressions of the newly learnt material. Finally, with the help of kaizen events and PDCA tool of LEM, the perfect flow of this educational innovation was tried to be achieved. As a result, in this study the experimental group showed better scores in the post-test, and the researcher at the same time English teacher of the participants has been awarded with certificate of achievement due to an observant increase in the results of the test (Appendix D). As Gonzales (2015) states if language teachers are recognized by the educational authorities, the motivation to stick with the educational innovations can continue, and they enhance on their sense of professional identity and self-confidence, so the researcher is really pleased to be recognized by MEB.

Additionally, the core of this study was the statistical comparison of the results both taken from the pre-test and the post-test of the both experimental and control groups. At first, the grades obtained from the pre-test of the both groups were compared and it was realized that both control group and experimental group had almost the same results, which showed no statistically significant difference, so a parametric research procedure, which is one-way ANOVA, was suitable for this study (Appendix C). Moreover, the mean scores of the post-test and the pre-test for both experimental and control groups were analyzed through one-way ANOVA. In the study, the f value was analyzed at .05 significance level (p). the data analyses were executed with the help of SPSS 20 for windows. Finally, variance analyses of the post-test results have showed that there is a statistically significant improvement on behalf of the experimental group thanks to the treatment which was in line with the requirements of LEM. The analyses of the collected data for the each part of the test (grammar, vocabulary, reading) were also carried out with the same statistical

procedures. It has been seen that LEM, with its tools and techniques, can approximate the language learning, and this approximation may bring limitless success for everyone in the school environment.

6.3 CONCLUSIONS

In almost every educational context, large scale standardized tests (i.e. IELTS, LYS, PET, TOEFL, SAT, TEOG etc.) play a major role, and in this study the effect of applying LEM in middle school's eighth grade English lessons on TEOG English examination achievement has been investigated. Within the context of the study, two classes of eighth grade students were selected as experimental groups and two classes of eighth grade students were chosen as control groups through cluster random sampling. The first TEOG English examination was used as the pre-test and the second TEOG English examination was utilized as the post-test. After the pre-test, a Levene test was applied to the pre-test results and it has been seen that these two groups are independent from each other and they are suitable for the t-test and ANOVA. In other words, both of the groups had almost the same English language proficiency before the treatment of LEM to the experimental groups. In the first TEOG English examination the students were held responsible for the first three units of the course book, and for the second TEOG English exam the students were held responsible for the first eight units of the given course book. In other words, it can be seen that day by day the students were held responsible more topics in terms of vocabulary, grammar and reading, and this situation forced students to just memorize the related knowledge without understanding them. Unfortunately, most of the times, the results were disappointing for the students. Due to this situation, it was realized that the students were in need of a more creative and lasting language instruction, so the implementation of LEM to the some of the eighth grade English classes was started.

In the experimentation process, the very first step was taking the school administration's approval for the study. After taking the required permission, the load-leveling plan of the eighth grade English curriculum started to be implemented in experimental groups, and this plan was prepared in line with the requirements of LEM beforehand (Appendix F). In the essence of load-leveling plan, the language

learning and teaching activities were adjusted by re-ordering and omitting. After this phrase, a standard working time and procedure was decided and it started to be implemented in every teaching week. In addition, the load-leveling plan was also consolidated with kaizen events and PDCA procedure of LEM and innovations in the language classes finally took place. The wastes in the educational processes were identified and eliminated beforehand and the precious time of the students' was used more effectively thanks to these modifications in the curriculum. In almost every class, ten differentiated repetition of the taught information was tried to be achieved with the help of many entertaining activities, different kinds of homework and video and slides. It has been seen that the implementation of LEM to the eighth grade English curriculum has enriched the learning experience both for the teacher and the students from the very first days of the experimentation. As it was mentioned before, exams are one of the indispensable components of all teaching processes because they give information about how much the language teaching is efficient in educational institutions. Moreover, in order to keep record of the experimental groups' progress, weekly small exams were applied in the aim of diagnosing the learning problems on the spot and real-time performance information to both the students and the parents. From the first days of the implementation of LEM, the experimental groups showed better results and this good situation in the achievement level of the students led to more fruitful learning and teaching atmosphere both for the teacher and the students. As a result in this present study, the experimental groups showed better scores in the post-test. Thanks to this emergent improvement in the average grades of the students, the researcher has been given a certificate of achievement by MEB (Appendix D). When the teachers are recognized by the educational authorities due to their efforts in the teaching processes, their motivation to implement educational innovations can survive, and the teachers can create a better sense of professional character and self confidence (Gonzales, 2015). In other words, thanks to the promising results that LEM has brought to eighth grade English lessons, the researcher has been recognized by the educational authorities and he is eager to carry out LEM in his future lessons.

In this study, it has been concluded that the application of Lean to the field of English language teaching is quite possible, and LEM has a positive effect upon foreign language in general. Actually, Lean is not just a prescriptive method; instead

it is an organizational learning journey, which aims to bring continuous improvement to the field. Thanks to the innovations that Lean can possibly bring to the education of English language, the problems in this field can be easily solved since education requires continuous development. Moreover, LEM has a positive effect upon vocabulary, grammar and reading comprehension learning. The variance analyses of the post-test results of the experimental group showed that there is a statistically significant improvement on behalf of the experimental group because of the treatment of LEM in English lessons. The analyses of the collected data for the each parts of the test, which are grammar, vocabulary and reading, were also conducted with the same statistical procedures and it has been seen that the implementation of LEM can approximate the language learning and teaching processes. In other words, Lean can offer unlimited opportunities for improvement in language learning and teaching (Flumerfelt, 2008). Because of these features in its nature, Lean is totally suitable for Turkish educational contexts, since most of the language teachers in this country rely on or forced to use course books to provide language learning activities but with the help of LEM, course content can be sorted easily and innovation can take place in the classrooms.

Applying LEM in language classes can be considered as exploratory practice since Lean promotes the idea of ongoing research rather than a short-term trial and error process, so the benefits of LEM are indefinitely sustainable, and at the same time, it minimizes the effort for the innovation in the language classrooms. In other words, Lean is just not appropriate for the business operations, it is also a good fit for the field of language education, and with this study, and it has been proved. In fact, some applications of Lean can be seen in higher education institutions (Antony, 2014; Carvalho, Lopes, Ramos, Ávila, Bastos, Fonseca, & Martens, 2013; Comm & Mathaisel, 2005; Gadre, Cudney, & Corns, 2011; Heinemeier, 2014; Ranky, Kalaba, & Zheng, 2012; Thirkell & Ashman, 2014; Van Til, Sengupta, Fliedner, Tracey, & Yamada, 2005) but this study is the first study which was conducted in Turkish middle school contexts and resulted with satisfactory conditions both for the teacher and the students.

In addition, Lean aims to fix the problems by investigating the roots of them in the processes; it does not aim to fix the students. It can be said that one of the major problems in the Turkish educational context is “out-of-field teachers”. These

teachers were hired by MEB because there was an enormous need for the English teachers. In order to consolidate English language teaching in this country, these teachers should be informed with LEM since it can be easily applied to the problem-solving and pragmatic nature of the teachers' job.

As Balzer (2010) states Lean means doing more with existing resources. Every year millions of Euros are spent for English course books and most of them are exported from foreign countries, so this situation leads to a serious loss of national wealth. If LEM was used in a country scale project, there would be a decrease in the cost of education, and this national wealth could be used for the next generations. In this study, no extra-course books were forced to be bought by the teacher, the researcher himself created load-leveling plan and additional language learning materials (PPTs, worksheets, vocabulary exercises, videos, weekly small exams etc.). In other words, it has been seen that with less money and existing resources, an increase can be achieved in public exams with the help of LEM.

Last but not least, Lean can be extremely useful for students, teachers, parents and schools administrators who are suffering from the problems in the recent educational system. Moreover, by adopting LEM, educational institutions may allocate and utilize precious resources to main competencies. LEM may become widespread in this country, and it can create a ripple effect in Turkish educational contexts. In order to understand Lean in a better way, the shape of Lean educational institution was formulated by Yalçın Tılfarlıoğlu (2017) (Figure 4).

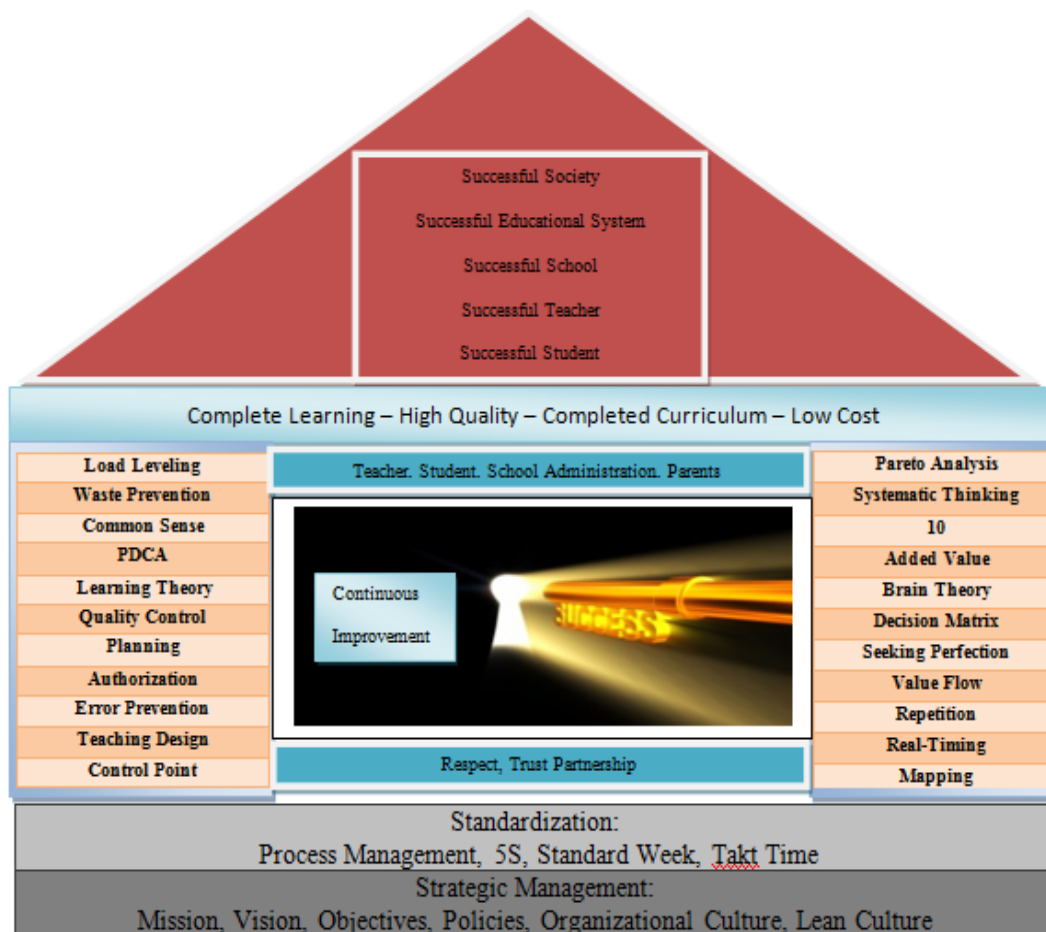


Figure 4. The shape of Lean educational institution

6.4 RECOMMENDATIONS FOR FURTHER STUDY

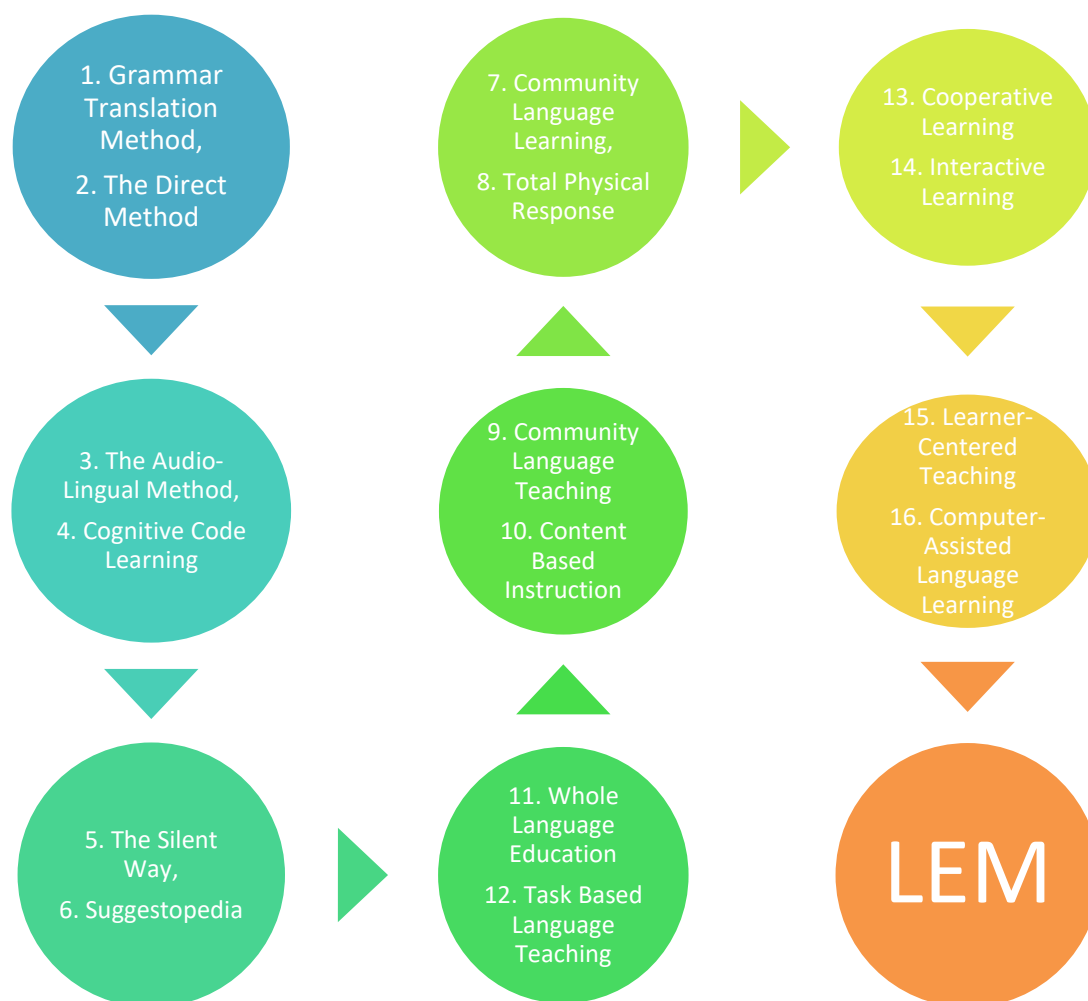
The main purpose of this study is to find out whether or not the application of LEM has a positive effect upon language learning. The data collected from both the pre-test and the post-test, and the statistical analysis of them constitutes the main structure of the study but at the same time, it limits the study. Actually, Lean practices are really good examples for action research designs and the actual situation in Lean classes or even in Lean schools can be investigated through the requirements of the action research.

The participants of the present study were chosen from a middle school in Gaziantep. In order to generalize the effect of LEM in the whole country, further research can be conducted in other cities in different contexts such as in primary schools, high schools, universities and even kindergartens. In this study, LEM has positively contributed to language learning and teaching but it is also possible to

implement LEM in other courses too. In other words, the effect of applying LEM in other lessons can be compared with language lessons.

In this study, it has been found out that LEM has positively affected grammar, vocabulary, and reading comprehension learning. Further research can be conducted on especially productive skills of the language (speaking, writing), and the other receptive skill, that is, listening. The teacher roles and the student roles in a Lean classroom can be closely investigated, and the interaction during a Lean lesson can be analyzed through discourse analysis. Additionally, a figure has been developed in order to explain LEM in detail and show its place in the field (Figure 5), and it is supposed that this figure will be helpful for the future studies.

Figure 5. The place of LEM in ELT



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APPENDICES



APPENDIX A. PRE-TEST



T.C.

MİLLÎ EĞİTİM BAKANLIĞI
ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ

8. SINIF 1. DÖNEM
İNGİLİZCE DERSİ
MERKEZİ ORTAK SINAVI
24 KASIM 2016 Saat: 11.20

A
KİTAPÇIK TÜRÜ

SORU SAYISI : 20
SINAV SÜRESİ : 40 Dakika

Adı ve Soyadı :
Sınıfı :
Öğrenci Numarası :

ÖĞRENCİLERİN DİKKATİNE!

1. Sınıf öğrenci yoklama listesinde belirtilen sınıfta ve sıra numarasında oturunuz.
2. Cevap kâğıdındaki kimlik bilgilerinin doğruluğunu kontrol ediniz. Bilgiler size ait değilse veya cevap kâğıdı kullanılmayacak durumdaysa sınav görevlilerine bildirin.
3. Kitapçık türünü cevap kâğıdındaki ilgili alana kodlayınız.
4. Cevap kâğıdı üzerindeki kodlamaları kurşun kalemle yapınız.

**SINAV BAŞLAMADAN ÖNCE
KİTAPÇIĞIN ARKA KAPAĞINDAKİ
UYARILARI MUTLAKA OKUYUNUZ.**

İNGİLİZCE 2016

İNGİLİZCE

1. Bu testte 20 soru vardır.
2. Cevaplarınızı, cevap kâğıdına işaretleyiniz.

1-11. sorularda boş bırakılan yere uygun gelen kelime ya da ifadeyi işaretleyiniz.

1. **Sally** : Do you like eating French toast?
Jeremy : - - - - . I think it is not tasty.

- A) That's better B) No problem
 C) Not really D) Sounds great

2.



- A) I have no time to fix the brakes
 B) I am very good at fixing bikes
 C) I know how to fix the brakes
 D) I really love fixing bikes

3. **Kate** : - - - - ?**Sam** : They are delicious.

- A) Why do teens prefer playing soccer
 B) Why are pizza and chips so popular
 C) What kind of music are you listening to
 D) What do people like eating in your country

4. **Ekin** : We're going to watch a thriller tonight.
 Would you like to come?**Terry** : I'm not into thrillers because they are unbearable.**Ekin** : What do you enjoy watching then?**Terry** : - - - - . They are great fun.

- A) I enjoy watching a movie alone
 B) I dislike going to the movies
 C) I prefer watching comedies
 D) I never watch a sci-fi movie

A

2016-2017 - 1. MERKEZİ ORTAK SINAV



İNGİLİZCE

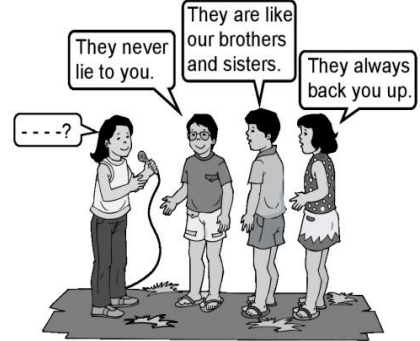
5. **Adam** : Can I invite my friends to our house tonight?
Mother : -----. Your father doesn't feel well today and wants to rest for a while.
Adam : OK. We will meet at a café then.

- A) Yes, you can B) Great idea
 C) That's right D) I'm sorry

6. **Wendy** : -----?
Robin : Twice a day.

- A) How often do you brush your teeth
 B) What time are you going to pick me up
 C) When does your geography lesson start
 D) Where would you like to go with your family

7.



- A) Where do you eat with your buddies
 B) What do you think about true friends
 C) What do you do with your true friends
 D) Where do you hang out with your buddies

8. **Anna** : -----?
Arda : By bus.

- A) When does he start work
 B) Why does she go to work
 C) Where does his brother work
 D) How does she usually go to work



9. Karl : Would you like to study with me at my place this evening?
 Brad : Sure. What time shall we meet?
 Karl : ----.
 Brad : Got it. See you then.

- A) Every day B) At 7.30 p.m
 C) On Wednesday D) On 12th December

11.

Wait for 5 minutes until it boils.
 Then, turn down the ---- to
 a low heat.



- A) jug B) bowl
 C) cooker D) knife

10. Elif : ----?

Edd : I am! I'm going to play the guitar at the party.

- A) Does your sister like jazz music
 B) What kind of music are you into
 C) Do you often listen to pop music
 D) Who is responsible for the music

12. Your friends invite you to watch an action movie. But you don't like watching them. What do you say to refuse the invitation?

- A) It's a bad idea. I dislike action movies.
 B) Sure. Action movies are my favorite.
 C) Sounds good. I love action movies.
 D) I'd like to. I'm into action movies.

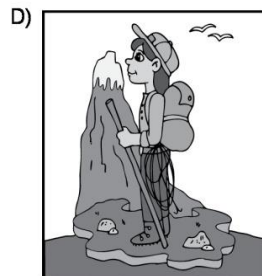
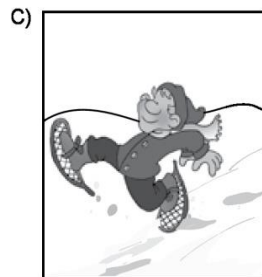
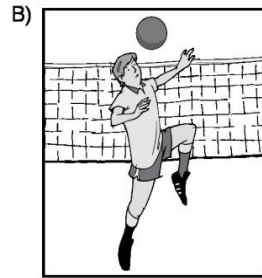
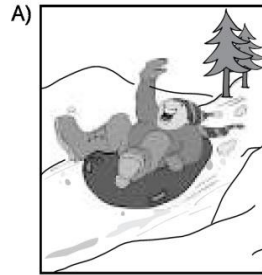
A

2016-2017 - 1. MERKEZİ ORTAK SINAV

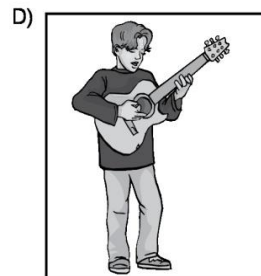
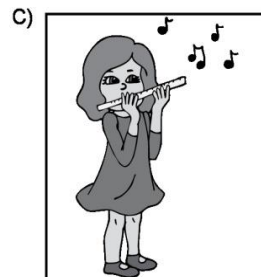
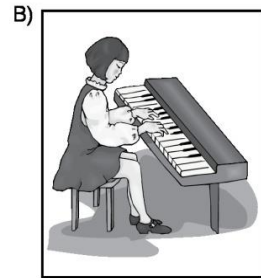
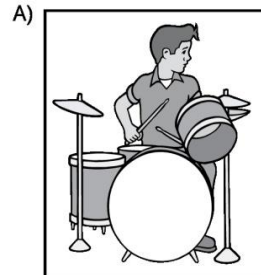


İNGİLİZCE

13. "Selim prefers snowshoeing. It is his favorite activity" ifadesini anlatan görsel aşağıdakilerden hangisidir?

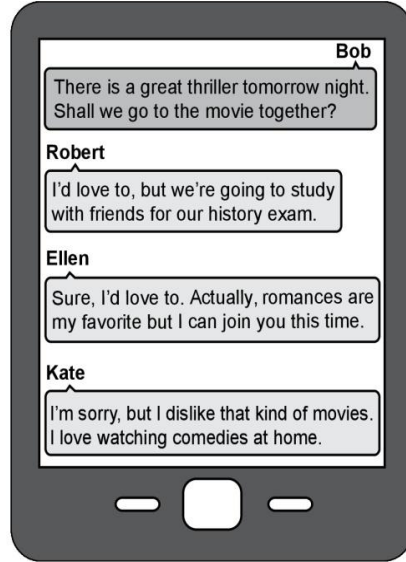


14. "Music is my life. I practice the drums every day." ifadesini anlatan görsel aşağıdakilerden hangisidir?



ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ (ODSÖM)

15-17. soruları aşağıda verilen mesajlaşma-ya göre cevaplayınız.



15. Robert refuses Bob's offer because he ----.

- A) is not into romances
- B) does not like thrillers
- C) dislikes seeing movies
- D) has another plan with friends

16. Ellen ----.

- A) is busy that night
- B) accepts her friend's offer
- C) never watches romances
- D) prefers watching movies at home

17. Kate ----.

- A) enjoys watching something fun
- B) always watches thrillers at home
- C) never refuses her friends' invitations
- D) prefers studying at home with friends

18-20. soruları aşağıda verilen metne göre cevaplayınız.

Hi, I'm Joyce. I dislike eating meat so I always prefer vegetables. My favorite dish is vegetable pizza. It is very easy to make. If you don't like eating meat like me, here is my recipe:

- First, cut and slice the vegetables.
- Then, put all the vegetables in a frying pan and fry them for 10-15 minutes.
- After that, put all the cheese and the fried vegetables on the top of the pizza bread.
- Finally, bake the pizza in an oven for about 5 minutes.

It's OK. I'm sure you will all like it. Enjoy your delicious pizza.

18. Joyce ----.

- A) always enjoys eating meat like others
- B) hardly ever eats vegetables in a dish
- C) says the recipe is difficult to make
- D) thinks people will enjoy the pizza

19. Before putting the vegetables in a frying pan, you ----.

- A) should keep them in an oven
- B) steam them for 10-15 minutes
- C) have to put them on the pizza bread
- D) need to cut and slice the vegetables

20. After baking the pizza in an oven for 5 minutes, ----.

- A) your pizza is ready to eat
- B) you can fry the vegetables
- C) your meat is ready to serve
- D) you can prepare the ingredients

TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

**24 KASIM 2016 TARİHİNDE YAPILAN 8. SINIF 1. DÖNEM
İNGİLİZCE DERSİ MERKEZİ ORTAK SINAVI
“A” KİTAPÇIĞI CEVAP ANAHTARI**

İNGİLİZCE

1. C
2. A
3. B
4. C
5. D
6. A
7. B
8. D
9. B
10. D
11. C
12. A
13. C
14. A
15. D
16. B
17. A
18. D
19. D
20. A

SINAV BAŞLAMADAN AŞAĞIDAKİ UYARILARI MUTLAKA OKUYUNUZ!

1. Öğrenciler, sınav kurallarına ve salon görevlilerinin tüm uyarılarına uymak zorundadırlar.
2. Sınav başladıktan sonra öğrencilerin salon görevlileri ve birbirleri ile konuşmaları; kalem, silgi vb. şeyleri istemeleri yasaktır.
3. Cevap kâğıdınızı silinmeyen bir kalemle imzalayınız.
4. Sınav sırasında çanta, cep telefonu, saat, kablosuz iletişim sağlayan cihazlar ve kulaklık, kolye, küpe, bilezik, yüzük, broş ve benzeri eşyalar ile her türlü elektronik ve/veya mekanik cihazları yanınızda bulundurmuyunuz. Bu araçları kullanmanız ve kopya çekmeye teşebbüs etmeniz hâlinde sınavınız geçersiz sayılacaktır.
5. Soru kitapçığının sayfalarını görevlilerin uyarıları doğrultusunda kontrol ediniz, baskı hatası var ise değiştirilmesini sağlayınız.
6. Cevaplamaya istediğiniz sorudan başlayabilirsiniz.
7. Soru kitapçığının içindeki boş alanları çözümlerinizi için kullanabilirsiniz.
8. Cevabını bilmediğiniz sorular üzerinde fazla zaman kaybetmeden diğer sorulara geçiniz. Zamanınız kalırsa bu sorulara daha sonra dönebilirsiniz.
9. Soru kitapçığı üzerinde yapıлып cevap kâğıdına işaretlenmeyen cevaplar değerlendirmeye alınmayacaktır.
10. Cevaplarınızı, cevap kâğıdındaki ilgili soru numarasını dikkate alarak yuvarlağın dışına taşımadan kurşun kalemle kodlayınız.
11. Değiştirmek istediğiniz bir cevabı, yumuşak silgiyle cevap kâğıdını yıpratmadan temizce siliniz ve yeni cevabınızı kodlayınız.
12. Cevap kâğıdınızı sınav süresince hiçbir öğrencinin göremeyeceği şekilde önünüzde bulundurunuz.
13. Sınavınızın değerlendirilmesi aşamasında, toplu kopya tespiti veya başka adayın sınav evrakını kullanmanız durumunda sınavınız geçersiz sayılacaktır.
14. Sağlık sorunu dışında dışarı çıkılmayacak, zorunlu durumlarda adaya yedek gözetmen eşlik edecektir.
15. Soruları ve sorulara verdiğiniz cevapları kaydetmeyiniz, hiçbir şekilde dışarı çıkarmayınız.
16. Sınav bitiminde, soru kitapçığı ve cevap kâğıdını salon görevlilerine teslim ediniz.
17. Sınav evraklarını teslim etmeyenlerin sınavı geçersiz sayılacaktır.
18. Sınav puanınızın hesaplanmasında sadece doğru cevaplarınız dikkate alınacaktır.

SINAV GÖREVLİLERİNCE SINAV BAŞLAMADAN ÖNCE ÖĞRENCİLERE YAPILACAK SON UYARILAR

- Soracağınız bir şey varsa şimdi sorunuz, sınav başladıktan sonra sorularınıza cevap verilmeyecektir.
- Başlama zilini bekleyiniz.

Hepinize başarılar dileriz.

(Sınav görevlisi başlama ve bitiş saatini tahtaya yazacaktır.)



APPENDIX B. POST-TEST



T.C.
MILLÎ EĞİTİM BAKANLIĞI
ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ

8. SINIF 2. DÖNEM İNGİLİZCE DERSİ

MERKEZİ ORTAK SINAVI

27 NİSAN 2017 Saat: 11.20

A
KİTAPÇIK TÜRÜ

SORU SAYISI : 20
SINAV SÜRESİ : 40 Dakika

Adı ve Soyadı :
Sınıfı :
Öğrenci Numarası :

ÖĞRENCİLERİN DİKKATİNE!

1. Sınıf öğrenci yoklama listesinde belirtilen sınıfta ve sıra numarasında oturunuz.
2. Cevap kâğıdındaki kimlik bilgilerinin doğruluğunu kontrol ediniz. Bilgiler size ait değilse veya cevap kâğıdı kullanılmayacak durumdaysa sınav görevlilerine bildirin.
3. Kitapçık türünü cevap kâğıdındaki ilgili alana kodlayınız.
4. Cevap kâğıdı üzerindeki kodlamaları kurşun kalemle yapınız.

**SINAV BAŞLAMADAN ÖNCE
KİTAPÇIĞIN ARKA KAPAĞINDAKİ
UYARILARI MUTLAKA OKUYUNUZ.**

İNGİLİZCE 2017

İNGİLİZCE

1. Bu testte 20 soru vardır.
2. Cevaplarınızı, cevap kâğıdına işaretleyiniz.

1 - 9. sorularda boş bırakılan yere uygun gelen kelime ya da ifadeyi işaretleyiniz.

1.



- A) I'm sorry
B) Of course
C) That's OK
D) No problem

2. Jill : Hello, Jill speaking.
Adam : Hi, Jill. This is Adam. ----?
Jill : Good, thanks.

- A) Why do you ask
B) What about you
C) How are things
D) Who is calling

3. Derek : ----?

Kevin : At about 10 p.m.

- A) What do you usually do on the Net
B) What time do you usually go online
C) How often do you check your emails
D) How many hours do you spend on the Net

4. Öykü : ----?

Nina : It is cheaper and faster.

- A) Who uses the Net most in your family
B) How does your father access the Internet
C) When do you usually contact your friends
D) Why do you prefer sending text messages

A

2016-2017 - 2. MERKEZİ ORTAK SINAV



İNGİLİZCE

5. **Tracy** : I have two tickets for the rock concert tonight. Shall we go together?
Susan : Yeah, that would be great. - - - -. What time does it start?
- A) I think it's unbearable
 B) I actually dislike music
 C) I have nothing better to do
 D) I hope you feel better soon

7. **Gary** : I want to visit Mardin. What's the weather like there in summer?
Erdal : - - - -.

- A) The temperature goes up to 40°C
 B) Its population is approximately 800000
 C) It is located in the Southeastern Anatolia
 D) Mardin is a center of attraction for tourists

6. **Akın** : Hi! James, this is Akın. I'm going to go to the museum. Would you like to come with me?
James : Sure. - - - -?
Akın : Tomorrow.

- A) When will you go there
 B) What time is it going to open
 C) Who is interested in history
 D) Why do you enjoy visiting museums

8. **Kate** : Why are some people into extreme sports?
Sinan : Because they love adrenalin and - - - -.

- A) think these sports are boring
 B) prefer playing board games
 C) like testing themselves
 D) want to protect nature



9. Sean : Where were you on your last vacation?
Cindy : - - - - . I made lots of friends there.
- A) We were in the wonderful city of Paris
B) People weren't friendly in New York
C) I didn't spend my vacation there
D) Our relatives came to visit us

11.



Verilen görsele göre boş bırakılan yere aşağıdakilerden hangisi getirilmelidir?

My grandmother still writes - - - - to communicate with her friends.

- A) emails
B) letters
C) voicemails
D) text messages

10.

| CLASSROOM RULES |
|---|
| <ul style="list-style-type: none"> • - - - - . • Clean your desk. • Listen to your teacher. • Raise your hand to speak. |

Panoda verilen kurallara göre boş bırakılan yere aşağıdakilerden hangisi getirilmelidir?

- A) Don't come home late
B) Be nice to your parents
C) Keep your bedroom tidy
D) Don't eat during the lesson

12.

| BURJ DUBAI |
|--|
| <ul style="list-style-type: none"> • It is 829,8 meters. • The date of its construction is 2010. • It is located in the United Arab Emirates. |
| THE TOWER OF PISA |
| <ul style="list-style-type: none"> • It is 56 meters. • The date of its construction is 1090. • It is located in Italy. |

Bu tabloya göre aşağıdakilerden hangisi doğrudur?

- A) Burj Dubai is located in the South of Italy.
B) Burj Dubai is older than the Tower of Pisa.
C) The Tower of Pisa is shorter than Burj Dubai.
D) The Tower of Pisa is truly a modern structure.

A

2016-2017 - 2. MERKEZİ ORTAK SINAV

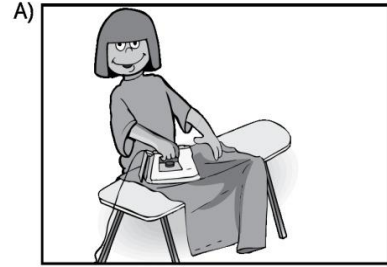


İNGİLİZCE

13. "As an adrenalin seeker, I enjoy extreme sports and rafting is my favorite." ifadesini anlatan görsel aşağıdakilerden hangisidir?



14. "We all have responsibilities at home and hanging out the washing is my duty." ifadesini anlatan görsel aşağıdakilerden hangisidir?



ÖLÇME, DEĞERLENDİRME VE SINAV HİZMETLERİ GENEL MÜDÜRLÜĞÜ (ÖDSSGM)



15 - 17. soruları aşağıda verilen metinlere göre cevaplayınız.



Melis

I am an adrenalin seeker. I enjoy extreme sports like bungee jumping and caving, but my favorite one is parachute diving. I think it is more challenging and entertaining than others. I really enjoy testing myself against air.



Molly

I don't think of myself as an adrenalin seeker. I'm not into extreme sports. I like trekking. I really enjoy freedom and being in nature alone. In my opinion, trekking isn't dangerous like extreme sports.



Ben

I really like pushing myself. To me, extreme sports are better than sports like football, volleyball and basketball. I don't prefer doing them because they are not adventurous.

15. Melis - - - .

- A) hates all extreme sports
- B) dislikes bungee jumping
- C) believes caving is boring
- D) enjoys parachute diving most

16. Molly - - - .

- A) is truly an adrenalin seeker
- B) is interested in all kinds of sports
- C) loves being in nature with her friends
- D) thinks extreme sports are dangerous

17. Ben - - - .

- A) likes football most
- B) is good at volleyball
- C) prefers extreme sports to others
- D) thinks basketball is adventurous

18 - 20. soruları aşağıda verilen metinlere göre cevaplayınız.



Frank

I have a PC and I'm always online. I use the Net to keep in touch with my friends. I spend most of my time in social networking sites and I have many Internet friends from all around the world.



Sally

I always prefer meeting my friends from school in person and I never use the Net to make Internet friends. I only use the Net as a translator for my English homework.



Denis

I use my mobile phone to speak with my classmates. I use my PC only when I watch films and play online games, because I think they are entertaining.

18. Frank - - - .

- A) never keeps in touch with his friends
- B) is connected to the Net all the time
- C) always meets his friends in person
- D) hates social networking sites

19. Sally - - - .

- A) likes making new Internet friends
- B) never uses the Net as a translator
- C) has friends from all over the world
- D) prefers face-to-face communication

20. Denis uses his PC to - - - .

- A) have fun
- B) translate texts
- C) talk to his friends
- D) do his homework

**TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.**

**27 NİSAN 2017 TARİHİNDE YAPILAN 8. SINIF 2. DÖNEM
İNGİLİZCE DERSİ MERKEZİ ORTAK SINAVI
“A” KİTAPÇIĞI CEVAP ANAHTARI**

İNGİLİZCE

1. A
2. C
3. B
4. D
5. C
6. A
7. A
8. C
9. A
10. D
11. B
12. C
13. A
14. B
15. D
16. D
17. C
18. B
19. D
20. A

SINAV BAŞLAMADAN AŞAĞIDAKİ UYARILARI MUTLAKA OKUYUNUZ!

1. Öğrenciler, sınav kurallarına ve salon görevlilerinin tüm uyarılarına uymak zorundadırlar.
2. Sınav başladıktan sonra öğrencilerin salon görevlileri ve birbirleri ile konuşmaları; kalem, silgi vb. şeyleri istemeleri yasaktır.
3. Cevap kâğıdınızı silinmeyen bir kalemle imzalayınız.
4. Sınav sırasında çanta, cep telefonu, saat, kablosuz iletişim sağlayan cihazlar ve kulaklık, kolye, küpe, bilezik, yüzük, broş ve benzeri eşyalar ile her türlü elektronik ve/veya mekanik cihazları yanınızda bulundurmuyunuz. Bu araçları kullanmanız ve kopya çekmeye teşebbüs etmeniz hâlinde sınavınız geçersiz sayılacaktır.
5. Soru kitapçığının sayfalarını görevlilerin uyarıları doğrultusunda kontrol ediniz, baskı hatası var ise değiştirilmesini sağlayınız.
6. Cevaplamaya istediğiniz sorudan başlayabilirsiniz.
7. Soru kitapçığının içindeki boş alanları çözümlerinizi için kullanabilirsiniz.
8. Cevabını bilmediğiniz sorular üzerinde fazla zaman kaybetmeden diğer sorulara geçiniz. Zamanınız kalırsa bu sorulara daha sonra dönebilirsiniz.
9. Soru kitapçığı üzerinde yapılıp cevap kâğıdına işaretlenmeyen cevaplar değerlendirmeye alınmayacaktır.
10. Cevaplarınızı, cevap kâğıdındaki ilgili soru numarasını dikkate alarak yuvarlağın dışına taşırmadan kurşun kalemle kodlayınız.
11. Değiştirmek istediğiniz bir cevabı, yumuşak silgiyle cevap kâğıdını yıpratmadan temizce siliniz ve yeni cevabınızı kodlayınız.
12. Cevap kâğıdınızı sınav süresince hiçbir öğrencinin göremeyeceği şekilde önünüzde bulundurunuz.
13. Sınavınızın değerlendirilmesi aşamasında, toplu kopya tespiti veya başka adayın sınav evrakını kullanmanız durumunda sınavınız geçersiz sayılacaktır.
14. Sağlık sorunu dışında dışarı çıkılmayacak, zorunlu durumlarda adaya yedek gözetmen eşlik edecektir.
15. Soruları ve sorulara verdiğiniz cevapları kaydetmeyiniz, hiçbir şekilde dışarı çıkarmayınız.
16. Sınav bitiminde, soru kitapçığı ve cevap kâğıdını salon görevlilerine teslim ediniz.
17. Sınav evraklarını teslim etmeyenlerin sınavı geçersiz sayılacaktır.
18. Sınav puanınızın hesaplanmasında sadece doğru cevaplarınız dikkate alınacaktır.

SINAV GÖREVLİLERİNCE SINAV BAŞLAMADAN ÖNCE ÖĞRENCİLERE YAPILACAK SON UYARILAR

- Soracağınız bir şey varsa şimdi sorunuz, sınav başladıktan sonra sorularınıza cevap verilmeyecektir.
- Başlama zilini bekleyiniz.

Hepinize başarılar dileriz.

(Sınav görevlisi başlama ve bitiş saatini tahtaya yazacaktır.)



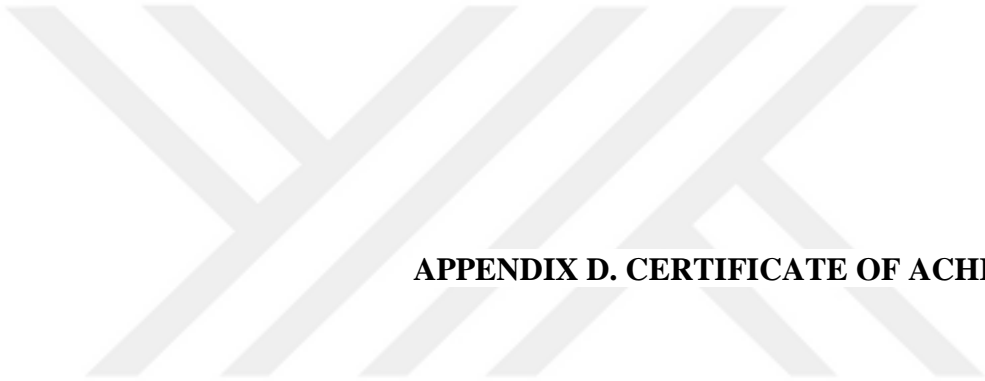
**APPENDIX C. PRE-TEST/POST-TEST RESULTS OF
BOTH EXPERIMENTAL AND CONTROL GROUPS**

| Conrol Group | Vocabulary (4 items) | | Grammar (4 items) | | Reading (12 items) | | Total (20 items) | |
|-------------------------|--------------------------------|-----------|-----------------------------|-----------|------------------------------|-----------|----------------------------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test | Pre-test | Post-test | Pre-test | Post-test |
| 1 | 2 | 3 | 1 | 0 | 3 | 3 | 6 | 6 |
| 2 | 2 | 0 | 1 | 1 | 3 | 5 | 6 | 6 |
| 3 | 3 | 1 | 1 | 1 | 2 | 1 | 6 | 3 |
| 4 | 3 | 4 | 4 | 4 | 11 | 10 | 18 | 18 |
| 5 | 3 | 2 | 3 | 1 | 2 | 4 | 8 | 7 |
| 6 | 4 | 4 | 4 | 4 | 11 | 10 | 19 | 18 |
| 7 | 3 | 3 | 1 | 2 | 6 | 3 | 10 | 8 |
| 8 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 3 |
| 9 | 1 | 3 | 2 | 1 | 3 | 3 | 6 | 7 |
| 10 | 2 | 1 | 1 | 0 | 3 | 1 | 6 | 2 |
| 11 | 1 | 2 | 1 | 1 | 3 | 2 | 5 | 5 |
| 12 | 3 | 3 | 1 | 1 | 3 | 1 | 7 | 5 |
| 13 | 2 | 2 | 0 | 0 | 4 | 4 | 6 | 6 |
| 14 | 2 | 2 | 2 | 0 | 5 | 4 | 9 | 6 |
| 15 | 1 | 1 | 1 | 1 | 4 | 2 | 6 | 4 |
| 16 | 2 | 3 | 2 | 3 | 4 | 5 | 8 | 11 |
| 17 | 3 | 3 | 3 | 3 | 6 | 6 | 12 | 12 |
| 18 | 1 | 2 | 2 | 2 | 5 | 2 | 8 | 6 |
| 19 | 1 | 1 | 0 | 1 | 2 | 1 | 3 | 3 |
| 20 | 1 | 2 | 1 | 1 | 3 | 2 | 5 | 5 |
| 21 | 0 | 1 | 2 | 2 | 7 | 5 | 9 | 8 |

| | | | | | | | | |
|-----------|---|---|---|---|---|----|----|----|
| 22 | 4 | 3 | 1 | 1 | 8 | 5 | 13 | 9 |
| 23 | 2 | 4 | 2 | 4 | 2 | 8 | 6 | 16 |
| 24 | 4 | 1 | 2 | 1 | 3 | 5 | 9 | 7 |
| 25 | 1 | 1 | 1 | 0 | 7 | 4 | 9 | 5 |
| 26 | 4 | 2 | 2 | 1 | 8 | 4 | 14 | 7 |
| 27 | 3 | 3 | 3 | 0 | 6 | 4 | 12 | 7 |
| 28 | 1 | 0 | 1 | 1 | 4 | 3 | 6 | 4 |
| 29 | 2 | 3 | 2 | 4 | 3 | 10 | 7 | 17 |
| 30 | 2 | 3 | 2 | 3 | 5 | 3 | 9 | 9 |
| 31 | 3 | 3 | 1 | 4 | 5 | 6 | 9 | 13 |
| 32 | 0 | 2 | 1 | 1 | 3 | 3 | 4 | 6 |
| 33 | 4 | 4 | 2 | 1 | 7 | 5 | 13 | 10 |
| 34 | 3 | 2 | 3 | 4 | 6 | 3 | 12 | 9 |
| 35 | 2 | 2 | 3 | 1 | 5 | 5 | 10 | 8 |
| 36 | 3 | 4 | 2 | 2 | 5 | 5 | 10 | 11 |
| 37 | 2 | 3 | 4 | 2 | 8 | 9 | 14 | 14 |
| 38 | 3 | 3 | 4 | 3 | 5 | 9 | 12 | 15 |
| 39 | 4 | 3 | 3 | 4 | 5 | 10 | 12 | 17 |
| 40 | 2 | 3 | 1 | 1 | 8 | 4 | 11 | 8 |

| Exp. Group | Vocabulary (4 items) | | Grammar (4 items) | | Reading (12 items) | | Total (20 items) | |
|-----------------------|--------------------------------|-----------|-----------------------------|-----------|------------------------------|-----------|----------------------------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test | Pre-test | Post-test | Pre-test | Post-test |
| 1 | 2 | 4 | 3 | 4 | 11 | 11 | 16 | 19 |
| 2 | 1 | 3 | 3 | 4 | 7 | 8 | 11 | 15 |
| 3 | 2 | 3 | 0 | 2 | 0 | 10 | 2 | 15 |
| 4 | 1 | 3 | 1 | 1 | 1 | 5 | 3 | 9 |
| 5 | 1 | 3 | 2 | 2 | 4 | 10 | 7 | 15 |
| 6 | 4 | 4 | 2 | 4 | 8 | 9 | 14 | 17 |
| 7 | 1 | 3 | 3 | 3 | 6 | 7 | 10 | 13 |
| 8 | 3 | 4 | 1 | 3 | 3 | 4 | 7 | 11 |
| 9 | 4 | 4 | 3 | 4 | 7 | 11 | 14 | 19 |
| 10 | 1 | 3 | 2 | 2 | 2 | 6 | 5 | 11 |
| 11 | 2 | 2 | 3 | 4 | 3 | 7 | 8 | 13 |
| 12 | 1 | 3 | 2 | 2 | 4 | 5 | 7 | 10 |
| 13 | 0 | 2 | 1 | 2 | 1 | 2 | 2 | 6 |
| 14 | 2 | 3 | 2 | 3 | 5 | 8 | 9 | 14 |
| 15 | 1 | 2 | 1 | 2 | 3 | 5 | 5 | 9 |
| 16 | 2 | 4 | 1 | 2 | 5 | 7 | 8 | 13 |
| 17 | 4 | 4 | 4 | 4 | 9 | 12 | 17 | 20 |
| 18 | 1 | 2 | 1 | 4 | 5 | 9 | 7 | 15 |
| 19 | 2 | 4 | 2 | 2 | 2 | 3 | 6 | 9 |
| 20 | 2 | 3 | 4 | 4 | 4 | 8 | 10 | 15 |

| | | | | | | | | |
|-----------|---|---|---|---|----|----|----|----|
| 21 | 1 | 3 | 2 | 3 | 5 | 7 | 8 | 13 |
| 22 | 1 | 3 | 0 | 2 | 4 | 3 | 5 | 8 |
| 23 | 1 | 3 | 3 | 3 | 4 | 8 | 8 | 14 |
| 24 | 1 | 3 | 1 | 1 | 3 | 5 | 5 | 9 |
| 25 | 2 | 3 | 1 | 1 | 4 | 6 | 7 | 10 |
| 26 | 2 | 2 | 3 | 4 | 6 | 10 | 11 | 16 |
| 27 | 2 | 2 | 1 | 2 | 3 | 6 | 6 | 10 |
| 28 | 2 | 3 | 2 | 3 | 7 | 10 | 11 | 16 |
| 29 | 2 | 3 | 3 | 3 | 10 | 11 | 15 | 17 |
| 30 | 0 | 3 | 1 | 2 | 5 | 6 | 6 | 11 |
| 31 | 3 | 4 | 4 | 4 | 10 | 12 | 17 | 20 |
| 32 | 2 | 3 | 1 | 2 | 1 | 4 | 4 | 9 |
| 33 | 1 | 2 | 2 | 2 | 2 | 4 | 5 | 8 |
| 34 | 0 | 2 | 1 | 2 | 5 | 4 | 6 | 8 |
| 35 | 2 | 3 | 1 | 3 | 1 | 3 | 4 | 9 |
| 36 | 2 | 4 | 3 | 4 | 8 | 10 | 13 | 18 |
| 37 | 3 | 4 | 3 | 3 | 9 | 11 | 15 | 18 |
| 38 | 3 | 4 | 2 | 4 | 6 | 10 | 11 | 18 |
| 39 | 1 | 3 | 3 | 4 | 5 | 8 | 9 | 15 |
| 40 | 3 | 4 | 4 | 4 | 10 | 12 | 17 | 20 |



APPENDIX D. CERTIFICATE OF ACHIVEMENT




**T.C.
ŞAHİNBEY KAYMAKLIĞI**



BAŞARI BELGESİ

Adı Soyadı : Vasıf KARAGÜCÜK
 T.C. Kimlik No : 11480472928
 Unvanı / Görev Unvanı : Öğretmen
 Birimi / Görev Yeri : Mürüre Kemal Kınoğlu Ortaokulu

Okulunuzda yapmış olduğunuz çalışmalar ve başarılar göstermiş olduğunuz üstün gayret ve çabalarınız ile emsallerinize göre daha aktif ve başarılı olmanız tarafımdan memnuniyetle müşahede edilmiştir. Gösterdiğiniz bu başarıdan dolayı 657 sayılı Devlet Memurları Kanununun 122. maddesi gereğince sizi "BAŞARI BELGESİ" ile taltif eder, çalışmalarınızda başarılar dilerim.


 Cemalettin YILMAZ
 Kaymakam



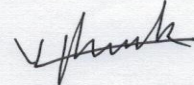
APPENDIX E. PERMISSION

MÜNİRE KEMAL KINOĞLU ORTAOKULU MÜDÜRLÜĞÜNE

Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi yüksek lisans tez çalışmam kapsamında 2016/2017 eğitim öğretim yılı 24.11.2016-27.04.2017 tarihleri arasında 8-A, 8-B, 8-C, 8-D sınıflarında "Sekizinci sınıf öğrencilerinin TEOG İngilizce sınavındaki akademik başarısının yenilikçi Yalın eğitim yönteminin kullanılarak artırılması üzerine deneysel bir çalışma" konusunda çalışma yapmak istiyorum.

Bilgilerinizi ve onaylarınızı arz ve rica ederim.

19.09.2016



Vasif KARAGÜCÜK

İngilizce Öğretmeni



Burhan İMAM
Müdür Yardımcısı



APPENDIX F. LOAD-LEVELING PLAN

LOAD-LEVELING PLAN**Week 1**

| | |
|------------------------|--|
| Unit: | 4-Communication Course book: Upturn in English |
| Goals: | To express concern and sympathy |
| Objectives: | 1. Students will be able to describe in simple terms their concerns, sympathy and future plans. 2. Students will be able to write a short e-mail message expressing their future plans and concerns. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (notes, memos, messages, phone conversations, SMS, communicative tasks, guessing word meaning from the context, reading comprehension questions, real life tasks, role-play and simulations were used depending on the topic). 4. Kaizen events and PDCA. 5. Weekly small exams and Pareto analysis. 6. Family visits (after lessons). |

SAMPLE ACTIVITIES FOR WEEK 1

1- Some sample pages from the vocabulary presentation:

SPEAK FACE TO FACE



MAKE A PHONE CALL



SEND E-MAIL



LEAVE VOICE MAIL



USE SOCIAL NETWORKS




PLAY SPORTS



2- Sample phone conversations from the worksheet:

PHONE CONVERSATIONS III

★ is not available. / Hold on a moment. / I will call her again later.
/ May I speak to Derek? / Would you like to leave a message?
I can't hear you. / Can you call again later? / I will get back to you.



Jack: Hi, this is Jack speaking.....
.....
Maria: Yes, sure. I will get him.
Jack: Thank you so much.

Peter: I want to talk about the concert with you.
Mary: Sorry honey. I am busy now but.....
.....
Peter: OK, then. See you.

Defne: Hi, sweetie. How are you?
Mary: Fine, honey. I am in the bus and
.....
I will call back, ok?
Defne: Ok, bye.

Angel: Hello, Angel is speaking. May I speak to Ms. Stone?
Harry: Sorry but she.....
.....
Angel: OK, Thank you.

Emma: Hi, is Sara there?
Brian: I am afraid. She is not here. She is at school now.
Emma: OK.....
.....

Sofia: Hi, This is Sofia calling, is Lisa in?
Secretary: She is not here.....
.....
Sofia: Could you please ask her to call me?
Secretary: Of course.

3- Some questions from the weekly small exam:

1. - 7. sorularda boşluklara gelen uygun kelime ya da ifadeyi işaretleyiniz.

1. **Mert** : How do you usually keep in touch with your friends ?

Taylor : ---- .

- A) I usually send text messages
B) I usually go home after school
C) My mother always calls me
D) My sister broke my phone

2. **Danny** : Hello, Danny is speaking.

Mike : Hi, Danny, it is David. Is your brother in?

Danny : ---- , please.

- A) Contact in a minute B) Wait a minute
C) Speak in a minute D) Talk in a minute

3. If your friend calls you, you are a ---- .

- A) caller B) receiver
C) note D) sender



Yurakidaki görseli ifade eden seçenek aşağıdaki-lerden hangisidir?

- A) Writing a letter. B) Making a phone call.
C) Sending an email. D) Leaving a note.

8. I don't like technological devices and I prefer ---- communication with my friends.

- A) face-to-face
B) e-mail
C) mobile phone
D) social network

9. **Jane** : Hello, Jane speaking. Can I speak to Kenan please?

Rüzgar : Hi, Jane. I am sorry, ----
Would you like to leave a message?

Jane : No, thanks. I'll call back later.

- A) he is not available at the moment.
B) can you hold on a moment?
C) one moment, please!
D) could you please repeat that?

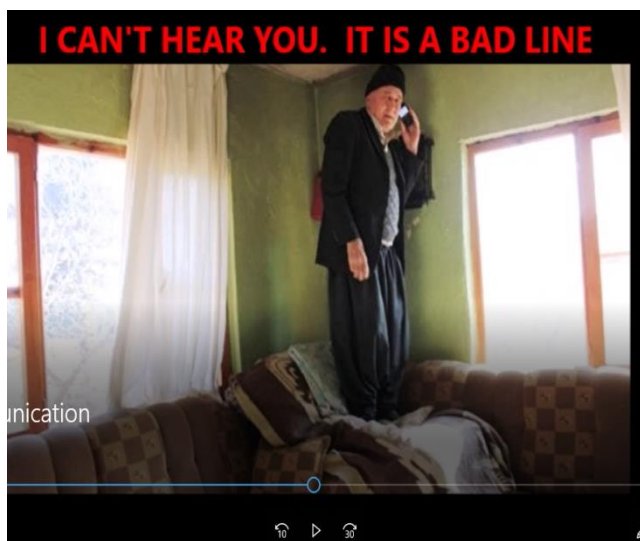
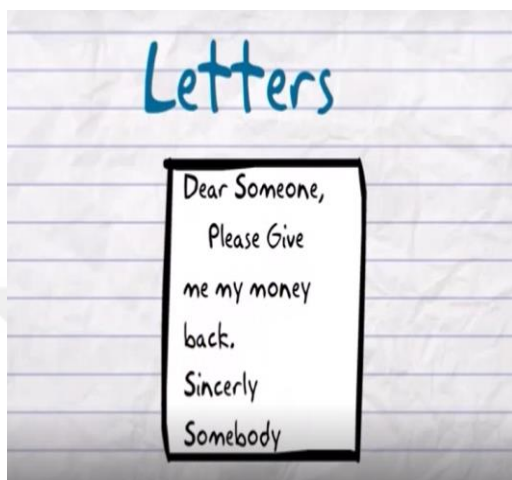
Week 2

| | |
|------------------------|---|
| Unit: | 4-Communication Course book: Upturn in English |
| Goals: | To handle phone conversations |
| Objectives: | <p>1. Students will be able to understand phrases and the highest frequency vocabulary related to ‘communication.’ Students will be able to follow a phone conversation.</p> <p>2. Students will be able to make a simple phone call asking and responding to questions.</p> <p>3. Students will be able to repeat their questions when someone does not understand them.</p> |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (notes, memos, messages, phone conversations, SMS, communicative tasks, guessing word meaning from the context, reading comprehension questions, real life tasks, role-play and simulations were used depending on the topic). |

| | |
|--|--|
| | <p>4. Weekly small exams and Pareto analysis.</p> <p>5. Family visits (after lessons).</p> |
|--|--|

SAMPLE ACTIVITIES FOR WEEK 2

1- Some screen shots from the vocabulary video:



2- Gap-filling activity for the week:

Study the sentences and the expressions in the box.

Making and answering a phone call:

John speaking.

Who's calling?

One moment, please.

I'm sorry, he's not available at the moment.

Could you ask him to call me?

I can't hear you very well. It's a bad line.

I'll call back later.

Could I speak to Steve, please?

Could I ask who's calling?

Can you hold on a moment, please?

Would you like to leave a message?

Could I take your name and number, please?

Could you please repeat that?

Thanks for calling.

Complete the phone conversations. Use the appropriate expressions above.

A : Hello, Matt speaking.

B : Hello, _____ to Mrs. Adams, please?

A : _____ at the moment. _____ leave a message?

B : _____ her to call me, please? My number is 434 567 89.

A : Hello, Mrs. Peterson speaking.

B : Hello, can I speak to Linda, please?

A : _____ who's calling?

B : Pardon?

A : Who is calling, please?

B : Jill Sanders.

A : _____ a moment, please?

A : Hello, Rosa _____.

B : Hello, _____ to Mr. Gino, please?

A : I'm sorry, he's not _____. Would you _____?

B : Yes, please. Could you _____ at home, please?

A : _____ your name and number, please?

B : This is Albert Parker. My number is 287 692 56.

A : _____ repeat that?

B : It's 287 692 56.

3- Some sample questions from the weekly small exam:

1- Diyalogta boş bırakılan cümle aşağıdakilerden hangisidir?

Azra: How do you usually keep in touch with your friends?

- Burcu: _____
- I usually drink something with my friends at a café.
 - I send text messages, I sometimes send voice call.
 - I usually go to technology stores.
 - I usually keep in touch with my friends on Sundays.

2- Diyalogta boş bırakılan cümle aşağıdakilerden hangisidir?

Berk : Hello. Is Can here?

Can's mother: I am afraid. _____

- Hang on a minute, please.
- This is his friend Berk.
- He is not available at the moment.
- I'll get him.

3- Tablodaki kişilerin haftasonu yapıcakları aktiviteler verilmiştir. Yanlış olan şıkka işaretleyin.

| At the weekend | Play board games | Drink something at a café | Go to the movie theater | Have a picnic/ barbeque |
|----------------|------------------|---------------------------|-------------------------|-------------------------|
| Ayla | ✓ | ✓ | ✗ | ✗ |

5- Diyalogta boş bırakılan cümle aşağıdakilerden hangisidir?

Aksel: Hello, Aksel speaking.

Ebru: Hello, can I speak to Esra, please?

Aksel: I can't hear you well. _____

- Would you like to leave a message?
- He is unavailable at the moment.
- Could I ask who is calling?
- It is a bad line.

6- Diyalogta boş bırakılan cümle aşağıdakilerden hangisi olamaz?

Figen: Hello, Figen speaking.

Gamze: Hello, can I speak to Görkem, please?

Figen: _____ ?

Gamze: Gamze Demir, his classmate.

- Could I take your name, please?
- Who is calling?
- Could I ask him to call me?
- Could I ask who is calling?

7- Diyalogta boş bırakılan cümle aşağıdakilerden hangisidir?

Tibet : Are you going to do anything on Sunday evening?

Serkan : _____ . Why do you ask?

Tibet : I am going to drink something at a café with _____

Week 3

| | |
|------------------------|--|
| Unit: | 4-Communication Course book: Upturn in English |
| Goals: | To make simple inquiries |
| Objectives: | 1. Students will be able to make a simple phone call asking and responding to questions. 2. Students will be able to repeat their questions when someone does not understand them. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (notes, memos, messages, phone conversations, SMS, communicative tasks, guessing word meaning from the context, reading comprehension questions, real life tasks, role-play and simulations were used depending on the topic). 4. Weekly small exams and Pareto analysis. 5. Family visits (after lessons). |

SAMPLE ACTIVITIES FOR WEEK 3

1- Reading activity for the week:

1. How many text messages do you usually send a day? Do you use abbreviations? What are they?
2. Scan the text and answer the questions.
 1. When did people first use text messages?
 2. How many text messages do people send a day in Turkey?
 3. How many text messages do people send a day in the world?
 4. What does "B4N" mean in text language?

People first used text messages in 1999. They called the service SMS (Short Message Service). It soon became popular because text messages are cheap, fast and fun. Now, people send approximately 10 million text messages a day in Turkey. The number is over 200 billion a day in the world.

Young people send most text messages. In Turkey, nearly 70% of teenagers have mobile phones or use their parents' mobile phones. For them, text messages are exciting.

In the US and Britain, teenagers generally write text messages by using short combinations of numbers, words, symbols and abbreviations. For example number 4 means "for". Now, you can even buy books about these abbreviations.

In some schools, teachers are worried about the negative effects of text messaging on teenagers. They believe that this text language is bad because it is not correct. According to them, languages are changing fast because people mostly prefer communicating with new technology.

| | |
|-------|------------------|
| HAND | Have a nice day. |
| B4N | Bye for now. |
| CULBR | See you later. |
| 2NITE | Tonight |
| LOL | Lots of love. |
| BBL | Be back later. |



3. Read the text and check (✓) the sentences True or False. Correct the false ones.

| | True | False |
|--|--------------------------|--------------------------|
| 1. Text messages are popular because they are cheap, fast and fun. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In Turkey nearly half of the teenagers use mobile phones. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You can buy books about how to write text messages. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Teachers believe that text messages are good for teenagers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. People mostly prefer face-to-face communication. | <input type="checkbox"/> | <input type="checkbox"/> |

4. Write a secret text message to a friend. Use abbreviations. Then exchange your messages.

2- Matching activity for the week:

C. Match the two parts of the sentences.

| | |
|-----------------------|-----------------------------------|
| 1 Could I speak | a your name and number, please? |
| 2 I'm sorry. He's not | b you very well. It's a bad line. |
| 3 Could you ask | c available at the moment. |
| 4 I can't hear | d him to call me? |
| 5 Would you like | e on a moment, please? |
| 6 Could I take | f to leave a message? |
| 7 Can you hold | g to Stacy, please? |

3- Worksheet for the week:

UNIT 4- HANDLING PHONE CONVERSATIONS (MATCHING)

- 1.) Eren: Could I speak to Ali please?
Mehmet:..... I'll get him.
- 2.) Melisa: How do you usually keep in touch with your friends?
Sude:.....
- 3.) Kamil:
Burak: Of course, I am his friend.
- 4.) Gamze:
Süleyman: Yes, please. Could you tell Lütfi to contact with me?
- 5.) Osman: Would you like to come with me?
Hasan:It's a bad line.
- 6.) Rahime: I can't hear you.....
Ayşe: All right. Is it OK now?
- 7.) Cihad: Could you please put me through(transfer) to Eda?
Ahmet: I'm sorry.....
- 8.) Ebru: Do you have a plan this afternoon?
İzel: I am engaged at the moment.....
- 9.) Sinem:
Burçak: Take care.
- 10.) Hüseyin: Hello, Hüseyin speaking.
Berk: Hello Hüseyin, this is Berk.....
- 11.) Burcu:
Hanife: Sure. Hanife Esra. My number is 987654321.

a.) Talk to you soon.
b.) I usually send text messages.
c.) Would you like to leave a message?
d.) May I ask who's calling?
e.) I'll call back later.
f.) Hold on a minute, please.
g.) Could you please repeat that?
h.) Could you please speak up?
i.) Is Oktay in/there?
j.) Could I take your name and number please?
k.) She is not available at the moment.

4- Some sample questions of the weekly small exam:

1-Samantha:?
Teodor: I often text a message or send an email to them.

- A) How often do you talk to your friends?
- B) Do you prefer writing a letter to your mates?
- C) How do you keep in touch with your colleagues?
- D) What do you do after work?

WAYS OF COMMUNICATION



2-Piramide uygun olmayan ifadeyi işaretleyiniz.

- A) IV B) III C) II D) I

3-Tina: Hello, Tina speaking.
Peter: Hi Tina, this is Peter. Is your brother in?
Tina: a minute, please. I'll get him.
Peter: thanks.

- A) hang on
- B) keep in touch
- C) connect
- D) contact

4-Teacher: Allright, Mustafa .how do you usually communicate with your classmates?
Mustafa: I'm fond ofbecause I surf on the websites such as Facebook, Twitter etc..
Teacher: I see!

- A) using social Networks
- B) send a fax
- C) make a phone call
- D) speak face-to-face

5-Alice: Hi.
Martin: Hi. Is Tom there?
Alice: I'm sorry but he isn't.....right now. He went out for shopping.
Martin: Ok, I'll call him later.

- A) away B) at work C) busy D) available

6-Customer: Hello, Simon speaking.
Secretary: Hi!
Customer:?
Secretary: I'm terribly sorry, but she is not here at the moment. Would you like to leave a message?
Customer: No need. I will contact him one hour later.

- A) Who is calling?
- B) I must talk to Mrs. Jones
- C) Could I ask who's calling?
- D) Could I speak to Mrs. Jones, please?

Week 4

| | |
|------------------------|--|
| Unit: | 4-Communication Course book: Upturn in English |
| Goals: | To talk about plans |
| Objectives: | 1. Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication. 2. Students will be able to display a willingness to seek opportunities to practice English. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (notes, memos, messages, phone conversations, SMS, communicative tasks, guessing word meaning from the context, reading comprehension questions, real life tasks, role-play and simulations were used depending on the topic). 4. Weekly small exams and Pareto analysis. 5. Family visits (after lessons). 6. Revision of the unit. |

SAMPLE ACTIVITIES FOR WEEK 4

1- Speaking activity for the week:

1. Work in pairs and record a mock phone conversation. Use the information in the box.

Work with a partner and plan a weekend activity together. Then make a mock phone conversation and record it. Follow the plan and the example below to help you.

1. Dial your friend and greet him/her.
2. Invite him/her to do an activity together.
3. Give some information about the activity: the time, the place, etc.
4. Repeat your sentences if your friend doesn't understand because of a bad line.
5. Say goodbye and hang up the phone.

Bill : Hello, Bill speaking.

Marc : Hello, Bill. This is Marc. How is it going?

Bill : Great, thanks.

Marc : Do you have any plans on Saturday afternoon?

Bill : I can't hear you very well, Marc. It's a bad line, I guess.

Marc : Are you going to do anything on Saturday afternoon?

Bill : No, I'm not. Why do you ask?

Marc : I'm going to go bowling with my father and brother.
Would you like to come with us?

Bill : I'd love to. What time are you going to go?

Marc : At 3 o'clock.

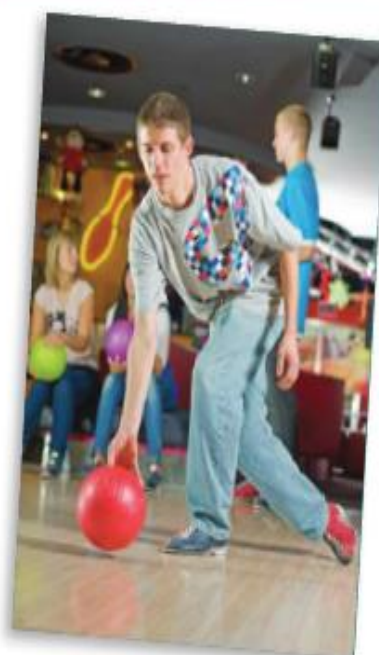
Bill : Are you going to the bowling alley on Palm Street?

Marc : Yes, we are.

Bill : So, let's meet there at 2:30. Is that OK?

Marc : That's OK. See you there at 2:30.

Bill : See you. Bye.



2- Some pages of repetition PPT:

5. This person is communicating with sign language? What's the message?

- a) Who are you?
 - b) How are you?
- I love you.



6. Which language has the most speakers in the world?

- a) English
- b) Chinese
- c) Spanish



7. How many people speak Turkish in the world?

- a) approximately 200 million
- b) approximately 100 million
- c) approximately 70 million



8. Which word below is originally from Turkish?

- a) pasta
- b) coffee
- c) yoghurt

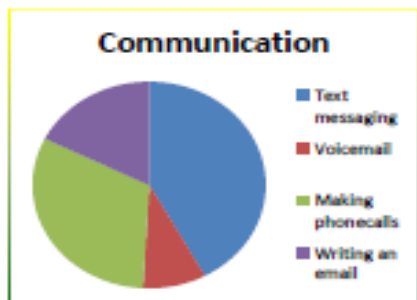


3- Some sample questions of the weekly small exam:

| | 1.PART | | 2.PART |
|---|---------------|---|-----------------|
| 1 | Could I speak | A | you very well? |
| 2 | I'm sorry he | B | on a moment? |
| 3 | Could I take | C | to Nancy? |
| 4 | Can you hold | D | Isn't available |

1-Tabloya göre cümlelerin doğru eşleştirmeleri olan şıkkı işaretleyiniz.

- A)1-B/3-D B)4-B/1-C
C)2-D/4/A D)4-B/2-B



2-Yukardaki grafiğe göre hangisi söylenebilir?

- A)People prefer voicemail to making phonecalls
B)Most of the people love texting messages.
C)People like writing email more than making phonecalls
D)Voicemail is more popular than writing an email.

Metin:My father went abroad yesterday
Suat:How will you..... with your family then?
Metin:Probably by using social network or just calling them
Suat:I'm sorry to hear that!

3-Boşluğa aşağıdaki kelimelerden hangisi uygun düşmez?

- A)Hold on! B)Keep in touch
C)Communicate D>Contact

4-Selena:What's the matter with you? You look upset!
Tiffany:My father died last weekend.
Selena:.....

- A)Oh my Gosh! Great news!
B)Shame on you!
C)I'm sorry to hear that!
D)Take it easy!

5-Bill : Hello, Bill speaking.
Marc : Hello, Bill. This is Marc. How is it going?
Bill : Great, thanks.
Marc : Do you have any plans on Saturday afternoon?
Bill : I can't hear you very well, Marc. I guess.
Marc : Are you going to do anything on Saturday afternoon?
Bill : No, I'm not.

- A)I'm sorry
B)It's a bad line
C)That's too bad
D)I understand

Week 5

| | |
|--------------------|--|
| Unit: | 5-The Internet Course book: Upturn in English |
| Goals: | To accept and refuse To give explanations/reasons |
| Objectives: | 1. Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic 'Internet' provided speech is |


| | |
|------------------------|--|
| | <p>clearly and slowly articulated.</p> <p>2. Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences.</p> <p>3. Students will be able to write a basic paragraph to describe and explain their Internet habits by using simple connectors like ‘and’, ‘but’ and ‘because’.</p> <p>4. Students will be able to express themselves by using several words to convey the intended meaning when they can’t think of a word or expression.</p> |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (brochures, e-mails, jokes, news reports, questionnaires, SMS, chants and songs, reading comprehension questions, real life tasks, skimming and scanning were used depending on the topic). 4. Kaizen events and PDCA. 5. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 5

1- Some pages of the vocabulary presentation

UNIT 5 : THE INTERNET


LET'S LEARN THE VOCABULARY ABOUT THE INTERNET



OF THE INTERNET THINGS




DESKTOP PC (Personal Computer)



USERNAME AND PASSWORD



ATTACHMENT



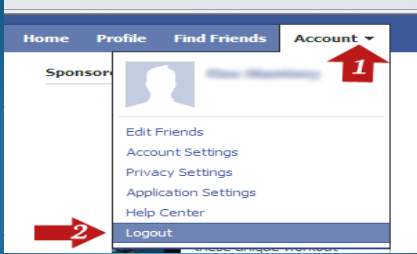
SMART PHONE



WEB BROWSER



LOG OUT/OFF





2- Matching activities for the week:

1. How do you use the Internet? Check (✓) the ones you agree with. Can you add more ideas?

| | |
|--------------------------|-------------------------|
| <input type="checkbox"/> | make new friends |
| <input type="checkbox"/> | listen to music |
| <input type="checkbox"/> | watch movies and videos |
| <input type="checkbox"/> | search for information |
| <input type="checkbox"/> | send emails |
| <input type="checkbox"/> | make live chats |
| <input type="checkbox"/> | use Internet phone |
| <input type="checkbox"/> | do homework |
| <input type="checkbox"/> | practice English |
| <input type="checkbox"/> | do shopping |



2. Use your dictionary and match the words with the definitions.

| | | | |
|----|---------------|---|---|
| 1 | account | a | to connect a computer to a website |
| 2 | attachment | b | to copy something to the Internet |
| 3 | comment | c | to disconnect a computer to a website |
| 4 | confirm | d | a computer program to read information on the Internet |
| 5 | download | e | a computer program to find information on the Internet |
| 6 | log in/on | f | to copy something into a computer's memory from the Internet |
| 7 | log off/out | g | Internet services you use by entering a username and password |
| 8 | register | h | a computer file that you send together with an email message |
| 9 | search engine | i | something that you say or write to express your opinion |
| 10 | upload | j | to state that something is true |
| 11 | web browser | k | to put your personal information into a website |

3- Worksheet for grammar items:

And, But, Because and So Exercise






| | |
|---------|--------------------|
| AND | - for adding |
| BUT | - for contrasting |
| BECAUSE | - for explaining |
| SO | - for consequences |

Fill the gaps with and, but, because or so.

- I love trees, grass, flowers, rivers lakes.
- Clint likes westerns he hates science fiction.
- Claire can speak Spanish she can't speak Hungarian.
- Sofia is in the Northern Hemisphere so is Budapest.
- I go to the cinema nearly every week I love films.
- Your marks are bad you don't study enough.
- Monica and I are friends we sit together in class.
- I didn't feel very well I stayed at home.
- Susanne did her homework then she phoned a friend for a chat.
- I can dance I can't sing.
- You can go out you must be home by eleven, okay?
- It was a beautiful day we had our sandwiches in the park.
- Jim's going to Spanish classes he's going to visit South America.
- The weather forecast says it's going to rain don't forget to take your umbrella.
- I spent the afternoon in the library I had an exam the next day.

4- Some sample questions of the weekly small exam:

BUT - AND - BECAUSE - SO

1. Don't spend too much money you'll need money next week.
A) but B) and C) because D) so
2. Leos can have nice weekend. they can make plans for the weekend.
A) but B) and C) because D) so
3. Virgos will have a normal week they must take care their health.
A) but B) and C) because D) so
4.  Kate is a shy girl. she can't make friends easily.
A) but B) and C) because D) so
5.  Mr. Harwadson is quite polite a little stingy.
A) but B) and C) because D) so
6.  My boss will get angry. I'm late for work.
10. We should sort our rubbish. we can recycle them.
A) but B) and C) because D) so
11. You should not leave the electronic devices on. they draw power.
A) but B) and C) because D) so
12. A: You should travel by train. trains are cheaper more comfortable than buses.
A) but/so B) and/but
C) because/and D) so/but
13. I want to travel to Istanbul by plane. I'm afraid of height.
A) but B) and C) because D) so
14.  I have got a toothache. I must see my dentist.
A) but B) and C) because D) so
15.  She is going to go to the bakery she wants to buy some bread.
A) but B) and C) because D) so

Week 6

| | |
|------------------------|--|
| Unit: | 5-The Internet Course book: Upturn in English |
| Goals: | To make excuses To make simple requests |
| Objectives: | 1. Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic 'Internet' provided speech is clearly and slowly articulated. 2. Students will be able to answer follow-up questions if asked for clarification. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | 1. Application of 5S. |

| | |
|--|---|
| | <ol style="list-style-type: none"> 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (brochures, e-mails, jokes, news reports, questionnaires, SMS, chants and songs, reading comprehension questions, real life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. |
|--|---|

SAMPLE ACTIVITIES FOR WEEK 6

1- Some screen shots from the vocabulary video:





2- Listening activities for the week:

Recording 16

Danny : Do you often use the Internet, Jason?

Jason : Yes, I do?

Danny : How many hours a day do you use the Internet?

Jason : I use the Internet about 2 hours a day.

Danny : Do you access the Internet from your PC?

Jason : I have a PC, but I usually access the Internet from my tablet. It's fun and easy because you can take it everywhere.

Danny : What's your email address?

Jason : It's jasonseville@jasonvill.com. With a double "L".

Danny : So, you have a website.

Jason : That's right. I also have a website. It's www.jasonvill.com.

Danny : Who uses the Internet most in your family?

Jason : I guess, my dad. He is a web site designer, and he is almost always on the net during the day.

Danny : What do you usually do on the Net?

Jason : I keep in touch with my friends; I post my photos on my website, and I practice my French. I do many things.

Danny : What is the best thing about the Internet?

Jason : It's everywhere now. You can access the Internet at home, at school, at shopping malls, even at cafés on the street. I think this is the best thing about it.

16 Jason Seville is answering some questions about his Internet habits. Listen and answer the questions.



1. How many hours a day does Jason use the Internet?

2. How does he usually access the Internet?

3. What's his email address?

4. Does he have a website?

5. Who uses the Internet most in his family?

6. What does Jason usually do on the Net?

7. What's the best thing about the Internet according to him?

3- Matching activity for the week:

5. Match the questions 1-5 with the follow-up questions a-e.

1. Are you always online?
2. How often do you check your email?
3. How many hours do you spend online?
4. Do you have a mobile device connected to the Internet?
5. How do you connect to the Internet?

c



- a) I mean, do you check your email a lot?
- b) I mean, do you spend much time online?
- c) I mean, are you connected to the Internet all the time?
- d) I mean, do you have a wireless modem or cable modem?
- e) I mean, do you have a tablet or smartphone with the Internet connection?

4- Some sample questions of the weekly small exam:

15- Jack: Is your PC online or offline?

Tom: What do you mean?

Jack: I mean _____?

- A) How many hours a day do you spend online?
 B) Is there a connection sign on the screen?
 C) Who uses the internet most in your family?
 D) Why do you use the internet?

16- Merve: Hi, Sally. I need your help.

Sally: of course, what is the problem?

Merve: I can't access the Internet from my desktop PC.

Sally:.....?

Merve: What do you mean?

Sally: Is your PC online or offline?

- a) Are you always online?
 b) Is there a connection cable between modem and the PC?
 c) Is there a connection sign on the screen?
 d) Do you have a wireless or cable modem?

17- Söyleniş sırası hangi seçenekte doğru verilmiştir?

- I. No, I'm free. I don't have any plans.
 II. What about going on a picnic?
 III. Are you doing anything special on Sunday?
 IV. That sounds good.

- A) III, I, IV, II
 C) I, II, IV, III

- B) III, I, II, IV
 D) II, I, III, IV

Son: Daddy! May I ask you a question about technology?

Dad: Sure! What is it?

Son: How do you prefer keeping in touch?

Dad: That's very simple! I'm an old man, so I prefer using traditional ways of communication.

18- Yüzcüdeki diyaloga paralel şık hangisi olabilir?

a) Face-to-face

b) Text message

c) Use social network

d) leave a voicemail

19. ve 20. Soruları aşağıdaki paragrafa göre cevaplayınız.

The internet is so popular among teenagers. The internet has bad and good effects on teenagers. It makes the teenagers lives easier. They can do their homework more easily, they can search information and practice their English. Some of the teenagers spend most of their time on the internet. They always make chats with their friends, watch movies and videos, play online games. They prefer being online all the time. They don't have face to face interaction. They have many internet friends but they have few real friends. They have problems with their families, friends and schools.

19- According to the text,.....

- a) The teenagers use the internet only for practising their English and watching movies and videos.
 b) Nearly all of the teenagers have problems with their families, friends and schools
 c) The internet affects teenagers both badly and well
 d) Some of the teenagers don't have access the internet

20- What can be the best title for the text?

- a) Positive effects of using the internet
 b) Teenagers and bad habits
 c) Internet addicts
 d) Positive and negative effects of the internet

Week 7

| | |
|--------------------|--|
| Unit: | 5-The Internet Course book: Upturn in English |
| Goals: | To make simple inquiries To talk about plans |
| Objectives: | 1. Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits. 2. Students will be able to identify main ideas in very short, simple texts about internet habits. |

| | |
|------------------------|--|
| | 3. Students will be able to inquire about others' plans and respond to simple inquires and requests. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (brochures, e-mails, jokes, news reports, questionnaires, SMS, chants and songs, reading comprehension questions, real life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 7

1- Reading activities for the week:

1. Look at the title and scan the brochure below. Circle the main idea.

The brochure is about...

1. why the Internet is so popular around the world.
2. why teenagers love being online.
3. how the Internet affects people.

2. Read the brochure and answer the questions.

1. How many Internet users are addicts?
2. What are some things Internet addicts do?
3. What problems do Internet addicts have?
4. What can Internet addicts do to get some help?

Internet @ddicts

Are you an Internet addict? Are there any Internet addicts in your family or in your class? Everyone loves the Internet because it's a great place to find information, keep in touch with friends, do shopping, etc. It's fun and fast. Now ask yourself; "How much time do you spend online a day?" Experts say that 10% of Internet users are Internet addicts, and they are always online. They use their desktop PCs, laptops, tablets or smartphones to connect to the Internet. They think and talk about the Internet all the time. They have many Internet friends, but they are not so good at face-to-face interaction.



They are generally teenagers, and they usually have problems with their families, friends and schools. So, what can you do if you are an Internet addict? Talk to your teacher and go to school counselling service. They will surely help you.

Read the messages and answer the questions.

1. What are the messages about?
2. Who accepts the invitation?
3. Who refuses the invitation? What's his/her excuse?

Hi, Jen. I'm going to go to the movies with Helen this evening. Would you like to come with us?

I'd love to. What time are you going to go there?

I'm going to leave home around 4 p.m.

I'll take you at 3:45 then.

OK. I'll wait for you.

Hello, Tim. Ken and I are going to meet at Café Z at 5 p.m. this afternoon. Would you like to join us?

I'd like to, but I can't. My uncle is going to visit us today. I can't leave home. Maybe later. Thanks anyway.

No problem.

Say hello to Ken. Take care.

I will. Take care. Bye.

2- Worksheet for the grammar items:

| | | | | |
|---|--|--|---|---|
| <p>AND</p> <p>It is used to join two similar ideas together. The subject can be omitted when it is the same as in the previous sentence. Ex: <i>He was born in London and (he) has lived there all his life.</i></p> | <p>BUT</p> <p>It is used to join two contrasting ideas. Ex: <i>My father is Spanish, but my mother is French.</i> The subject can also be omitted if it is the same as in the previous sentence. Ex: <i>I like the cinema, but don't often go.</i></p> | <p>OR</p> <p>It is used to join two alternative ideas. Ex: <i>I can lend you my dictionary, or you can buy one.</i> When the subject is the same in both sentences we can omit it. Ex: <i>I'd like to watch a film or listen to music.</i></p> | <p>SO</p> <p>It is used to show that the second idea is the result of the first. Ex: <i>The boy was very tired, so he went straight to bed.</i> We don't omit the subject in the second sentence even if it is the same as in the previous one.</p> | <p>BECAUSE</p> <p>It is used to give the reason of something. Ex: <i>We didn't go swimming because the water was dirty.</i> We can use because at the beginning. Ex: <i>Because the water was dirty, we didn't go swimming.</i></p> |
|---|--|--|---|---|



Boşlukları doldur





- 1 He arrived home, had a shower sat down in the living room.
- 2 Mum was very tired after doing the housework she had a rest. ★
- 3 The post has already arrived there are not letters for you. ★
- 4 You can go to the cinema stay at home watch the film. ★
- 5 She didn't lend me her car she needed it to go shopping. ★
- 6 There are a lot of children in the park there is not school today. ★
- 7 My neighbour plays music loud he often bothers me. ★
- 8 My teacher got angry with me I didn't finish my work. ★
- 9 They sent me a present bought me a cake for my birthday. ★
- 10 Their car was very old they decided to buy a new one. ★
- 11 Susan is very clever is a bit lazy. She would get better marks if she studied harder. ★
- 12 My brother's girlfriend is very kind often helps me with my homework. ★
- 13 Amanda doesn't have much money she spends it all on clothes. ★
- 14 You can take the bus to London wait for the 10:30 train. ★
- 15 She looks very happy she must have passed her exam. ★
- 16 I phoned Larry early in the morning I got no answer. He must be away. ★
- 17 There was a lot of traffic on the road it took us longer to arrive at the office. ★
- 18 She doesn't eat any sweets she wants to lose weight. ★
- 19 I lost my address book I could not phone Peter as I didn't remember his number. ★
- 20 I saw Tom at the party he wasn't with his girlfriend. Perhaps he has broken up with her. ★
- 21 Could you answer some questions are you in a hurry? ★
- 22 She was very ill yesterday she didn't go to work. ★
- 23 Alice rang today she wanted to invite me to her birthday party. ★
- 24 Tina was very worried about her son started to cry. ★
- 25 They called the babysitter they were going out for dinner with their friends. ★
- 26 The firemen arrived put out the fire immediately. ★
- 27 They left early they had to catch a plane at the airport. ★
- 28 You can send me the letter give it to my husband. ★
- 29 Robert didn't buy the motorbike it was too expensive for him. ★
- 30 Alex and Bill are best friends they often argue with each other. ★

3- Some sample questions from the weekly small exam:

11- Check the connection cable first.
Yukarıda verilen ifadeye göre doğru seçenek hangisidir?

a)  b) 

c)  d) 

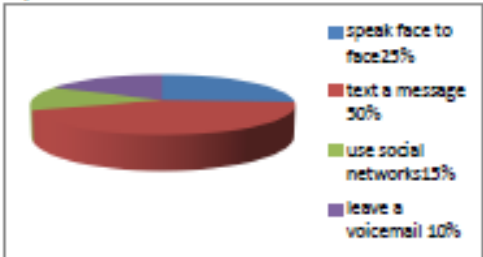
12) Merve: Hi, Sally. I need your help.
Sally: of course , what is the problem?
Merve: I can't access the Internet from my desktop PC.
Sally:.....?
Merve: What do you mean?
Sally: Is your PC online or offline?

A) Are you always online?
B) Is there a connection cable between modem and the PC?
C) Is there a connection sign on the screen?
D) Do you have a wireless or cable modem?

13) Ayca: Hello, Ayca speaking.
Kate: Hi, Ayca, this is Kate. Is Tom in?
Ayca: I am afraid , he isn't available at the moment.....?
Kate: yes please. Could you tell him to contact with Jerry?
Ayca: OK! I will tell him.

A) Could I take your name and number?
B) Could I ask who's calling?
C) Can you hold on a moment , please?
D) Would you like to leave a message?

14)



Yukarıdaki grafik bilgilerine göre aşağıdakilerden hangisi doğrudur?

A) Nearly all of the students prefer using social networks.
B) Most of the teenagers prefer leaving voicemail.
C) Half of the teenagers prefer texting messages.
D) None of the teenagers prefer speaking face to face.

15) Rose: I want to make pancake and I need your help.
Carry: Of course. You need two cups of flour, a teaspoon of baking powder, an egg, a cup of milk and some salt.
Rose: Thanks.

A) How do you usually make pancake?
B) Could you tell me the ingredients of pancake?
C) Is pancake healthy?
D) Would you like to taste pancake?

16)
Ally:.....?
Merrissam: I usually bake it. I sometimes grill it.

A) What is in Kabala Pilav?
B) What do you need for making lasagna?
C) How do you usually cook chicken?
D) How often do you eat fish?

Week 8

| | |
|--------|---|
| Unit: | 5-The Internet Course book: Upturn in English |
| Goals: | To talk about plans To tell the time, days and dates |

| | |
|-------------------------------|--|
| <p>Objectives:</p> | <ol style="list-style-type: none"> 1. Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic 'Internet' provided speech is clearly and slowly articulated. 2. Students will be able to find specific, predictable information in simple materials such as news reports and brochures related to the topic 'Internet'. 3. Students will be able to inquire about others' plans and respond to simple inquires and requests. |
| <p>Allocated Time:</p> | <p>4 hours of lesson (each 40 minutes)</p> |
| <p>Procedure:</p> | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (brochures, e-mails, jokes, news reports, questionnaires, SMS, chants and songs, reading comprehension questions, real life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. 5. Revision of the unit. |

SAMPLE ACTIVITIES FOR WEEK 8

1- Some sample pages from the repetition PPT:

A. Match the computer parts with their names.

| | | | | | |
|----|-----------------|----|----------------|----|-------------|
| 10 | USB flash drive | 1 | headphones | 9 | DVD discs |
| 7 | printer | 5 | microphone | 2 | speakers |
| 6 | mouse | 8 | wireless modem | 11 | keyboard |
| 3 | monitor | 12 | webcam | 4 | system unit |



Activity 2

A. Find the words in the word search puzzle.

- ACCOUNT
- ATTACHMENT
- DOWNLOAD
- INTERNET
- LOGIN
- LOG OFF
- OFFLINE
- ONLINE
- REGISTER
- SEARCH ENGINE
- UPLOAD
- WEB BROWSER

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | E | A | R | C | H | E | N | G | I | N | E |
| I | Z | T | U | T | O | F | F | L | I | N | E |
| F | I | T | W | E | X | Q | X | V | T | W | T |
| I | E | A | E | A | K | H | B | Y | W | V | T |
| N | S | C | B | V | L | U | P | L | O | A | D |
| T | A | H | B | D | O | W | N | L | O | A | D |
| E | C | M | R | E | G | I | S | T | E | R | S |
| R | C | E | O | N | I | B | M | E | F | Z | Z |
| N | O | N | W | L | N | R | L | V | C | C | Y |
| E | U | T | S | Q | K | G | R | W | T | M | Z |
| T | N | C | E | L | O | G | O | F | F | J | V |
| Z | T | I | R | L | M | O | N | L | I | N | E |

A. Read the text quickly and circle the best title for it.

a) Social Networking Sites

b) Surfing the Net

c) Internet Safety

Some Internet sites allow you to create online identities. By using these identities you can chat, share photos and tell people about yourself. They are known as social networking sites because you can make online friends through these sites. Here are some rules to avoid problems and enjoy using these social networking sites.

- ▶ Use the safe sites. Your parents and teachers can inform you about the best sites for you.
- ▶ Create a password. Don't share your password with anyone except your parents. If someone signs in for you, he/she can do anything dangerous using your identity.
- ▶ Be careful with what you share. Never give strangers your personal information, e.g. your address, telephone number, etc. Anything you post on the Internet can stay online forever.
- ▶ Choose your online friends. Online friends are not the same as real in-person friends. Never agree to meet an online friend in person. This is dangerous because some people pretend to be your age online, but actually they are adults.
- ▶ Don't be rude. Just like you, there is a real person on the other side, and he/she has feelings, too.
- ▶ Tell your parents if you see bad online behavior, and if something makes you feel uncomfortable.




B. Read the text again and complete the sentences.

1. You can **chat, share photos and tell people about yourself** by using social networking sites.
2. You can get information from your teachers and parents about **the best sites for you.**
3. If you share your password with a stranger, he/she can **sign in for you and do anything dangerous using your identity.**
4. Don't forget! Anything you put on the Net can **stay online forever.**
5. Online friends are not real friends. Never **agree to meet an online friend in person.**
6. **Don't be rude** to the person on the other side.
7. **Tell your parents** when something makes you feel uncomfortable.

B. Answer the questions below about your Internet habits?

1. How many Internet connected devices are there at your home?
We have one.
2. What do you usually do on the Internet?
I keep in touch with my friends and search for information.
3. Are you a member of any social networking sites? What do you usually share with your online friends?
Yes. I usually share some photos, some videos.
4. Do you send emails? If so, how many emails do you usually send in a week?
Yes. I usually send two or three e-mails.
5. Do you play online games? How many hours in a week do you spend playing computer games?
Yes. I spend approximately 2 hours in a week.
6. Who in your family spends the most time on the Internet?
My brother spends the most time on the internet.

2- Listening activities for the week:

 **Recordings 17 and 18**

Dan : Hello, Dan speaking.
Bob : Hello, Dan. This is Bob. How are things?
Dan : Good, thanks, Bob.
Bob : Dan, I need your help. I'm trying to connect to the Internet on my desktop PC for an hour, but I can't. You are good at using computer. Can you help me, please?
Dan : OK. Well, do you use a cable modem or a wireless one?
Bob : It's a cable modem.
Dan : Is your PC online or offline?
Bob : What do you mean?
Dan : I mean, is there a connection sign on the screen?
Bob : No, there isn't.
Dan : So, check the connection cable first.
Bob : Do you mean the cable between the modem and the computer?
Dan : Yes, the connection cable between the modem and the computer.
Bob : That's OK. Yes, the connection sign is here now.
Dan : Now, open a website to check the Internet connection.
Bob : OK. That's it. I have the connection. Thanks a lot.
Dan : Never mind. Take care. Bye.
Bob : Bye, Dan

2.  **17 Listen and circle the correct one.**

1. Bob has a problem with the **software / website / Internet connection**.
2. He uses a **laptop / tablet / desktop PC**.
3. He uses a **wireless modem / cable modem / telephone line** to connect to the Internet.
4. The problem is about the **connection cable / modem / screen**.

3.  **18 Work in pairs to complete the conversation. Then listen again and check.**

Dan : Hello, Dan speaking.
Bob : Hello, Dan. This is Bob. How are things?
Dan : Good, thanks, Bob.
Bob : Dan, I _____. I'm trying to _____ on my desktop PC for an hour, but I can't. You are good at using computer. Can you help me, please?
Dan : OK. Well, do you use a cable modem or _____?
Bob : It's a cable modem.
Dan : Is your PC _____?
Bob : What do you mean?
Dan : I mean, is there a connection sign on the screen?
Bob : No, there isn't.
Dan : So, check _____ first.
Bob : Do you mean the cable between the modem and the computer?
Dan : Yes, the connection cable between the modem and the computer.
Bob : That's OK. Yes, _____ is here now.
Dan : Now, open a website to check _____.
Bob : OK. That's it. I have the connection. Thanks a lot.
Dan : Never mind. Take care. Bye.
Bob : Bye, Dan

3- Worksheet for the grammar items:

1. Complete the text with *and, but, or*.

I get up at half past eight in the morning. I'm hungry there isn't any food in the kitchen. I want milk, cereals orange juice. Then, I go to the shop when I get there it's still closed. I go back home and into the kitchen. There's some grapefruit juice and brown bread. I don't like grapefruit juice brown bread! This is not a good morning, so I go back to bed until the shop opens.

2. Complete with *and, but, or, so, because*.

- We aren't going to the park it's raining.
- I don't have any money, I'll go to the bank.
- She doesn't like vegetables fish.
- I need milk, butter bread.
- There's snow on the street it's not too cold.
- She studies a lot she never passes the exams.
- You've got an exam tomorrow, you must study tonight.
- I don't go to the cinema I haven't got any money.


3. Correct the underlined word using *and, but, or, so, because*.

- We don't go to the beach but it's cold.
- They don't like meat and fish.
- It's winter because I'm not cold.
- It's raining, or take your umbrella!.

4. Put the words in order.

- accident / an / she's / in / because / hospital / she / had.
.....
- but / they / many / work / don't / hours / they / have / money / much.
.....
- asked / Paul / me / question, / a / replied / I / so.
.....
- buy / I / peppers / potatoes, / and / tomatoes,
.....

4- Some example questions from the weekly small exam:

| | |
|--|--|
| <p>10- Sue never prefers communicating with technological devices because she thinks that is the best way.</p> <p>a) Texting message b) Leaving voice mail c) Sending Email d) Face to face communication</p> <p>11- I can't read your because your handwriting is so bad.</p> <p>a) Message note b) Voicemail c) Text message d) Sign language</p>  <p>12)</p> <p>Yukarıda gösterilen simge aşağıdakilerden hangisidir?</p> <p>a) Username b) Attachment c) Password d) Account</p> <p>13) A: Could I speak to Mert, please?</p> | <p>14) '9 in 10 teens say they don't use text messaging to communicate with others'.</p> <p>Yukarıdaki ifadeyle hangi seçenek çelirir.</p> <p>a) Most of teens send text a message. b) Most of teens don't prefer sending text a message. c) Most of teens rarely text a message. d) %10 of teens send text a message.</p> <p>15) Mom : Why don't you call your brother? Son : I called him but he didn't.....the phone. Mom : Call him again.</p> <p>a) Hang on b) Respond c) Hang up d) Contact</p> <p>16) There is a technologythis weekend.You can find everything there about technology.</p> <p>a) Abbreviation b) Exhibition</p> |
|--|--|

Week 9

| | |
|------------------------|--|
| Unit: | 6-Adventures Course book: Upturn in English |
| Goals: | To express preferences To give explanations/reasons |
| Objectives: | <ol style="list-style-type: none"> 1. Students will be able to interact with reasonable ease in short conversations, provided the other person helps when necessary. 2. Students will be able to ask and answer questions and exchange ideas and information on and expressing preferences and giving reasons. 3. Students will be able to write a very simple brochure expressing their preference for sports and free time activities. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, catalogues, children's encyclopedia, personal narratives, cognates, flashcards, matching, real-life tasks, skimming and scanning were used depending on the topic). |

- | | |
|--|--|
| | <ol style="list-style-type: none"> 4. Kaizen events and PDCA. 5. Weekly small exams and Pareto analysis. |
|--|--|

SAMPLE ACTIVITIES FOR WEEK 9

1- Some sample pages from vocabulary presentation:

Extreme Sports



PARACHUTING



HANG GLIDING



Challenging(Zorlayıcı)



Bungee jumping



Special equipments for diving



BASE jumping



Registration Fee

Registration Fees



Until April 15th – \$10/walker

After April 15th – \$15/walker

Children aged 13 and under – FREE!

There is no charge for children aged 13 and under, but please include them when you register so that we're better able to prepare!

2- Matching activities for the week:

2. Which ones below are extreme sports? Circle and share them with your classmates.

parkour running

sky diving

cycling

bungee jumping

3. Match the sports and activities with the photos. Write the correct numbers in the boxes.

- kayaking
- canoeing
- rafting
- hang gliding
- motor racing
- caving
- skateboarding



3- Some sample pages of the grammar PPT:

Comparative is the name for the grammar used when comparing two things.

We use **-er than** when comparing two things.



Jane is fatter than Mary.

Mary is thinner than Jane.



EVA
UGLY



ROSE
BEAUTIFUL

Eva is uglier than Rose.



KEVIN
SHORT



PAUL
TALL

- Kevin is shorter than Paul.
- Paul is taller than Kevin.

4- Some sample questions of the weekly small exam:

| | |
|--|---|
| <p>1. A:? B: They are outdoor activities or sports which involve high degree of physical risk.</p> <p>a) Why do people like dangerous sports? b) What does "extreme sports" mean? c) What do you prefer doing when you are on vacation? d) What do you need to do the extreme sports?</p> <p>2. I prefer skateboarding to kayaking because it is more</p> <p>a) boring b) easy c) entertaining d) harder</p> <p>3. A: Why do people like dangerous sports? B: I think</p> <p>a) people like to push themselves. b) I would rather do scuba diving than hang gliding. c) they would like to try adventure sports such as pocket-bike racing. d) parachute diving is more entertaining than bungee jumping.</p> <p>4.than skateboarding because it's more challenging.</p> <p>a) I prefer caving b) I like hang gliding c) I would like motor racing d) I would rather do parkour running</p> <p>5. A: What is?</p> | <p>8. "I have tried <u>rafting</u> in Antalya. I think it was in June, 2013. I was with my brother and cousins. I loved it because it was fascinating and challenging."</p> <p>Hangi sorunun cevabı metinde yoktur?</p> <p>a) What was it like? b) Where did you try it? c) How did you go there? d) Who were you with?</p> <p>9. A:? B: Just a pair of trainers, walls, stairs sometimes trees.</p> <p>a) What's another name for parkour running? b) What are some things parkour runners do? c) What do you need to do parkour running? d) What is it like when you compare parkour running with parachute diving?</p> <p>10. I prefer to because it's healthier.</p> <p>a) cycling/ driving b) motor racing/ parkour running c) bungee jumping/ running d) pocketbike racing/ rafting</p> <p>11. A:? B: It is one-fourth of the size of a normal motorbike.</p> <p>a) Where did the concept of mini motorbike begin first? b) How much does it weigh? c) How big is a standard pocket bike?</p> |
|--|---|

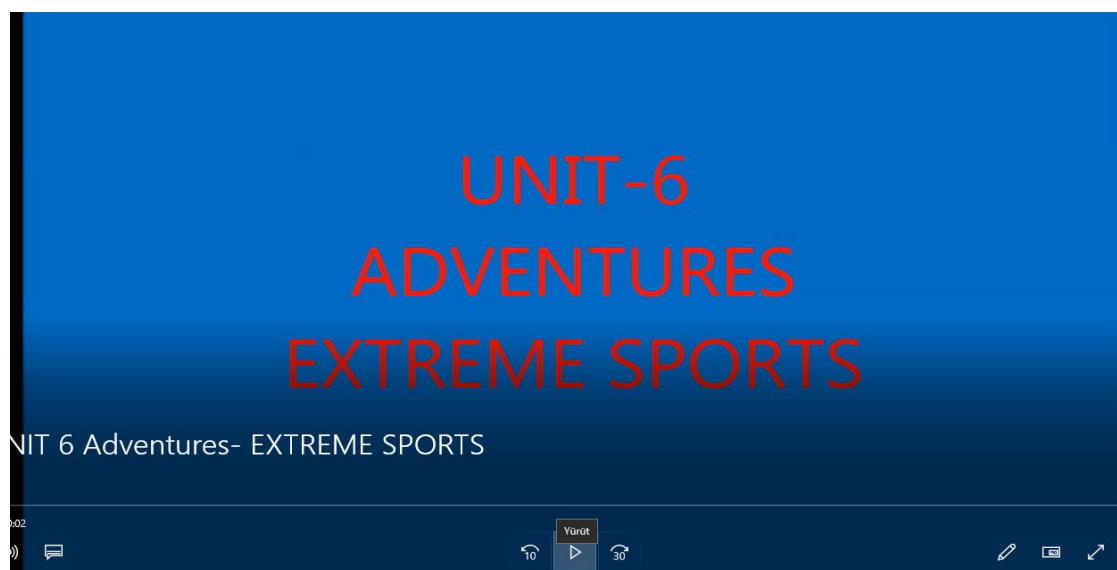
Week 10

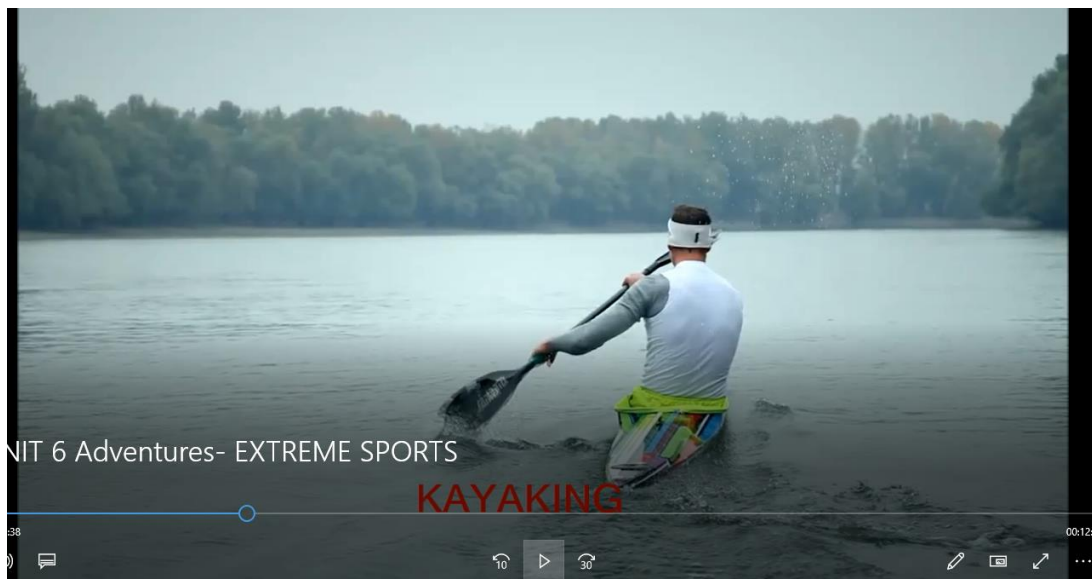
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|--------------------|---|
| Unit: | 6-Adventures Course book: Upturn in English |
| Goals: | To make simple comparisons To make simple inquiries |
| Objectives: | 1. Students will be able to use simple descriptive language to make brief statements about and compare sports and games. 2. Students will be able to understand the main point in short, clear, simple messages and pronouncements on simple comparisons, preferences and reasons. |

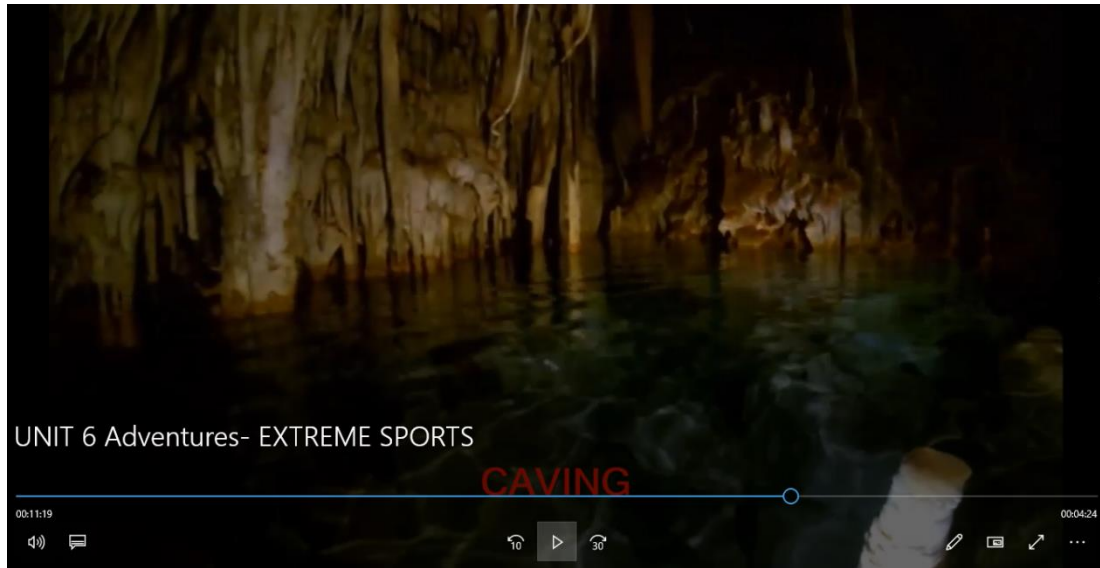
| | |
|------------------------|--|
| | 3. Students will be able to write a short, simple paragraph comparing two objects. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, catalogues, children's encyclopedia, personal narratives, cognates, flashcards, matching, real-life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 10

1- Some screen shots of the vocabulary video:







2- Some sample pages of the PPT for the grammar items:

COMPARATIVE FORMS OF THE ADJECTIVES (Sıfatların Kıyaslanması)






Kızılırmak is longer than Yeşilirmak.

VOCABULARY
Long:Uzun

My father is older than my mother.

My brother is taller than my sister.

My brother is fatter than my sister.

VOCABULARY
Old:Yaşlı
Tall:Uzun
Short:Kısa
Fat:Şişman

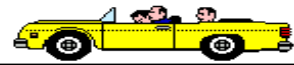
This book is **more** interesting than the other book.

Meg RYAN is more beautiful than Shakira.

Mercedes is more expensive than Toyota.



VOCABULARY
Interesting: İlginç
Beautiful: Güzel
Expensive: Pahalı



New YORK is more crowded than Konya.

VOCABULARY
Crowded: Kalabalık



The red blouse is **better** than the green blouse.

The green blouse is **worse** than the red blouse.

VOCABULARY
Good: İyi
Better: Daha iyi
Bad: Kötü
Worse: Daha kötü

3- Reading activity for the week:

2. Look at the photos scan the interview and answer the questions.

1. Where is Helen?
2. Who is she talking to?
3. What are they talking about?



Helen : Hi. My name is Helen Snow, and today we are going to talk about extreme sports. Extreme sports are popular all over the world. But what attracts people to do these sports? Is it adventure or danger? People who enjoy fast and dangerous sports, like white-water rafting, are called adrenaline seekers. I'm at the National Water Sports Centre now. I'm here to meet Joe Pity. He is a white-water rafting expert.

Helen : Hi, Joe.

Joe : Hi, Helen.

Helen : So this is a kind of indoor course, but you raft on the rivers all around the world. What do you most enjoy about white-water rafting?

Joe : I really enjoy being outdoors and on the water. I love the freedom of just you and nature. And I really like the challenge.

Helen : So why do people like dangerous sports?

Joe : I think people like to push themselves. They enjoy to see how far they can go. They really want to test themselves against water and air.

Helen : So, are you an adrenaline seeker?

Joe : I don't think of myself as an adrenaline seeker, but I really enjoy rafting.

3. Read the interview and answer the questions.

1. Why does Joe enjoy white-water rafting?
2. Why do people like extreme sports?

4- Some sample questions of the weekly small exam:

1- A:.....

B: Heart-stopping activities such as rock-climbing, white-water rafting and parachute diving. In fact I want to try all of the extreme sports

A: So, you are very energetic and fit. I think you are an adrenaline seeker

B: Absolutely yes!

A)Do you like extreme sports?

B)How do you keep so fit and energetic?

C)What kind of sports do you enjoy most?

D)Would you like to try rock climbing?

2-A: What do you most enjoy about white-water rafting?

B:.....

A)I really enjoy being outdoor and on water

B)I like water rafting and kayaking

C)I think white- water rafting is boring

D)I don't like challenge and freedom

4-A:.....

B:I prefer caving because it's mysterious and exciting.

A)Why do people like extreme sports?

B)What do you prefer doing when you are on vacation?

C)Which sport is more dangerous?

D)Do you think caving is an extreme sport?

5- A:.....

B:Activities which people do that are dangerous

A)Do you like extreme sports?

B)Which ones are extreme sports?

C)What does 'extreme sports' mean?

D)Are you an adrenaline seeker?

6-A:.....

B:It's really fun and it keeps me fit

A)How does regular running keep you fit?

Week 11

| | |
|------------------------|--|
| Unit: | 6-Adventures Course book: Upturn in English |
| Goals: | To state personal opinions To talk about what people do regularly |
| Objectives: | <ol style="list-style-type: none"> 1. Students will be able to identify the topic of an adventure related discussion when it is conducted slowly and clearly. 2. Students will be able to read very short, simple texts such as personal narratives, advertisements and brochures related to an adventure and find the main points in such materials. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, catalogues, children's encyclopedia, personal narratives, cognates, flashcards, matching, real-life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 11

1- Writing activities for the week:

2. What do you prefer doing when you are on vacation? Work in groups of four. Ask and answer in turn and take notes. Follow the example.

Student A : What do you prefer doing when you are on vacation?

Student B : I prefer caving because It's mysterious and exciting.

Student C : I prefer hang gliding to caving because it's more entertaining and challenging.

Student D : I would rather do scuba diving than hang gliding because It's more interesting.

| Name | Sport/Activity | Reason |
|-------|----------------|--------|
| | | |
| | | |
| | | |
| | | |

3. Decide on two extreme sports. Which one do you prefer doing? Write a short paragraph and compare them.

I prefer to because

.....

.....

.....

.....

.....

.....

.....



2- Listening activity for the week:

Recording 19

Helen : In the countryside there are lots of wide open spaces and lots of extreme sports to do, but what do adrenalin seekers do in the city? Well, parkour running, sometimes called free running, is becoming popular in the world. Parkour running started in France, and the idea is to get from one place to the other as fast as possible; jumping and climbing over whatever is in the way. Now, I'm in a parkour class with Jack Sanders. Jack is an experienced parkour runner, and he will tell us what it is all about.

Helen : So Jack, why do you like parkour running?

Jack : It's really fun, and it keeps me fit.

Helen : Do you need any special equipment to do parkour running?

Jack : Just a pair of good trainers. We just use what's around us like walls, stairs and trees.

Helen : Is it difficult?

Jack : It's not really difficult but a little challenging. If you're not scared, you can do it.

Helen : Is it dangerous?

Jack : It's not more dangerous than white-water rafting or hang gliding.

Helen : I'm not sure I can do parkour running. Extreme sports can be dangerous, but they're also lots of fun.

Lesson 5

1. Look at the photo, read the definition and answer the questions.

parkour running noun [U] an activity in which people move quickly around buildings and objects in a city while performing jumps and other skillful movements



1. What is the name of the activity?

2. Where do people do it?

3. What do they usually do while performing it?

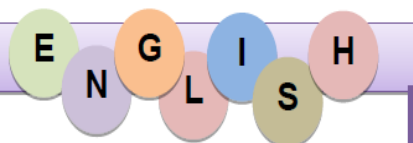
2. Listen and complete the chart.

| | |
|---|--|
| 1. What's another name for parkour running? | |
| 2. What country did it start? | |
| 3. What's the aim of the activity? | |
| 4. What are some things parkour runners do? | |
| 5. What do they need to do the activity? | |
| 6. What is it like when you compare it with white-water rafting and hang gliding? | |

3- Worksheet for the week:

8

ADVENTURE SPORTS



1-Fill in the blanks. (Boşlukları doldurunuz.)

- 1-freedom 2- push 3-against 4- how far 5- extreme sports 6- adrenalin seekers 7- outdoors 8- expert 9-most

Helen: Hi. My name is Helen Snow, and today we are going to talk about -----(1). They are popular all over the world. People who enjoy fast and dangerous sports, like white-water rafting, are called-----(2). I'm here to meet Joe Pixy. He is a white-water rafting -----(3).Hi Joe.

Joe:Hi Helen.

Helen: What do you -----(4) enjoy about white-water rafting?

Meg:In Japan.

Chloe: -----(3) does it weigh?

Meg: It is 18 kg.

Chloe: -----(4) is it?

Meg: It can reach 70 km per hour.

Chloe: -----(5) is a standard pocket bike when you compare it with a real size motorbike?

Meg: A pocket bike is one-fourth of the size of a normal motorbike.

Chloe: -----(6)people do this sport?

Meg: 2.000 people in America like this sport.

Chloe: -----(7) is the aim of the activity?

Meg: People do this sport to feel being winner and they do it in a safe way.

Joe : I really enjoy being -----(5) and on the water. . I love the ----- (6)of just you and nature.

Helen : So why do people like dangerous sports?

Joe : I think people like to -----(7)themselves. . They enjoy to see -----(8) they can go. They really want to test themselves -----(9) water and air.

2- Boşluklara uygun soru kelimelerini yazınız.

1-What country 2-What 3-When 4-How many 5- How much 6- How fast 7- How big

Chloe: I don't know anything about mini motor biking. Can you give me answer for my interview.

Meg: Sure. I can help you.

Chloe Well, -----(1)did Italian manufacturers first start producing high-quality pocket bikes?

Meg: In the 1980s.

Chloe:----- (2) did it start?

3- Boşlukları kutudaki kelimelerden uygun olanlar ile doldurunuz.

1-started 2- reach 3-look like 4- began 5- consider 6- vehicle 7-around 8 fans 9- fast 10-weighs

The concept of mini motorbikes -----(1) years ago in Japan. Because of their increasing popularity, Italian manufacturers -----(2)producing high-quality pocket bikes in the 1980s.Today, pocket-bike racing is a very popular sport ----- (3) the world. So what are pocket bikes? Pocket bikes are high-speed racing motorbikes. They ----- (4) toys. A pocket bike is one-fourth of the size of a normal motorbike and -----(5) about 18 kilos. It can -----(6) a speed of 56 km per hour. It' slower than a real size motorbike but quite fast for such a small -----(7). Because of this high speed many people -----(8)pocket-bike racing an extreme sport. Many famous European motorcyclists started their racing careers in pocket-bike racing. The Grand Prix racing champion Valentino Rossi, for example, first rode on a pocket-bike. Pocketbike racing has many -----(9). They prefer riding on pocket bikes because they are -----(10) and fun, and they are safer than real size motorbikes.

4- Some sample questions of the weekly small exam:

1.You should _____after you finish using your account or a stranger can do something illegal using your ID.

a.log in b.sign up c.log out d.sign in

2.Doing exercises is a good _____.

a.habit b.device c.rule d.ingredient

3.Look!Tom wrote a _____ under the picture I posted on Instagram.

a.note b.file c.safety d.comment

4.If you need to call the police,you must _____ 155.

a.text b.refuse c.leave d.dial

5.I tried bungee jumping last summer and it was a great _____ for me.

a.conversation b.setting
c.experience d.expert

6.The first _____of the competition is 500\$.

a.fee b.contact c.prize d.protection

13.A: _____?

B:I love exploring underwater world and it makes me feel great.

a.What attracts you to scuba diving?
b.Why do you like caving?
c.Do you try diving alone or with a friend?
d.What is your favourite activity?

14.Sky diving is a dangerous activity but _____,sky divers love it.

a.that's why b.I mean
c.in other words d.that's right

15.Choose the odd one out.

a.first aid kit b.helmet
c.ankle protection d.parachute

16.You should pay 10\$ registration _____to join the competition.

a.fee b.vacation c.death d.item

17.I _____try caving_____try cycling,because caving is more mysterious.

a.prefer/than b.would rather/to
c.prefer/to d.would rather/than

Week 12

| | |
|------------------------|--|
| Unit: | 6-Adventures Course book: Upturn in English |
| Goals: | To talk about past events |
| Objectives: | <ol style="list-style-type: none"> 1. Students will be able to interact with reasonable ease in short conversations, provided the other person helps when necessary. 2. Students will be able to ask and answer questions and exchange ideas and information on and expressing preferences and giving reasons. 3. Students will be able to clarify their questions when needed. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, catalogues, children's encyclopedia, personal narratives, cognates, flashcards, matching, real-life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. 5. Revision of the unit. |

SAMPLE ACTIVITIES FOR WEEK 12

1- Listening activities for the week:

Recording 20

The concept of mini motorbikes began years ago in Japan. Because of their increasing popularity, Italian manufacturers started producing high-quality pocket bikes in the 1980s. Today, pocket-bike racing is a very popular sport around the world.

So what are pocket bikes? Pocket bikes are high-speed racing motorbikes. They look like toys. A pocket bike is one-fourth of the size of a normal motorbike and weighs about 18 kilos. It can reach a speed of 56 km per hour. It's slower than a real size motorbike but quite fast for such a small vehicle. Because of this high speed many people consider pocket-bike racing an extreme sport.

Many famous European motorcyclists started their racing careers in pocket-bike racing. The Grand Prix racing champion Valentino Rossi, for example, first rode on a pocket-bike. Pocket-bike racing has many fans. They prefer riding on pocket bikes because they are fast and fun. And they are safer than real size motorbikes.

1. Look at the photos. What can you say about pocket-bike racing? What is it like?



2. Listen and answer the questions.

1. Where did the concept of mini motorbike begin first?

2. When did Italian manufacturers first start producing high-quality pocket bikes?

3. How big is a standard pocket bike when you compare it with a real size motorbike?

4. How much does it weigh?

5. How fast is it? Is it faster than a real size motorbike?

6. Why do many people consider pocket-bike racing an extreme sport?

7. Why do the fans prefer riding on pocket bikes?

3. Would you like to try pocket-bike racing? Share your reasons with your classmates.

4. Work in pairs. Ask and answer the questions in turn. Clarify each question as in the brackets.

1. Have you tried any different sports or activities before?
2. Where did you try it? (I mean, where were you?)
3. When did you try it first? (I mean, what was the month or year?)
4. Who were you with? (I mean, were you alone or with another person?)
5. What was it like? (I mean, did you like it?)

2- Some sample pages of the PPT for the grammar items:

The Past Simple Tense




Usage

1. Use the **Past Simple** to express an action that started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:


- ❖ I saw a movie yesterday.
- ❖ Last year, I traveled to Japan.
- ❖ Did you have dinner last night?
- ❖ She washed her car two hours ago.



2. We use the **Simple Past** to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- ❖ I finished work, walked to the beach, and found a nice place to swim.
- ❖ He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.
- ❖ Did you add flour, pour in the milk, and then add the eggs?



3. The **Simple Past** can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- ❖ I **lived** in Brazil for two years.
- ❖ Ruti **studied** Japanese for five years.
- ❖ They **sat** at the beach all day.
- ❖ They **did not stay** at the party the entire time.
- ❖ We **talked** on the phone for thirty minutes.



4. The **Simple Past** can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- ❖ I **studied** French when I was a child.
- ❖ He **played** the violin.
- ❖ He **didn't play** the piano.
- ❖ **Did you play** a musical instrument when you were a kid?
- ❖ She **worked** at the movie theater after school.

5. The **Simple Past** can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- ❖ She **was** shy as a child, but now she is very outgoing.
- ❖ He **didn't like** tomatoes before.
- ❖ **Did you live** in Texas when you **were** a kid?
- ❖ People **paid** much more to make cell phone calls in the past.

Past Simple: Regular Verbs

- The Past Simple tense of the most English verbs (*regular verbs*) is formed by adding "-ed"/"-d" to their base form. (If the verb ends in "-e", we add "-d" to form the past simple)

Examples:

- ❖ We arrived at 9:00 o'clock.
- ❖ My brother lived in London four years ago.
- ❖ When she was young, she danced beautifully.

Irregular Verbs

- There are also some verbs called *irregular verbs* that have special past tense forms.

[See list of irregular verbs](#)

- ❖ We went (**go**) to school yesterday.
- ❖ The children read (**read**) that story last year.
- ❖ Tamar wrote (**write**) the letter to her friend on Sunday.
- ❖ The students forgot (**forget**) to do the homework.

Negative Form

- Negatives in the **Simple Past** are formed by adding *didn't* (informal) or *did not* (formal) before the simple form of the verb.



- ❖ The girl **didn't** come to school yesterday.
- ❖ The parents **didn't** work on Sunday.
- ❖ The baby **didn't** drink milk in the morning.

Questions

- Yes / No Question



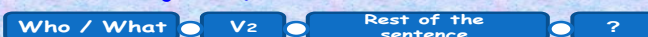
- ❖ Did Nevo see his grandparents yesterday?

- Wh - Non - Subject Question



- ❖ Where did you spend your holidays?

- Wh - Subject Question



- ❖ Who wrote this beautiful poem?

3- Worksheet for the week:

UNIT-6 WORKSHEET-1

Motor Racing - Pocket Bike Racing – Rafting - Bungee jumping – Caving
 Parkour Running - Hang gliding – Skateboarding- Rock climbing – Kayaking
 Sky diving - Mini Golf - Ice Climbing - Parachute Diving - Inline skating – Canoeing
 Hot Air Balloon Riding – Trekking - BASE Jumping- Go-Karting

Name – Surname :

Class - Number :

Fill in the blanks by using the words or phrases given above(20X5 Points)



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4- Some sample questions of the weekly small exam:

1. I like kayaking because it is entertaining.

a)  c) 

b)  d) 

2. Furkan: I think hang gliding is more fascinating than scuba diving.
Ahmet: I think it is more dangerous than scuba diving.

a) That's right c) I'm sure
b) I don't agree with you d) Why not

3. Motor racing is my favorite sport because it is.....

a) challenging c) difficult
b) boring d) tiring

4. Melih:.....?
Sena: I think people like to push themselves. They enjoy to see how far they can go.

a) Do you like extreme sports
b) Are you an adrenalin seeker
c) Why do people like dangerous sports

7. Efe:?
İmran: Never. I don't like heart stopping activities.

a) Do you like white water rafting
b) How often do you do bungee jumping
c) What is rock climbing like
d) How often do you watch TV?

8. It is an activity in which people move quickly around buildings and objects in a city while performing jumps and other skillful movements

Yukarıda bahsedilen spor aşağıda verilenlerden hangisidir?

a) Parkour running c) Trekking
b) Ice climbing d) Skateboarding

9. You should try mountain biking because it is.....

a) less enjoyable than motor racing.
b) more boring than kayaking
c) fun and exciting
d) dangerous

10. (I) I don't like extreme sports because they are very dangerous. (II) Yesterday, I tried white water rafting. (III) It was very enjoyable. I will do it again. (IV) I think I am an adrenalin seeker.

Yukarıda verilen cümlelerden hangisi anlam akışını bozmaktadır?

a) I b) II c) III d) IV

Week 13

| | |
|--------------------|---|
| Unit: | 7-Tourism Course book: Upturn in English |
| Goals: | To describe places To describe the weather |
| Objectives: | 1. Students will be able to exchange information on topics related to tourism and popular tourist attractions. 2. Students will be able to describe their favorite tourist attractions by giving information about their |

| | |
|------------------------|--|
| | <p>location, important features and weather.</p> <p>3. Students will be able to describe their favorite tourist attractions by using simple phrases and sentences.</p> |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, diaries/journal entries, maps, personal narratives, games, labeling, reading comprehension questions, real-life tasks, skimming and scanning were used depending on the topic). 4. Kaizen events and PDCA. 5. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 13

1- Some pages of the vocabulary PPT:

ACCOMODATION



ALL INCLUSIVE



ARCHITECTURAL STYLE



BUDGET

e.g. We have a limited **BUDGET** for the holiday.



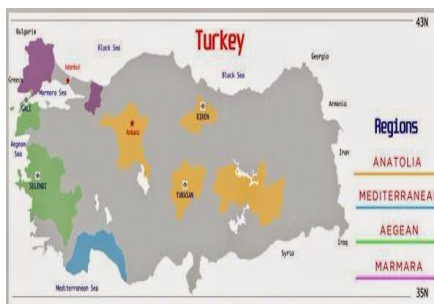
CUISINE

e.g. Turkish **CUISINE** is very rich.



CONTINENTAL CLIMATE

e.g. Turkey mostly has a **CONTINENTAL CLIMATE**



CURRENCY

e.g. Turkish Lira, euro and dollar are the examples of **CURRENCY**.



GO SIGHTSEEING



JUNCTION POINT

e.g. Afyonkarahisar is a **JUNCTION POINT** between Ankara and İzmir.



MEMORABLE

e.g. Atatürk is one of the **MEMORABLE** leaders in the world.



2- Matching activity for the week:

1. Match the places with the photos. Write the correct numbers in the boxes.

The Hagia Sophia Museum

The Kremlin Palace and Red Square

The Tower Bridge

The Eiffel Tower

The Statue of Liberty



3- Listening activities for the week:

Recordings 21 and 22

1. Taj Mahal is one of the eight wonders of the world. It is in Agra, India. The Emperor Shah Jahan ordered it in memory of his third wife, Mumtaz Mahal. Its architectural style is a mixture of Persian, Turkish and Indian architecture.
2. Niagara Falls are the largest waterfalls in the world. It's on the Canadian border of The USA. Approximately 12 million tourists visit the Niagara Falls every year. The Falls make a fascinating sound as the water goes over and lands at the bottom.
3. The Blue Mosque in İstanbul is the world's most amazing Mosque. It's an architecture miracle! The Ottoman Emperor Ahmet the First ordered it and architect Mehmet Ağa designed it. Its construction began in 1609 and took 7 years.
4. One of the most famous clock towers on Earth is Big Ben in London, The UK. The clock tower holds the largest clock in the world and is the third tallest clock tower. Today Big Ben is the icon for London.
5. The Great Pyramid was the tallest historical man-made structure in the world for over 3,800 years. It is 146.5 meters. Egyptian workers built it as a tomb for Egyptian Pharaoh Khufu, and they constructed it over a 20-year period.

1. What do you know about the places in the photos? What are their names? Where are they? Share your answers with your classmates.
2.  Listen and number the photos.



3.  Listen again and answer the questions.

1. Where is Taj Mahal? What is its architectural style?

2. How many tourists visit Niagara Falls every year? What is fascinating about it?



3. Who designed the Blue Mosque? How long did its construction take?

4. Where is Big Ben? What's special about it?

5. How tall is the Great Pyramid? Why did Egyptian workers build it?

4- Some sample questions of the weekly small exam:

10-11.soruları tabloya göre cevaplandırınız.

| | | |
|-------|---|---|
| |  |  |
| Sosa | Historical | Seaside |
| Aniba | Seaside | Historical |

10. Hangisi tabloya göre doğrudur ?

- a) Aniba prefers historical holiday to seaside holiday.
- b) Sosa would rather historical holiday than seaside holiday
- c) Aniba doesn't prefer seaside holiday.
- d) Sosa prefers seaside vacation.

11. Aniba loves

- a) visiting museums, palace etc.
- b) going to ancient cities.
- c) seeing ruins.
- d) swimming and sunbathing.

12.13.sorularda boşluklara uygun kelimeleri bulunuz.

12. Eiffel Tower is the _____ of Paris.

- a) location
- b) accomodation
- c) icon
- d) local dish

13. Blue Mosque, Hagia Sophia, Topkapı Palace are the best tourist _____ in Istanbul.

- a) attractions
- b) accomodation
- c) climate
- d) population

14.15.16. sorularda şehirlerin hangi özelliğinden bahsedilmiştir?

14. Nearly 300.000 people live in Çorum.

- a) population
- b) weather
- c) attractions
- d) local food

15. Kastamonu is famous for its Etili elmek and Kebab.

16. The weather is mild in winter in Mardin.

- a) climate
- b) recreational
- c) cuisine
- d) attractions

17. Anlam sıçama bozan cümle hangisidir ?

(I) I and my friends went to Dubrovnik four years ago. (II) Dubrovnik is in Croatia. (III) We visited historical places and took photos there. (IV) I liked 'The Old Town' most.

- a) I
- b) II
- c) III
- d) IV

18.19.20.soruları parçaya göre cevaplandırınız.

Bursa is in the Marmara Region. It is a fascinating city. There are lots of mosques, tombs and historical places. Approximately 3 million people live there. You can go skiing in Uludağ in winter. There are lots of hotels, resorts in Bursa. It is well known city with Iskender Kebab and candied chestnut. You should definitely go there !

18. Parçada Bursa ile ilgili hangi özellikte dedinilmemiştir ?

- a) attractions
- b) accomodation
- c) location
- d) weather

19. Eyletirmelerden hangisi yanlış verilmiştir ?

- a) local food → candied chestnut
- b) accomodation → resorts, hotels
- c) population → nearly three million
- d) recreational activity → bungee jumping

20. Parçaya göre hangisi doğrudur ?

- a) You can't eat Iskender Kebab there.
- b) You can't go skiing in winter in Bursa.
- c) The writer thinks Bursa is a really nice city.
- d) There aren't any tourist attractions there.

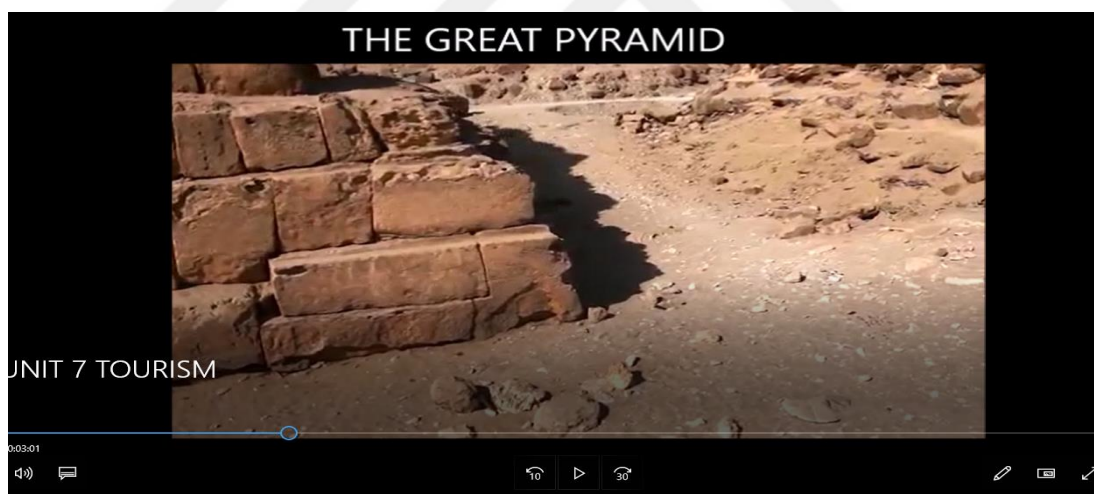
Week 14

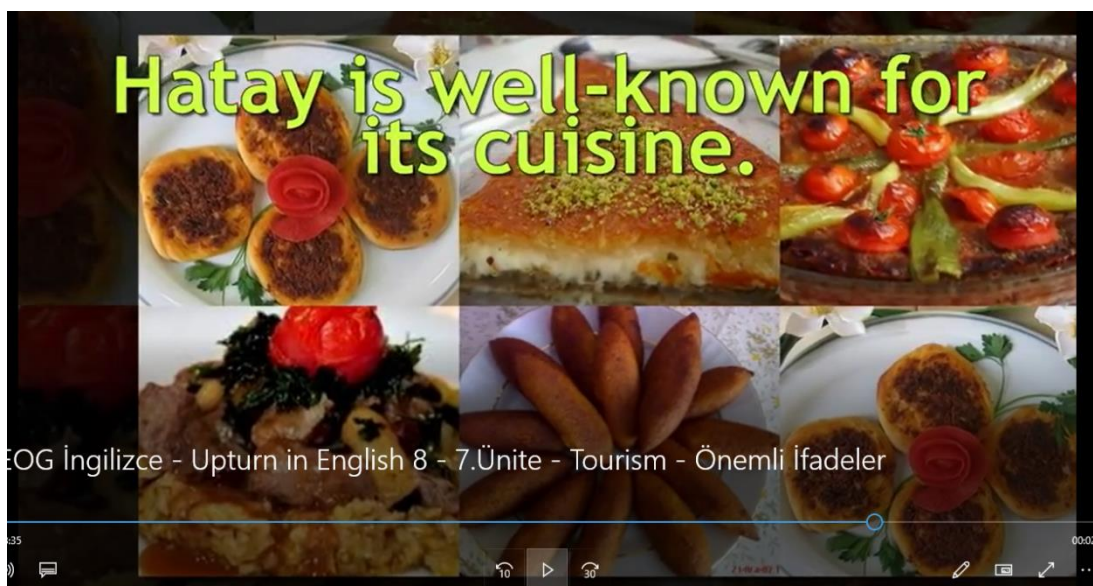
| | |
|------------------------|---|
| Unit: | 7-Tourism Course book: Upturn in English |
| Goals: | To express preferences To give explanations/reasons |
| Objectives: | <ol style="list-style-type: none"> 1. Students will be able to describe their favorite tourist attractions by giving information about their location, important features and weather. 2. Students will be able to describe their favorite tourist attractions by using simple phrases and sentences. 3. Students will be able to express their preference for particular tourist attractions and give reasons. 4. Students will be able to maintain concentration and motivation during a class period |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, diaries/journal entries, maps, personal narratives, games, labeling, reading comprehension questions, real-life tasks, skimming and scanning were used |

| | |
|--|--|
| | depending on the topic). 4. Weekly small exams and Pareto analysis. |
|--|--|

SAMPLE ACTIVITIES FOR WEEK 14

1- Some screen shots of the vocabulary video:






2- Listening and speaking activities for the week:

Recording 23

- Frank** : So, how was your vacation, Sally?
- Sally** : Oh! This was the best vacation I've ever had in my life!
- Frank** : Wow! Where did you go?
- Sally** : We went to Istanbul. It's such an amazing city.
- Frank** : Really? What did you like the most about it?
- Sally** : It is truly a historic city. To me, historical architecture is more beautiful than modern buildings, and there are lots of examples in Istanbul such as the Hagia Sophia, the Blue Mosque and Topkapı Palace. And the Bosphorus scenery is spectacular with those historic buildings. You should definitely see there.
- Frank** : I hope I will. Did you go with your parents?
- Sally** : No. I didn't go with my parents. I went with my cousins. It was really great!
- Frank** : I can imagine that. How was the weather?
- Sally** : The weather was great. It was warm and sunny.
- Frank** : Did you take any photos?
- Sally** : Yes. I'll upload them to my blog today. You can check them out.
- Frank** : That'd be great!

1. What are some popular tourist attractions in Turkey? Make a list with your partner. Then share your list with the class.
2.  Listen and answer the questions.



1. Where did Sally go for her vacation? _____
2. What did she like the most about it? _____
3. Who did she go with? _____
4. What was the weather like there? _____

3. Study the sentences in the box.

Expressing preferences and giving reasons:

Which one do you prefer? Historic sites or the seaside?

I prefer visiting historic buildings, because to me, they are more beautiful than modern ones.

I would rather visit historic sites. To me, they are more interesting.


4. What type of vacation do you prefer? A vacation in the city, at the beach or in the mountains? Share your reasons with the class. Make comparisons as in the example.

Example: I prefer a vacation in the city, because to me, it's more convenient. You can find everything you need in the city.

3- Some sample pages of the PPT for grammar items:

PRESENT PERFECT TENSE

I have been to London.
V3



VOCABULARY:
(to) Be-V1-Olmak,
bulunmak
Was-Were-V2
Been-V3

| | Affirmative (Olumlu) | Negative (Olumsuz) |
|-------------------------------|-------------------------------|----------------------------------|
| He She It | has+ V3 Regular -ed | hasn't+ V3 Regular -ed |
| I You We You They | have+ V3 Regular -ed | haven't+ V3 Regular -ed |

I **have** watched that film. I **haven't** watched that film.

He **has** watched that film. He **hasn't** watched that film.

A: Have you **ever** travelled by plane?
B: Yes, I have travelled by plane twice.
Yes, I have.

A: Have you **ever** travelled by plane?
B: No, I have **never** travelled by plane.
No, I haven't.

VOCABULARY
Ever: Hiç
Never: Hiç

1. I have **just** come in to home.
2. He has **just** done his homework.



1. I have **already** done shopping.
2. He has **already** read that book.

1. I have done shopping **recently**.
2. He has read that book **recently**.

1. Have you been to London, **yet**?
No, I haven't.
2. I haven't done my homework, **yet**.

1. Have you **ever** gone to a circus?
No, I have **never** gone there.
2. Has he ever gone abroad?
Yes, he has gone there many times.

VOCABULARY
Just: Henüz
Already: Çoktan
Recently: Geçenlerde
Yet: Henüz

'FOR' AND 'SINCE'

I have known Mary **for** ten years.



Mark has worked here **for** ten years.



Mike has had his dog **since** 1992.



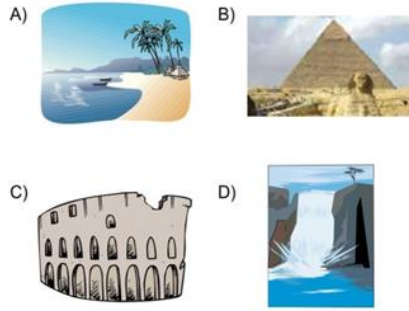
| | |
|-------|------|
| KNOW | HAVE |
| KNEW | HAD |
| KNOWN | HAD |

QUESTIONNAIRE

- 1) Have you ever travelled by plane?
a) Never b) Once c) Twice d) Three times
- 2) Have you ever read a horror novel?
a) Never b) Once c) Ten times d) More than ten times
- 3) Have you ever done washing up?
a) Never b) Once c) Generally d) Most often
- 4) Have you ever visited a museum?
a) Never b) Once c) Often d) Always
- 5) Have you invented something?
a) Never b) Once c) Twice d) Many times
- 6) Have you ever met a famous person?
a) Never b) Once c) Twice d) Many times

4- Some sample questions of the weekly small exam:

1. "I would rather visit the seaside than the ancient city."
Kişinin ziyaret etmek istediği yeri gösteren resmi işaretleyiniz.



2 - 7 sorularda boşluğa uygun kelime ya da ifadeyi işaretleyiniz.

2. **Gabriel:** What do you think about historical architecture?
Nicole: - - - -, it looks more fascinating than modern architecture.

- A) To me
B) I agree
C) If you refuse
D) I would love to

3. **Anthony:** I think Antalya is more crowded than Istanbul.
Mehmet: - - - -. Istanbul is the most crowded city in Turkey.
Anthony: Really? I didn't know that. Thanks a lot.

- A) I suppose so
B) You are wrong
C) I agree with you
D) That sounds great

4. **Paul:** What are the - - - - of Istanbul?
Burcu: Some of them are Topkapı Palace, Blue Mosque and Galata Tower.

- A) tourist attractions
B) tour guides
C) squares
D) resorts

5. **Lucy:** Where will you stay when you are on holiday?
Sam: We will stay in an - - - - hotel.
Lucy: You mean that all meals, drinks and activities are included in the over all price.

- A) urban
B) ancient
C) expensive
D) all-inclusive

6. **Kevin:** - - - - ?

Selena: I like swimming and sunbathing. That's why I prefer seaside holidays.

- A) Why do you like swimming most
B) Do you spend your holidays in Uludağ
C) Which one do you prefer, historic or seaside holiday
D) Do you prefer visiting museums to going shopping

7. **Jane:** What kind of places do you prefer for your holiday?

Brain: I want to learn more about historic culture so - - - - .

- A) I prefer trekking in a forest
B) I would rather stay in resorts
C) I like staying in a tent on holiday
D) I'd rather visit museums and castles

Week 15

| | |
|--------------------|---|
| Unit: | 7-Tourism Course book: Upturn in English |
| Goals: | To make simple comparisons To state personal opinions |
| Objectives: | 1. Students will be able to make simple comparisons between different tourist attractions. 2. Students will be able to express their |

| | |
|------------------------|--|
| | <p>preference for particular tourist attractions and give reasons.</p> <p>3. Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s.</p> |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, diaries/journal entries, maps, personal narratives, games, labeling, reading comprehension questions, real-life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 15

1- Reading activity for the week:

1. Scan the text and complete the chart.

TARSUS Truly an Ancient Province

| | | |
|--------------------------------|---|--|
| Location | : | |
| Climate | : | |
| Tourist Attractions | : | |
| Recreational Activities | : | |
| Dishes | : | |
| Accommodation | : | |



Cleopatra's Gate



Roman Road



Grand Mosque

Tarsus is a historic province in south-central Turkey. It's 20 km inland from the Mediterranean Sea. With a history going back over 6,000 years, Tarsus was an important stop for traders and a focal point of many civilizations. During the Roman Empire, Tarsus was the capital of the province of Cilicia and the scene of the first meeting between Mark Antony and Cleopatra.

Tarsus is a junction point of Cilician plain (Çukurova), central Anatolia and the Mediterranean Sea. The climate is typical of the Mediterranean region, with very hot summers and chilly, damp winters. Tarsus has many ancient sites and historic buildings, such as Cleopatra's Gate, The Roman Bridge of Justinian, Tarsus Museum, The St. Paul's Church, The Mosque of Prophet Daniel, Eshab-ı Khef Cave, Roman Road, Grand Mosque and Kırkkışık Bedesten.

Tarsus is also a great place for recreation. You can try tracking, rafting, photo safari, mountain biking or off-road racing. After a tiring day, you can enjoy traditional Mediterranean dishes and various kinds of kebabs in an all-inclusive resort or a bed and breakfast place.

2. Read the text and answer the questions. Share your answers with the class.

1. Why was Tarsus an important place in history?
2. Why is it an important place now?
3. People say Tarsus is truly a multicultural province. Why do they think so? Give examples.

3. Do you prefer having a sightseeing vacation in Tarsus? Share your reasons with your classmates.

2- Project for the week:

Project

1. Design a brochure about your favorite tourist destination. Use the information below to help you.

1. Use a piece of large size paper to design your brochure.
2. Use your answers in the chart in Lesson 6 and write a paragraph about your favorite tourist destination. Then ask your partner to read and check your paragraph by using the checklist below.
3. Design your brochure. Use photos to make your brochure interesting and eye-catching.

3- Worksheet for the week:

UNIT 7

| | | |
|-----------------------------|--|--|
| 8- Capital | A) the most important city in a country | B) the largest city in a country in land |
| 9- Incredible | A) difficult or impossible to believe, too extraordinary | B) a way of interesting dressing |
| 10- Accommodation | A) somewhere to stay | B) something funny |
| 11- Recreational activities | A) a way of amusing and enjoying yourself | B) a period of holiday |

13. Etkinlik

Aşağıda karışık olarak verilen kelimeleri anlamlı bir cümle oluşturacak şekilde sıralayın.

- / the / is / capital / Ankara / of / city / . / Turkey /
.....
- / prefer / because / visiting / fantastic / it's / I / structure / the Blue Mosque / a / . /
.....
- / many / tourists / year / every / the Blue Mosque / how / ? / visit /
..... ?
- / the / are / falls / largest / in / Waterfalls / world / the / Niagara / the / . / waterfall /
.....
- / construction / took / years / its / ten / . /
.....
- / Antalya / would / Elazığ / rather / I / than / . / see /
.....
- / vacation / in / having / city / the / a / more / is / . / convenient / to / me / , /
.....
- / was / the / like / weather / there / ? / what /
..... ?
- / was / I / ever / had / best / vacation / it / in / ! / the / have / life / my /
.....
- / place / is / for / recreational / great / also / . / Alanya / a / activities /
.....

4- Some sample questions of the weekly small exam:

1. Robert: -----?
William: This was the best vacation I've ever had in my life?
- A) Where did you go on your vacation
B) What did you like most about your vacation
C) How was the weather on your vacation
D) How was your vacation, William
2. Robert: -----?
William: No, I didn't. I went alone.
- A) Did you go with your parents
B) Who did you go with
C) Did you like your vacation
D) Where did you go
3. Robert: -----?
William: It was warm and sunny. It was great.
- A) How was your vacation
B) What did you do there
C) What was the weather like
D) Was it warm and sunny
4. Robert: How about the accommodation, where did you prefer staying?
William: -----.
- A) All-inclusive hotels are comfortable for tourists
B) I stayed in a luxury hotel
C) I don't like bed and breakfast hotels
D) I don't prefer bed and breakfast hotels to all-inclusive hotels
5. Robert: -----?
William: Yes, I'll upload them to my Instagram account tonight.
- A) Do you like taking photos
B) Did you upload your vacation photos
C) Did you take any photos
D) Did you go to Istanbul
6. Robert: -----?
William: It's truly a historic city.
- A) What did you like most about it
B) Do you prefer historic sites or the seaside
C) Where did you go
D) Do you like historic cities

Week 16

| | |
|--------------------|--|
| Unit: | 7-Tourism Course book: Upturn in English |
| Goals: | To talk about past events |
| Objectives: | 1. Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly. 2. Students will be able to describe their favorite tourist attractions by using simple phrases and sentences. |

| | |
|------------------------|--|
| | 3. Students will be able to read various texts such as advertisements, brochures, maps, etc. on tourism to find specific information. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (advertisements, brochures, diaries/journal entries, maps, personal narratives, games, labeling, reading comprehension questions, real-life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. 5. Revision of the unit. |


SAMPLE ACTIVITIES FOR WEEK 16

1- Reading activities for the week:

1. Where is the Caribbean? What islands are there in the Caribbean? Share your answers with the class.

2. Read the travel brochure below and answer the questions.

1. Where does the word "Jamaica" come from? What does it mean?
2. How many people live on the island?
3. What can you do there?
4. What's the island like?



Welcome to
JAMAICA

Jamaica is the island of friendly smiling people, majestic green mountains, sandy beaches and crystal-clear blue and green waters of Caribbean.

Jamaica is the third largest of the Caribbean islands, and the largest English-speaking island in the Caribbean Sea. The island's name, Jamaica, comes from the word "Xaymaca", and it means "land of wood, water and springs".

Jamaica has a mild temperature the year around. It's a land of huge banana trees, coconut palms and tropical flowers.

Are you looking for a true adventure? So, there is little more memorable and beautiful than hiking the green mountains and exploring the blue waters. Come and experience Jamaica.

| | |
|--------------------------|-----------------------------|
| Country | : Jamaica |
| Capital | : Kingston |
| Official language | : English |
| Total Population | : Approximately 2.5 million |
| Currency | : Jamaican Dollar |
| Weather | : Tropical |

3. Write three questions about Jamaica. Work in groups of four. Take turns asking and answering your questions.

2- Writing activity for the week:

What is your favorite tourist destination in Turkey or in the world? Complete the chart. Then give some information about the place to your partner. Follow the example.

What's the name of the place? _____

Where is it? _____

What's the weather like there? _____

What are some tourist attractions? _____

What can you do there? _____

What are some special/traditional dishes? _____

Where can you stay there? _____

Example: My favorite tourist destination is Bursa. It is a city along the Sea of Marmara coast in northwestern Anatolia. The city has warm summers and mild winters. Grand Mosque, Emir Sultan Mosque and Green Tomb are popular tourist attractions. There are many other historic places there. If you like winter sports, Uludağ ski resort is the best in Turkey. Bursa has a very rich cuisine. You should definitely try Iskender, İnegöl meatball, Kemalpaşa dessert and candied chestnut. You can easily find accommodation in Bursa. There are many great hotels and hostels for every budget.



3- Some sample pages of the PPT for the repetition of the topics:

B. Write sentences about the places in part A. Use the words given. Follow the example.

modern

old

tall

short

interesting

fascinating

entertaining

beautiful

1. **Burj Duabi is more modern than the Tower of Pisa.**
2. **Himeji Castle is more fascinating than the London Eye.**
3. **Sumela Monastery is more interesting than Himeji Castle.**
4. **The Tower of Pisa is shorter than Burj Dubai.**
5. **The London Eye is more entertaining than the Tower of Pisa.**
6. **Burj Dubai is taller than the London Eye.**



Mardin is located in the Southeastern Anatolian region. It has a continental climate. Hot summer months follow the cold winters. Temperatures in summer usually increase to 40 °C. The city is one of the oldest settled areas in upper Mesopotamia. It was home to different civilizations such as Babylonians, Hittites, Assyrians, Romans, Byzantines, Abbasid Caliphate and Seljuk Turks. It's a popular tourist destination with its cultural mosaics and unique architecture. Mardin is the crossroad of different religions and cultures. There are many historic mosques, churches and madrassas in Mardin. Great Mosque and Virgin Mary Church are the most popular tourist attractions in the city. Mardin is also well-known for its unique cuisine. İkbet, sembusek and harire are the best examples of its cuisine. In recent years Mardin has become a center of attraction for many people from different parts of the world. It is now a candidate for UNESCO's List of "Cities of World Heritage."



A. Read the brochure below and answer the questions.

1. Where is the city located?
It's located in the Southeastern Anatolian region.

2. What's its climate like?
It has a continental climate. Hot summer months follow the cold winters.

3. What are some places to visit in the city?
It has a continental climate. Hot summer months follow the cold winters.

4. What are some traditional dishes?
İkbebet, sembusek and harire are the best examples of Mardin cuisine.

5. Why is the city popular with tourists from different parts of the world?
Because it's the crossroad of different religions and cultures, and it has unique architecture and mosaics.

C. Imagine that you are an American tourist, and you are visiting Mardin. Write a postcard to your friend, Gale, in the USA. Follow the outline below.

1. Greet your friend.
2. Write where you are.
3. Write about the climate of the city.
4. Write about its historic sites and structures.
5. Write about its cuisine.
6. State your feelings about the place.
7. Say goodbye,



Dear Gale,

I'm in

Mardin, Turkey now. It's a city in the Southwestern Anatolia region. It's summer here and it's very hot. The temperature is exceeding 40 oC in the afternoon. Anyway, I'm enjoying my vacation here. I'm visiting many historic sites and buildings. Yesterday I visited Grand Mosque and Virgin Mary Church. They were fantastic. The dishes are also fascinating here. Mardin has a unique cuisine. I tried harire, sembusek and ikbebet. They were really delicious. I'm having a great time here. I'm taking lots of photos to show you. See you next week.

Take care,

Frank

Gale Sanders
245 Burt Street
Boulder, Colorado
The USA

4- Worksheet for the week:

GIVING EXPLANATIONS/REASONS (Açıklamalarda bulunmak/nedenleri vermek)

I prefer visiting the Hagia Sophia Museum **because it's a fantastic structure**

EXPLANATIONS

REASONS

I would rather visit the Eiffel Tower **because it's in Paris. Paris is a fascinating city.**

EXPLANATIONS

REASONS

ADJECTIVES (SIFATLAR)

| | | | | | |
|-------------|------------------|--------------|-------------|------------|-------------|
| Historic | : tarihi | Interesting | : ilginç | Ancient | : eski |
| Fascinating | : büyüleyici | Modern | : modern | Incredible | : inanılmaz |
| Fantastic | : olağanüstü | Lovely | : şirin | Convenient | : uygun |
| Exciting | : heyecan verici | Entertaining | : eğlenceli | Beautiful | : güzel |

EXPRESSING PREFERENCES AND GIVING REASONS

(Tercihleri ifade etmek ve nedenlerini vermek)

Which one **do you prefer**? Historic sites or the seaside?

I prefer visiting historic buildings, **because to me**, they are more beautiful than modern ones.

I would rather visit historic sites. **To me**, they are more interesting.

I prefer a vacation in the city, **because to me**, it's more convenient. You can find everything you need in the city.

To me, historical architecture is more beautiful than modern buildings so I would rather visit historic sites.

I prefer visiting Sumela Monastery **because I** like discovering historic structures and learning about different cultures. **To me**, it's more exciting and entertaining than visiting modern structures or places. I would rather visit historic sites.

WEATHER & Climate(Hava ve İklim)

- **What is the weather like there?** (Orda hava nasıl?)
 - **How is the weather?** (Hava nasıl) It's sunny and damp
 - **What was the weather like in Antalya?** (Antalya'da hava nasıldı?) The weather was great. It was warm and sunny.
 - **What's the climate in Mardin?** (Mardin'de iklim nasıl?) It has a continental climate. Hot summer months follow the cold winters.
- What's the weather like there?**
It has a tropical climate, so it has a mild temperature the year around.



PREFER

| | | | |
|-----------------|-----------------|-----------|-----------------------|
| I PREFER | doing something | to | doing something else. |
| I PREFER | something | to | something else. |

WOULD RATHER

| | | | |
|-----------------------|--------------|-------------|--------------------|
| I WOULD RATHER | do something | than | do something else. |
| I WOULD RATHER | something | than | something else. |

HOLIDAY ACTIVITIES

| | |
|--------------------|--------------------------------|
| visit a museum | : müze ziyaret etmek |
| take photographs | : fotoğraf çekmek |
| fly economy class | : ekonomi sınıfında uçmak |
| go sightseeing | : gezip görmeye gitmek |
| try the local food | : yöresel gıda/yiyecek denemek |
| go shopping | : alışverişe gitmek |
| buy souvenirs | : hediyelik eşya almak |
| stay at a hotel | : otelde kalmak |
| write postcards | : karpostal yazmak |

| | |
|-------------------------|-------------------|
| Country | : Ülke |
| Capital | : Başkent |
| Official Language | : Resmi dil |
| Population | : Nüfus |
| Currency | : Para Birimi |
| Climate | : İklim |
| Tourist Attractions | : Turistik yerler |
| Recreational Activities | : Aktiviteler |
| Dishes | : Yemekler |
| Location | : Konum |
| Transportation | : Ulaşım |

PLACES : YERLER

| | | | |
|-------------------|---------------------|----------------|---------------------|
| A square | : meydan | An art gallery | : sanat galerisi |
| An exhibition | : sergi | A park | : park |
| A church | : kilise | A museum | : müze |
| A fountain | : çeşme | A bridge | : köprü |
| A palace | : saray | A cathedral | : katedral |
| A temple | : tapınak | A canal | : kanal |
| A hotel | : otel | A mall | : alışveriş merkezi |
| A shopping center | : alışveriş merkezi | A bazaar | : pazar |
| A mosque | : cami | A waterfall | : şelale |
| A castle | : şato/kale | A tower | : kule |
| A cemetery | : mezarlık | A monument | : anıt |
| A Mausoleum | : Naaş/Anıt | Centre | : merkez |

SEYAHAT TÜRLERİ

| | | | |
|-----------|---------------------------|-----------|-------------------|
| cruise | : gemi ile yolculuk | journey | : yolculuk |
| trip | : gezi | holiday | : tatil (yaz) |
| vocation | : tatil | honeymoon | : balayı |
| excursion | : kısa gezi | travel | : seyahat |
| voyage | : gemi/uçak uzun yolculuk | tour | : birkaç yere tur |

Comparative Adjectives- Sıfatlarda Karşılaştırma/Mukayese

Kısa Sıfatlar → 1.İsim + ^{Am} is + Kısa sıfat + **er** + **THAN** + 2.İsim
_{Are}

Example : Antalya is colder than Erzurum (Antalya Erzurum'dan daha sıcaktır)

Uzun Sıfatlar → 1.İsim + ^{Am} is + **MORE** + Uzun sıfat + **THAN** + 2.İsim
_{Are}

Example : Armchair is more comfortable than chair (Koltuk sandalyeden daha rahattır)

Düzensiz Sıfatlar → 1.İsim + ^{Am} is + Kısa sıfat + **er** + **THAN** + 2.İsim
_{Are}

Example : Turkish is better than English (Türkçe İngilizce 'den daha iyidir)

Superlative Adjectives- Sıfatlarda En Üst Derece

Kısa Sıfatlar → İsim + ^{Am} is THE+ Kısa sıfat + **EST**
_{Are}

Example : February is the shortest month (Şubat en kısa aydır)

Uzun Sıfatlar → İsim + ^{Am} is the **MOST** + Uzun sıfat
_{Are}

Example : Turkey is the most beautiful country (Türkiye en güzel ülkedir)

Düzensiz Sıfatlar → İsim + ^{Am} is + En üst hal
_{Are} good/better/the best
bad/worse/the worst
little/less/the least
much/more/the most

Example : Turkish is the best (Türkçe en iyidir)

Week 17

| | |
|--------------------|--|
| Unit: | 8-Chores Course book: Upturn in English |
| Goals: | To express feelings To express likes and dislikes |
| Objectives: | 1. Students will be able to follow changes of topic during factual, short talks and form an idea of the main content. 2. Students will be able to communicate |

| | |
|------------------------|---|
| | <p>during simple, routine tasks requiring a direct exchange of information asking about the responsibilities of others and expressing their own responsibilities.</p> <p>3. Students will be able to write short, simple poems about their feelings in relation to their obligations at home and school.</p> |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (diaries/journal entries, news reports, personal narratives, questionnaires, guessing word from the context, labeling, listening, questions and answers, real-life tasks, skimming and scanning were used depending on the topic). 4. Kaizen events and PDCA. 5. Weekly small exams and Pareto analysis. |

SAMPLE ACTIVITIES FOR WEEK 17

- 1- Some pages of the vocabulary PPT:

CHORES



to do the laundry



to do the grocery shopping



to load the dishwasher



to set the table



to dust the shelves



to vacuum the floor



to take out the garbage



to tidy up the room



to make the bed



to hang out the washing



to do the ironing



to feed the cat



to wash the dishes



2- Matching activity for the week:

1. Match the household chores with the photos. Write the correct numbers in the boxes. There are five extra chores in the list.

- | | | |
|--|---|--|
| <input type="checkbox"/> wash the dishes | <input type="checkbox"/> set the table | <input type="checkbox"/> take out the garbage |
| <input type="checkbox"/> make the bed | <input type="checkbox"/> clean up the house | <input type="checkbox"/> tidy up the room |
| <input type="checkbox"/> do the laundry | <input type="checkbox"/> dust the shelves | <input type="checkbox"/> hang out the washing |
| <input type="checkbox"/> do the grocery shopping | <input type="checkbox"/> vacuum the floor | <input checked="" type="checkbox"/> do the ironing |
| <input type="checkbox"/> load/empty the dishwasher | <input type="checkbox"/> cook the meals | <input type="checkbox"/> feed the cat |



3- Reading activity for the week:

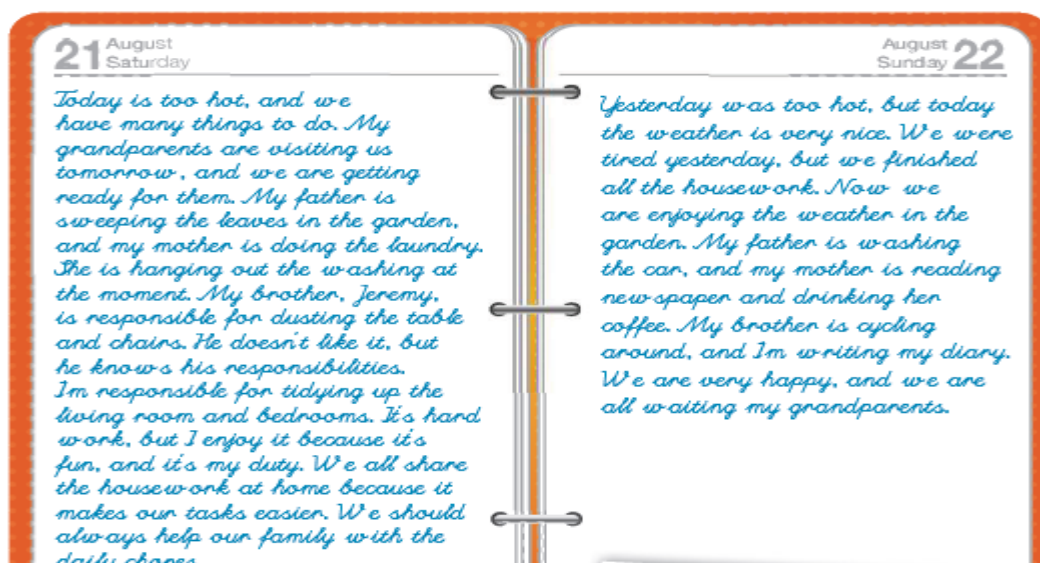
1. Read the entries taken from Helen's diary and complete the sentences below.

Helen is responsible for _____

Her father is responsible for _____

Her mother is responsible for _____

Her brother is responsible for _____



2. Read the diary again and answer the questions.

1. Does Helen like her responsibility?

2. Does Jeremy like his responsibility?

3. What does Helen think about sharing the housework at home?

4. Are they happy? How do you understand?



4- Some sample questions of the weekly small exam:

| | | | | |
|------------------------|-------------------|------------------|----------------------|-----------------------|
| 1 Sweep | a) Gazete okumak | b) Süpürmek | c) Şiir | d) Üye |
| 2 Feed the cat | a) Banyo yapmak | b) Yatağı yapmak | c) Kediyi beslemek | d) Sahip olmak |
| 3 Hands | a) Eller | b) Yemekleri | c) Her hangi bir şey | d) Bence |
| 4 Work hard | a) Erkek kardeş | b) Zıplamak | c) Sıkı çalışmak | d) Ara sıra |
| 5 Excited | a) Güzel | b) Matematik | c) Heyecanlı | d) Tozunu almak |
| 6 Have some fun | a) Biraz eğlenmek | b) Bozuk, kırık | c) Grup | d) Kız kardeş |
| 7 Take the bus | a) Şiir | b) Otobüse | c) Kitap okumak | d) İyi dinleyici |
| 8 Take off | a) Günlük yazmak | b) Çıkartmak | c) Söyledi | d) Bulaşık makinesini |
| 9 Use | a) Kız kardeş | b) Kullanmak | c) İlgilenmek | d) Paylaşmak |
| 10 Dust | a) Amca | b) İlgilenmek | c) Bir tarafa koymak | d) Tozunu almak |

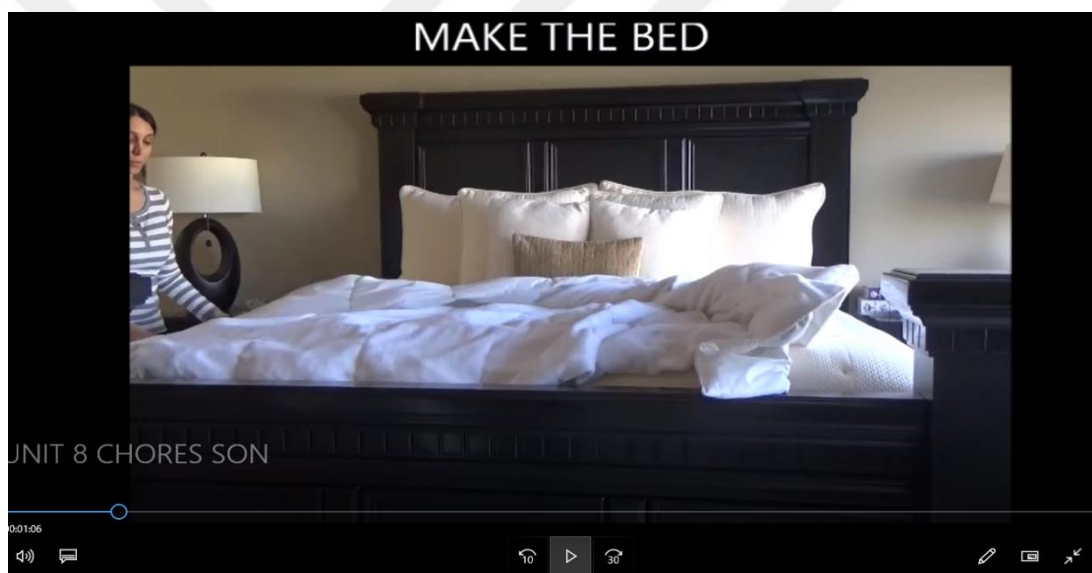
Week 18

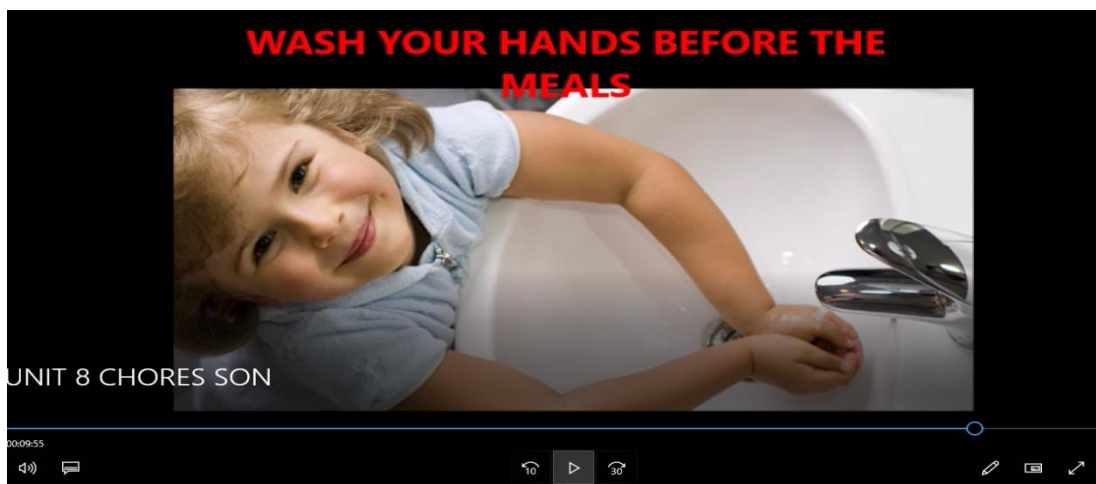
| | |
|------------------------|---|
| Unit: | 8-Chores Course book: Upturn in English |
| Goals: | To express obligation To give explanations/reasons |
| Objectives: | <ol style="list-style-type: none"> 1. Students will be able to identify the main point of a short talk describing the responsibilities of different people. 2. Students will be able to understand people's obligations, feelings and dislikes. 3. Students will be able to communicate during simple, routine tasks requiring a direct exchange of information asking about the responsibilities of others and expressing their own responsibilities. 4. Students will be able to read very short, simple diaries and journal entries describing a person's daily responsibilities. 4. Students will be able to write short, simple poems about their feelings in relation to their obligations at home and school. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (diaries/journal entries, news |

| | |
|--|--|
| | <p>reports, personal narratives, questionnaires, guessing word from the context, labeling, listening, questions and answers, real-life tasks, skimming and scanning were used depending on the topic).</p> <p>4. Weekly small exams and Pareto analysis.</p> |
|--|--|

SAMPLE ACTIVITIES FOR WEEK 18

1- Some screen shots of the vocabulary video:





2- Worksheet for the week:

EXPRESSING OBLIGATION

Must : Zorunluluk ve gerekliliklerden bahsederken kullanılır.Konuşmacının kendi fikrini belirtir.

subject + must + verb

ex: I must study English.

ex: You mustn't throw rubbish on the floor.

Have to / has to : Kişisel olmayan zorunlulukları ifade ederken kullanılır.(ev,iş,okul kuralları ve yasalar gibi)

I / you / we / they + have to + verb

ex: We have to listen to the teacher during the lesson.

He /she / it + has to + verb

ex: He has to help his father at home.

Olumsuz ve soru cümlelerinde have to olarak kullanılır.

He /she / it + doesn't have to + verb

ex: She doesn't have to get up early at the weekends.

Does + he /she / it + have to + verb ?

ex: Does he have to water the flowers?

Should: Öğüt verirken ya da tavsiyede bulunurken kullanılır.

subject + should + verb

ex: You should listen to the teacher carefully.

3- Writing activities for the week:

1. Read the rules in the list below. Write "H" in the box for the house rules and "C" for the classroom rules.

| | |
|----------------------------|---|
| <input type="checkbox"/> H | • Don't eat in the bedrooms; only in the kitchen. |
| <input type="checkbox"/> | • Be a good listener. |
| <input type="checkbox"/> | • Follow the directions. |
| <input type="checkbox"/> | • Wash your hands before the meals. |
| <input type="checkbox"/> | • Take off your shoes when entering. |
| <input type="checkbox"/> | • Do your best and work hard. |
| <input type="checkbox"/> | • Make your bed and clean your room every morning before leaving. |
| <input type="checkbox"/> | • Keep your desk tidy and neat. |
| <input type="checkbox"/> | • Be kind to your friends. |
| <input type="checkbox"/> | • Don't jump on the couches. |
| <input type="checkbox"/> | • Use your quiet voice. |
| <input type="checkbox"/> | • Be nice to your siblings. |
| <input type="checkbox"/> | • Raise your hands to speak. |

2. What other rules do you have at home and at school? Work in groups of four and make two lists. Then share your lists with your classmates. Follow the example.

Example: *In the House: We must wash our faces when we get up in the morning.*
In the Classroom: We must listen to the teacher during the lesson.

| House Rules |
|-------------|
| |

| Classroom Rules |
|-----------------|
| |

4- Some sample questions of the weekly small exam:

1. Jeremy's father helps mom in the kitchen because

- a) he loves being alone
- b) they respect each other
- c) he likes doing the laundry
- d) they enjoy watering the plants

2. HOUSE RULES

- Don't eat in the bedroom
-
- Take off your shoes
- Wash your hands before the meals

Yukarıdaki şemada boş bırakılan yere hangi seçenek getirilebilir?

- a) Don't focus on your task
- b) Don't jump on the couch
- c) Speak loudly
- d) Raise your hand

3. The teacher: You're answering the questions together. I can't understand you. Please,

- a) be nice to your friends
- b) put your rubbish in the bin
- c) raise your hands to speak
- d) wash your hands

4. When autumn comes, the leaves start to fall down. My duty is

- a) sweeping them
- b) hanging out them
- c) feeding them
- d) washing them

Week 19

| | |
|--------------------|--|
| Unit: | 8-Chores Course book: Upturn in English |
| Goals: | To make simple inquiries To make simple suggestions |
| Objectives: | 1. Students will be able to communicate during simple, routine tasks requiring a direct exchange of information asking about the responsibilities of others and expressing their own responsibilities. |

| | |
|------------------------|---|
| | 2. Students will be able to describe in simple terms their obligations, dislikes and feelings and make simple suggestions. |
| Allocated Time: | 4 hours of lesson (each 40 minutes) |
| Procedure: | <ol style="list-style-type: none"> 1. Application of 5S. 2. Presentation of the subject (PPTs, videos, songs, worksheets, vocabulary games, extra reading materials, home works, rubrics were used depending on the topic). 3. 10 different repetition of the newly learnt material (diaries/journal entries, news reports, personal narratives, questionnaires, guessing word from the context, labeling, listening, questions and answers, real-life tasks, skimming and scanning were used depending on the topic). 4. Weekly small exams and Pareto analysis. 5. Revision of the unit. |

SAMPLE ACTIVITIES FOR WEEK 19

1- Gap-filling activity for the week:

1. Work with your partner and complete the poem below with the words given.

windows math pants floors socks fishes dishes bath plants blocks

My Chores

My parents said to do my chores,
to dust the shelves and mop the _____,
and vacuum the carpets and clean the _____,
and walk the dog and feed the _____,
and wash and dry the dirty _____,
and clean my room and take a _____,
and read a book and do my _____,
and pick up all my building _____,
and put away my shoes and _____,
and hang my shirts and fold my _____,
and water all the potted _____.
She said I'll have some fun
as soon as my chores are all done.
That's great! Thanks dad and mom.
Having responsibilities is really fun.



2- Listening and speaking activities for the week:

Recording 27

My name is Diane. I'm fifteen years old. I always help my mom. I wash the dishes, tidy my room, and sometimes make cakes with her. I like cooking with her, but I don't like washing the dishes. I sometimes take care of my little brother.

My name is Curtis and I'm fourteen. I do many things to help my mom. First, I clean my room once a week. I vacuum my room and clean my desk. Second, I help mom to wash the dishes. Also I sometimes take out the garbage, but I don't like it. Finally, I water the plants. It's my responsibility, and I love it.

I'm Nina. I'm fourteen. I always clean my room and take care of my birds. I sometimes wash the dishes when my parents are tired or busy. I am responsible for tidying up my books and things. I sometimes help my mom to cook the dinner, too.

My name is Jeremy, and I'm fifteen. I help my mom with all the chores possible. My favorite chore is mopping the floor. It may seem hard but not to me because I enjoy it. But I really hate dusting the furniture.

1. Look at the photos below. How old are they? Share your guesses with your classmates.



Diane



Curtis



Nina



Jeremy

2. 27 Diane, Curtis, Nina and Jeremy are talking about their chores. Listen and check (✓) the correct names for the chores.

| He/She... | Diane | Curtis | Nina | Jeremy |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| must take care of his/her bird. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| have to tidy up his/her books and things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| is responsible for watering the plants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sometimes takes care of his/her brother. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sometimes cooks with his/her mother. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| likes mopping the floor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| doesn't like taking out the garbage. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| doesn't like dusting the furniture. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Why do you think we should share the chores at home? Share your ideas with your classmates. Use the structures below in your sentences.

I think...
 In my opinion, ...
 We should...
 It's necessary...
 We must...

3- Some sample pages from the general revision PPT:

UNIT-4: COMMUNICATION

- AVAILABLE: uygun, müsait
- CONNECT: bağlamak, bağlı olmak
- CONTACT: irtibat kurmak
- DIAL: çevirmek
- ENGAGED: meşgul (telefon)
- GET/KEEP IN TOUCH: iletişimde olmak
- GET BACK: dönmek, geri almak

UNIT-5: THE INTERNET

- ACCOUNT: hesap
- ATTACHMENT: ek
- BROWSE: göz atmak, taramak
- BROWSER: internet tarayıcısı
- COMMENT: yorum
- CONFIRM: doğrulamak
- CONNECTION: bağlantı
- DELETE: silmek

UNIT-6: ADVENTURES

- AMUSING: zevkli, eğlenceli
- CANOEING: kano
- CAVING: mağara yürüyüşü/gezisi
- CHALLENGING: zorlu, mücadelecı
- DISAPPOINTING: hayal kırıklığı yapan
- EMBARRASSING: utandırıcı
- ENTERTAINING: eğlendirici

UNIT-7: TOURISM

- ALL-INCLUSIVE: her şey dahil
- ANCIENT: eski, antik
- ARCHITECTURE: mimari
- ATTRACTION: cazibe, çekici
- BED AND BREAKFAST: yatak ve kahvaltı
- COUNTRYSIDE: kırsal kesim
- CULTURE: kültür

UNIT-8: CHORES

- ARRIVE ON TIME: zamanında gelmek/varmak
- CLEAN UP: temizlemek
- DOING CHORES: ev işleri yapmak
- IRON: ütölemek
- KEEP QUIET: sessiz olmak
- KEEP/BREAK PROMISES: sözünü tutmak/tutmamak
- LAUNDRY: çamaşır
- LOAD/EMPTY THE DISHWASHER: bulaşık makinesini doldurmak/boşaltmak

Activity 1

A. Complete the expressions with the words given.

do ~~empty~~ dust cook make
take out wash set feed

empty the dishwasher make the bed set the table
dust the shelves Take out the garbage feed the dog
do the grocery shopping cook the meal wash the dishes

B. Match the photos with the appropriate expressions in part A. Write the expressions under the photos.



feed the dog



do the grocery shopping



Cook the meal



Set the table



Take out the garbage



Make the bed

Activity 2

A. Scan the paragraphs below. How many people are there in their families? Write the numbers on the lines.

There are 5 people in Bill's family. There are 4 people in Linda's family.

B. What are their responsibilities? Read the paragraphs and complete the charts.

Hi, my name is Bill. I live with my family in a big house. I have a sister and a brother. We share many chores with our parents. My brother and I take out the garbage. We are responsible for washing our father's car once a month. I weed the garden, and my brother waters the plants. We also make our beds every morning. My sister, Nancy, loads the dishwasher after dinner and vacuums the floor once a week. She also helps mom with the grocery shopping every Saturday. My mother cooks for us and does the laundry. My father is responsible for fixing anything broken at home.



Hi, my name is Linda. My family is small, my father, my mother, my sister Belinda and me. We live in a flat in a tall apartment block. I help my family with the chores. I make my own bed. I set the table for dinner while mom cooks. Every Wednesday afternoon my parents go shopping for food, and I must take care of my sister Belinda and help her homework. My mother cooks our meals, and sometimes my father helps her in the kitchen. I am responsible for emptying the dishwasher.

| Bill | Bill's father | Bill's mother | Bill's sister | Bill's brother |
|---|-----------------------------|---|---|--|
| take out the garbage wash the car weed the garden | Fix anything broken at home | Do the grocery shopping, cook the meals, do the laundry | Load the dishwasher, vacuum the floor, help mom with the grocery shopping | Take out the garbage, wash the car, water the plants |

| Linda | Linda's father | Linda's mother | Linda's sister |
|---|---|--------------------------------------|----------------|
| Make the bed, set the table, take care of Belinda, empty the dishwasher | Go shopping for food, help mom in the kitchen | Go shopping for food, cook the meals | Do homework |

Hello! My name is Frankie, and this is my school day. I always get up at 7:30 on weekdays. I leave home at 8:15 and walk to school. The school is near my house, so I don't need to take the bus to school. I just walk for about ten minutes. The lessons start at 8:30. I have seven lessons a day. I have four lessons in the morning and three lessons in the afternoon. Lunch break is at 12:20. I usually have lunch at school canteen, but sometimes I take packed lunch from home. The lessons start at 1:30 and finish at 3 o'clock in the afternoon. I arrive home at about 3:30 on Monday, Tuesday and Thursday. On Wednesday and Friday I play soccer after school. We usually gather at about 4. I'm in the school team, so we often practice on Saturday afternoon, too. I'm also a member of the music club at school. We have a rock band. People call us "Rocky Teens". I play the guitar. We usually practice music at the lunch break between 1 - 1:30 and sometimes on Saturday morning. I usually do homework after dinner, but I sometimes get up early and do my homework before breakfast.

Activity 3

A. Read the text and complete the timetable.

| Timetable | |
|--------------|---|
| 7:30 | : get up |
| 8:15 | : leave home |
| 8:30 | : start lessons |
| 12:20 | : have lunch |
| 1:00 | : practice music |
| 3:00 | : finish lessons |
| 3:30 | : arrive home (on Monday, Tuesday and Thursday) |
| 4:00 | : play soccer (on Wednesday and Friday) |



B. Read the text again and answer the questions.

1. When does Frankie play soccer?

He plays soccer on Wednesday and Friday after school.

2. What does he usually do after dinner?

He usually does homework after dinner.

3. Is he interested in music? How do you understand?

Yes, he is. He is a member of the music club at school, and he plays the guitar.

Activity 4

A. There are seven mistakes in the sentences below. Find and correct them.



Classroom Rules

- ▶ Raise your hand ~~after~~ ^{before} speaking.
- ▶ Listen to others when they speak.
- ▶ Don't ~~focus~~ ^{Focus} on your task.
- ▶ Do your homework.
- ▶ Don't ~~bring~~ ^{Bring} your school materials.
- ▶ Listen to your teacher.
- ▶ Cooperate with your group.
- ▶ Keep your hands dirty. ~~clean~~ ^{clean}
- ▶ Write ~~on~~ ^{Don't write} your desk.
- ▶ Use computers with care.
- ▶ Clean your desk.
- ▶ Come to the class late. ~~on time~~ ^{on time}
- ▶ Be ~~disorganized~~ ^{organized}.
- ▶ Put your rubbish in the bin.

4- Some sample questions of the weekly small exam:

12. Aşağıdaki görsele göre konuşmada boş bırakılan yere uygun ifadeyi seçiniz.



Alice: Who in your family?
Matt: My mother.

- A) cooks the meal
- B) does the laundry
- C) loads the dishwasher
- D) hangs out the washing

13. Aşağıdaki görsele göre boş bırakılan yere uygun ifadeyi seçiniz.



My father is responsible for

- A) taking out the garbage
- B) washing and drying the dishes
- C) vacuuming the floors
- D) dusting the shelves

14. Verilen metinlere göre hangisi söylenemez?

Ann: I would rather visit Gaziantep. Because it has a rich cuisine and I like trying local dishes.

Bob: I prefer visiting Trabzon. I like nature. Sumela Monastery is there, too and I really want to see it.

Jess: My favourite one is Istanbul. I want to see the spectacular scenery of Bosphorus.

- A) Gaziantep has a rich cuisine.
- B) Sumela Monastery is in Trabzon.
- C) Jess is interested in the history of Istanbul.
- D) Bosphorus has a spectacular scenery.

15. Aşağıdakilerden hangisi sınıf kurallarından biri değildir?

- A) Keep your desk tidy and neat.
- B) Raise your hands to speak.
- C) Wash your hands before the meals.
- D) Be kind to your friends.

16. Branka:?

Lena: Great Mosque and Virgin Mary Church.

- A) What are some traditional dishes
- B) What are some places to visit
- C) Where is the city located
- D) What is its climate like

- 17-18. soruları aşağıdaki metne göre cevaplayınız.

Hello, my name is George. I live with my family. I have a brother and a sister. We share household chores with our parents. I take out the garbage. I'm also responsible for helping my father wash the car. My brother, Tom, weeds the garden and water the flowers. My father is responsible for sweeping the floors and dusting the shelves. My sister, Julia, loads and empties the dishwasher. My mother cooks the meal and sets the table.

17. Metne göre hangisi söylenemez?

- A) They share the household chores.
- B) Tom is responsible for weeding the garden.
- C) Julia helps her mother set the table.
- D) George takes out the garbage.

18. Julia is responsible for

- A) taking out the garbage and washing the car
- B) cooking the meal and setting the table
- C) weeding the garden and watering the flowers
- D) loading and emptying the dishwasher

- 19-20. soruları aşağıdaki metne göre cevaplayınız.

My name is Kate. I'm fifteen years old. I do many things to help my mother. First of all, I tidy up my room twice a week. I sweep and mop the floors. I like cooking with my mother, but I don't like washing the dishes. However, I set the table because I enjoy it. My mother does the laundry, and I hang out the washing. It's my favorite chore. I also help my father wash the car and weed the garden.

19. Metne göre hangisi söylenemez?

- A) Kate helps both her mother and father.
- B) Doing the laundry is Kate's favorite chore.
- C) Kate likes setting the table.
- D) Kate cleans her room.

20. Which one does Kate like the most?

- A) cooking with her mother
- B) washing the dishes
- C) setting the table
- D) hanging out the washing

VITAE

Vasıf KARAGÜCÜK was born in Seyhan, Adana in 1992. He graduated from Middle East Technical University, Faculty of Education, Foreign Languages Education Department, English Language Teaching Program. He started his professional career as an English teacher at Münire Kemal Kınoğlu Middle School in Şahinbey, Gaziantep. He knows English in the advance level, and he has survival skills in Italian. He is interested in interdisciplinary methodological innovations in the field of ELT.

ÖZGEÇMİŞ

Vasıf KARAGÜCÜK, 1992 yılında Adana Seyhan'da doğdu. Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngilizce Öğretmenliği Programı'ndan mezun oldu. Mesleki kariyerine Gaziantep Şahinbey'deki Münire Kemal Kınoğlu Orta Okulunda İngilizce öğretmeni olarak başladı. İleri seviyede İngilizce bilmektedir ve temel düzeyde İtalyanca becerilerine sahiptir. ELT alanındaki disiplinler arası yöntembilimsel yeniliklerle ilgilenmektedir.