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INSTITUTE of EDUCATIONAL SCIENCES
M.A. in ENGLISH LANGUAGE EDUCATION

MOBILE- ASSISTED VOCABULARY LEARNING AND ITS EFFECTS ON RECALL

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ISTANBUL, 2017



YEDİTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ

TEZ TESLİM ve ONAY TUTANAĞI

KONU: Mobile-assisted vocabulary learning and its effects
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: Yağmur Ersoy
: 20.03.2017
: 21.03.2017

ACKNOWLEDGEMENTS

I would like to thank my thesis advisor Dr. Kocoglu for her guidance, patience and understanding through the study. I would also like to extend my gratitude to Dr. Farhady for his support and contribution.

I owe much to my mother and father who have always been standing by me rain or shine.

I would like to express my special thanks to my dear husband for being devoted and supportive to me.



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KISA ÖZET

Bu tezin temel hedefi kelime öğrenme yöntemlerinden iki tanesinin etkisini araştırmaktır: 1) Quizlet, kelime kartları dijital programını kullanarak, bilgisayar destekli yabancı dil (İngilizce) öğreniminin kelime öğrenimine etkisi, 2) İngilizce'yi yabancı dil olarak öğrenen lise öğrencilerinin kelime defteri tutarak öğrenmelerinin kelime öğrenimine etkisi. Araştırmadaki hedef kelimeler, ders kitabında art arda gelen üç üniteye göre karar verildi. Rastgele seçilen üniteler çalışmanın başlangıç tarihi düşünülerek seçildi. Başlangıç seviyesinde, İngilizce'yi yabancı dil olarak öğrenen başlangıç seviyesinde 4 sınıfa control veya deneysel grup olmak üzere görev verildi. Bilgisayar destekli kelime kartları programı ve kağıt tabanlı kelime defteri, iki farklı sınıfa 3 haftalık bir süre içinde uygulandı. Kalan iki sınıf, aynı müfredat ve materyalleri, Quizlet veya kelime defteri kullanmaksızın takip eden control gruplarıydı. Kelime öğrenimi ve hatırlanması, Laufer ve Goldstein'den (2004) uyarlanan yazım, gramer ve kullanım; Webb'ten (2009) uyarlanan anlam ve yapı bilgisi öğrencilere önceden duyurulmadan yapılan pre, post ve delayed post test kelime testleri ile ölçüldü. Test sonuçları kelime öğreniminin ve hatırlanmasının etkisini değerlendirmek için incelendi. Çalışmanın sonunda, öğrencilerin düşünceleri yarı-yapılı grup görüşmeleri ile araştırıldı. Sonuçlar gösterdi ki, gruplar arasında kelime öğrenimi ve hatırlanması ile ilgili belirgin bir farklılık gözlenmedi; fakat control, Quizlet ve kelime defteri tutan katılımcılar arasında pre-test/ post- test ve pre-test/ delayed post-test arasında gelişmeler gözlemlendi.

Anahtar Kelimeler: Kelime öğrenimi, isteyerek (kasıtlı) kelime öğrenme, bilgisayar destekli dil öğrenimi, çoklu ortamda öğrenme, ikili kod teorisi, kelime öğreniminde sözcük kartlarının kullanılması, kelime defterler

ABSTRACT

The main goal of this thesis is to investigate the effect of two vocabulary learning approaches: 1) Computer-assisted Language Learning (CALL) with a computer-based flashcards program, Quizlet, 2) Keeping vocabulary notebooks on high school EFL learners' vocabulary learning. The vocabulary targeted for the study is determined from three sequential units of the textbook. The units are selected randomly considering the starting date of the study. Eighty-nine students in four beginner EFL classes were assigned as control or treatment groups. The flashcard software program (Quizlet) and paper-based vocabulary notebook was implemented in two different classes over a 3 week period. The remaining two classes were control groups following the same curriculum with the same materials without using Quizlet or keeping vocabulary notebooks. Vocabulary learning and recall was measured by pre, post and delayed post-tests of unannounced vocabulary tests including knowledge of orthography, grammar and use adapted from Laufer and Goldstein (2004) and, meaning and form, adapted from Webb (2009). Pre, post and delayed post-test scores were analyzed to evaluate the effectiveness of vocabulary learning and retention. Learners' perceptions at the end of the survey were also investigated by means of semi-structured focus group interviews. The results show that there was no significant difference about vocabulary learning and recall among the groups. However, the improvements were observed between pre-test/ post-test and pre-test/ delayed post-test among control, Quizlet and vocabulary notebook groups.

Key words: Vocabulary learning; intentional vocabulary learning, computer-assisted language learning, multimedia learning, dual coding theory, using flashcards in vocabulary learning, vocabulary notebooks

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
CALL	Computer- Assisted Language Learning
L1	First/ Native Language
L2	Second/Foreign Language



CHAPTER 1

INTRODUCTION

Vocabulary knowledge is a crucial component of learning English as a foreign language (EFL). Wilkins (1972) indicates that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). Webb (2005) claims that vocabulary competence influences the overall language proficiency including listening and reading comprehension, and the ability to speak and write. Fowle (2002) also asserts that the studies on lexical competence and its effect on language teaching make language teachers notice the importance of vocabulary in language learning. The teachers trying to teach new vocabulary and the students endeavoring to learn and retain new words questioned an efficient way of vocabulary learning. In order to shed light on the means of an effective way of learning, the current study examined two vocabulary learning approaches, CALL (Computer Assisted Language Learning Program) and vocabulary notebooks.

The vocabulary learning and retention inspired the current study. The purpose of EFL high school learners was to gain new words and to put adequate number of vocabulary into the long term memory. According to the Ministry of Education, medical high schools’ curriculum has six lesson hours in a week at ninth grade and three lesson hours in a week at tenth grade. The learners also would not have English lessons at eleventh and twelfth grades. Considering the needs of EFL high school students learning adequate number of words in two years, an effective and a fast way of vocabulary learning is investigated. In this sense, Schmitt (2008) and Laufer (2005) suggest intentional vocabulary learning with explicit focus is much faster than incidental vocabulary learning. Therefore, vocabulary learning with flashcards should be an effective way of explicit teaching that enable learners to memorize large amount of vocabulary in a short time (Fitzpatrick, Al-Qarni, & Meara, 2008; Nation, 2001). The criteria in determining the flashcard software program from among the popular

flashcard programs was its popularity among learners (the number of users) and its practicality (free and available). Quizlet, one of those flashcard programs, has a large number of users without extra payment for the program. Therefore, the online flashcard program, Quizlet was used to investigate the effect on learners' vocabulary development. On the other hand, McCrostie (2007) says writing new words systematically promotes adding new knowledge to the existing one. Therefore, he suggests that keeping vocabulary notebooks develops vocabulary acquisition. Hulstjin (1992) also states teachers advocate students to keep vocabulary notebooks with the purpose of increasing the new words retained. Synonyms or translation equivalents of new vocabulary lead to recycling and reviewing the material acquired (D'Onofrio, 2009).

This study centers on flashcard software program and vocabulary notebooks, focusing on orthography, grammatical accuracy and use, as adapted from Laufer and Goldstein (2004) and, meaning and form based on Webb (2009). It is necessary to discuss some major terminology related to vocabulary research and learning such as multimedia learning, computer-assisted language learning (CALL), dual coding theory, intentional vocabulary learning, the use of flashcards software, keeping vocabulary notebooks related to vocabulary research and learning to understand the basic concepts underlying this study. Computer-assisted language learning (CALL), dual coding theory and multimedia learning are discussed to provide a theoretical foundation for the study.

1.1. Purpose of Study

This study addresses the effects of computer-based flashcard software (Quizlet) and paper-based vocabulary notebooks on vocabulary learning and recall with lower proficiency level learners of EFL. The study mainly has two aims: (1) to promote an understanding of which vocabulary learning tool (computerized word cards and paper-based vocabulary notebooks)

leads to more vocabulary learning and recall, and (2) to explore students' perceptions about the use of flashcard software and vocabulary notebooks.

1.2. Hypotheses of the study

H1: Students will perform differently on the pre-test depending on the tool (Quizlet vs. vocabulary notebook) they are exposed to.

H2: Students will perform differently on the immediate post-test depending on the tool (Quizlet vs. vocabulary notebook) they are exposed to when measured immediately after the intervention.

H3: Students will perform differently on the delayed post-test depending on the tool (Quizlet vs. vocabulary notebook) they are exposed to when measured two weeks after the intervention.

H4: At least one group will show a significant difference in the mean number of vocabulary terms correctly recalled.

1.3. Research questions

1. Which vocabulary learning tools (no tool- control, Quizlet, vocabulary notebook) lead to more vocabulary learning and recall?
2. What are the EFL learners' perceptions on the use of Quizlet and vocabulary notebooks?

1.4. Significance of the study

The current study will contribute to the field by comparing the effect of two vocabulary learning tools (CALL and vocabulary notebook) on vocabulary learning and retention through vocabulary tests measuring receptive and productive knowledge of orthography, grammatical accuracy (adapted from Laufer & Goldstein, 2004) and meaning and form (adapted from Webb, 2009). The literature reviewed reveals receptive and productive knowledge of meaning and form is a well-known aspect studied within numerous vocabulary based studies.

However, within this study, apart from measuring meaning and form, receptive and productive knowledge of orthography and grammatical accuracy has also been addressed. Another important reason that makes the present study significant in the field is that CALL and vocabulary notebook implementation on treatment groups were compared with a control group following a delayed posttest measuring long-term effect on vocabulary learning. Regarding the data gathered from quantitative and qualitative sources, the findings of the study will provide implications for the practitioners in the process of vocabulary learning tool selection, adaptation and instruction.

1.4. Definition of key terms

English as a foreign language (EFL): It is a context where English is not used as official language of the community (Grabe & Kaplan, 1996). However, it is recognized as a crucial educational language in the classroom setting (Lightbown & Spada, 2006).

Multimedia: In the current study, multimedia refers to the environment in which a target vocabulary is supported by L1 translation and visual images presented.

Computer-assisted language learning (CALL): It is defined as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1)

Vocabulary notebook: McCrostie (2007) explains vocabulary notebooks as “any form of notebook used for recording new and useful vocabulary and some additional information about the word” (p. 247).

Generative theory of multimedia learning (GTML): The theory based on the presentation of material through computer screen, words and pictures with auditory and visual modalities (Mayer, 2001).

Intentional vocabulary learning: Nation (2000) states that the intentional vocabulary learning is a way to learn the target vocabulary consciously and directly with the tasks measuring the amount of vocabulary learning.

Vocabulary learning strategies: “Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies” (Nation, 2000, p. 352).



CHAPTER 2

LITERATURE REVIEW

2.1. The history of language teaching methods and the role of vocabulary

Throughout the twentieth century, the changes have appeared in the goal of language study and the theories in language learning. The teachers and applied linguists tried to find better ways in language teaching. The efforts to increase the effectiveness of language teaching resulted in the emergence of teaching methods. The term called *method* refers to “a systematic set of teaching practices based on a particular theory of language and language learning” (Richards & Rogers, 2014, p. 3). Language teaching methods all emerged to meet the needs of new innovations in language teaching and to compete with trendy language teaching ideologies. A brief overview of language teaching methods and the role of vocabulary in the past have been presented in this section.

Richards and Rogers (2014) indicate Latin was the dominant language 500 years ago and influenced many aspects of life including education, commerce, religion and government in western countries. However, English, French and Italian became important with the emergence of political changes in Europe. As a result, the effect of Latin language decreased and it took place as an occasional subject in school curriculums. Classical Latin studies with grammar analysis influenced foreign language study as a model between the seventeenth and nineteenth centuries. In this period, the text books included grammar rules, sentences for translation and long vocabulary lists. The real communication was absolutely ignored. This system of language learning which constitutes principals of the grammar-translation method was adapted as a usual way of foreign language learning.

2.1.1. The grammar-translation method

At the beginning of the nineteenth century, the grammar-translation method was used to teach modern languages by using classical texts. The purpose was to teach language with translations and detailed analysis of grammar rules. The emphasized skills were reading and writing. Vocabulary was presented in bilingual lists and classical literature. Reading and writing literary materials resulted in teaching old words which were not daily used (Schmitt, 2000). Vocabulary selection based on showing grammar rules (Zimmerman, 1997).

The roots of the words were explained to overcome the difficulties in vocabulary learning. Vocabulary exercises were based on translations and they were chosen from reading texts (Richards & Rogers, 2014). Bilingual word lists became popular and students tried to learn essential words on their own ways (Schmitt, 2000). Therefore, bilingual dictionaries were used as a supplementary material to practice the target words (Zimmerman, 1997).

Observation of child language learning became popular among reformers in the nineteenth century. At various times in the history, the researchers supported the idea that second language learning resembled the first language learning and they focused on the naturalistic principals of language learning. Richards and Rogers (2014) say L. Sauvour increased oral communication in the target language. He designed asking and answering sessions to create an environment in which language was used actively. Instead of analytical procedures and grammar rules; speaking, pronunciation, using known words to teach new words, mime and pictures became popular. The principles of natural language learning constituted the characteristics of the direct method.

2.1.2. The direct method

The direct method was one of the most popular language teaching methods among the natural approaches. Natural learning process of L1 through listening first, and then speaking was expected for L2. Hence, oral language with emphasis on listening skill gained importance

(Schmitt, 2000). Contrary to the grammar-translation method, translation and explicit grammar teaching was eliminated. Instead of analyzing the detailed structure, the grammar was taught inductively. Only daily language including everyday vocabulary and sentences was emphasized (Richards & Rogers, 2014).

Vocabulary was assumed to be learned by interacting classmates during lessons. Zimmerman (1997) indicated physical demonstration, real objects and pictures were used to teach concrete words. On the other hand, traditional ways such as association of ideas, groping the words according to the topic were used to present abstract vocabulary. However, the direct method had its own deficiencies. For example, Schmitt (2000) said the method followed the steps of L1 learning without considering the differences between L1 and L2. At the same time, the direct method neglected L1 learners' intense exposure to the language comparing to the limited lesson hours of L2 learners. Hereby, the weaknesses of the grammar-translation method and the direct method were clearly seen with rising need for fluent speakers of foreign languages in American military during World War II.

2.1.3. The audiolingual method

When World War II broke out, the audio-lingual method appeared to provide fluent speakers of U.S. government personnel in other languages. The method depended on the dialogues and question and answer drills. Actions, pictures and realias were used to teach the new language. The positive impact of visual aids in vocabulary teaching was also supported. Grammar rules were not emphasized and the vocabulary was presented in dialogues, so learning the new vocabulary was limited. The students were mastering the sound system of words and grammatical patterns. From the linguistic perspective, the native and target languages should be taught separately in order to eliminate native language interferences. The target language must be similar to the native language learning process with no rules and memorization (Larsen- Freeman, 2000).

The audiolingual method was fed by behavioral psychology. The sentences of the target language represented “conditioning” in psychology supporting learners replying to a stimuli. Therefore, learners get rid of the habits of native language and start acquiring new habits of the target language. Meanwhile, habit formation was supported to increase the effect of repetition. The more often students were exposed to repeat the target language, the greater the learning occurred. Habit formation was supported by positive reinforcement with compliments for correct responses (Larsen- Freeman, 2000).

Schmitt (2000) indicated Noam Chomsky was against to behaviorist idea supporting habit formation in the audiolingualism and he asserted people had innate knowledge of abstract rules in a language. Hymes (1972) also supported the communicative competence concept which made accuracy fall out of favor, but emphasized using language appropriately in a particular context. Therefore, the focus on meaningful communication and fluency provided a basis for communicative language teaching (CLT).

2.1.4. Communicative language teaching

In the 1970s, the communicative approach supporting the crucial role of interaction made fluency more important than accuracy. In order to activate students, information gap exercises, tasks carrying communicative purpose and problem solving activities were used to teach the language. Hence, students get the opportunity to exchange the information negotiating each other (Schmitt, 2000).

The communicative language teaching approach did see the vocabulary teaching as the main component of learning a language. Likewise other approaches, the CLT supported L2 vocabulary was gained naturally considering L1 vocabulary learning. Vocabulary selection was based on frequency lists and vocabulary teaching methodology required students to repeat new words coherently in a meaningful context. Moreover, it was assumed that vocabulary and grammar were not discrete elements. On the contrary, depending on the

language database, there were more lexical patterning than expected and lexical choices restricted grammar (Schmitt, 2000). Therefore, phrase books and dictionaries were thought to be more useful than grammatical patterns in communication and lexical syllabuses including high frequency words in spoken and written English were designed (Richards & Rogers, 2014).

Regarding the historical overview of language teaching methods including the grammar-translation method, the direct method, the audiolingualism and the communicative language teaching, vocabulary was not given a prominent place.

2.2. What does it mean to know a word?

“Words are not isolated units of the language, but fit into many interlocking systems and levels” (Nation, 2001, p, 36). The definition of “knowing a word” requires a deep knowledge for each new word. Nation (2001) mentions that similarities between languages in terms of spelling or grammar rules help learners to make a less effort than the languages showing sharp differences which is called “learning burden”. “The learning burden of a word is the amount of effort required to learn it” (Nation, 2001, p. 37). Namely, the learners coming from different language backgrounds need different time durations to learn a target word in a new language. In order to decrease learning burden, the teachers need to guide learners by demonstrating the systematic patterns in the target language and showing the similarities between the first language (L1) and foreign language (L2). Knowing a word also comprises receptive vocabulary use, which is the perception of word forms and getting their meaning, and productive vocabulary use, which encompasses the expression of meaning in an appropriate spoken or written context (Nation, 2000).

Nation (2000) mentions knowing a word comprises (a) form, (b) meaning and (c) use in general. Knowing word form is the recognition of the word parts, spoken and written forms of the vocabulary. Word form knowledge involves in how a word is pronounced

(spoken), how a word is spelled (written) and what word parts are necessary to give the meaning (word parts). On the other hand, knowing word meaning includes having the knowledge of meaning, concepts and referents and associations as well. Word meaning emphasizes what the target word means (meaning), what underlying meaning the word has in different contexts (concepts and referents) and what other words we can use instead of the target vocabulary (associations). Lastly, knowing word use refers to grammatical functions, collocations and constraints on use. Word use identifies in what patterns we need to use this target vocabulary (grammatical functions), what type of words come together with that word (collocations) and where, when and how often we can use this word (constraints on use).

2.3. What constitutes a good vocabulary instruction?

There are three components constructing a good vocabulary instruction (Loucky, 2010).

Firstly, the language learning environment should provide a vocabulary focus atmosphere.

Secondly, selected target vocabulary with a well-organized approach needs to be supported by intentional vocabulary teaching. Thirdly, using effective vocabulary learning strategies such as using dictionaries, word cards and vocabulary notebooks which aid to remember and use new words. Loucky (2010) explains the first component as raising ‘word consciousness’.

The second component pinpoints that the selected new words should reflect the essential vocabulary in the target material. Moreover, Blachowicz et al. (2006) say multimedia must be used to learn, practice and retain the target vocabulary in order to provide different types of information about the new words. To summarize, a good vocabulary instruction supports vocabulary learning strategies to discover and consolidate the new target words.

2.3.1. Incidental and intentional vocabulary learning

Ma and Kelly (2006) assert current approaches to vocabulary learning comprise two paradigms of implicit and explicit learning. Implicit vocabulary learning refers to acquiring vocabulary subconsciously with natural and repeated exposure in communicative activities,

whereas explicit vocabulary learning refers to conscious effort to build up new target words. The difference between these paradigms seems in the presentation of vocabulary tests as well. Intentional vocabulary learning allows learners to be informed for an upcoming test, whereas no information is given for an upcoming test beforehand in incidental vocabulary learning (Laufer & Hulstijn, 2001).

Laufer (2003) opposes incidental vocabulary learning and suggests that L2 learners need to read around 200.000 words in a context in order to learn 108 target words. In a similar vein, File and Adams (2010) investigate the effect of isolated or integrated form-focused instruction on vocabulary development and retention. The first treatment group got the new words isolated before reading; the second group was exposed to the new words integrated during reading. The control group tried to learn the target words incidentally. The results show that the groups learning vocabulary isolated or integrated performed better outcomes than the group learning incidentally. Similarly, Schmitt (2008) supports that intentional vocabulary learning with an explicit focus facilitates learning large amount of words in a short period of time as well as a better chance of retention. For example, Laufer (2005) notes that learners gain 70 percent of the new words that take place on posttests immediately after explicit vocabulary exercises. Furthermore, intentional vocabulary learning is accepted as an effective vocabulary instruction with different types of information about each single word with a lot of repetitions, use and practice. The learners are actively involved in the learning process and get the chance of combining prior knowledge with the new information (Blachowicz et al., 2006).

In this study, an intentional vocabulary learning strategy is used as the instructional strategy because the participants in the research have difficulty in learning and retaining the new vocabulary over a short and limited period of time. The learners are informed about the

immediate and delayed posttest assessing orthography, meaning and form and grammatical knowledge of selected target vocabulary.

2.3.2. EFL learners' receptive and productive vocabulary knowledge

Kim (2013) claims EFL learners' vocabulary knowledge needs to be analyzed considering receptive and productive knowledge. Nation (2000) clarifies that receptive knowledge refers to the information received from others with the aim of comprehension. On the other hand, productive knowledge refers to the information transmitted and the language forms are produced in order to convey messages. Nation (2000) also adds receptive vocabulary use provides the recognition of word form with its meaning while listening or reading. Productive vocabulary use enables learners to express themselves by speaking or writing in an appropriate spoken or written context. In a similar vein, Palmer (1921), West (1938), and Crow (1986) mention that receptive and productive knowledge distinction quite resembles to the distinction between the receptive skills covering reading and listening, and the productive skills comprising speaking and writing (as cited in Nation, 2000, p. 37). However, Nation (2000) reminds us that there are productive features in receptive skills because we produce the meaning while listening and reading.

Passive and active word knowledge is also used interchangeably for receptive and productive knowledge (Corson, 1995; Laufer, 1998; Meara, 1990; as cited in Nation, 2000, p. 37). Laufer and Goldstein (2004) indicate that passive (receptive) word knowledge is the ability to comprehend word form and meaning. Active (productive) word knowledge is the ability to get the appropriate spoken or written word form of the meaning. Nation (2000) says that the terms receptive and productive are attributable to everything about knowing a word which includes form, meaning and use.

Receptive vocabulary knowledge and use involves (a) being able to recognize the word when it is heard or when it is seen in a reading text, (b) being aware of different word

parts with their meaning, (c) knowing that the target word demonstrates a particular meaning in different contexts, (d) knowing the related words about the target words, (e) being able to recognize whether the word is used correctly or not in a sentence, and (f) being able to recognize collocations of the target word (Nation, 2000, p. 41). Productive vocabulary knowledge and use involves (a) being able to say the target word with correct pronunciation and stress, (b) being able to write the target word with correct spelling, (c) being able to use correct word parts in appropriate forms, (d) being able to produce the word in different contexts, (e) being able to produce synonyms and antonyms, and (f) being able to use the words appropriately according to the formality of the context (Nation, 2000, p. 42).

Nation (2000) asserts productive learning and use is more difficult than receptive learning. Here are the explanations suggested by Ellis and Beaton (1993) clarifying the reason why receptive learning and use is easier than productive learning and use. Productive learning requires learners to get accustomed to new spoken and written output. Considering the possibility of sharp differences between L1 and L2 systems, the difficulty of productive learning is acceptable. While knowing the distinctive features of the target word's form is satisfying for receptive knowledge, extra learning is necessary for productive learning in terms of producing spoken and written output. Furthermore, Nation (2000) claims the form of the target word is more difficult than the meaning of the word because the shared knowledge of meaning is much more possible than shared knowledge of form between different languages.

2.3.3. The measurement of receptive and productive vocabulary knowledge

Nation (2000) advocates receptive and productive learning should be measured through recognition and recall items. Recognition and recall are two types of retention measures. A recognition item includes options to select first (L1) or second language (L2) equivalent of the prompt. The aim is to measure receptive knowledge. A recall item, on the other hand,

requires translating the prompt into the first or second language and the aim is to measure productive language.

Takala (1984) clarifies testing passive (receptive) and active (productive) word knowledge through recall tests. Asking for a word's first language (L1) equivalent measures passive knowledge, but asking for the second language (L2) equivalent of a given L1 word measures the active knowledge. These tests are called recall tests. Contrary to the recall tests, Waring (1997) exemplifies testing passive and active word knowledge through recognition tests. Requesting the learner to choose the correct answer from among the meaning options for a given word or to choose correct answer from among the word form options for a given meaning are all samples of recognition tests.

2.4. Vocabulary learning strategies

Chamot and Kupper (1989) define learning strategies as “techniques which students use to comprehend, store, and remember information and skills” (p. 9). Wenden and Rubin (1987) specifically define language learning strategies as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p. 19). Oxford (2003) also makes definition of language learning strategies as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (p. 8). More specifically, Nation (2000) combines learning, language learning and vocabulary learning strategies through summarizing “vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies” (p. 352). Fan (2003) also says that vocabulary learning strategies focus on what the students do to get the meaning of new words, how the learners recall and use them when needed. Nation (2001) expresses the positive effect of vocabulary learning strategies on learning new words and indicates “a large

amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels” (p. 222).

In the 1970s, learning strategies started to be examined with an interest to students’ influence on their own language learning. Researches on language learning strategies gained interest and the strategies are categorized (Schmitt, 1997). O’Malley and Chamot (1990) divided language learning strategies into three main categories: Metacognitive, cognitive and social/affective. Metacognitive strategies refer to analyzing language learning process with the aim of making effective plans to have better learning outcomes. Cognitive strategies are defined as practicing new knowledge as much immediately as possible to learn and recall. Social/affective strategies spots light on the interpersonal relationship and the strategies that control negative emotions of individuals about learning. Identification, description and categorization of the language learning strategies lead to find out vocabulary specific strategies (Schmitt, 1997). For example, Chamot (1987) finds ESL high school learners use vocabulary learning strategies more than other learning activities such as listening, presentation or social communication. Schmitt (1997) interprets the finding and says vocabulary learning is not an integrated (like oral presentations and listening comprehension), but a discrete language activity, hence using vocabulary strategies can be easy to apply and follow. Schmitt (1997) also asserts learners might be aware of the crucial role of vocabulary in language learning. The researchers also investigated the commonly used vocabulary strategies. For example, Cohen and Aphek (1981) assert students simply memorize the new encountered words. Nation (1982) made research on word lists and found the lists helped learners to learn a large amount of words in a short period of time and students’ preferences on the mechanic vocabulary learning strategies were observed. On the other hand, Chamot and Rubin (1994) say the effectiveness of a vocabulary learning strategy completely depends on different variables such as “proficiency level, task, text, language modality, background

knowledge, context of learning, target language, and learner characteristics” (p. 772). For example, while word lists are more preferable than much complex strategies such as associations for beginner level learners; advanced level students take advantage of contextualized words (Cohen & Aphek, 1981).

Developing a vocabulary learning strategies’ taxonomy dates back to the end of 1980s. Oxford (1990) established a taxonomy covering large number of vocabulary learning strategies identified. She divided the strategy groups into four as social, memory, cognitive and metacognitive. Social strategies focus on interpersonal relationships and communication in other words, asking others and sharing knowledge to develop language learning. Memory strategies include any kind of approach connecting new knowledge with the existing one. Cognitive strategies analyze the function of target language transmitted, in other words, these strategies refer to manipulation of the language by the learner. Metacognitive strategies look for learners’ conscious decision-making process promoting language learning such as planning, evaluating and monitoring. It is a kind of self-evaluation. Oxford’s categorization of vocabulary strategies was not satisfying enough to explain a learner’s attempt when s/he discovers a new word without consulting someone. Therefore, it was necessary to form a strategy defining the first encounter of a word’s meaning which was called discovery strategies. Discovery strategies cover determination and social strategies. Schmitt (1997) asserts when learners initially discover a new word, they use determination strategies to take advantage of language knowledge, contextual clues and reference materials to get the meaning of the new vocabulary. The learners also use social strategies when consulting other people to figure out the meaning. On the other hand, consolidation strategies help learners to remember the meaning of a new word. These strategies comprise social, memory, cognitive and metacognitive strategy groups. Schmitt’s (1997) taxonomy of vocabulary learning

strategies was designed considering both Oxford's system and discovery/ consolidation distinction.

2.4.1. Discovery strategies

Determination and social strategies are subcategories of discovery strategies in getting the meaning of a new encountered word (Schmitt, 1997). Fowle (2002) mentions determination strategies refer to discovering the meaning of a word by one's self, individual learning strategies (p. 383). Schmitt (1997) indicates in order to get the meaning of an unknown word; learners need to discover meaning through structural knowledge of language, using cognates between two languages (L1 and L2), looking for references such as using monolingual, bilingual dictionaries or asking others. Especially, similarities between two languages help learners to guess the meaning of the new word such as the languages coming from the same language families. The learners can also take advantage of roots and affixes to get the meaning of target word. Nation (1982) says although word lists and flashcards are disregarded by many teachers supporting contextual learning, the learners acquire a lot of words in a short period of time by using flashcards. Meanwhile, Schmitt and Schmitt (1995) say using vocabulary notebooks is an effective way to gain the meaning of a new word through translation pairs, semantic maps or making sentences. On the other hand, social strategies means consulting others to gain the meaning of the target word (Schmitt, 1997). The teachers are the people who generally give meaning of the new word through giving L1 equivalent of the L2 word, definitions and synonyms. The learners can also discover the meaning of a new vocabulary by asking classmates in group works.

2.4.2. Consolidation strategies

Schmitt (1997) defines four subcategories of consolidation strategies including social, memory, cognitive and metacognitive. Social strategies enable learners to work in groups cooperatively which provides active information process. Social context also increases the

motivation due to less guidance of the instructor. The learners share and transmit information by themselves within the team activities (Dansereau, 1988). Furthermore, social strategies give learners opportunity to be supported by teachers in terms of accuracy. Flashcards and word lists are the most common strategies preferred (Kramsch, 1979). Memory strategies, in other words, mnemonics relates the new word with the existing knowledge using pictures/imageries, related words or grouping (Schmitt, 1997). Pictures help students learn the new words with images. Related words link the new vocabulary with the known words through synonyms, antonyms or semantic maps. Grouping is the categorization of the words associated with each other. For example, the words can be grouped together within the sentences in a story. Similarly, the vocabularies can be categorized considering the orthographical or phonological forms (Schmitt, 1997). On the other hand, apart from memory strategies emphasizing mental processing, the effect of cognitive strategies highlights repetition in vocabulary studies. Learners use word lists and flash cards to repeat and review the new words (Schmitt, 1997). Moreover, Schmitt and Schmitt (1995) indicate that vocabulary notebooks provide consolidation of each new word practicing different forms of word knowledge. Lastly, metacognitive strategies within the large division of consolidation strategies refer to learners' evaluating and taking control of their own learning (Schmitt, 1997).

2.5. Vocabulary learning strategies and learners' perception

Nation (2000) says language learners need to be responsible for their vocabulary learning. To achieve this, vocabulary learning strategies help them to take control of their own learning. Teacher should also direct students to independent learning because "it is not possible for students to learn all the vocabulary they need in the classroom" (Sökmen, 1997, p. 225). Ranalli (2009) explored a study to develop learning strategies by taking advantage of computer based training. According to the research on prospects for developing L2 students'

effective use of vocabulary learning strategies via web-based training, the virtual vocabulary trainer (the VVT site) including multimedia tutorials, practice exercises and awareness-raising tasks were investigated to gain participants' opinions. Ranalli (2009) looked for the effectiveness of a web-based vocabulary training program regarding *usefulness*, *usability* and *enjoyment*. The questions during the interview were exemplified considering the three sub-categories indicated. The results shed light to the content and design of that online site (the VVT) and demonstrated the effects of an online multimedia approach on learner training. In a similar vein, a study conducted by Altiner (2011) investigated the effects of a flashcard program, Anki, on vocabulary development and learners' perceptions through a survey, an interview and observation. Altiner (2011) mentioned the usefulness theme based on what the participants perceived about the usability of the program. For example, she asked, "Do you think Anki helped you increase your academic vocabulary?" The usability theme focused on whether the learners understood the program's purpose and found it clear enough to learn new words or not. For instance, she asked, "Would you prefer to use Anki for your future vocabulary learning?" The enjoyment theme depended on learners' interests and Altiner (2011) asked, "What did you enjoy the most about using Anki for academic vocabulary learning?" After the interviews were transcribed, the results showed that the participants found learning vocabulary with Anki useful and they explained after they started using Anki, students realized the improvement in their vocabulary learning. Additionally, the learners indicated they enjoyed working with Anki because of the technology integration. The result is in line with what Oblinder (2005) reported. He said using technology changed learners' attitudes in a positive manner. The participants also emphasized that example sentences and definitions of the target words made Anki usable.

2.6. The vocabulary notebooks for vocabulary development

Vocabulary notebooks are defined as “any form of notebook used for recording new and useful vocabulary and some additional information about the word” (McCrostie, 2007, p. 247). Fowle (2002) indicates the learners get the chance of making definitions, explanations and practicing about translation, parts of speech, pronunciation, collocations, antonyms, and synonyms through analyzing word families, designing mind maps and grammatical categorization in the notebook. In this study, “vocabulary notebook” refers to the written material that learners note down the new words they have encountered, with their meanings, parts of speech, synonyms, antonyms and sentence construction.

Schmitt and Schmitt (1995) argue that vocabulary notebooks are crucial component of language learning for a deep understanding of the word’s meaning. The learners keeping the notebooks pay attention on new lexical items and consolidate the target words. Therefore, they enhance vocabulary study and enrich the number of words they acquire (Fowle, 2002). Emphasizing the importance of vocabulary practice, Schmitt and McCarthy (1997) say, “The more energy a person expends when manipulating and thinking about a word, the more likely it is they will be able to recall and use it later” (as cited in Fowle, 2002). Bozkurt and Walters (2009) conducted a study investigating the effect of keeping vocabulary notebooks on vocabulary acquisition. According to the results, the same curriculum with the same materials was applied for both treatment (keeping vocabulary notebooks) and control group. The vocabulary tests measuring receptive and controlled productive knowledge revealed that treatment group keeping vocabulary notebooks learned the words better than the control group.

2.7. Learning from flashcards

Nation (2000) defines word cards as writing a foreign word and its meaning on front and back sides of a small card. The meaning can be in the form of a first language translation,

definition or a visual. The purpose is to get the meaning of a new vocabulary and check it rapidly in an easy way through turning the card over.

Learning from word cards is a kind of decontextualized vocabulary learning technique which refers to learning the words as discrete items without carrying a communicative purpose. However, lack of communicative context is criticized by researchers. For instance, Judd (1978) mentions the words learned in isolation are not possible to be recalled easily (as cited in Nation, 2000). Learning from word cards does not also have any contribution to the language use. On the other hand, researchers supporting decontextualized learning claim that a large number of words can be learned and remembered in a short period of time and even after long time duration. Nation (2000) says word cards enable learners to get orthography of the word and to make connections between form and meaning. Nation (2000) also exemplifies the meaningful way of learning through flashcards by comparing “vocabulary notebooks and vocabulary lists” with the use of word cards. He mentions the learners get the word and its meaning simultaneously in vocabulary lists and notebooks. However, the learners using word cards turn the meaning of the target word when they need it. Therefore, flashcards facilitate to get the meaning of the word from the memory. Recent studies also show that vocabulary learning through flashcards is a priceless vocabulary learning activity. Pair-associated learning supported by flashcards enables learners to memorize a lot of words in a short time (Webb, 2009). Similarly, Nakata (2011) supports the advantages of using flashcards, but he adds that computer-based flashcards are more effective than paper-based traditional flashcards because of its multimedia capabilities providing enriched presentation of materials and exercises types.

2.7.1. CALL instruction of English vocabulary learning

In 1980ss, computer assisted language learning (CALL) started to become popular for language and vocabulary learning. However, the technology was not satisfying enough to

enrich the types of vocabulary activities. Text construction, gap-filling, speed reading, simulation and vocabulary games were main exercises to practice new words (Ma & Kelly, 2006). Vocabulary learning also was not as popular as nowadays in terms of providing different types of vocabulary learning theories.

CALL is currently superior to traditional methods (pencil and paper based activities) with opportunities to practice the language within different types of exercises. For example, Nakata (2011) emphasized the superiority of CALL studying “iKnow!” offering various exercises such as multiple choice questions generated automatically and embedded exercises promoting receptive and productive vocabulary knowledge. Similarly, Kilickaya and Krajc (2010) investigated 38 students from an English language university with an online vocabulary program called “WordChamp” in Turkey. The results demonstrate that online vocabulary learners outperformed the participants being exposed to the traditional instructional methods. In order to investigate the vocabulary retention, the delayed post-test results were overviewed. Two months later after the post-test, while the experimental group had 4% loss, the control group had 6% loss of the target vocabulary studied. In a similar vein, according to a research study by Nakata (2011), short and long term effectiveness of two vocabulary learning approaches, CALL with spaced repetition and vocabulary notebooks, were analyzed. The results show that both treatments were equally well in short term, but the analysis of longer term gains showed that the CALL group (decreased by 5%) was slightly better than vocabulary notebook group (decreased by 14%) in statistically proven outcomes of forgetting words.

2.7.2. The multimedia learning

Hasebrook (1997) defines multimedia as the interaction of different media types in a computer application. Ashworth (1996) explains interactivity as “the degree to which a user of a program is involved in or has control over that program” (p. 82). Interactive media is the

integration of digital sound, image, text and video by using computer with users taking control of their learning process (Watts, 1997). Following the definitions, Kramsch and Anderson (1999) highlight the two crucial components of multimedia supporting verbal information with visuals to provide meaningful and contextualized learning and giving learners chance to take control of their interaction with multimedia information to increase autonomy. Bull and Wittrock (1971) presents a study exemplifying the effect of multimedia on meaningful vocabulary learning and learner autonomy. Eighteen target nouns were administered to seventh grade students with three instructional conditions of verbal definition only, verbal definition plus illustrations, or verbal definition with self-generated imagery (the instruction requires students to draw their own illustrations of the definitions). The results show that students who were exposed to verbal definition plus illustrations and verbal definition with self-generated imagery conditions have learned better than the students getting verbal definition only (as cited in Shen, 2010, p. 488).

“Multimedia learning refers to learning from words and pictures. Multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning” (Mayer, 2001, p. 3). The multimedia is presented by means of the delivery media (e.g., amplified speaker and computer screen), presentation mode (e.g., words and pictures) or sensory modalities (e.g., auditory and visual). The multimedia environments base on drill and practice systems and multimedia learning is respected as information acquisition or knowledge construction (Mayer, 2001).

2.7.3. The generative theory of multimedia learning

Mayer’s (1997) generative theory of multimedia learning (GTML) provides a foundation for learning in multimedia environments. In the implementation of multimedia instructional messages, Mayer (2005) indicates there are three cognitive science principles of learning

emphasizing three assumptions: dual channel assumption, the limited capacity assumption and the active processing assumption. Dual-channels assumptions draw attention on the importance of visual/ pictorial and auditory/verbal processing in the human information processing system. Paivio (1971) says that human cognition can deal with language, nonverbal objects and events at the same time. Nonverbal/imagery system consists of sensory and visual modalities while language system refers to verbal system. According to dual coding theory (DCT), nonverbal and visual systems are two separate subsystems monitored cognitively. They differ from each other structurally and functionally. Although nonverbal and linguistic systems can be active alone, they are also interconnected in the sense that either system can activate one another (Paivio, 1986) Researchers combine these two separate, but interconnected subsystems (nonverbal and linguistic systems) of cognition in vocabulary teaching. Pavio (1971) states that representation of a word with both verbal and imagery codes such as pictures and mental images are better than using verbal codes alone. He also adds that representing an item with two memory codes provides a better chance of remembering rather than a single code. For example, Shen's (2010) study designed within the framework of dual coding theory (DCT). The research compares the learning effects of two instructional encoding methods used in Chinese vocabulary instruction. One method provided verbal encoding only, the other method used verbal encoding with imagery encoding. The purpose was to examine the effect of vocabulary instruction on learning concrete and abstract words by comparing two different systems. The findings demonstrated that the verbal plus imagery encoding method was not superior to verbal encoding method only in terms of the sound, shape and meaning of the concrete words' retention. However, significant differences appear in the retention of the shape and meaning of abstract words. Similarly, Smith, Stahl, and Neil (1987) presents another study measuring three conditions: (a) a definition of the word only, (b) a definition and a sentence using the word in context, and

(c) a definition, a sentence using the word in context and a picture illustrating the meaning of the word. The study was administered to college undergraduates with fifty target words. The results showed that the conditions did not significantly differ from each other on the immediate test, but there were significant differences between the groups of a definition of the word only and a definition, a sentence using the word in context and a picture illustrating the meaning of the word. The second cognitive science principal of learning is the limited capacity assumption fed by cognitive load theory (Chandler & Sweller, 1991). The theory asserts that working memory (or short term memory) has limited capacity to keep information. Mayer (2005) explains when an illustration is presented, learners only remember a few images in working memory at one time. In a similar vein, when a story is narrated, learners only keep a few words in their mind rather than the whole vocabulary in the text. Therefore, the information needs to be presented in such a way that considering and reducing cognitive load. Finally, the active processing assumption suggests that learners need to be engaged in the learning process actively by selecting the relevant information, organizing and integrating the new information with the existing one (Mayer, 2005).

2.8. Summary

In summary, when the reviewed literature is taken into consideration, the role of the vocabulary was shaped with the changing history of language teaching. While vocabulary was presented in bilingual lists and classical literature in grammar- translation method, real objects, pictures and association of ideas were emphasized in direct method. The popularity of using the dialogues to teach the new words was replaced by the lexical chunks supported by communicative language teaching (Richards & Rodgers, 2014).

Knowing a word was defined by Nation (2000) as a requirement for deep knowledge with each word. Incidental and intentional vocabulary learning were two main terms used interchangeably with implicit and explicit learning respectively. Laufer and Hulstjin (2001)

say explicit learning is the conscious effort to build up new words. On the other hand, implicit learning refers to the unconscious and natural way of learning. EFL learners' receptive and productive vocabulary knowledge resembles the difference between passive and active word knowledge. Laufer and Goldstein (2004) mention receptive word knowledge is the ability to comprehend word form and meaning while productive knowledge refers to produce appropriate word form of meaning.

According to Schmitt's taxonomy (1997), discovery strategies enable learners to discover the new words and consolidation strategies provide learners opportunity to review the new encountered words. Vocabulary learning through flashcards is a determination strategy within the larger division of discovery strategies. Keeping vocabulary notebooks is a cognitive strategy within the larger division of consolidation strategy, vocabulary learning through flashcards is a determination strategy within the larger division of discovery strategies.

CHAPTER 3

METHODOLOGY

The current study aimed to examine the effects of vocabulary learning tools (Quizlet and vocabulary notebook) on vocabulary learning and recall of beginner level foreign language learners enrolled in a medical vocational high school, in Istanbul, Turkey. The research also endeavored to get information about learners' perception about vocabulary learning tools with regards to *usefulness*, *enjoyment* and *intention of using*. Participants were measured by vocabulary tests of orthography and grammar (adapted from Laufer & Goldstein, 2004), vocabulary tests of meaning and form (adapted from Webb, 2009) and a semi-structured, focused group interview.

This chapter clarifies the general research design of the study, the research methods, descriptions of setting and participants, the materials administered as vocabulary learning tools, the characteristics of the data collection instruments, procedure and data analysis.

3.1. Research methods

This study is a quantitative research analyzing the relations between two experimental groups (Quizlet-flashcard software program and vocabulary notebook) and a control group (with no treatment). The dependent variable was vocabulary learning, the within-subjects factor was time and the between-subjects factor was the group. Furthermore, a semi-structured focused group interview was conducted as a qualitative research method in order to obtain information on the part of participants.

3.2. Setting and participants

The research took place during the second semester of 2013/2014 school years at a private vocational high school in Turkey. The target population was junior students of a private medical vocational high school. The participants were all chosen from the researcher's own

classes. Therefore, the participants were selected based on the convenience sampling method. The participants studied English for six hours per week as a compulsory course determined by the Ministry of Education. English language teaching program consisted of a main course including integrated-skills with vocabulary, grammar and communication studies. There were eight units in the course book in total. Three out of eight units at the first term and five out of eight units at the second term were aimed to be completed. The language teaching program was designed as one lesson hour for reading, vocabulary, grammar, communication skills and two lesson hours for integrated skills including four main skills (reading, writing, listening and writing).

Four classes (two experimental and two control groups) with 89 participants took part in the study. The research was conducted with 9th graders and their age ranged between 15 and 16 years old. The participants had been learning English for five years; however, according to a test of Cambridge ESOL Key English Test (KET) examination administered at the beginning of the year, students were placed into A1 level within the requirements of Common European Framework. One class served as the treatment group A using Quizlet, vocabulary software program with flashcards, one class served as the treatment group B keeping the vocabulary notebooks. The remaining two classes constituted the control groups without any treatment.

There were 55 female and 34 male students in the study. The groups were chosen randomly. In the treatment group A (Quizlet), there were 4 males and 16 females ($N= 20$), in the treatment group B (Vocabulary Notebook), there were 13 males and 13 females ($N= 26$), in the control groups, there were 17 males and 26 females ($N=43$). The participants were homogenous in terms of their ages, proficiency levels and native languages. The study was mentored by only one teacher.

3.3. Piloting study

A piloting study was conducted with vocabulary tasks designed with non- target words (Appendix 1). The participants were ninth grade, medical vocational high school students of another school. The objective of the pilot study was to make students be accustomed to the vocabulary test with non- target words.

3.4. Instructional materials

3.4.1. Description of the computer-based flashcard program (Quizlet)

A flashcard software program, Quizlet, was used in the present study to help beginner level EFL learners improve their vocabulary knowledge. This software was an effective learning tool that helps students memorize and recall key concepts of different subjects such as geography, math, vocabulary or language learning. Quizlet is an online vocabulary learning tool with 40 million users every month (Quizlet, 2016).

Users can study with Quizlet on their own computer, on their cell phones with mobile apps (iPhone or Android) or other devices such as iPad and iPod Touch. Access to the program is free after creating an account. There are numerous flashcard sets on different topics and users can also create their own sets. The program is similar to paper flashcard system with the question on the front and the answer on the back. However, unlike traditional, paper-based flashcards, learners can insert visuals by uploading the images corresponding to the target word. Therefore, Quizlet, with its feature, supports Mayer's multimedia learning framework such that "people learn better from words and pictures than from words alone" (Mayer, 2005, p. 31). Furthermore, when the learners click on 'Audio on' button, they can hear the pronunciation of the word. At that sense, Mayer (2005) indicates "dual-channels assumptions" which is one of the three cognitive science principles of learning emphasizes the importance of visual/pictorial and auditory/verbal processing in the human

information processing system. Quizlet’s opportunity for promoting visual and auditory materials supports dual-channels assumption.

The criterion in choosing the flashcard software program from among the popular flashcard programs (e.g., Vtrain, Anki, SuperMemo) was its popularity among people first of all. The purpose was to measure a flashcard software program preferred by large numbers of people, so Quizlet, with one million users, was selected for the study. Secondly, the program has been simple and user-friendly, thus learners easily get accustomed to its use. Next, it is possible to integrate multimedia capabilities (e.g., pronunciation of words, inserting visuals) which provides learners with much more interesting and motivating learning environment. Additionally, the access has been free; the users can create their own account without any payment.

3.4.2. The study tools of Quizlet

The main set offers different ways to study the terms and definitions. There are 6 study and game modes including (a) flashcards, (b) learn, (c) speller, (d) test, (e) scatter and (f) space race.

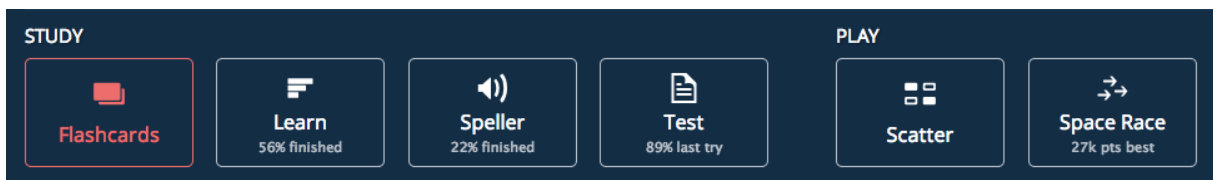


Figure 1. Main set of the Quizlet

(a) Flashcards

Flashcards enables learners to choose motions (“flip” or “flow”) they prefer, to hear pronunciation of the vocabulary (audio on/off) and to see term first, definition first or both sides at once. The visitors can also use “Shuffle” to mix up their terms and “Play” to advance with a hands-free mode (see Figure 2 and Figure 3).



Figure 2. Screen shot of Flashcard's tool bar

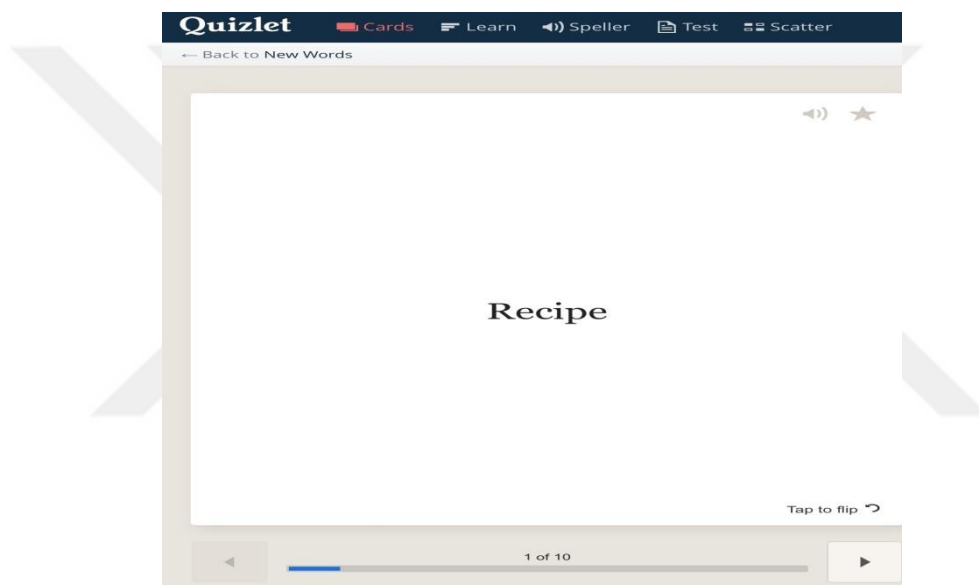


Figure 3. Screen shot of Flip motion

(b) Learn Mode

Learn Mode measures user's knowledge of the subject. The word sets created serve as prompts. The test requires learners to type the answer (a term or a definition). Quizlet marks correct or incorrect answers and gives users opportunity to see the questions they've missed. If the learner does not know the answer, she/ he can leave the question. At the end, the total number of words missed or correctly answered is reported (see Figure 4)

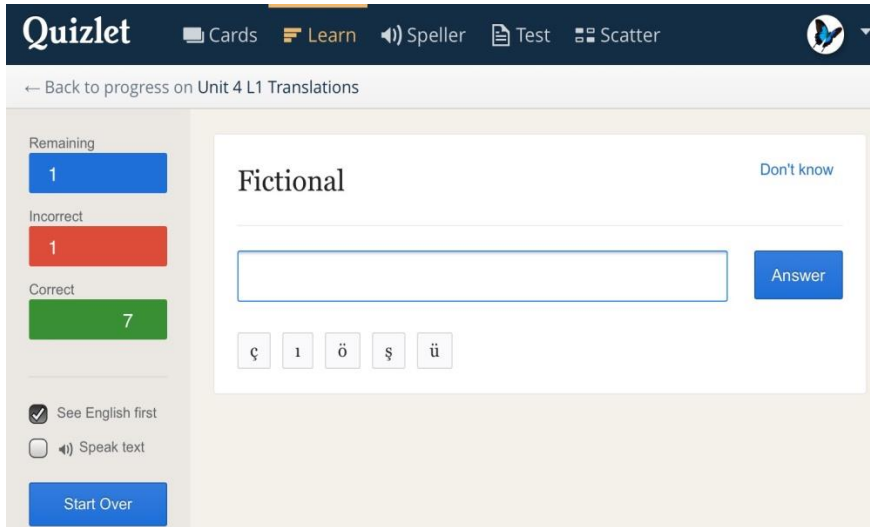


Figure 4. Screen shot of Learn Mode

(c) Speller

Speller specifically helps learners practice pronunciation and spelling of the target vocabulary. The users' job is to type what they hear. Quizlet corrects spelling mistakes and asks to retype. The study finishes when each term is spelled fully correct. At the end of the test, learners see the words missed or correctly spelled with percentages (see Figure 5).

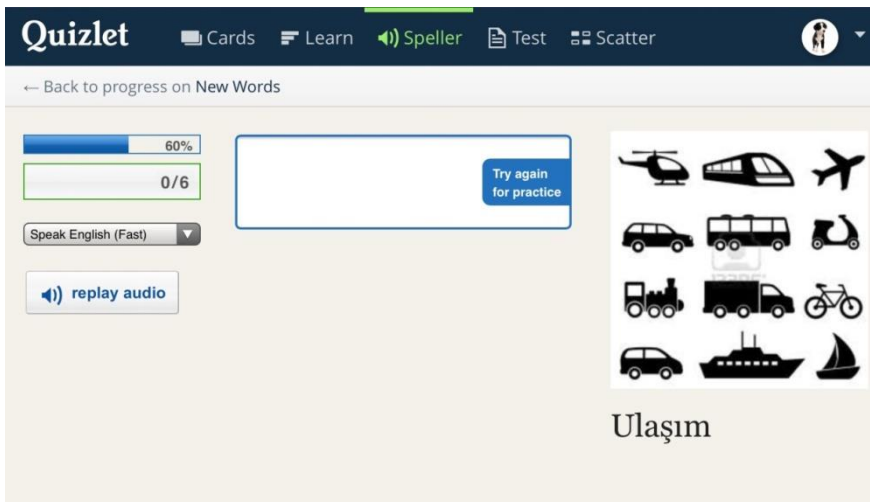


Figure 5. Screenshot of Speller

(d) Test

Test generates a random test including written and matching, true/false and multiple choice questions for flashcard sets created. Visitors' score is graded by Quizlet and they can keep practicing until completing the test successfully (See Figure 6 and Figure 7).

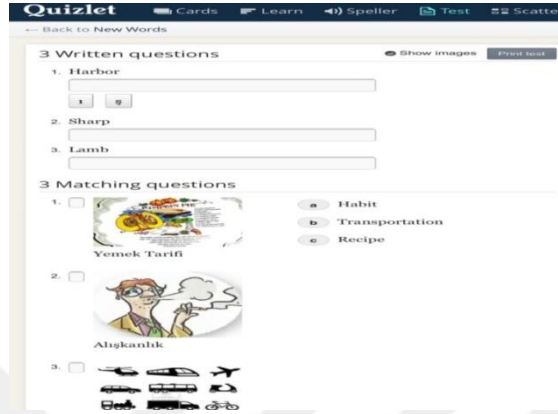


Figure 6. Screenshot of Written and Matching Question

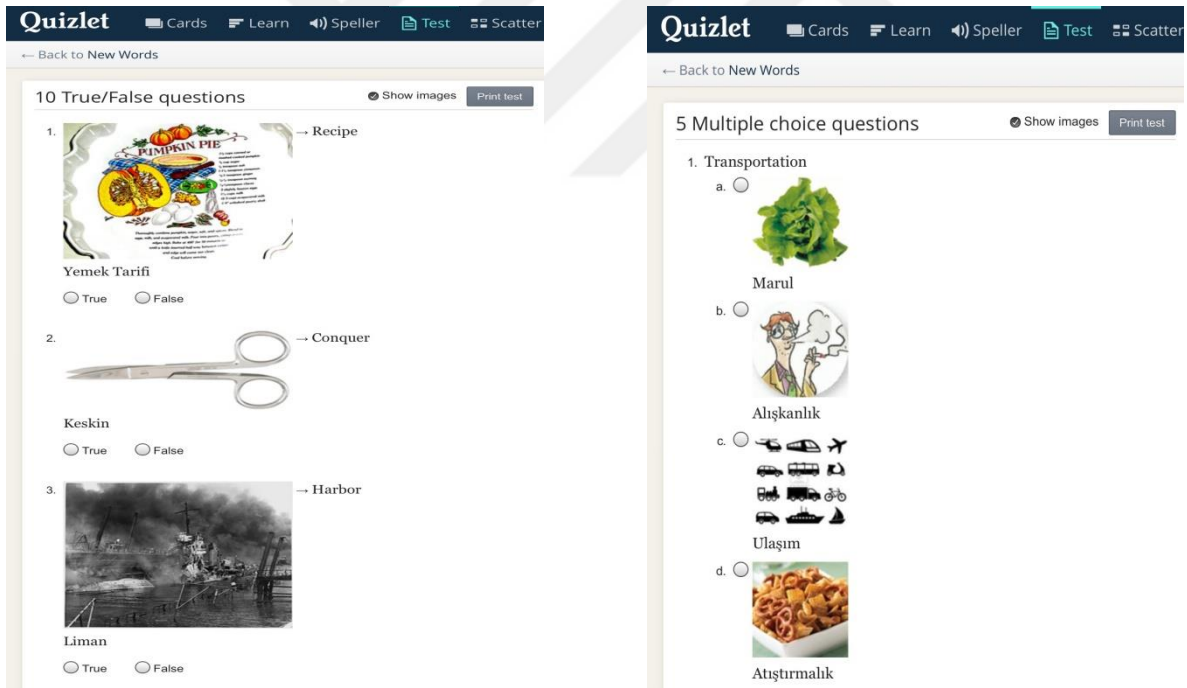


Figure 7. Screenshot of True/ False and Multiple Choice Questions

(e) Scatter

Scatter is a game like matching activity of terms and definitions recorded in learners' study sets. The more the learner finishes in a short period of time, the more possible to get high points. Therefore, it is crucial to budget the time so as to beat the record time (see Figure 8).

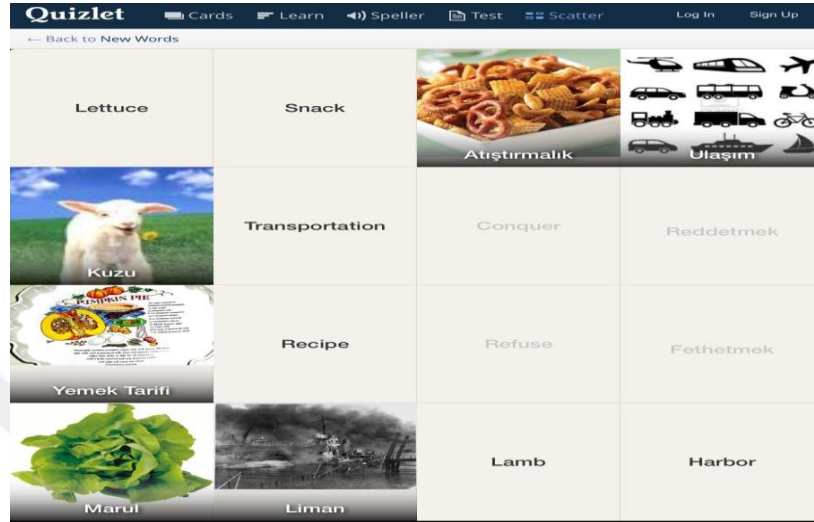


Figure 8. Screenshot of a Scatter game

(f) Space Race

Space Race is a game of typing terms (or definitions) while the definitions (or terms) are scrolling across the screen. All of the words (terms and definitions) are from among the sets that the learners formed beforehand. When the users miss the question, Quizlet guides the learner to retype the answer.

3.5. Data collection instruments

In the present study, the data was gathered through multiple instruments: (a) placement test, (b) vocabulary familiarity test, (c) vocabulary tests of orthography and grammar (adapted from Laufer & Goldstein, 2004), vocabulary tests of meaning and form (adapted from Webb, 2009), and (d) a semi-structured interview.

3.5.1. Placement test

At the beginning of the year, participants were administered with Key English Test (KET) drawn up by University of Cambridge ESOL (English for Speakers of Other Language) to determine participants' level of English. The teacher/researcher investigated the books designed for KET samples and chose the test randomly. The exam measures whether the learner is A1 or A2 according to the Common European Framework of Reference for Languages. The purpose was to determine the participants' level of English.

3.5.2. Vocabulary familiarity test

In order to eliminate known words, a vocabulary familiarity test including all words of the target units (unit 4, 5 and 6) was administered (see Appendix 2). Students were asked to write Turkish meanings of given English words. According to the test results, learners were unfamiliar with 42 out of 123 words. Even a word known by a learner was eliminated and the target words were determined (see Appendix 3).

3.5.3. Vocabulary tests

Vocabulary tests were created using the target words that appeared in the three units (unit 4, 5 and 6) to be covered over the 3-weeks period (see Appendix 4). The vocabulary tests were used as pretest, posttest and delayed- posttest for each group.

The reliability of the vocabulary tasks was measured with Cronbach's alpha. For the scores obtained from the pre-test, the reliability was respectively .77 for the orthography, .95 for the knowledge of meaning, and .95 for the grammatical functions. For the post-tests, the reliability was respectively .84 for the orthography, .83 for the knowledge of meaning, and .71 for the grammatical functions. For the delayed post-tests, the reliability was respectively .78 for the orthography, .76 for the knowledge of meaning, and .83 for the grammatical functions.

The validity of the vocabulary tasks was measured through a likert scale including "agree" (1), "disagree" (2), and "not sure" (3) options (see Appendix 5). The participants

were ten English teachers mentioning the preferences. They indicate their answers by marking the appropriate number to match their opinion about receptive/ productive knowledge of orthography, meaning and form and grammar. The majority of the participants (9 out of 10) agreed upon the validity of the vocabulary tasks in terms of measuring the related knowledge of vocabulary (see Appendix 6).

The data was collected through 8 vocabulary tests measuring knowledge of orthography, grammatical functions (adapted from Webb, 2009) and meaning & form (adapted from Laufer & Goldstein, 2004). The aspects of vocabulary knowledge emphasized (orthography, meaning and form, and grammar) were measured receptively and productively. In order to reduce the influence of earlier tests on following parts, participants got vocabulary tests one after another. That is to say, when the students finished a test (for instance, orthography receptive), the researcher collected the papers and gave the following test (for instance, orthography productive). Therefore, the participants finished each part without regarding the information given in the previous tests. In the pilot study, each test took participants ten minutes to complete, so 10 minutes were allotted to the each part of the vocabulary tests. All of the vocabulary tests were carried out within two lesson hours in the study. The vocabulary tests administered were described respectively as follows (see Appendix 4):

Test 1. Receptive knowledge of orthography

Receptive knowledge of orthography (adapted from Webb, 2009) was designed in the form of a multiple choice test format which required learners to circle the correctly spelled target words. In order to measure students' recognition of accurate spelling, the distracters and the target vocabulary were quite similar to each other phonetically and orthographically.

Test 2. Productive knowledge of orthography

Productive knowledge of orthography (adapted from Webb, 2009) required learners to write target words in 10 seconds after hearing each vocabulary pronounced twice. The test aimed to measure whether the students could produce the correct spelling or not. Spelling mistakes were marked incorrect.

Test 3. Meaning and form

Passive (receptive) word knowledge, comprising reading and listening skills, is the ability to comprehend word form and meaning. Active (productive) word knowledge, including speaking and writing skills, is the ability to get the appropriate spoken or written word form of the meaning. Hence, “active” and “passive” are used for “productive” and “receptive” interchangeably in the tests clarified below.

“Recognition” and “recall” are two types of retention measures. While a greater degree of familiarity is needed for recall, low degrees suffice for recognition. In the current study, knowledge of meaning and form was measured on the four degrees of knowledge, passive recognition, active recognition, passive recall and active recall. The tests were carefully sequenced according to hierarchy of difficulty (adapted from Laufer & Goldstein, 2004). In the light of Laufer and Goldstein’s (2004) study, active recall proved to be more difficult than passive recall and active recognition needs much more advanced level of knowledge than passive recognition.

Test 3.1. Passive recognition

Passive recognition test required students to choose L1 (Turkish) translation of L2 (English) target word from among four options of L1 words. The aim was to measure students’ recognition of L2 words (Laufer & Goldstein, 2004). In order to test recognition of the target words efficiently, the distractors must have already been known by the participants. Hence, they were determined considering the results of Vocabulary Familiarity Test administered at

the beginning of the research. Following the results, L1 distractors were chosen from the units (Unit 1, 2, 3) that had already been covered.

Test 3.2. Active recognition

Active recognition test required students to choose L2 translation of L1 target word from among four options of L2 words. The purpose was to measure students' recognition of L1 words. The distractors were prepared considering the words used in passive recognition. In order to prevent ambiguity among L2 distractors, they were chosen semantically unrelated to one another.

Test 3.3. Passive recall

The purpose of the test was to demonstrate understanding of L2 word's meaning. The test required learners to write the L1 translations of L2 words. In order to prevent students from writing non-target words, the first letter of the translation was supplied. The test consisted of 42 (L2) words with blanks designed for writing the target equivalents.

Test 3.4. Active recall

The aim of the test was to measure participants' ability to provide L2 target word. The learners were asked to write L2 translations of L1 words. The first letter of the translation was provided to keep students from writing non-target words. The test consisted of 42 (L1) words with blanks designed for writing the target equivalents.

Test 4. Receptive knowledge of grammatical functions

Receptive knowledge of grammatical functions (adapted from Webb, 2009) was designed in the form of a multiple choice test format. The test required learners to circle the grammatically correct sentence. The aim was to measure participants' recognition of grammatically accurate form among the L2 sentences.

Test 5. Productive knowledge of grammatical functions

Productive knowledge of grammatical functions (adapted from Webb, 2009) was designed as a sentence construction test. The purpose was to measure whether the learners made grammatically correct sentences or not. The participants were asked to write a sentence with all 42 target words. The criterion was to use target words with grammatical accuracy. Twenty minutes were allotted to this task considering time duration of the pilot test.

3.5.4. Interview

A semi-structured focus group interview was conducted the week after delayed post-test. The purpose was to understand the students' perceptions about the use of Quizlet flashcard software program and vocabulary notebook. The volunteer students in the treatment group A (Quizlet) and B (Vocabulary Notebook) were interviewed in groups of three. Instead of individual interviews, students answered the questions in group format with the aim of making the interaction between subjects possible. Meanwhile, interviews were carried out in Turkish to help the participants express themselves clearly. The questions were asked during the interview with the intention of guiding the participants. They were expected to answer whether they found using the target learning tool (Quizlet or vocabulary notebook) useful, what they liked or disliked and whether they would continue using it even if the teacher did not check it regularly. The interviews took 15 minutes for each group and they were video-taped and then transcribed by the researcher for analysis. The control group participants were not interviewed. The three questions of interview are presented as follows (see Appendix 6):

1. Do you think Quizlet/ vocabulary notebook helped you learn vocabulary?
2. What did you like the most about using Quizlet /vocabulary notebook?
3. Would you prefer to use Quizlet/ vocabulary notebook as a learning tool in the future? And why?

3.6. Procedures

A vocabulary familiarity test was used in both treatment and control groups to eliminate known words. Out of three target units 9, 14 and 19 unknown words were determined respectively. The units were chosen randomly considering the starting date of the study. Each unit was aimed to be completed in a week; hence three target units were arranged to be completed within three weeks. Except for assignments, the same lesson plans were administered for both control and treatment groups. The groups were also exposed to the same course book, *Got It Plus Level 1*, Oxford University Press, the same units (see Appendix 7) and the same target words. The basic vocabulary activities of the course book were matching the vocabulary words with the pictures and making sentences with the vocabulary words. The target words were not specifically emphasized, but presented within all of the vocabulary words in the units. The teacher equally dealt with the control and treatment groups. The vocabulary words were written on the board and students were asked to make sentences during the lessons. The words difficult to understand were explained with first language translations. On the other hand, at the end of the day, the treatment groups (treatment group A, Quizlet, and treatment group B, vocabulary notebook) were assigned with 5 extra vocabulary tasks done with Quizlet and vocabulary notebooks. The assignments were adapted from Schmitt and Schmitt (1995) as follows: (1) translation; translating the target word into Turkish (L1), (2) synonyms; finding out the synonym of the target words, (3) antonyms; finding out the opposite of the target words, (4) parts of speech; deciding on whether the target word is a noun, a verb, an adjective or an adverb and (5) sentence construction; writing a sentence with the target words. In order to prevent misunderstandings and interruptions, vocabulary tasks were practiced with non-target words in the piloting study. Therefore, students experienced no difficulty with the tasks in actual time period of the treatments. The week before the study started, the pretest was administered to the groups

during a regular class time. At the end of three weeks, after the treatments had been successfully completed, the posttest was administered to measure vocabulary learning. The delayed-posttest was performed two weeks later with the aim of testing vocabulary recall. Interviews were conducted the week after delayed posttest to get participants' perceptions about the learning tools.

3.6.1. Quizlet treatment group

The treatment group, Quizlet assigned to use an online vocabulary learning program comprised 20 participants. The program was based on flashcards and vocabulary games. It was chosen for its visuals, audios, user-friendly interface, progress reports and enjoyable activities.

A three-week schedule with specifically prepared lesson plans was allotted to the implementation of Quizlet (see Appendix 8). The learners were required to use the program on computer out of school. A week before the treatments started, to clarify the expectations, the teacher provided information about the use of Quizlet Flashcard Software. The assignments were exemplified with non-target words.

The learners using the program had individual accounts. At the end of each week, the participants were expected to finish the homework until Friday morning. The teacher (researcher) checked the vocabulary assignments online by using students' usernames and passwords attained beforehand. The feedback was given on the following Monday.

3.6.2. Vocabulary notebook treatment group

The second treatment condition, the vocabulary notebook group, consisted of 26 participants. These participants were assigned to keep vocabulary notebooks. A three-week schedule with specifically prepared lesson plans was allotted to the implementation of vocabulary notebooks (see Appendix 9). The participants were asked to use vocabulary notebooks out of school. The week before the treatments started, the teacher informed students about keeping vocabulary

notebooks. The assignments were exemplified with non-target words. At the end of each week, on Friday mornings, the teacher (researcher) collected the vocabulary notebooks in order to check the assignments. The notebooks were returned to the students on the following Monday.

3.6.3. Control group

The control group had 43 participants and followed the routine schedule of the course book without any treatment. A 3-week schedule with specifically prepared lesson plans was allotted to the routine course book program for the control group (see Appendix 10). Except for the assignments recommended by the course book program, the participants were not assigned with any vocabulary tasks and were not exposed to any vocabulary learning tool.

3.7. Timeline

The study started at the second term of 2013-2014 school years. Piloting study was applied in March 2014. Following a week after piloting, the pretest (vocabulary tests) was operated at the beginning of the study in April 2014. The treatments (control-no tool, Quizlet flashcard software and vocabulary notebook) were conducted over three weeks in April 2014. At the end of the 3rd week (after treatments), the posttest was implemented to test vocabulary learning. Two weeks later, the delayed posttests were used to measure vocabulary recall in May 2014. The study took 2 months in total.

3.8. Data analysis

A software program, the Statistical Package of Social Sciences (SPSS) was used to evaluate the quantitative data in the current study. To address the first research question about the effect of vocabulary learning tool, (“no tool”, “Quizlet” or “notebook”) on vocabulary learning and recall, 89 participants were recruited to take part in the experiment, split into three groups. Each of these three groups of participants received a different condition: in one

group, participants did not use any tool (i.e., this was Group #1, also called the control group); in another group, participants used Quizlet software (i.e., this was Group #2, also called treatment A); the final group used notebook (i.e., this was Group #3, also called treatment B). All of the conditions (i.e., the control, treatment A and treatment B) lasted three weeks. During this period, the dependent variable, vocabulary learning, was measured three times: at the beginning of the experiment (time point #1), mid-way through the two weeks (time point #2) and at the end of the experiment (time point #3). These three time points (i.e., time point #1, time point #2 and time point #3) represent the three groups of the within-subjects factor, time. One-way ANOVA was firstly conducted for pretest results to prove that students had similar knowledge of the words prior to the treatment. Next, three-way ANOVA (mixed factorial ANOVA) was carried out to determine whether any change in vocabulary learning and recall (the dependent variables) is the result of the interaction between groups and time.

To answer the second research question, the learners' perceptions about the use of Quizlet and vocabulary notebook, a survey designed by Ranalli (2009) investigating the positive impact of a web based vocabulary training program under three subheadings of "*usefulness, enjoyment and intention of using*" inspired the interview questions of the current study. The data obtained from interviews was transcribed and analyzed through coding scheme which requires researcher to group similar types of information together (Parson & Brown, 2002). The researcher reading the transcripts pinpoints narrative categories in order to write them under common themes. The process can be accomplished through searching for words or phrases repeated (Mills, 2003; Parsons & Brown, 2002). Therefore, the researcher in the present study tried to find out utterances reflecting learners' perceptions about the learning process with Quizlet and vocabulary notebooks through pinpointing the words or phrases related to the perception of "*usefulness*", "*enjoyment*" and "*intention of using*".

3.9. Summary

In this chapter, the research design of the study, the setting and the characteristics of participant, materials, data collection instruments, procedure and data analysis were clarified. The material, Quizlet software program as a vocabulary learning tool was presented with figures. Data collection instruments for quantitative and qualitative purposes of the study were explained in detail. Following the description of the instruments operated, the procedure of the study was clarified. In order to ensure and increase the reliability and validity of the study, a lot of methods were used in data collection and a lot of data was provided. Finally, the chapter concluded with the data analysis procedure. The research questions, data collection instruments and data analysis were summarized in Table 1. Results will be presented and discussed in the following chapter.

Table 1. *Research questions and data collection instruments*

Research Questions	Data Collection Instrument(s)	Data Analysis
1. Which vocabulary learning tools (no tool – control, Quizlet, vocabulary notebook) lead to more vocabulary learning and recall?	Vocabulary Familiarity Test	ANOVA (one-way)
	Vocabulary tests of orthography and grammar	Factorial ANOVA (three way)
	Vocabulary tests of meaning and form	
2. What are the EFL learners' perceptions on the use of Quizlet and vocabulary notebooks? a) Usefulness b) Enjoyment c) Intention of Using	Semi-structured interviews	Coding Scheme

CHAPTER 4

RESULTS

This chapter presents the results of the data analysis to find out the research questions of the study. SPSS was operated to examine the quantitative analyses. Firstly, the chapter explores whether the use of vocabulary learning tool had an effect on vocabulary learning and retention over three week period. To answer this, 89 participants in three different groups were recruited to take part in the study. Each of these three groups of participants received treatment in a different condition lasted three weeks: in one group, participants did not use any tool (no-tool group); in another group, participants used Quizlet software (Quizlet group); the final group used notebook (notebook group).

Secondly, this chapter also reports the findings about learners' perceptions about the use of Quizlet flashcard program and vocabulary notebooks under the subheadings of *usefulness*, *enjoyment* and *intention of use*. A semi-structured focused group interview was conducted to display the qualitative analyses of the research. As stated in the first chapter, the purpose of this study was to examine the effects of computer-based flashcard software (Quizlet) and paper-based vocabulary notebooks on vocabulary learning and recall with lower proficiency level learners of EFL. Therefore, the following hypotheses were tested:

H1: Students will perform differently on the pre-test depending upon whether they are exposed to any tool.

H2: Students will perform differently on the immediate post-test depending upon whether they are exposed to any tool when measured immediately after the intervention.

H3: Students will perform differently on the delayed post-test depending upon whether they are exposed to any tool when measured two weeks after the intervention.

H4: At least one group will show a significant difference in the mean number of vocabulary terms correctly recalled.

Research Question 1: Which vocabulary learning tools (no tool – control, Quizlet, Notebook) lead to more vocabulary learning and recall?

Descriptive statistics:

Means and standard deviations for each set of scores received from the treatment groups on all assessments were calculated. For the purposes of this study, a significance level of $\alpha = .05$ was used to make all determinations of statistical significance. Table 2 demonstrates mean scores of groups (no-tool, Quizlet and notebook) and time (pre-test, immediate post-test and delayed post-test).

Table 2. Means and Standard Deviations by tool type group and vocabulary assessment

	Groups	N	Mean	Std. Deviation
Pre-total	No-tool	43	89,40	25,638
	Quizlet	20	99,00	30,166
	Notebook	26	99,42	26,247
	Total	89	94,48	27,026
Immediate post-total	No-tool	43	144,70	50,317
	Quizlet	20	207,50	59,943
	Notebook	26	188,23	56,057
	Total	89	171,53	60,043
Delayed post-total	No-tool	43	178,84	54,345
	Quizlet	20	246,55	56,252
	Notebook	26	221,27	57,826
	Total	89	206,45	62,013

Examination of the data in Table 1 shows that the pre-test mean scores of each group were almost equal, so the result supported that at the beginning of the study, vocabulary knowledge of participants were nearly similar to each other. The largest difference between pre-test scores was found to be 10.0 (99.42-89.40) with the notebook group scoring higher than no-tool and Quizlet group. The largest difference in immediate post-test scores was 52.80, (207.50 – 144.70), between Quizlet and no-tool groups. The largest difference in delayed post-test scores between groups was 67.71 (246.55 – 178.84). The Quizlet group identified a mean of 246.55 vocabulary terms correctly while the group using the notebook averaged

221.27 and no-tool group 178.84. Each group showed gains from the pre-test to the post-test. Each group also showed a gain in scores for the immediate post-test to the delayed post-test.

Inferential Statistics:

To evaluate the first three hypotheses pertaining to the effects of tool type on the vocabulary learning, three separate analyses of variance (ANOVAs) were conducted on the pre-test, immediate post-test, and delayed post-test data provided by the three groups: no-tool, Quizlet and notebook.

To address the first hypothesis (H1) that students will perform differently on the pre-test depending upon their type of tool used, a one-way ANOVA was conducted. Results showed that there were not significant differences among the three tool type groups, $F(2, 88) = 1,418, p = .231$, on the pre- test (Table 3).

Table 3. *One-way ANOVA results for pre-test by tool type*

	Sum of Squares	df	MS	F	Sig.
Between Groups	2155,599	2	1077,800	1,492	.231
Within Groups	62118,625	86	722,310		
Total	64274,225	88			

To examine the second hypothesis (H2) regarding the effects of tool type on the immediate vocabulary test, another one-way analysis of variance (ANOVA) was used. Results indicated that there were no significant differences among the three tool type groups, $F(2, 88) = 10,885, p = .000$, on the immediate vocabulary test (Table 4).

Table 4. *One-way ANOVA results for immediate post-test by tool type*

	Sum of Squares	df	MS	F	Sig.
Between Groups	64087,495	2	32043,747	10,885	.000
Within Groups	253164,685	86	2943,775		
Total	317252,180	88			

To examine the third hypothesis (H3) pertaining to the effects of tool type on the delayed vocabulary test, a third one-way analysis of variance (ANOVA) was conducted. Results showed that there were no significant differences among the three media type groups, $F(2, 88) = .11,347, p = .000$, on the delayed vocabulary test (see Table 5).

Table 5. *One-way ANOVA results for delayed post-test by tool type*

	Sum of Squares	df	MS	F	Sig.
Between Groups	70656,097	2	35328,048	11,347	.000
Within Groups	267757,926	86	3113,464		
Total	338414,022	88			

The ANOVA results for H1, H2, and H3 are presented in Table 6.

Table 6. *One-way ANOVA results for all tests by tool type*

	df	F	Sig.
Pre-test	2	1,492	.231
Immediate post-test	2	10,885	.000
Delayed post-test	2	11,347	.000

Taken as a group, Tables 3, 4, 5 and 6 indicate that each group obtained similar scores on each individual administration of the test. A comparison of the within-subjects effects was performed on the mean scores of each group to ascertain whether the differences across tests were significant within each group. The results of the comparisons of the mean scores on tests for individual groups are presented in Tables 7, 9, and 11.

Data from the no-tool group did not violate Mauchly's assumption of sphericity. Because the data did not violate assumptions of sphericity, the standard repeated-measures ANOVA was performed.

Table 7. *Tests of Within-Subjects Effects for the no-tool group*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	175206.388	2	87603.194	163.957	.000
Error	44881.612	84	534.305		

The results of this test, presented in Table 6, indicated that there were significant differences in student scores on at least one pair of assessments presented to the no-tool group. Therefore, a post-hoc analysis was necessary to determine which test means differed significantly from the others. For the post-hoc analysis of the repeated-measures ANOVA for the no-tool group, a series paired sample t-tests were conducted (See Table 7). The first t-test found significant differences between the pre-test and post-test scores ($M = 55.302$, $SD = 35.258$) conditions, $t(n = 43) = 10.285$, $p = .000$. The second paired samples t-test found significant differences between the pre-test and delayed post-test scores ($M = 89.442$, $SD = 40.085$), $t(n = 43) = 14.632$, $p = .000$. The final paired samples t-test conducted on the data from the no-tool group found significant differences between the pre-test and delayed post-test scores ($M = 34.440$, $SD = 18.866$) conditions, $t(n = 43) = 11.866$, $p = .000$. In all comparisons, the differences between scores met the level of significance stipulated for the study, $\alpha = .05$. Significant differences were found for the no-tool group between each administration of the test.

Table 8. *Paired Samples t-tests for the no-tool group*

		N	M	SD	SEM	95% confidence interval of the difference		t	df	Sig. (2-tailed)
						LOWER	UPPER			
Pair 1	Pre-immediate post	43	-55.302	35.258	5.377	-66.153	-44.452	-10.285	42	.000*
Pair 2	Pre-delayed post	43	-89.442	40.085	6.113	-101.778	-77.106	-14.632	42	.000*
Pair 3	Immediate post-delayed post	43	-34.140	18.866	2.877	-39.946	-28.333	-11.866	42	.000*

A Mauchly's test showed a violation of the assumption of sphericity in the data from this group. Because of this violation of the assumption of sphericity, the data were analyzed using

the Greenhouse-Geisser version of a repeated-measures ANOVA. The results are shown in Table 9.

Table 9. *Tests of Within-Subjects Effects for the Quizlet group*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	233787.700	1.828	127897.622	130.581	.000
Error	34016.967	34.731	979.451		

Table 9 shows that there were significant differences in student scores on at least one pair of assessments taken by the Quizlet group during the course of the study. Therefore, a post-hoc analysis was again necessary. For the post-hoc analysis of the repeated-measures ANOVA for the no-tool group, a series paired sample t-tests were conducted (See Table 9). Significant differences were found when a paired samples t-test was conducted comparing the pre-test and post-test scores ($M = 108.500$, $SD = 45.500$), $t(n = 20) = 10.662$, $p = .000$. The same group showed significant differences between the pre-test and delayed post-test scores ($M = 39.050$, $SD = 35.229$), $t(n = 20) = 4.957$, $p = .000$. Data from the Quizlet group also indicated significant differences between the immediate post-test and delayed post-test scores ($M = 147.550$, $SD = 45.375$), $t(n = 20) = 14.542$, $p = .000$. In all comparisons, the differences between scores met the requirement of significance, ($\alpha = .05$). The results indicated that students in the Quizlet group experienced significant increases in vocabulary scores between the different administrations of the tests.

Table 10. *Paired Samples t-tests for the Quizlet group*

		N	MEAN	SD	SEM	95% confidence interval of the difference		t	df	Sig. (2-tailed)
						LOWER	UPPER			
Pair 1	Pre-immediate post	20	108.500	45.509	10.176	-129.799	-87.201	-10.662	19	.000*
Pair 2	Pre-delayed post	20	-39.050	35.229	7.878	-55.538	-22.562	-4.957	19	.000*
Pair 3	Immediate post-delayed post	20	-147.550	45.375	10.146	-168.786	-126.314	-14.542	19	.000*

As with the no-tool group, data from the notebook group did not violate Mauchly's assumption of sphericity. Because the data did not violate assumptions of sphericity, the standard repeated-measures ANOVA was performed.

Table 11. *Tests of Within-Subjects Effects for the notebook group*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	206481.872	2	103240.936	156.539	.000
Error	32976.128	50	659.523		

The results presented in Table 10 indicated that there were significant differences in student scores on at least one pair of tests taken by the notebook group. In order to determine which tests were significantly different from the others, three paired samples t-tests were conducted as post-hoc analyses (Table 12).

Table 12. *Paired Samples t-tests for the Notebook group*

		N	MEAN	SD	SEM	95% confidence interval of the difference		t	df	Sig. (2-tailed)
						LOWER	UPPER			
Pair 1	Pre-post	26	-88.808	41.338	8.107	-105.504	-72.111	-10.954	25	.000*
Pair 2	Pre-delayed post	26	-33.038	16.624	3.260	-39.753	-26.324	-10.134	25	.000*
Pair 3	Immediate post-delayed post	26	-121.846	44.407	8.709	-139.783	-103.910	-13.991	25	.000*

All significance values in the last column are greater than .05, so the significance among the tests is clearly seen as it is in no-tool and Quizlet group. The results showed that learning vocabulary with vocabulary notebooks facilitated vocabulary knowledge and retention. The t-test comparing the pre-test and immediate post-test scores of the notebook group found significant differences, ($M = 88.808$, $SD = 41.338$), $t(n = 26) = 10.954$, $p = .000$. A paired samples t-test conducted on the data from the same group found significant differences between the pre-test and delayed post-test scores ($M = 33.038$, $SD = 16.624$), $t(n = 26) = 10.1034$, $p = .000$. The paired samples comparison on the notebook group found significant differences between the immediate post-test and delayed post-test scores ($M = 121.846$, $SD = 44.407$), $t(n = 26) = 13.991$, $p = .000$. These results indicated that students in the notebook group experienced significant increases in vocabulary scores between the each administration of tests.

Hypothesis four is concerned the change in participants' vocabulary scores over time. A repeated measures ANOVA was used to determine whether any change in vocabulary learning (i.e., the dependent variable) is the result of the interaction between "groups" ("no

tool", "Quizlet" or "notebook") and "time" (pre-test, immediate post-test, delayed post-test).

The results are shown in Table 12.

Table 13. *Repeated Measures Analysis of Variance Between Subjects and Within Subjects*

Source	<i>df</i>	<i>F</i>	<i>P</i>
Group	2	Between subjects 9,63	.000
Within subjects			
Tests	2	467,583	.000
Tests x Groups	4	12,024	.000
Error(tests)	172		

The repeated-measures ANOVA shown in Table 13 indicated that significant differences were found between group mean scores across all of the tests used in the study, $F = 9.63$. The probability of $p = .000$ met the level of significance stipulated for the study, $\alpha = .05$. The data for the within subjects effects by test generated an F value of 467,583, $p = .000$. Since this met the criterion of $\alpha = .05$, this result indicated that there were significant changes in mean scores across all groups between different administrations of the test. This may indicate that tools used in this study generally had a significant impact on vocabulary learning. The result will be more fully examined in Chapter 5.

Summary of inferential statistics.

The ANOVA information presented in Tables 8, 9, and 10 combined with the post-hoc analyses illustrated significant changes in vocabulary scores between the assessments offered to all treatment groups occurred during the course of the study. The series of one-way ANOVAs shown in Tables 4, 5, and 6 failed to find statistically significant differences between groups on any of the test administrations.

Research Question 2: What are the EFL learners' perceptions on the use of Quizlet and vocabulary notebooks?

To answer the second research question, the questions about learner's perceptions had three subheadings of usefulness, enjoyment and intention of using. The data was obtained from interviews.

a) Do the learners find Quizlet/ vocabulary notebook **useful**?

The question asking participants' perceptions about finding Quizlet/notebook useful was responded positively. Both of the groups' participants agreed upon the usefulness of Quizlet software program and vocabulary notebook. This can be seen in the following excerpts:

Quizlet was especially useful for English exams because it provided me to review the new words. For example, when I met the words studied through Quizlet, I recalled them easily during the exam. It helped me to be successful because I got higher marks. (Şeyma, Quizlet)

Another participant shared similar thoughts about vocabulary notebook and said:

Keeping vocabulary notebook provided me to memorize new words and make sentences. When I ran across the words studied through vocabulary notebook, I understood the question and answered them easily.

(Ela, vocabulary notebook).

Other participants of the study provided the following comment on the usefulness of Quizlet and vocabulary notebook from a different perspective and indicated that:

Yes, Quizlet was useful. Before using it, I forgot the words easily. But now, it helped me to remind the words and learn them permanently.

(Çiğdem, Quizlet).

Yes, vocabulary notebooks increased my vocabulary knowledge. I recalled the new words during exams and the notebook helped me to learn the new

vocabulary permanently. Before keeping vocabulary notebook, I did not remember the words even if we had already studied it.

(Enes, vocabulary notebook)

Other participants summarized the situation in the following way:

Thanks to Quizlet, I practiced and learned the new words for me.

(Halil, Quizlet).

Vocabulary notebooks helped me to practice new words. We learned the target words with synonyms and antonyms and we made sentences.

(Sinem, vocabulary notebook).

b) What did the learners **like the most** about using Quizlet /vocabulary notebook?

Different perspectives on the same issue were supported by the participants. The learners from Quizlet group liked game like activities the most and expressed their thoughts as follows:

I liked the games in Quizlet and played them very much.

(Halil, Quizlet).

Another participant supported her friend and said that:

The program was enjoyable. I liked the games very much and I recommend everyone to try it.

(Çiğdem, Quizlet).

Parallel with the above excerpts, another participant mentioned the same issue from a different perspective and indicated that:

I liked it so much because it was enjoyable. Also, we can create our own flashcards, add images and do whatever we want.

(Şeyma, Quizlet).

Learners from vocabulary notebook group did not exactly share the same ideas with Quizlet group. One of the participants found it even boring and stated that:

I did not like keeping vocabulary notebooks because I did not want to find out translations of the target word with synonyms and antonyms and also, it was boring to make sentences.

(Enes, vocabulary notebook)

The following participants on the same issue verbalized their thoughts positively and mentioned:

I liked keeping vocabulary notebooks because I love English and enjoy any kind of activity, project or assignment about English. I'm strongly willing to learn it.

(Ela, vocabulary notebook).

I loved keeping vocabulary notebooks. I liked searching for the target words' part of speech. However, the most difficult part was to make sentences.

(Sinem, vocabulary notebook)

c) Would the learners **prefer to use** Quizlet/ vocabulary notebook **as a learning tool** in the future? Why?

In the interviews, responses related with the use of Quizlet in the future were quite positive. The learners said they would use Quizlet software program to learn new words and increase vocabulary knowledge. One of the participants on this issue said that:

Even if I do not often use Quizlet flashcard program, I may use it to learn new words next year.

(Halil, Quizlet).

Other participants supported her friend by added that:

I think it is an easy, user-friendly program. I will keep using it in my free time.

(Çiğdem, Quizlet)

The next person shared the same ideas and claimed that:

Yes, I will use Quizlet in the future to increase my vocabulary knowledge.

(Şeyma, Quizlet)

The learners coming from vocabulary notebook group shared the same ideas with Quizlet group. One of them indicated that:

I will keep vocabulary notebook in my language learning process because it is useful and I liked it so much.

(Sinem, vocabulary notebook).

Parallel with the above excerpt, another participant supported the same idea in the following way:

In order to memorize the new words easily, and spell them correctly, I will continue to keep vocabulary notebooks.

(Enes, vocabulary notebook).

Only a participant of vocabulary notebook group was indecisive and her comment could be interpreted as a negative response. She said that:

I do not know. I'm not sure.

(Ela, vocabulary notebook).

4.1. Summary

The first research question was “Which vocabulary learning tool (no tool, Quizlet vocabulary software and vocabulary notebook) lead to more vocabulary learning and recall?” In order to address the first three hypotheses, a one way Analysis of Variance (ANOVA) was conducted. There were no significant differences among the tool type groups.

To discuss the fourth hypothesis, a comparison of within subjects effects was performed on the mean scores of each group. The results demonstrated that each group showed significant differences in the mean number of vocabulary terms recalled. Therefore, a post-hoc analysis was administered to see which test means differed significantly from others. The results of paired samples t-test for the no tool/ Quizlet and vocabulary notebook group demonstrated that there were significant differences between pre-test/ post-test and pre-test/ delayed post-test.

The second research question was “What are the EFL learners’ perceptions about the use of Quizlet and vocabulary notebooks?” Learners’ perceptions were categorized under three subheadings of *usefulness*, *enjoyment* and *usability*.

CHAPTER 5

DISCUSSION AND CONCLUSION

First of all, this chapter will clarify the findings of research questions considering the related literature. There were two research questions. The first research question was “Which vocabulary learning tool (no tool, Quizlet vocabulary software and vocabulary notebook) lead to more vocabulary learning and recall?” The second research question was “What are the EFL learners’ perceptions on the use of Quizlet and vocabulary notebooks?” The secondary was investigated under three subheadings of *usefulness*, *enjoyment* and *usability*. Therefore, the results will be discussed in four sections. Secondly, implications will be suggested. Next, limitations of the current study will be explained and future research topics will be recommended.

5.1. Discussion

The first research question was “Which vocabulary learning tool (no tool, Quizlet vocabulary software and vocabulary notebook) lead to more vocabulary learning and recall?” There were four hypothesis related with the first research question. To address the first three hypotheses, a one way Analysis of Variance (ANOVA) was conducted. In the light of the findings, there were no significant differences among the tool type groups. That means each group obtained similar scores on each individual administration of the test.

The first hypothesis (H1) was “Students will perform differently on the pre-test depending upon whether they are exposed to any tool”. According to the results, the vocabulary knowledge of participants was nearly similar to each other at the beginning of the study. The finding proves that neither control nor treatment groups were superior to each other in terms of vocabulary knowledge.

The second hypothesis (H2) was “Students will perform differently on the immediate post-test depending upon whether they are exposed to any tool when measured immediately

after the intervention”. The evaluation of the second hypothesis demonstrated that there were no significant differences among groups. The finding implies that the effect of control, Quizlet and vocabulary notebook groups on vocabulary learning was equal.

The third hypothesis (H3) was “Students will perform differently on the delayed post-test depending upon whether they are exposed to any tool when measured two weeks after the intervention”. The evaluation of the third hypothesis showed that there were again no significant differences among groups. The finding showed that the effect of control, Quizlet and vocabulary notebook groups on vocabulary recall was equal.

The fourth hypothesis (H4) was “At least one group will show a significant difference in the mean number of vocabulary terms correctly recalled”. To discuss the fourth hypothesis, a comparison of within subjects effects was performed on the mean scores of each group. The aim was to ascertain whether the differences across tests were significant within each group or not. On account of the fact that there were significant differences, a post- hoc analysis was administered to see which test means differed significantly from others. The results of paired samples t- test for the no tool group (control group without any treatment) demonstrated that there were significant differences between pre- test/ post-test and pre-test/ delayed post-test. In the light of the results, the striking finding observed is the vocabulary development of control group without any treatment. The reason why control group also showed gains is attributable to the routine schedule of the program administered to each group. The same course book, the same material and activities were equally applied to control group except for the learning tools used (Quizlet and vocabulary notebooks). Therefore, the participants of control group were familiar with the target words.

The results of paired samples t- test for the Quizlet group demonstrated that there were significant differences between pre-test/post-test and pre-test/delayed post-test. The findings

are attributable to the advantages of using flashcards and computer assisted language learning (CALL) with multimedia capabilities.

Flashcards help learners to get the meaning of the word from the memory. It is a kind of pair- associated learning which provides learners to memorize a lot of words in a short period of time (Webb, 2009). Quizlet flashcard software is a sample of computer-assisted language learning (CALL) which is defined by Levy (1997) as “the search for and study of applications of the computer in language teaching and learning” (p. 1). Nakata (2011) indicates CALL provides multimedia capabilities in the presentation of materials.

Multimedia learning refers to learning from words and pictures. Multimedia instruction refers to “the presentation of material using both words and pictures, with the intention of promoting learning” (Mayer, 2009, p. 5). The definition of multimedia learning has produced convincing evidence that Quizlet flashcard program provides users multimedia learning and instruction. The program enables learners to import words and images on flashcards. Hence, the participants using Quizlet flashcard software showed significant differences between pre-test to post-test and pre-test to delayed post-test due to the multimedia capabilities. Moreover, CALL provided learners opportunity to practice the target words with different types of exercises (Nakata, 2011). In this research, the participants studied the target words by means of Quizlet flashcard software with the flashcards, definitions, retyping exercises, different types of tests such as matching, true & false and multiple choice questions. The program also provides game- like activity “scatter” that requires learners to match the definitions with the target words. The increase between pre-test/ post-test and pre-test/ delayed post-test is attributable to what Mayer (2005) claimed “People learn better from words and pictures than from words alone” (p. 31).

The significant differences between the pre-test and delayed post-test results of the Quizlet group reflecting the vocabulary retention can be attributed to dual coding theory

(DCT). The theory asserts nonverbal and verbal systems are two subsystems monitored cognitively (Pavio, 1971). While nonverbal system refers to the visual modalities, verbal system refers to the language. The systems can work alone, but they are also interconnected in activating one another. In this sense, the representation of a word with both verbal and imagery codes (pictures, mental images) is better than using verbal codes alone. Therefore, the interconnected memory codes provide a better chance of recalling than a single code (Pavio, 1971). This theory is exactly parallel with the results found in the present study. The participants in Quizlet group experienced the target word (verbal code) with pictures (nonverbal/ imagery code) on flashcards and other activities. Thus, the flashcard program connecting the two subsystems (verbal and nonverbal codes) gave the learners opportunity to recall the words in two weeks after delayed posttest. This result is also connected with a recent study conducted by Shen (2010). The research investigated the effects of pictorial support on vocabulary learning with Chinese language learners. The study compared verbal encoding with verbal encoding plus imagery encoding. The results demonstrated verbal encoding plus imagery encoding group outperformed the encoding group only. Furthermore, another research studied by Clark and Paivio (1991) has demonstrated that the words acquired through actual objects or images resulted in better outcomes in terms of vocabulary learning and recall. Again, this finding corresponds with what was found in the current study. Quizlet group were assigned with studying target words on flashcard program and the participants associated the target words with images. In a similar manner, regarding the generative theory of multimedia learning, Mayer (1997) says that if the learners are exposed to verbal and visual information formats simultaneously, the possibility of recalling the information increases. That claim matches with the findings of the current study because in this research, Quizlet group had chance to study the target words in both verbal and visual formats simultaneously.

Thus, the significant differences between pre-test and delayed post-test illustrates the effect of Quizlet as a vocabulary learning tool on recalling.

The results of paired samples t- test for the vocabulary notebook group demonstrated that all significance values were greater than 0.05. Significant increases in vocabulary scores between the each administration shed light to the advantages of vocabulary notebooks. The result is parallel with what Schmitt and Schmitt (1995) mention. They say vocabulary notebooks are crucial component of language learning for a deep understanding of the word's meaning. Keeping vocabulary notebooks helps learners increasing the vocabulary study. Schmitt and McCarthy (1997) also adds "The more energy a person expends when manipulating and thinking about a word, the more likely it is they will be able to recall and use it later" (as cited in Fowle, 2002, p. 381).

According to Schmitt's Taxonomy (1997), vocabulary learning strategies are divided into two main categories: 1) Discovery strategies, and 2) Consolidation strategies. Discovery strategies are developed by learners to discover the new encountered words and consolidation strategies are developed by learners to review and consolidate the new vocabulary. Schmitt (1997) indicates keeping vocabulary notebooks is under the consolidation strategies in terms of adding the new information, retrieving the target words and enhancing the vocabulary learning. However, learners might use more than one strategy in keeping vocabulary notebooks. Fowle (2002) says learners use more than one determination strategy to find out a new word such as using monolingual, bilingual dictionaries, guessing from the context. Consolidation strategies are used in retrieving the new words through vocabulary notebooks. Therefore, the learners expand their vocabulary knowledge by using multiple vocabulary learning strategies.

"Any activity geared at committing lexical information to memory" (Hulstijn, 2001, p. 271) is defined as intentional vocabulary learning. This study is a sample of intentional

vocabulary learning with the homework activities committing word knowledge to memory. The assignments (adapted from Schmitt & Schmitt, 1995) including translation, making sentences, finding synonyms, antonyms and parts of speech facilitated intentional vocabulary learning.

Nation (2000) indicates intentional vocabulary learning approaches include using dictionary and flashcards. In the research here, the treatment groups of Quizlet and vocabulary notebook used dictionary to find out the L2 target words' translations, synonyms, antonyms and parts of speech. The positive effects of explicit vocabulary learning on acquiring great number of words in a short period of time were reported by Laufer (2005) and Schmitt (2008). They found that learners practicing about two hundred academic words in three weeks period increased their scores significantly. This finding is slightly parallel to what was found in the present study. On account of the fact that Quizlet and the vocabulary notebook groups increased vocabulary learning scores significantly; the benefit of explicit vocabulary learning was confirmed. Similarly, Laufer (2005) found that explicit vocabulary exercises resulted in 70% of the words being learned on immediate receptive posttest findings. Considering the vocabulary assignments in this research (finding out translations, synonyms, antonyms, parts of speech and making sentences), Laufer's findings (2005) are in line with the results of study here because the assignments consisted of explicit vocabulary exercises and posttest scores increased significantly.

The second research question was "What are the EFL learners' perceptions about the use of Quizlet and vocabulary notebooks?" Learners' perceptions were categorized under three subheadings of *usefulness, enjoyment and usability*.

Perceptions about usefulness

The participants of Quizlet group found learning vocabulary with computer- based flashcards software program, Quizlet useful. The learners asserted the program helped them

to be successful in the exams and to recall the new words recently acquired. On the other hand, the participants of vocabulary notebook group also had positive perceptions about usefulness of vocabulary notebook and mentioned keeping vocabulary notebooks were useful in memorizing and reminding the new words. These comments correspond with the findings of Fowle (2002) and Tezgiden (2006) investigating the perceptions about keeping vocabulary notebooks. In their study, teachers and students who were interviewed also had positive attitudes for vocabulary notebooks. Moreover, in the present study, regarding the responds coming from the interviewees of the notebook group, Fowle (2002) suggested that vocabulary notebooks helped learners to control their vocabulary learning process in addition to the increase in vocabulary learning. Similarly, Schmitt and Schmitt (1995) say keeping vocabulary notebooks facilitates learner independence. However, in the current study, in spite of the fact that vocabulary learning occurred with the notebook group significantly, the effect of learner autonomy or independence was not observed or shared during interviews. Consistent with the present study, Walters and Bozkurt (2009) researched the effect of vocabulary notebooks on EFL students' vocabulary acquisition through receptive and controlled productive vocabulary tests. The findings showed that the participants keeping vocabulary notebooks could not demonstrate a positive impact on learner autonomy. In this sense, Walters and Bozkurt (2009) concluded vocabulary notebooks could be effective in language learning, whereas learner autonomy could not be observed without motivation factor.

“Motivation relates to the drive to do something” (Tileston, 2010, p. 4). Many studies on computer- based flashcard program with multimedia possibilities increase learners’ motivation (Allum, 2004; Hulstijn, 2001; Nation, 2001). These claims match with the computer-based flashcard program used in this study. Quizlet, flashcard software program integrates multimedia capabilities through providing the definitions and the pronunciation of

the target words, so the participants easily got the meaning with correct pronunciation. In a similar vein, a study carried out by Altiner (2011) indicated the effect of multimedia options on learners' motivation. In her study, a computer based flashcard program, Anki with no multimedia possibilities was used. The participants interviewed revealed that the program would be much more interesting and motivating for them if it provided pronunciation, definitions and example sentences of the target words. Regarding the findings, Altiner (2011) suggested computer-based flashcard programs could be more promising for motivation if language teachers integrate audio files for pronunciation and pictures into flashcards.

Perceptions about Enjoyment and Usability

Regarding the interview results of the learners in Quizlet group, the participants found the program enjoyable because of the entertaining games. They liked creating their own flashcards and agreed upon using the program to improve vocabulary learning in the future. According to the positive feedback coming from the participants in Quizlet group, it could be postulated that integrating a technology-based flashcard program into the vocabulary learning process may promote learners' perception about vocabulary learning. In a similar manner, Oblinger (2005) asserts participants are fond of technology-based learning which leads to positive attitudes in learners. Additionally, during the interviews conducted with Quizlet group, one of the participants explained the reason why she found the program enjoyable and said that she liked creating her own flashcards and adding images. That claim supported the idea that flashcard software providing learners with visual information (e.g., adding images or videos) promotes vocabulary learning.

The responds coming from vocabulary notebook group were unlike to the results of Quizlet group. One of the interviewees from the notebook participants stated that keeping vocabulary notebooks were boring and he would never use it in the future. That comment was supported by Walters and Bozkurt (2009). They said most of the students would not keep

vocabulary notebooks if they were not responsible for keeping the notebooks monitored by the teachers. However, despite negative remarks, overall findings of interview with the notebook group resulted in positive outcomes.

To sum up, overall results demonstrated Quizlet group gained slightly better outcomes than vocabulary notebook group and clearly better outcomes than control group in terms of vocabulary learning and recall. First of all, the study supported the positive effect of intentional vocabulary learning on vocabulary learning and recall. Secondly, multimedia learning and dual coding theories drawing attention to the importance of visual and verbal modalities shed light to interpret the vocabulary learning and retention results efficiently. Thirdly, the influence of Computer Assisted Language Learning (CALL) made Quizlet group superior to the vocabulary notebook group with its technology- based vocabulary practice opportunities. Lastly, the interviews asking for usefulness, enjoyment and usability resulted in much more positive attitudes of Quizlet group than vocabulary notebook group.

5.2. Implications

The current study suggests practical implications in order to increase the effect of flashcard software programs and vocabulary notebooks on vocabulary learning and retention to be used for all participants including EFL teachers, learners, material designers and curriculum developers.

One of the most notable results in the current study was that Quizlet group was slightly better than vocabulary notebook group in vocabulary learning and retention. This shows that vocabulary notebooks as a vocabulary instruction tool is not exactly sufficient enough to expand vocabulary knowledge compared to the computer- based vocabulary learning tools (ex., flashcard software programs). That is to say, the teachers, material designers and curriculum developers should not take the vocabulary notebooks for granted as the ultimate vocabulary instruction.

In the present study, the learners keeping vocabulary notebooks did not choose the words they preferred. Instead, the teacher determined the target words and vocabulary assignments to be practiced. In this sense, the interviews with the notebook group shed light to the absence of learner autonomy contrary to the assertions by Fowle (2002), who claims vocabulary notebooks help learners to control their vocabulary learning process in addition to the increase in vocabulary learning. On the other hand, the interviewees from the notebook group indicated that the assignments were boring and making sentences with the target words was particularly challenging. Thus, in order to increase learner independence, ideal ways of keeping vocabulary notebooks advocated by McCarthy (1990) and Schmitt and Schmitt (1995) might be followed. They suggest the learners ought to choose the words they prefer to include, structure the notebooks on their own, and decide what information they want to note down. This applies for the EFL teachers aiming to expand the learners' vocabulary knowledge.

5.3. Limitations and recommendations for future research

The study has several limitations. The major limitation of the research was its limited scope. Thus, in order to get more generalizable findings, the same study might be administered to a larger scale. The second major limitation of the research was the efforts of treatment groups in learning the target words through the assignments. As a result, control group demonstrated the least scores when compared with the treatment groups of Quizlet and vocabulary notebook. It is possible to foresee the superiority of the treatment groups on the control group at the beginning of the study.

The participants in the current study were all beginner level high school EFL learners. Hence, it might be of interest to conduct a further research with the participants of all language proficiency levels. It can also be recommended to design a study of different age

groups to see if there are similarities or differences between the age groups considering the effects of computer- based flashcard programs and paper-based vocabulary notebooks.

One of the problems in this thesis was about the design of the study. Although the use of the same vocabulary test instrument as pre, post and delayed posttest helped to catch any progress, test-retest effect was possible. There was not a large interval between each of the three administrations as well. As a result, repeated exposure to the same test instrument could lead to the increase in tests scores. Therefore, it is crucial that the same study should be administered with a large interval between each of the treatment to observe whether or not similar effects will occur in vocabulary learning and retention.

In the present study, the learners required to learn only 42 target words in three weeks. However, the review of literature exemplifies and confirms the possibility of gaining high amount of words in three weeks period. For instance, according to the findings of a study conducted by Laufer (2005) and Schmitt (2008), the learners who practiced about two hundred academic words in three weeks period increased their scores significantly. In this sense, a large number of target words could be determined in an appropriate context in the next study.

Mobile assisted language learning (MALL) with its personal and portable devices providing new ways of learning through the activities digitally facilitated is quite different from Computer assisted language learning (CALL). In this research, despite the fact that Quizlet flashcard software can be used through mobile apps such as I-Phone, Android or other technological devices such as I-Pad or iPod Touch, the program was only assigned on computers supporting CALL. However, mobile learning projects sponsored by European Union since 2001 demonstrated that the learners frequently take advantage of the mobile phones in their learning process. Regarding the projects, it may be interesting to carry out a

study using Quizlet flashcard software program through mobile apps in order to measure the effect of mobile-assisted language learning (MALL) on vocabulary learning and retention.

5.4. Conclusion

According to the results of the current study, the control group with no tool, the Quizlet group with flashcard software and the vocabulary notebook group improved. The vocabulary learning tools (Quizlet and vocabulary notebook) have an effect on vocabulary learning and retention.

In order to get a deeper analysis, the qualitative data obtained from verbal reports of a semi-structured focus group interview revealed that the perceptions of participants about usefulness, enjoyment and usability are quite positive in Quizlet group when compared to the participants of vocabulary notebook group. It appears that the learners in this setting will keep vocabulary notebooks only if their teacher assigns it.

It can be concluded that the findings of the present study are consistent with the dual coding theory and multimedia learning theory. The Quizlet group using verbal and non-verbal modalities simultaneously showed significant differences between pre-test/post-test and pre-test/delayed post-test. Furthermore, the results of the research are also consistent with computer assisted language learning (CALL). The participants regarding computer-based flashcard program, Quizlet gained successful outcomes.

The findings of the current research support explicit vocabulary learning because the control group with no treatment got the lowest scores in vocabulary learning and recall. The treatment groups practicing assignments including the samples of intentional vocabulary learning such as translations, finding out synonyms, antonyms provided learners explicit vocabulary learning with better learning and retention outcomes.

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APPENDICES

Appendix 1 PILOTING STUDY

VOCABULARY TASKS

A) Orthography

A.1) Orthography Receptive: (5 min.)

The aim is to test whether the learners can recognize the correct spelling or not.

Circle the correctly spelled words.

Affect	Afect	Affecct	Afectt
Confdient	Confident	Conditent	Confidend
Fiel	Fiil	Feel	Feil
Islant	Island	Istlant	Island
Definitely	Defninitely	Definetely	Defninetely

A.2) Orthography Productive: (5 min.)

The aim is to test whether the learners can produce the correct spelling or not.

Listen to the words pronounced twice and then write it correctly.

1. _____
2. _____
3. _____
4. _____
5. _____

B) Knowledge of Meaning:

B.1) Passive Recall (5 min.)

The aim is to measure the understanding of the L2 word meaning.

Please write Turkish meaning of English words.

English	Turkish
Island	_____
Affect	_____
Confident	_____
Definitely	_____
Feel	_____

B.2) Active Recall (5 min.)

The aim is to measure the ability to supply the L2 word.

Please write English meaning of Turkish words.

English	Turkish
C _____	Kendinden emin
A _____	Etkilemek
F _____	Hissetmek
D _____	Kesin olarak
I _____	Ada

B.3) Passive Recognition (5 min.)

The aim is to measure students' recognition of English words with Turkish distractors.

Look at the English words given. Choose its meaning from four Turkish options.

1. Affect

- a) Bilmek b) Nefret etmek c) Etkilemek d) Yapmak

2. Definitely

- a) Kesinlikle b) Güzelce c) Mutlu bir şekilde d) Sessizce

3. Confident

- a) Popüler b) Tehlikeli c) Zor d) Kendinden emin

4. Island

- a) Dağ b) Coğrafya c) Ada d) Kıta

5. Feel

- a) Bakmak b) Hissetmek c) inanmak d) ağlamak

B.4) Active Recognition (5 min.)

The aim is to measure students' recognition of Turkish words with English distractors.

Look at the Turkish words given. Choose its meaning from four English options.

1. Etkilemek

- a) Affect b) Win c) Hissetmek d) Satın almak

2. Ada

- a) Desert b) Violin c) Dolphin d) Island

3. Kesinlikle

- a) Fantastically b) Definitely c) Happily d) Quietely

4. Hissetmek

- a) Help b) Believe c) Feel d) Write

5. Kendinden emin

- a) Annoyed b) Confident c) Frightened d) Sad

C) Grammatical Functions:

C.1) Receptive Knowledge of Grammatical Functions (5 min.)

The aim is to determine if the word is recognized with grammatical accuracy or not.

Please choose the grammatically correct answer.

1) Island

- a) It is a big island
- b) She is very island
- c) She comes islandly

2) Affect

- a) You see the affect
- b) Colors affect us
- c) Affect is here

3) Confident

- a) He confident us
- b) Confident is good
- c) I feel confident

4) Definitely

- a) It is definitely true
- b) Definitely is right
- c) She is at definitely school

5) Feel

- a) Feel is confident
- b) She feels angry
- c) It is a feel film

C.2) Productive Knowledge of Grammatical Functions (5 min.)

The aim is to determine if the word is produced with grammatical accuracy or not.

Please make a grammatically correct sentence with the words given.

Island-

Affect-

Definitely-

Feel-

Confident-



Appendix 2
VOCABULARY FAMILIARITY TEST

Write Turkish meanings of the words below. You have 40 minutes to complete.

ENGLISH

TURKISH

1. Accept
2. Action
3. Airplane
4. Already
5. Angry
6. Autograph
7. Baked
8. Banana
9. Beef
10. Bike
11. Blog
12. Boat
13. Bottle
14. Bread
15. Bus
16. Buy
17. Captain
18. Career
19. Carrot
20. Catch
21. Center
22. Chain

23. Change
24. Channel
25. Cheese
26. Chicken
27. Chocolate
28. Collect
29. Comedian
30. Comedy
31. Complete
32. Cook
33. Cookie
34. Cow
35. Create
36. Credit
37. Critic
38. Cross
39. Cupboard
40. Dessert
41. Direct
42. Drink
43. Duck
44. Egg
45. Fantasy
46. Free
47. Fruit

- 48. Funny**
- 49. Generous**
- 50. Hate**
- 51. Healthy**
- 52. Helicopter**
- 53. Horror**
- 54. Jeans**
- 55. Jeep**
- 56. Juice**
- 57. Killer**
- 58. Know**
- 59. Mango**
- 60. Meat**
- 61. Meet**
- 62. Memorabilia**
- 63. Middle**
- 64. Milk**
- 65. Motorcycle**
- 66. Mouse**
- 67. Movie**
- 68. Museum**
- 69. Natural**
- 70. Nervous**
- 71. Orange**
- 72. Organize**

- 73. Pain**
- 74. Parallel**
- 75. Performance**
- 76. Pig**
- 77. Popcorn**
- 78. Potato**
- 79. Premiere**
- 80. Raise**
- 81. Refrigerator**
- 82. Rice**
- 83. Role**
- 84. Romantic**
- 85. Salmon**
- 86. Science**
- 87. Screen**
- 88. Secret**
- 89. Selection**
- 90. Sheep**
- 91. Show**
- 92. Showing**
- 93. Silent**
- 94. Simple**
- 95. Star**
- 96. Start**
- 97. Story**

98. Studio

99. Subway

100. Success

101. Sugar

102. Suggest

103. Surf

104. Surprise

105. Symbol

106. Taxi

107. Tea

108. Teenager

109. Theme

110. Thriller

111. Ticket

112. Together

113. Tomato

114. Tour

115. Train

116. Truck

117. Tuna

118. Unhealthy

119. Vegetable

120. Voice

121. Water

122. Whale

123. Yogurt



Appendix 3

TARGET WORDS

1. Accommodation
2. Animated
3. Appear
4. Author
5. Bet
6. Chase
7. Conquer
8. Constant
9. Couple
10. Dairy
11. Debut
12. Departure
13. Destination
14. Enormous
15. Ferry
16. Fiction
17. Fictional
18. Fries
19. Frightening
20. Habit
21. Ham
22. Harbor
23. Instead
24. Lamb

25. Lettuce
26. Moan
27. Mutton
28. Order
29. Offer
30. Pair
31. Personal
32. Pork
33. Portion
34. Product
35. Possession
36. Recipe
37. Refuse
38. Roast
39. Snack
40. Sharp
41. Souvenir
42. Transportation

Appendix 4

Time: 90 minutes

VOCABULARY TASKS

A) Orthography

A.1) Orthography Receptive: (10 min.)

The aim is to test whether the learners can recognize the correct spelling or not.

Circle the correctly spelled words.

1. Acommodation Accommodation Accomodation Acomodation	2. Animated Aminated Aninated Amimated	3. Apear Appear Appaer Apaer	4. Autohr Atuhor Author Athour
5. Batt Bet Bett Bott	6. Chase Cahse Chsea Casea	7. Conguer Conqueur Congeru Conquer	8. Contsant Consdant Constant Contant
9. Cople Couple Cuople Cuploe	10. Dabut Dabud Debud Debut	11. Departure Debarture Debartuer Departuer	12. Desdination Destination Destiantion Destianiton
13. Emornous Emornous Enormous Enornous	14. Fcition Fcation Fiction Fitcion	15. Ferry Fery Feryy Feery	16. Fires Feries Firies Fries
17. Frihgtening Frightening Fraghtening Fragthening	18. Habror Harbor Harpor Hapror	19. Ham Hem Hom Hum	20. Hapit Happit Habit Habbit
21. Insdeat Insteat Insdead Instead	22. Letuce Latucce Lattuce Lettuce	23. Lump Lamb Lumb Lanp	24. Maon Muon Moan Meon

25. Muton Mutton Mudon Muddon	26. Odrer Orter Order Odrar	27. Ofer Ofeer Oferr Offer	28. Pair Piar Pira Pari
29. Porduct Pordcut Proudct Product	30. Porg Pokr Pogr Pork	31. Posession Possesion Possession Posesion	32. Potrion Portion Patrion Padrion
33. Presonal Perosnal Personal Preosnal	34. Raost Raos Roas Roast	35. Recipe Reicpe Rcipe Rcepi	36. Refuze Refuse Reffuze Reffuse
37. Sharp Shapr Shpra Shpar	38. Snakc Sankc Snack Sanck	39. Souvenir Sovuenir Souvneir Sovuneir	40. Transroptation Transportation Trasnportation Tarsnportation
41. Dairy Diary Diray Dariy	42. Ficitonal Fictional Fcitional Fcitinoal		

A.2) Orthography Productive: (10 min.)

The aim is to test whether the learners can produce the correct spelling or not.

Listen to the words pronounced and then write it correctly.

- | | |
|-----------|-----------|
| 1. _____ | 22. _____ |
| 2. _____ | 23. _____ |
| 3. _____ | 24. _____ |
| 4. _____ | 25. _____ |
| 5. _____ | 26. _____ |
| 6. _____ | 27. _____ |
| 7. _____ | 28. _____ |
| 8. _____ | 29. _____ |
| 9. _____ | 30. _____ |
| 10. _____ | 31. _____ |
| 11. _____ | 32. _____ |
| 12. _____ | 33. _____ |
| 13. _____ | 34. _____ |
| 14. _____ | 35. _____ |
| 15. _____ | 36. _____ |
| 16. _____ | 37. _____ |
| 17. _____ | 38. _____ |
| 18. _____ | 39. _____ |
| 19. _____ | 40. _____ |
| 20. _____ | 41. _____ |
| 21. _____ | 42. _____ |

B) Knowledge of Meaning:

B.1) Passive Recognition (10 min.)

The aim is to measure students' recognition of English words with Turkish distractors.

Look at the English words given. Choose its meaning from among four Turkish options.

1. Accommodation

- a) Şişe b) Çöl c) Konaklama d) Müze

2. Animated

- a) Canlandırılmış b) Cömert c) Gergin d) Sessiz

3. Appear

- a) Değişirmek b) Önermek c) Görünmek d) Kabul etmek

4. Author

- a) Yazar b) Mango c) Katil d) Ördek

5. Bet

- a) Toplamak b) Göstermek c) Bahse girmek d) Önermek

6. Chase

- a) Değişirmek b) Tamamlamak c) Kovalamak d) Kabul etmek

7. Conquer

- a) Satın almak b) Fethetmek c) Organize etmek d) Yaratmak

8. Constant

- a) Kızgın b) Sessiz c) Eğlenceli d) Devamlı

9. Couple

- a) Çift (eş) b) Film c) Bisiklet d) Seçim

10. Dairy

- a) Pirinç b) Sır c) Korku d) Sütçü

11. Debut

- a) Merkez b) Sahneye ilk çıkış c) Buzdolabı d) Bilim

12. Departure

- a) Hikaye b) Metro c) Gidiş d) Ergen

13. Destination

- a) Varış b) Sebze c) Bilet d) Balina

14. Enormous

- a) Sağlıklı b) Kritik c) Kızgın d) Kocaman

15. Ferry

- a) Domuz eti b) Vapur c) Rol d) Konu

16. Fiction

- a) Tren b) Komedyen c) Kurgu d) Bot

17. Fictional

- a) Kurgusal b) Sağlıklı c) Sessiz d) Eğlenceli

18. Fries

- a) Ses b) Kızarmış patates c) Ekran d) Gerilim filmi/romanı

19. Frightening

- a) Korkutucu b) Gergin c) Basit d) Kritik

20. Habit

- a) Patates b) Meyve suyu c) Dolap d) Alışkanlık

21. Ham

- a) Kanal b) Jambon c) Sır d) Şeker

22. Harbor

- a) Tur b) Su c) Liman d) Biftek

23. Instead

- a) Yerine b) Her zaman c) Çoktan d) Doğal olarak

24. Lamb

- a) Katil b) Kuzu eti c) Acı d) Başarı

25. Lettuce

- a) Balina b) İmza c) Marul d) Ekmek

26. Moan

- a) Kabul etmek b) Bilmek c) Kaldırmak d) Sızlanmak

27. Mutton

- a) Koyun eti b) Hikaye c) Kamyon d) Kurabiye

28. Order

- a) Tamamlamak b) Sipariş vermek c) Karşılaşmak d) Organize etmek

29. Offer

- a) Göstermek b) Önermek c) Teklif etmek d) Satın almak

30. Pair

- a) Sıra b) Muz c) Merkez d) Çift

31. Personal

- a) Kişisel b) Pişmiş c) Eğlenceli d) Korku

32. Pork

- a) Yıldız b) Seçim c) Ergen d) Domuz eti

33. Portion

- a) Porsiyon b) Ses c) Bilet d) Sembol

34. Product

- a) Fare b) Et c) Ürün d) Acı

35. Possession

- a) Sahiplik b) Ördek c) Kaptan d) Uçak

36. Recipe

- a) Havuç b) Yemek tarifi c) Müze d) Domuz

37. Refuse

- a) Karşılaşmak b) Nefret etmek c) Göstermek d) Reddetmek

38. Roast

- a) Önermek b) İçmek c) Kızartmak d) Değiştirmek

39. Sharp

- a) Pişmiş b) Keskin c) Sessiz d) Sağlıksız

40. Snack

- a) Çay b) Bot c) Aksiyon d) Atıştırmalık

41. Souvenir

- a) Hediyelik eşya b) Kariyer c) İnek d) Film

42. Transportation

- a) Ulaşım b) Ekran c) Hikaye d) Kuzu

B.2) Active Recognition (10 min.)

The aim is to measure students' recognition of Turkish words with English distractors.

Look at the Turkish words given. Choose its meaning from among four English options.

1. Konaklama

- a) Bottle b) Dessert c) Accommodation d) Museum

2. Canlandırılmış

- a) Animated b) Generous c) Nervous d) Silent

3. Görünmek

- a) Change b) Suggest c) Appear d) Accept

4. Yazar

- a) Author b) Mango c) Killer d) Duck

5. Bahse girmek

- a) Collect b) Show c) Bet d) Suggest

6. Kovalamak

- a) Change b) Complete c) Chase d) Accept

7. Fethetmek

- a) Buy b) Conquer c) Organize d) Create

8. Devamlı

- a) Angry b) Silent c) Funny d) Constant

9. Çift (eş)

- a) Couple b) Movie c) Bike d) Selection

10. Sütçü

- a) Rice b) Secret c) Horror d) Dairy

11. Sahneye ilk kez çıkmak

- a) Center b) Debut c) Refrigerator d) Science

12. Gidiş

- a) Story b) Subway c) Departure d) Teenager

13. Varış

- a) Destination b) Vegetable c) Ticket d) Whale

14. Kocaman

- a) Healthy b) Critic c) Angry d) Enormous

15. Vapur

- a) Pig b) Ferry c) Role d) Theme

16. Kurgu

- a) Train b) Comedian c) Fiction d) Boat

17. Kurgusal

- a) Fictional b) Helathy c) Silent d) Funny

18. Kızarmış patates

- a) Voice b) Fries c) Screen d) Thriller

19. Korkutucu

- a) Frightening b) Nervous c) Simple d) Critic

20. Alışkanlık

- a) Potato b) Juice c) Cupboard d) Habit

21. Jambon

- a) Channel b) Ham c) Secret d) Sugar

22. Liman

- a) Tour b) Water c) Harbor d) Beef

23. Yerine

- a) Instead b) Always c) Already d) Naturally

24. Kuzu eti

- a) Killer b) Lamb c) Pain d) Success

25. Marul

- a) Whale b) Autograph c) Lettuce d) Bread

26. Sızlanmak

- a) Accept b) Know c) Raise d) Moan

27. Koyun eti

- a) Mutton b) Story c) Truck d) Cookie

28. Sipariş vermek

- a) Complete b) Order c) Meet d) Organize

29. Teklif etmek

- a) Show b) Suggest c) Offer d) Buy

30. Çift

- a) Chain b) Banana c) Center d) Pair

31. Kişisel

- a) Personal b) Baked c) Funny d) Horror

32. Domuz eti

- a) Star b) Pork c) Teenager d) Selection

33. Porsiyon

- a) Portion b) Voice c) Ticket d) Symbol

34. Ürün

- a) Mouse b) Meat c) Product d) Pain

35. Sahiplik

- a) Possession b) Duck c) Captain d) Airplane

36. Yemek Tarifi

- a) Carrot b) Recipe c) Museum d) Pig

37. Reddetmek

- a) Meet b) Hate c) Show d) Refuse

38. Kızartmak

- a) Suggest b) Drink c) Roast d) Change

39. Keskin

- a) Baked b) Sharp c) Silent d) Unhealthy

40. Atıştırma

- a) Tea b) Boat c) Action d) Snack

41. Hediye

- a) Souvenir b) Career c) Cow d) Movie

42. Ulaşım

- a) Transportation b) Screen c) Story d) Sheep

B.3) Passive Recall (10 min.)

The aim is to measure the understanding of the L2 word meaning.

*Please write Turkish meaning of English words. ***The initial letters provided.*

English	Turkish		
		Harbor	L_____
Accommodation	K_____	Instead	Y_____
Animated	C_____	Lamb	K_____
Appear	G_____	Lettuce	M_____
Author	Y_____	Moan	S_____
Bet	B_____	Mutton	K_____
Chase	K_____	Order	S_____
Conquer	F_____	Offer	T_____
Constant	D_____	Pair	Ç_____
Couple	Ç_____	Personal	K_____
Dairy	S_____	Pork	D_____
Debut	İ_____	Portion	P_____
Departure	G_____	Product	Ü_____
Destination	V_____	Possession	S_____
Enormous	K_____	Recipe	Y_____
Ferry	V_____	Refuse	R_____
Fiction	K_____	Roast	K_____
Fictional	K_____	Snack	A_____
Fries	K_____	Sharp	K_____
Frightening	K_____	Souvenir	H_____
Habit	A_____	Transportation	U_____
Ham	J_____		

B.4) Active Recall (10 min.)

The aim is to measure the ability to supply the L2 word.

*Please write English meaning of Turkish words. ***The initial letters provided.*

English	Turkish		
A_____	Konaklamak	H_____	Liman
A_____	Canlandırılmış	I_____	Yerine
A_____	Görünmek	L_____	Kuzu eti
A_____	Yazar	L_____	Marul
B_____	Bahse girmek	M_____	Sızlanmak
C_____	Kovalamak	M_____	Koyun eti
C_____	Fethetmek	O_____	Sipariş etmek
C_____	Devamlı	O_____	Teklif etmek
C_____	Çift	P_____	Çift
D_____	Sütçü	P_____	Kişisel
D_____	İlk sahneye çıkış	P_____	Domuz eti
D_____	Gidiş	P_____	Porsiyon
D_____	Variş yeri	P_____	Ürün
E_____	Kocaman	P_____	Sahiplik
F_____	Vapur	R_____	Yemek tarifi
F_____	Kurgu	R_____	Reddetmek
F_____	Kurgusal	R_____	Kızartmak
F_____	Patates kızartması	S_____	Aperatif
F_____	Korkutucu	S_____	Keskin
H_____	Alışkanlık	S_____	Hediyelik eşya
H_____	Jambon	T_____	Ulaşım

C) Grammatical Functions:

C.1) Receptive Knowledge of Grammatical Functions (10 min.)

The aim is to determine if the word is recognized with grammatical accuracy or not.

Please choose the grammatically correct answer.

1. Accommodation

- a) Hotel gives me information about accommodation
- b) Hotel is very accommodation
- c) Hotel looks accommodation

2. Animated

- a) It is a beautiful animated
- b) Animated is big
- c) It is an animated film

3. Appear

- a) She appears in TV shows
- b) She is very appear
- c) Appear is new

4. Author

- a) The author writes the book
- b) He is very author
- c) She looks authorly

5. Bet

- a) I drive betly
- b) I bet you win
- c) I look bet

6. Chase

- a) The dogs chased him
- b) You are chase
- c) The chase is here

7. Conquer

- a) The land is conquer
- b) Where is conquer?
- c) He conquered the area

8. Costant

- a) She has a constant energy
- b) Constant is sad
- c) She constanted yesterday

9. Couple

- a) The couple is happy
- b) They coupled
- c) He is very couple

10. Dairy

- a) We always dairy
- b) Dairy is coming
- c) The man looks dairy

11. Debut

- a) His movie debut was in 2008
- b) He is very debut
- c) He looks debut

12. Departure

- a) The departures are over there
- b) It flies departurely
- c) They are departure

13. Destination

- a) It destinationed
- b) It is the last destination
- c) John comes destionationly

14. Enormous

- a) He enormoused
- b) It is an enormous cake
- c) Enormousing is good.

15. Ferry

- a) We are waiting for ferry
- b) The boat ferring
- c) The boot goes on ferryly

16. Fiction

- a) It is science-fiction
- b) It comes fictionly
- c) It is very fiction

17. Fictional

- a) It fictionaled
- b) Fictional is funny
- c) It is a fictional movie

18. Fries

- a) I like fries
- b) She is very fries
- c) Friesly, he comes

19. Frightening

- a) She frightenings in dark
- b) She is a frightening girl
- c) She frightened yesterday

20. Habit

- a) She is habiting
- b) Smoking is a bad habit
- c) She is a habit girl

21. Ham

- a) I eat ham
- b) You are very ham
- c) He hams the fish

22. Harbor

- a) The passengers harbored
- b) We reached the harbor
- c) You come harborly

23. Instead

- a) Can you come instead of me?
- b) Are you instead?
- c) Does he instead?

24. Lamb

- a) You lamed here
- b) I like eating lamb
- c) She looks lamblly

25. Lettuce

- a) He is very lettuce
- b) She smiles lettucely
- c) Doctors suggest lettuce

26. Moan

- a) Moan is there
- b) The boy is moaning
- c) I have a moan

27. Mutton

- a) He brings mutton
- b) You are muttoning
- c) This is a mutton girl

28. Order

- a) He is very order
- b) He is orderly
- c) He orders a hamburger menu

29. Offer

- a) She offers me help
- b) She offerly writes
- c) We are an offer family

30. Pair

- a) That pair of shoes is mine
- b) That is pairly
- c) He is very pair

31. Personal

- a) You are personaling
- b) We personaed
- c) It is my personal notebook

32. Pork

- a) Do you like pork?
- b) Are you porking?
- c) Why are you porkly?

33. Portion

- a) You look portion
- b) It is a big portion
- c) You write portionly

34. Product

- a) The product is new
- b) It producing
- c) He is less product

35. Possession

- a) Jane possessed the books
- b) It is my possession
- c) John is very possession

36. Recipe

- a) You like that recipe
- b) You are really reciped
- c) You are very recipe

37. Refuse

- a) He looks refuse
- b) Refuse is new
- c) I'm refusing it

38. Roast

- a) I'm roasting chicken
- b) We are very roast
- c) There is roasting

39. Sharp

- a) Sharp is smart
- b) It is a sharp knife
- c) We are sharpening

40. Snack

- a) We are eating some snack
- b) We are snacking
- c) You are snackly

41. Souvenir

- a) He buys a souvenir
- b) He is very souvenir
- c) He souvenired

42. Transportation

- a) We transportationed
- b) Transportation is important
- c) He is very transportation



C.2) Productive Knowledge of Grammatical Functions (20 min.)

The aim is to determine if the word is produced with grammatical accuracy or not.

Please make a grammatically correct sentence with the words given.

- | | |
|-------------------|---------------------|
| 1. Accommodation- | 22. Harbor- |
| 2. Animated | 23. Instead- |
| 3. Appear- | 24. Lamb- |
| 4. Author- | 25. Lettuce- |
| 5. Bet- | 26. Moan- |
| 6. Chase- | 27. Mutton- |
| 7. Conquer- | 28. Order- |
| 8. Constant- | 29. Offer- |
| 9. Couple- | 30. Pair- |
| 10. Dairy- | 31. Personal- |
| 11. Debut- | 32. Pork- |
| 12. Departure- | 33. Portion- |
| 13. Destination- | 34. Product- |
| 14. Enormous- | 35. Possession- |
| 15. Ferry- | 36. Recipe- |
| 16. Fiction- | 37. Refuse- |
| 17. Fictional- | 38. Roast- |
| 18. Fries- | 39. Snack- |
| 19. Frightening- | 40. Sharp- |
| 20. Habit- | 41. Souvenir- |
| 21. Ham- | 42. Transportation- |

Appendix 5

NAME/ SURNAME:

AGE:

GENDER:

For the parts A.1 to C.2, indicate your answers by marking the appropriate number to match your opinion.

A.1) Orthography Receptive

Circle the correctly spelled words.

4. Autohr Atuhor Author Athour
13. Emormous Emornous Enormous Enornous

****This vocabulary task measures learners' recognition of the correct spelling.**

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

A.2) Orthography Productive

Listen to the words pronounced and then write it correctly.

1. _____
2. _____

****This vocabulary task measures learners' production of the correct spelling.**

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

B.1) Passive Recognition

Look at the English words given. Choose its meaning from among four Turkish options.

1. Accommodation

- a) Şişe b) Çöl c) Konaklama d) Müze

17. Fictional

- a) Kurgusal b) Sağlıklı c) Sessiz d) Eğlencel

**This vocabulary task measures learners' recognition of English words with Turkish distractors.

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

B.2) Active Recognition

Look at the Turkish words given. Choose its meaning from among four English options.

12. Gidiş

- a) Story b) Subway c) Departure d) Teenager

13. Varış

- a) Destination b) Vegetable c) Ticket d) Whale

** This vocabulary task measures learners' recognition of Turkish words with English distractors.

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

B.3) Passive Recall

Please write Turkish meaning of English words.

English	Turkish
Frightening	K_____
Habit	A_____

** This vocabulary task measures learners' understanding of the L2 word meaning.

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

B.4) Active Recall

Please write English meaning of Turkish words.

English	Turkish
S _____	Hediyelik eşya
T _____	Ulaşım

** This vocabulary task measures learners' ability to supply the L2 (English) word.

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

C.1) Receptive Knowledge of Grammatical Functions

Please choose the grammatically correct answer.

28. Order

- a) He is very order b) He is orderly c) He orders a hamburger menu

29. Offer

- a) She offers me help b) She offerly writes c) We are an offer family

** This vocabulary task measures learners' recognition of the target English word with grammatical accuracy. Please choose the grammatically correct answer.

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

C.2) Productive Knowledge of Grammatical Functions

Please make a grammatically correct sentence with the words given.

5. Bet-

6. Chase-

** This vocabulary task measures learners' production of the target English word with grammatical accuracy or not.

AGREE	DISAGREE	NOT SURE
(1)	(2)	(3)

Appendix 6

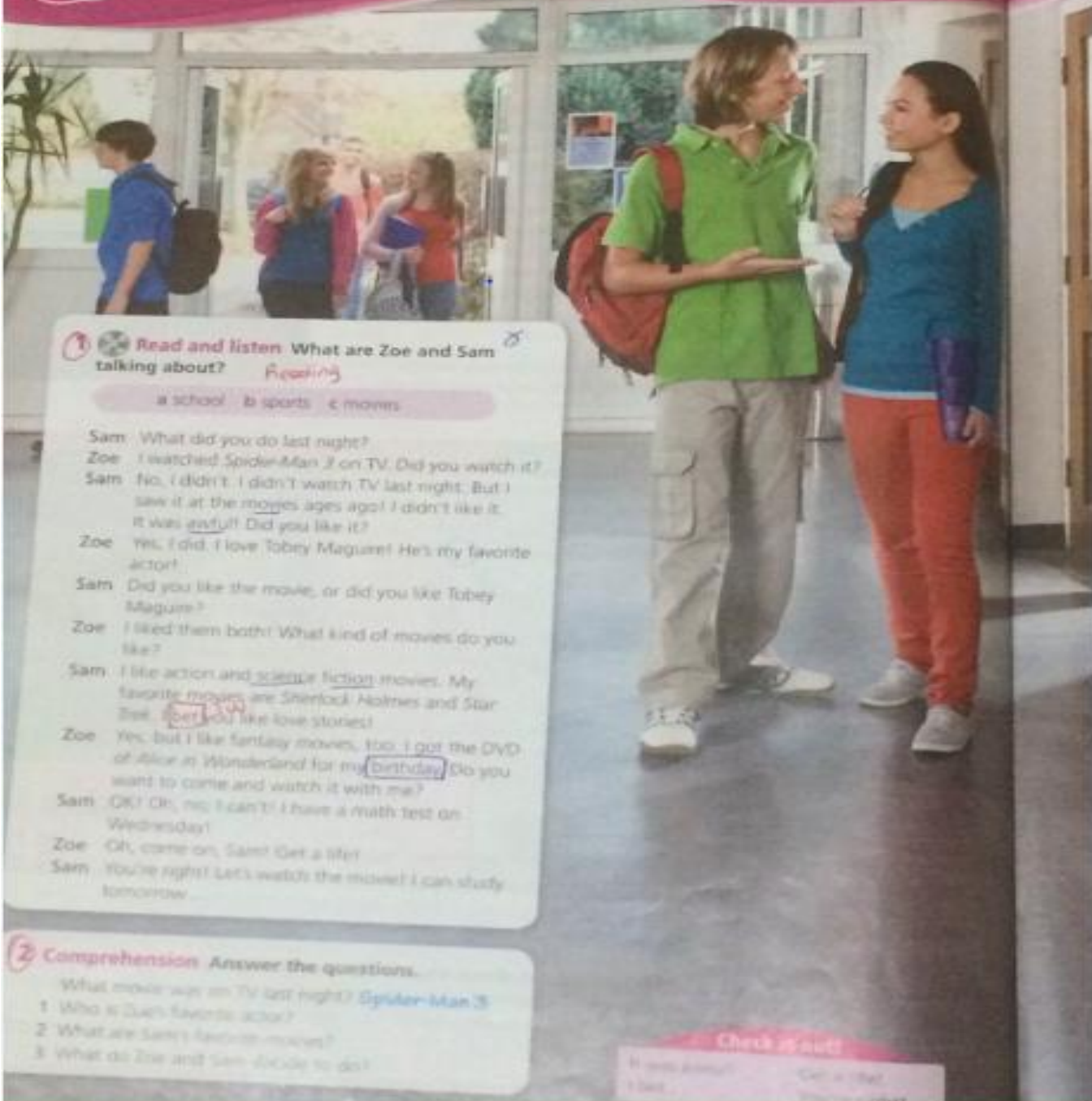
The following table demonstrates English teachers' opinions about whether the aim of vocabulary tasks is valid or not.

	A1	A2	B1	B2	B3	B4	C1	C2
Rater 1	1	1	2	2	1	1	1	1
Rater 2	1	3	1	1	3	1	1	1
Rater 3	1	1	1	1	1	1	1	1
Rater 4	1	1	1	3	3	3	1	1
Rater 5	1	1	1	1	1	1	1	1
Rater 6	1	3	1	1	1	1	1	3
Rater 7	1	1	1	1	1	1	1	1
Rater 8	1	2	3	3	2	2	3	3
Rater 9	1	1	1	1	1	1	1	1
Rater 10	1	1	1	1	1	1	1	1

Appendix 7

Got It Plus Level 1 Unit 4

4 What did you do last night?



1 Read and listen What are Zoe and Sam talking about? *Reading*

a school b sports c movies

Sam: What did you do last night?
Zoe: I watched *Spider-Man 3* on TV. Did you watch it?
Sam: No, I didn't. I didn't watch TV last night. But I saw it at the movies ages ago! I didn't like it. It was *awful*! Did you like it?
Zoe: Yes, I did. I love Tobey Maguire! He's my favorite actor!
Sam: Did you like the movie, or did you like Tobey Maguire?
Zoe: I liked them both! What kind of movies do you like?
Sam: I like action and *science fiction* movies. My favorite movies are *Sherlock Holmes* and *Star Trek*. *Do you like love stories?*
Zoe: Yes, but I like fantasy movies, too. I got the DVD of *Alice in Wonderland* for my *birthday*. Do you want to come and watch it with me?
Sam: OK! Oh, no, I can't! I have a math test on Wednesday!
Zoe: Oh, come on, Sam! Get a life!
Sam: You're right! Let's watch the movie! I can study tomorrow.

2 Comprehension Answer the questions.

What movie was on TV last night? *Spider-Man 3*

- 1 Who is Zoe's favorite actor?
- 2 What are Sam's favorite movies?
- 3 What do Zoe and Sam decide to do?

Check it out!

It was *awful*. Get a *life*!

I *can't*. You're *right*!

Vocabulary

Movies Vocabulary

1 Match the pictures with the kinds of movies.

- action movie *T.W. cartoon*
 horror movie *T.W. animated movie*
 love story *comedy*
 science fiction movie *fantasy movie*
 thriller *T.W.*



2

3



5

6



7

8

2 Listen and check. Then listen and repeat.

3 Listen to the movie extracts. What kind of movies do they come from?

1 a love story

3 _____

5 _____

2 _____

4 _____

6 _____

4 Interview your partner about your favorite kinds of movies.

A What is your favorite kind of movie?

B I really like animated movies.

Grammar

4

Simple past Negative

I / you / he / she / it / we / you / they	did not / didn't	answer go come
---	------------------	----------------------

Think!

Write the simple past negative form of these verbs.

play	played	_____
drink	drank	_____
win	won	_____

Read the rule. Choose the correct alternative.

- We form the simple past negative of regular and irregular verbs in the same way / in different ways.

Rules p. W20

1 Rewrite the sentences with the simple past negative form.

- I saw the movie on TV.
I didn't see the movie on TV.
- You sang that song very well.
 - Jack went to school yesterday.
 - Man wore her new jeans to the party.
 - Ana and Luis played tennis on Monday.
 - I liked Avatar very much.
 - We bought popcorn at the movie theater.

2 Rewrite the sentences with true information.

- Kung-Fu Panda won the Oscar for the best animated movie in 2009. (Walt-E)
Kung-Fu Panda didn't win the Oscar for the best animated movie in 2009. "Walt-E" won it.
- Alfred Hitchcock directed love stories. (thrillers)
 - Ben Stiller starred in Star Wars: (Night at the Museum)
 - Corbin Bleu played the part of Troy in High School Musical. (Zac Efron)

4 Madonna sang in the musical Hairspray. (John Travolta)

5 Disney made the animated movie Monsters vs. Aliens. (Dreamworks)

6 Mike Myers was the voice of Donkey in Shrek. (Eddie Murphy)

3 Complete the message with the simple past affirmative or negative form of the verbs.

Hi, Rob:

I'm sorry I didn't meet (not meet) you at the movie theater yesterday. I was really late and when I _____ (arrive), you weren't there. I _____ (try) to call you but my cell phone _____ (not have) any credit!

I'm really sorry! It was a bad day...

In the morning, I _____ (not go) to my tennis lesson; I _____ (get up late). Then, in the afternoon, I _____ (go) to the shopping mall because I _____ (want) to buy Jay-Z's new CD. I _____ (not take) my jacket because it was hot, but my money was in the jacket! I was really angry! And, of course, I _____ (not buy) the CD!

Then, in the evening ... well, you know about the evening...

I'm sorry! Are you mad at me?

Elle

Finished!

Check (✓) the things you did yesterday and cross (X) the things you didn't do. Then write a sentence about each thing.

- | | |
|---|---|
| 1. get up early <input checked="" type="checkbox"/> | 3. go shopping <input type="checkbox"/> |
| I <u>didn't get</u> up early. | 4. meet friends <input type="checkbox"/> |
| 2. <u>take</u> friends <input type="checkbox"/> | 5. watch a movie <input type="checkbox"/> |

Shia LaBeouf – a new star in Hollywood!

Shia LaBeouf (b/11/80) is an American actor and comedian. He starred in the Transformers movies and acted with Harrison Ford in Indiana Jones and the Kingdom of the Crystal Skull. He's one of the best young actors in Hollywood. We talked to movie critic Martin Mcbow about Shia's life and success.



Question 1

Martin First, Shia comes from a family of performers and he was very young when he started to act. He was a TV actor when he was only twelve years old and he appeared in popular TV shows, such as *The X-Files*. *He appeared in popular TV shows, such as The X-Files.*

Question 2

Martin He became famous in 2000 when he played the part of Louis Stevens in the Disney series *Ever Stevens*. The show was about the life of the Stevens family and Shia was one of the children in the family. He did very well – he won an Emmy award for his performance.

Question 3

Martin Shia made his movie debut in 2003 in a movie called *Holes*. Steven Spielberg saw the movie and thought he was really good. He offered him the part of Sam Witwicky in his new movie, *Transformers*. The movie was a success and Shia became a world famous movie star.

Question 4

Martin There isn't a secret. He's just a great actor and a natural comedian. He's the best!



Reading

Read the text. Complete the interview with the missing questions.

- When did he become famous? 2.
- When did Shia start to act? 1
- What's the secret of Shia's success? 4
- When did he have his first movie role? 3

Read the text again. Answer the questions.

- When was Shia LaBeouf born? He was born on June 11th, 1980.
- What TV show did he appear on when he was twelve? He appeared in the X-Files.
- What part did he play in the Disney series *Ever Stevens*? He played the part of Louis Stevens.
- What did he win for his performance in the series? He won an Emmy award.
- Why did Steven Spielberg offer Shia a part in the movie *Transformers*? He thought Shia was really good.


Listening

- 3 Listen to two teenagers discussing a movie. Choose the correct answers.
 Mike had a good / bad weekend. He went to the movies on Saturday / Sunday. His friend Kate / Kevin didn't want to go because he / she was tired, so he went with Kate / Kevin. They saw The Lightning Thief / Tooth Fairy. Mike's friend didn't like / quite liked the movie, but Mike liked / loved it. He thought the child actors in the movie were awful / fantastic.

Speaking

- 4 Think of a movie you saw last year. Then complete the chart.

Title	
Kind of movie	
Actors in the movie	
Your opinion of the actors	
Your opinion of the movie	

- 5 **Pairwork** Discuss the movies you watched. Ask and answer questions. 

- What movie / you / watch?
- Who / be / the stars of the movie?
- What / you / think of the actors?
- What / you / think of the movie?

Writing

- 6 Write a short text about two movies. Choose a movie you really liked and a movie you didn't like. Write about ...

- the name of the movie
- the kind of movie it is
- when and where you saw it
- who you were with
- your opinion of the actors
- your opinion of the movie



5 Is Sam playing?

Ac

g+

Check it out!
Two o'clock sharp.

1 Read and listen Who is the new team captain?
a Teo b Justin c Sam

CC: Quiet! Do you have any questions about the game on Saturday?
Joe: Where are we meeting?
CC: We're meeting at the school at one thirty.
Dylan: How are we getting to Riverfield?
CC: We're taking the school bus.
Adam: What time is it leaving?
CC: It's leaving at two o'clock sharp. sharp do don't be late.
Adam: How long does it take to get there?
CC: It takes about an hour.
Teo: Is Sam playing?
CC: No, he isn't. Justin is taking his place. He's the new team captain.
Teo: What?
Sam: Sorry I'm late, Coach. What are the plans for Saturday?
CC: You're not playing, Sam.
Sam: What?
CC: You did badly in the match last on Wednesday. You're off the team!

2 Comprehension Use the information in the dialogue to complete Coach Carson's information sheet.

Westside Basketball vs Riverfield
Sockets.
Date of game: Saturday, November 12th
Meeting place:
Transportation:
Departure time:

Language focus

3 **Dialogue focus** Complete the dialogues with questions and answers.



Joe: Where *are* we meeting?
Where *are* we meeting?

CC



Dylan: How *is* getting to Haverfield?

CC



Adam: What *time* *are* leaving?

CC



Ted: How *is* playing?

CC

4 Listen and check. Then listen and repeat.

5 **Focus on you** Read the dialogue. Then write three similar dialogues with the information below.

Joe: Where *are* we meeting?
Joe: Where *are* we meeting?

Dylan: How *is* getting to Haverfield?
Dylan: How *is* getting to Haverfield?

Adam: What *time* *are* leaving?
Adam: What *time* *are* leaving?

Ted: How *is* playing?
Ted: How *is* playing?

- A: What time are we meeting?
B: We're meeting at 2.30pm.
A: Where are we meeting?
B: We're meeting at school.

5 **Pairwork** Practice the dialogues in exercise 5.

Grammar

5

Present progressive for future

Think!

- Read the sentences. Then complete the rule with an expression from the box.
 - Where are we meeting?
We're meeting at the school at two o'clock.
- future plans habitual actions past events
- We use the present progressive to talk about _____ especially when we mention a time and / or place.

Write p. 82

Future time expressions

- this morning / afternoon / evening / week
- tonight
- on Tuesday / Wednesday / November 1st
- tomorrow
- tomorrow morning / afternoon / evening / night
- next Friday / week / weekend / month / year
- in July / the summer / 2012
- at Christmas / Easter / six o'clock

Write p. 82

- 1 Look at Robert's dayplanner. Rewrite the sentences with true information.

Monday:	study math with Jane
Tuesday:	play tennis with Brian
Wednesday:	visit my grandparents in the afternoon
Thursday:	finish my science project
Friday:	have pizza with Ben and Jane
Saturday:	watch the football game at John's house
Sunday:	go skateboarding with Ben

On Monday, Robert is studying with Seb.
He isn't studying with Ben.
He's studying math with Jane.

- Robert's having a piano lesson on Tuesday.
- He's visiting his grandparents on Wednesday evening.
- He's starting his history project on Thursday.
- He's staying at home on Friday evening.
- He's playing a basketball game on Saturday.

- 2 Complete the dayplanner with information about you. Then write sentences.

Monday	Have lunch with _____
Tuesday	Play basketball with _____
Wednesday	Visit my _____
Thursday	Finish my _____ project.
Friday	Go to _____'s house to study for _____ test.
Saturday	Buy new _____ CD.
Sunday	Go to the movies to see _____

- 3 Choose the correct answers.



My parents are going to Rome on Friday July.

- I'm meeting Harry this evening / tonight.
- I'm playing chess with Oscar tomorrow week / afternoon.
- What are you doing next afternoon / Monday?
- Alice is having her birthday party on October 5th / June.
- She isn't going to the movies this night / evening.
- Are you studying for the math test tomorrow / afternoon?

Finished?

Choose five future time expressions and say what your plans are.

At Christmas, I'm visiting my grandparents in Hawaii at Christmas.

Vocabulary

Transportation

1 Match the pictures with the kinds of transportation.

airplane bike boat bus car ferry helicopter
motorcycle subway taxi train truck



2 Listen and check. Then listen and repeat.

3 Ask and answer questions about how you and your family go to work or school.

by car catch the train drive ride a bike
 take a bus take the subway walk

A How do you come to school?

B I usually take the bus, but I sometimes walk.

A How does your friend Ted go to work?

B He / She drives.

Skateboarder conquers Australia

David Cornthwaite was the first man to travel across Australia on a skateboard! The 5,823 km journey took him five months to complete. He skateboarded from Perth on the west coast to Brisbane on the east coast.

"I skated about 50 kilometers every day. The middle of the day was very hot, so I usually skated in the morning and evening."

David traveled with seven other people. One person followed him on a bike - the others traveled behind in two jeeps. They helped him when he had problems. And there were lots of problems! Sometimes it was very dangerous. "Some of the trucks on the road are enormous and very dangerous!"

Animals were also a problem. David saw some very big snakes and lots of dogs. "I was bitten!" One day I had a race with an

emu! It was a very big bird and it ran very fast but I won the race!"

He also had terrible problems with his feet. "I used 13 pairs of shoes! I was in constant pain and I felt like an old man!"

So why did he do it? He wanted to raise money for children's charities in Australia. "People were very generous. I made \$80,000 for charity."



Reading

Answer the questions.

- How long did it take David to cross Australia on his skateboard?
- How long did it take David to travel across Australia?
- How many kilometers did he skate every day?
- How many people traveled with him?
- What animals did he meet?
- How many pairs of shoes did he use?
- How much money did he raise for charity?

Listening

- 2 Listen to the interview with skateboarder Greg Fisher. Are the sentences true or false? Then listen again and correct the false statements.

- Greg is a champion roller skater. *False. Greg is champion skateboarder.*
- Greg is planning to skate across Africa.
 - He's leaving on June 12th.
 - He's traveling with his dad and his two brothers.
 - Greg is sleeping on a school bus.
 - He's going to Seattle, Washington first.
 - His final destination is Springfield, Virginia.
 - He's hoping to get to the east coast at the beginning of August.
 - He's collecting money for charity.



Speaking

- 3 Pairwork Complete the factfile. Ask your partner about the trip he / she is planning.

Destination San Diego

Traveling with _____

Departure date _____

Transportation _____

Length of journey _____

TW Accommodation Hotel near the California Tower

Number of days 3

Activities

- Day 1 - Visit the Old Town and Balboa Park.
- Day 2 - Spend the day at Sea World.
- Day 3 - Take a boat trip in San Diego Harbor.

- where / go? → *where are you going?* • how long / stay?
- who / go with? → *who are you going with?* • where / stay? → *where?*
- when / leave? → *when are you leaving?* • what / do / first day?
- how / get there? → *how are you getting there?* • what / do / second day?
- how long / journey / take? • what / do / third day?

A: Where are you going?

B: We're going to San Diego.

Writing

- 4 Complete the e-mail with the information about you from exercise 3.

Hi, Lisa

Great news! I'm going on a short vacation to San Diego. I'm going with _____ We're _____ on July 10th. We're traveling by _____ We're staying in _____. On the first day, we're _____ the Old Town and Balboa Park. On the second day, we're _____ the day at Sea World. I want to see Shamu, the killer whale. On the third day, we're _____ a boat trip in San Diego Harbor. It's my first visit to San Diego and I'm so excited! Are you going on vacation?

Love,
Kate

- 5 Imagine you are planning a trip. Write an e-mail about your plans.

6 Are there any tomatoes?

Check it out!

Yuck!	Just a couple.
Yum!	How come?
Very funny.	

1 Read and listen What is Zoe making?

Teo: I'm hungry. Is there any food in the refrigerator, Zoe?

Zoe: I don't know. Let me see. Yes, there is, but there isn't much. There's some **ham**. Would you like a ham sandwich?

Teo: Yes, OK. Are there any tomatoes?

Zoe: No, there aren't. There's a bit of **lettuce**.

Teo: Yuck! I hate lettuce. Is there any cheese?

Zoe: No, there isn't. There are some carrots, but there aren't many.

Teo: Yum... a ham and carrot sandwich? My favourite!

Zoe: Very funny, too! Anyway, how many ham sandwiches do you want?

Teo: Not a **single**! What about you, Zoe?

Sam: No, not for me, thanks. I'm not **hungry**.

Zoe: You aren't hungry? How come?

Teo: He got a bad mark in the math test. He's off the basketball team.

Sam: Isn't he?

Teo: Oh, stop **prodding** him! Just study and get a good report card!

Sam: It isn't that easy, Zoe.

Zoe: Can I help you? I like studying.

Teo: Yes! That's a great idea, Zoe's brilliant.

Sam: Thanks, Zoe. I really want to play in the basketball championship.

2 Comprehension Answer the questions.

How does Teo feel? Teo is **hungry**.

- What does Zoe **offer** to him?
- Why is Sam not **teasing** Teo?
- How does Zoe offer to help Sam?

Food and drink

1 Match the words with the pictures.

apple beer bread carrot cheese chicken cookie egg
mango milk orange juice potato rice salmon
tomato tuna water yogurt





2 Listen and check. Then listen and repeat.

3 Copy the chart into your exercise book. Complete it with the food words from exercise 1. Add any other food words you know.

Fruit	Vegetables	Meat	Fish	Dairy products	Drinks
apple	carrot	beef	salmon	yogurt	water

4 Pairwork Talk about the food and drink you like and don't like.

- A What food do you like?
B I like pizza and chocolate.
- A What food do you hate?
B I hate eggs and lettuce.
- A What about drinks?
B I like cola, but I don't like coffee.

Countable / Uncountable nouns

Countable		Uncountable
Singular	Plural	Singular only
an apple	apples	bread
a tomato	tomatoes	cheese

Think!

Complete the rules with *singular* and *plural*.

- Countable nouns can be '_____' or '_____'
- Uncountable nouns can only be '_____'

Rules p. 632

Look at page 62. Complete the chart with five items for each category.

Countable		Uncountable
Singular	Plural	Singular only
leek	eggs	milk
potato	"	" tuna
apple	"	" chicken
tomato	"	" shark
cookie	"	" bread
carrot	"	" salmon
mango	"	"

some / any

Countable		Uncountable
Singular	Plural	Singular only
There's an apple	There are some apples	There's some bread.
There isn't an apple	There aren't any apples.	There isn't any bread.
Is there an apple?	Are there any apples?	Is there any bread?

Think!

Complete the rules with *some* and *any*. Use '_____' with plural countable nouns and uncountable nouns in affirmative sentences.

Use '_____' with plural countable nouns and uncountable nouns in negative sentences and questions.

Rules p. 632

2 Choose the correct answers.

Do you have some / any yogurt?

- There aren't some / any eggs in the refrigerator.
- Is there any / a milk in the bottle?
- There is some / any cheese in the sandwich.
- Are there some / any cookies on your desk?
- There's some / a bread in the cupboard.

a lot of / much / many

Countable	Uncountable
There are <u>a lot of</u> apples.	There's <u>a lot of</u> bread.
There aren't <u>many</u> apples.	There isn't <u>much</u> bread.
Are there <u>many</u> apples?	Is there <u>much</u> bread?

Think!

Choose the correct options.

In negative and interrogative sentences:

- many* is used with 'countable / uncountable nouns'
- much* is used with 'countable / uncountable nouns'

Rules p. 632

3 Complete the sentences with *a lot of*, *much*, and *many*.

My brother eats a lot of meat.

There aren't many tomatoes.

- Luke likes a lot of cheese in his sandwiches.
- Do we need many eggs for this recipe?
- You didn't buy many potatoes.
- Karen eats a lot of vegetables.
- Are there many apples on the tree?
- There isn't much water in the refrigerator.

4 Game! What's in your refrigerator at home? Write down six items of food. Don't show your partner. Ask and answer questions to find out what is in your partner's refrigerator.

A: Is there any cheese?

B: Yes, there is. (1 point!)

A: Is there a lot of milk?

B: No, there isn't. (0 points!)

Communication

Ordering food and drink

1 Read and listen to the dialogue. Complete the dialogue with words in the box. Listen and check. Then listen and repeat.

sandwiches cookies orange juice coffee soda tuna



Server: How can I help you?
 Mark: I'd like a sandwich, please.
 Server: OK. What would you like to drink?
 Mark: I'll have a _____.
 Server: Large or small?
 Mark: Large, please.
 Server: OK. And what about you? What would you like to eat?
 Susan: I'd like a baked _____ with _____.
 Server: OK. Would you like a drink?
 Susan: Yes, please. I'll have an _____ and I'd like a tea.
 Server: OK. That's \$15.75.

You ask

What would you like to eat / drink?
 Would you like a _____?

You answer

I'd like _____ / I'll have _____.
 Yes, please. / No, thanks.

2 **Pronunciation** Listen and repeat.

What would you like to eat? Would you like a sandwich?
 What would you like to drink? Would you like a soda?

3 Listen to the conversations and complete the chart with the food and drink that the people order.

	Food	Drink
1		
2		
3		

4 Listen again and check.

5 **Group work** Work in groups of three. Look at the menu and order food and drink.

- A: How can I help you?
- B: I'd like _____.
- A: And would you like _____?
- B: Yes, please. / No, thanks.
- A: OK. And what about you?
- What would you like to eat?
- C: I'll have _____.

Menu

Sandwiches: chicken, ham, tuna, salmon	\$4.00
Baked potatoes: with cheese, salsa	\$3.00
Burger and fries	\$4.00
Cornot cake	\$2.50
Fresh fruit: apple, banana, orange	\$2.00
Drinks:	
coffee	\$2.00
tea	\$1.75
soda - small	\$1.50
large	\$2.00
orange juice	\$2.25

Sam Stern: Cooking up a storm!

1 Sam Stern is a famous chef, but he was already famous when he was fourteen years old! He's also the **author** of five cook books for teenagers. Cooking up a storm, *Real Food Real Fast*, *Get Cooking*, *Sam Stern's Student Cookbook*, and *Eat Vegetarian*. They show teenagers how to cook simple, healthy food in all situations – from a quick breakfast to a big Sunday dinner.

2 Sam thinks that teenagers don't have a very healthy diet. They eat a lot of fast food and they don't eat much fruit or many vegetables. He also thinks that young people don't cook much and he wants teenagers to spend more time in the kitchen and to have fun with food.

3 Sam lives at home with his parents, his three sisters, and his brother when he isn't at college. He often cooks for them. His favorite family dinner is **roast** chicken with roast potatoes and vegetables, and then chocolate mousse for dessert. He also loves Chinese food.

4 Sam isn't always at the kitchen, of course. He goes to college and in his free time he plays soccer, goes to the gym, listens to music, and watches TV. But cooking is his passion. He wants to be a food writer and own a restaurant when he leaves college.



Reading

1 Read the article. Match the topics with the paragraphs.

- | | |
|---|-----------------|
| a. information about Sam's family | paragraph _____ |
| b. Sam's opinion of teenage diets diets | paragraph _____ |
| c. information about Sam and his books | paragraph _____ |
| d. information about Sam's free-time activities | paragraph _____ |

2 Answer the questions.

When did Sam Stern become famous? **When he was fourteen years old.**

- 1 What does he think of teenagers' diets?
- 2 What is his favorite family meal?
- 3 What does he do in his free time?
- 4 What does he want to do when he leaves college?

Listening

- 3 Listen to two teenagers talking about the food they eat. Write down what they eat and drink. Then choose the correct options to describe their diets.
- 1 a Matt chocolate
b Matt has a healthy / unhealthy diet.
 - 2 a Moly milk
b Moly has a healthy / unhealthy diet.

Speaking

- 4 Pairwork. Ask your partner the questions in the food survey.

Teen scene: Healthy eating

Do you have a healthy diet or do you eat too much fast food? Answer our questions and find out!

- 1 How much water do you drink every day?
a no water
b not much water (500ml)
c a lot of water (1-2 litres)
- 2 How many portions of fruit and vegetables do you eat in a day?
a only one
b 2-3 portions
c 3-5 portions
- 3 How many times a week do you eat protein, for example meat, fish, chicken, or eggs?
a once or twice a week
b three or four times a week
c every day
- 4 How many times a week do you eat dairy products, for example milk and cheese?
a once or twice a week
b three or four times a week
c every day
- 5 How many times a week do you eat carbohydrates, for example bread, pasta, and potatoes?
a once or twice a week
b three or four times a week
c every day
- 6 How many cookies and candies do you eat in a day?
a a lot (6-10)
b not many (2-5)
c one or two

Calculate your score: a = 3 points b = 1 point c = 2 points

Score:

11-15 Very good! You eat well. Keep it up!

6-10 OK. Your diet is quite healthy. What can you do to improve it?

0-5 You don't eat very well. Try to eat a healthy diet.

- 5 Tell the class about your partner's diet.

Maria has quite a healthy diet. She drinks a lot of water ...

Writing

- 6 Answer the questions. Write a short text about your diet.

- Do you have a healthy diet?
- How much fruit do you eat a day?
- How many times do you eat meat a week?
- How much candy do you eat a day?
- How many cookies and snacks do you eat a day?
- How much water do you drink a day?
- What can you cook?

Appendix 8

Lesson plans designed for Quizlet group

2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 1

TIME: 40 minutes

DATE: 7.4.2014

GRADE: 9th Graders

LEVEL: A1- A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: Course book and Audio CD

OBJECTIVES:

- At the end of the lesson, students will be able to recognize the vocabulary about different kinds of movies.
- Students will be able to talk about their favorite kinds of movies.

ACTIVITIES

WARM-UP: (3 minutes)

The teacher asks students to look at the photo and asks 'who they can see', 'where the characters are' and 'what the characters are talking about' in the dialogue.

- The aim is to arouse interest.

FOLLOW UP 1: (5 minutes)

Exercise 1 Read and Listen (Got It Plus Level 1, pg: 38)

Students listen to the dialogue twice and then, they are expected to choose the correct answer.

- The purpose is to make students understand what the dialogue about.

FOLLOW UP 2: (5 minutes)

Exercise 2 Comprehension (pg: 38)

Students read the dialogue again and answer the comprehension questions.

- The purpose is to make students read to understand.

FOLLOW UP 3: (5 minutes)

In pairs, volunteer students act out the dialogue for the rest of the class.

- The aim is to develop pronunciation.

FOLLOW UP 4: (5 minutes)

Vocabulary Exercise 1-2 (pg: 40)

The teacher requests students to look at the different kinds of movie pictures and asks whether they know the movies or not. Then, students match the pictures with the movies in the box.

The answers are checked through listening.

- The aim is to present and practice vocabulary about different kinds of movies.

FOLLOW UP 5: (7 minutes)

Vocabulary Exercise 3 (pg: 40)

Students listen to the movie extracts and guess what kind of movie types they are. The learners compare the answers in pairs.

- The purpose is to practice vocabulary about different kinds of movies.

FOLLOW UP 6: (10 minutes)

Exercise 4 Pairwork (pg: 40)

In pairs, students tell their partner about their favorite kinds of movie. The teacher monitors and checks whether students are using vocabulary about movies correctly or not. Volunteer pairs share their dialogues with their friends.

- The aim is to enable students to make sentences with new words (kinds of movies) in their short dialogues.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 1

TIME: 40 minutes

DATE: 7.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to make sentences with the simple past tense.

MATERIALS: Course book

ACTIVITIES:

WARM- UP 1: (5 minutes)

The teacher starts talking about what she/he did yesterday evening. Then ask students what they did yesterday.

- The aim is to remind students Simple Past Tense.

FOLLOW- UP 1: (10 minutes)

Grammar Exercise 1 (Got It Plus Level 1, pg: 43)

The activity requires students to write simple past tense questions and short answers with controlled exercises.

- The aim is to practice question form and short answers of Simple Past Tense.

FOLLOW- UP 2: (10 minutes)

Grammar Exercise 2 (pg:43)

The activity requires students to complete the interview with the verbs in parenthesis. They are expected to write Simple Past Tense form of the verbs.

- The aim is to practice affirmative, negative and question forms of Simple Past Tense.

FOLLOW- UP 3: (15 minutes)

Game! Question time! (pg: 43)

In small teams, students write simple past questions with the words provided in the course book. Then, the learners have three minutes to ask questions. Then, they get answers from the people in different teams. The winner is the team getting the most points.

- The aim is to have fun.

HOMEWORK

1. Students are expected to write five questions of Simple Past Tense for the next day.
2. ***Students are expected to write the target words with L1 translations and Parts of Speech by using Quizlet Vocabulary Software.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 1

TIME: 40 minutes

DATE: 08.04.2014

GRADE: 9th Graders

LEVEL: A1- A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: The course book and Audio CD

OBJECTIVES:

- At the end of the lesson, students will be able to get specific information in a reading text.
- Students will experience ‘selective listening’

ACTIVITIES:

WARM-UP: (5 min.)

Homework Checking

The students read their questions of Simple Past Tense and other classmates answered the questions.

- The aim is to practice Simple Past Tense

WARM-UP: (3 min.)

Skills- Reading (Got It Plus Level 1, pg: 44)

The teacher requests students to look at the photos and asks ‘Do you know the actor?’ (Shia LaBoeuf) ‘Which movies did he star in?’ (‘Transformers’, ‘Indiana Jones’) ‘Do you like him/his movies?’

- The aim is to give information before reading the article.

FOLLOW UP 1 (5 minutes)

Reading Exercise 1 (pg: 44)

Students read the text and complete the interview with the missing questions.

- The aim is to make students read to get specific information.

FOLLOW UP 2: (10 minutes)

Reading Exercise 2 (pg: 44)

Students read the text again and answer the questions. The teacher reminds them to look at key words in the questions and to think about the type of information they need in the answers (e.g., numbers, dates, names, etc.).

- The aim is to enable students to get specific information about the text.

FOLLOW UP 3: (7 minutes)

The teacher gives students a few minutes to write some quiz questions about Shia LaBoeuf. Then, in pairs, students test each other and see how much they can remember about him.

- The aim is to have fun and make students ask questions about the text.

FOLLOW-UP 4: (10 Minutes)

Listening Exercise 3

The teacher gives students time to read through the text and the answers choices before they listen to the script. Then, the learners choose the correct answers through listening.

- The aim is 'selective listening'.

2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 1

TIME: 40 minutes

DATE: 8.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to ask and answer question about different kinds movies

MATERIALS: Course book

ACTIVITIES:

WARM- UP 1: (3 minutes)

The teacher asks students about recent movies that they might have seen.

FOLLOW- UP 1: (7 minutes)

Speaking Exercise 4 (Got It Plus Level 1 pg: 45)

The teacher draws a chart onto the board and completes it with information about a movie including ‘title, kind of movie, actors in the movie, personal opinion about the actors and the movie’. Then, students are expected to complete the chart with the information about the movie they liked most last year.

- The aim is to guide students before speaking activity.

FOLLOW- UP 2: (15 minutes)

Speaking Exercise 5 Pairwork (pg.: 45)

In pairs, students ask and answer questions about the movies they watched.

- The aim is to facilitate the learners to ask and answer questions about the movies.

FOLLOW- UP 3: (15 minutes)

Students work in small groups and think of a movie title. A member of each group acts it out for the group. The others guess the name of the movie.

- The aim is to have fun.

HOMEWORK:

1. ***Students are expected to write synonyms and antonyms of the target words by using Quizlet Vocabulary Software.

2013- 2014 ACADEMIC YEAR

5th Lesson Plan of Week 1

TIME: 40 minutes

DATE: .9.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular), Job Words

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: Course book

OBJECTIVES:

- At the end of the lesson, students will be able to recognize new vocabulary.
- Students will be able to use past forms of the verbs accurately.

ACTIVITIES:

WARM- UP: (10 min.)

The teacher asks students what we learned new at unit 3 and unit 4 in terms of vocabulary and grammar. The teacher elicits the answers and writes them on the board.

- The aim is revision.

FOLLOW UP 1: (5 minutes)

Review- Vocabulary Exercise1 (Got It Plus Level 1, pg: 46)

The activity requires students to complete the job words according to the picture.

- The aim is to consolidate new vocabulary

FOLLOW- UP 2: (5 minutes)

Review- Vocabulary Exercise 2 (pg: 46)

The activity requires students to read the descriptions and write the movie types.

- The aim is revision of vocabulary words in the unit.

FOLLOW- UP 3: (5 minutes)

Review- Grammar Exercise 3 (pg: 46)

Students complete the sentences with the past forms of the verbs in the box.

- The aim is to make students choose the appropriate verb according to the context.

FOLLOW- UP 4: (5 minutes)

Review- Grammar Exercise 4 (pg: 46)

Students complete the postcard with the simple past of the verbs.

- The aim is to make students write simple past form of the verbs.

FOLLOW- UP 5: (10 minutes)

Review- Grammar Exercise 5 (pg: 46)

Students rewrite the sentences with the negative form of the simple past tense.

- The aim is revision.

2013- 2014 ACADEMIC YEAR

6th Lesson Plan of Week 1

TIME: 40 minutes

DATE: 9.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to write about movies they liked and disliked.

MATERIALS:

Course book and A4 paper sheet

WARM-UP: (5 minutes)

The teacher shows students different kinds of movie pictures and elicits what kinds of movies they are.

- The purpose is to guide students before writing activity.

FOLLOW-UP 1: (25 minutes)

Students are expected to write a short text about a movie they really liked and a movie they didn't like. They are going to write about *the name of the movie, the kind of the movie, when and where they saw it, who they were with, their opinion of the actors and their opinion of the movie.*

- The aim is to conduct guided writing.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK:

1. ***Students are expected to make a sentence with each target word by using Quizlet Vocabulary Software.



2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 2

TIME: 40 minutes

DATE: 14.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Present Continues Tense (Future Plans)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to recognize transportation vocabulary.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM- UP (5 minutes):

The teacher asks students to look at the photo. Students are demanded to answer the following questions: ‘Who are the people in the picture?’, ‘Where are they?’ and ‘What are they talking about?’

- The aim is to encourage students to make predictions about the theme.

FOLLOW- UP 1 (5 minutes):

Exercise 1 Read and Listen (Got It Plus Level 1, pg: 52)

The students listen to the dialogue in order to get the gist of the dialogue.

- The aim is to scan the dialogue.

FOLLOW-UP 2 (10 minutes)*Exercise 1 Read and Listen (pg: 52)*

The students listen to the dialogue again and read it aloud.

- The aim is to develop pronunciation.

FOLLOW- UP 2 (5 minutes):*Exercise 2 Comprehension (pg: 52)*

The activity requires students to complete the information sheet about the dialogue.

- The aim is to read to understand.

FOLLOW-UP 3 (5 minutes):

The teacher asks students questions about transportation and elicits vocabulary about transportation with guided questions (e.g., ‘How do you get the school?’, ‘Do you travel by bus?’, ‘Do you walk?’, ‘Do your parents have a car?’).

- The aim is to activate transportation vocabulary.

FOLLOW-UP 4 (5 minutes):*Exercise 1-2*

The activity requires students match the pictures with the transportations. Then, students listen to the CD and check their answers.

- The aim is to present transportation vocabulary.

FOLLOW-UP 4 (5 minutes):*Exercise 3 Pairwork (pg.: 54)*

In pairs, students ask and answer questions about how they go to school and how their families go to work

- The purpose is to encourage students to make use of transportation vocabulary in their sentences.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 14.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Present Continues Tense (Future Plans)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to recognize the vocabulary words of transportation.
- Students will be able to ask and answer questions about the transportation they use in their lives.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM-UP (5 minutes)

The teacher asks students questions about their plans for the weekend, e.g. *What are you doing on the weekend? Where are you going? Who are you going with? How are you getting there?*, etc.

- The purpose is to make students talk about plans.

FOLLOW-UP 1: (5 minutes)

(Future Time Expressions, Got It Plus Level 1, pg.: 55)

The teacher shows 'Future Time Expressions'

- The aim is to provide learners with the presentation of future time expressions

FOLLOW-UP 2: (10 minutes)

Exercise 1- Robert's day planner (pg., 55)

The activity requires students to rewrite the sentences with true information according to Robert's schedule

- The purpose is to help students write future plans.

FOLLOW-UP 3: (10 minutes)

Exercise 2- Write your own day planner (pg., 55)

Students are expected to complete the schedule according to their own plans.

- The aim is to monitor the accurate use of the present progressive and future time expressions.

FOLLOW-UP 4: (10 minutes)

Exercise 3 (pg., 55)

The teacher requests students to read the sentences and choose the correct answers.

The aim is to practice future time expressions.

HOMEWORK

1. Students are expected to ask three people about how they come/go to school/work.

The homework requires students to write the answers in dialogue format.

2. ***Students are expected to write the target words with L1 translations and Parts of Speech by using Quizlet Vocabulary Software.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 15.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Communication (Making Arrangements)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to make arrangements.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

HOMEWORK CHECKING (5 minutes)

Volunteer students are expected to read their dialogues about the people interviewed.

- The purpose is to encourage students to share their assignments with classmates.

WARM- UP (5 minutes)

The teacher asks students how they make arrangements with their friends. The importance of deciding on place and time is discussed.

- The purpose is to make students think of making arrangements.

FOLLOW-UP 1 (10 minutes)

Exercise 1 (Got It Plus Level 1, pg.: 56)

The students listen to the dialogue twice and choose the correct answer in the dialogue. After checking the answers, students read the dialogue aloud at the end.

- The aim is to practice making arrangements.

FOLLOW-UP 2 (10 minutes)

Exercise 3 Listening (pg.: 56)

Students listen to the conversation and answer the questions about *activity, place* and *time*.

- The purpose is to practice ‘selective listening’

FOLLOW-UP 3 (10 minutes)

Exercise 4 Pairwork (pg.: 56)

The activity requires students to make arrangements with their partners. They accept or refuse suggestions. Then, they decide on a time and a place to meet.

- The aim is to make students work on ‘making arrangements’

2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 15.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to understand what the text is about.

MATERIALS:

The board and the course book

ACTIVITIES:

WARM-UP (5 minutes):

The teacher asks students what they know about Australia and elicits the facts. A map of Australia is put on the board and discussed with students.

- The purpose is to inform students about Australia.

FOLLOW-UP 1 (15 minutes)

Reading- Exercise 1 (Got It Plus Level 1, pg.: 58)

Students look at the comprehension questions carefully and think about the information they will need for the answers, e.g. numbers, distances, etc. Then, they start reading first three paragraphs in detail. They can use dictionary if necessary.

- The aim is to clarify new vocabulary and help students to understand the text.

FOLLOW-UP 2 (15 minutes)

Reading- Exercise 1

Students start reading last three paragraphs in detail. They can use dictionary if necessary.

- The aim is to clarify new vocabulary and help students to understand the text.

FOLLOW-UP 2 (5 minutes)

New vocabulary in the text was discussed.

- The purpose is to present new vocabulary.

HOMEWORK

1. Exercise 1, Reading (pg.: 58)

Students are assigned to answer the comprehension questions of the reading passage.

*2. ***Students are expected to write synonyms and antonyms of the target words by using*

Quizlet Vocabulary Software.

2013- 2014 ACADEMIC YEAR

5th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 16.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to talk about the trip they are planning.

MATERIALS:

The board, the course book

ACTIVITIES:

HOMEWORK CHECKING (15 minutes)

Exercise 1 Reading (Got It Plus Level 1, pg.: 58)

Comprehension questions are checked and the new vocabulary is reminded.

FOLLOW-UP 1 (15 minutes)

Exercise 3 Pairwork (pg.:59)

Students are expected to work in pairs and complete the factfile (including information about ('destination, departure date, transportation, length of journey and accommodation') according to the partners' responses.

- The aim is to enable students to interview about a trip they are planning.

FOLLOW-UP 2 (10 minutes)

Volunteer students act out their dialogues for the rest of the class.

- The purpose is to encourage students to share their dialogues.



2013- 2014 ACADEMIC YEAR

6th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 16.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to write about their plans.

MATERIALS:

Course book and A4 paper sheet

WARM-UP (5 minutes)

The teacher asks students what they are planning for the summer holiday and elicits the answers.

- The purpose is to remind how to express plans about a trip.

FOLLOW-UP 3: (25 minutes)

The theme of the week is the trips we are planning. Therefore, the students are expected to write an e-mail about their plans.

- The aim is to facilitate learners to write about their plans.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK:

1. ***Students are assigned to make a sentence with each target word by using Quizlet Vocabulary Software.



2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 3

TIME: 40 minutes

DATE: 21.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the class, students will be able to recognize vocabulary words of ‘food and drink’

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM- UP (5 minutes):

The teacher requests students to look at the photo and asks the following questions: ‘Who can you see?’ ‘Where are they?’ ‘How do you think Sam feels?’

- The aim is to encourage students to think about the theme.

FOLLOW- UP 1 (5 minutes):

Exercise 1 Read and Listen (Got It Plus Level 1, pg.: 60)

The students listen to the dialogue in order to get the gist of the dialogue.

- The aim is to scan the dialogue.

FOLLOW-UP 2 (10 minutes)

Exercise 1 Read and Listen (pg.:60)

Students listen to the dialogue again and read it aloud.

The aim is to develop pronunciation.

FOLLOW- UP 2 (5 minutes):

Exercise 2 Comprehensions (pg.:60)

The activity requires students to answer the comprehension questions.

- The aim is to read to understand.

FOLLOW-UP 3 (5 minutes):

The teacher asks students questions about food and drink. For example: ‘What do you eat and drink for breakfast?’ ‘Do you like vegetables?’

- The aim is to activate vocabulary knowledge of ‘food and drink’.

FOLLOW-UP 4 (5 minutes):

Exercise 1-2 pg.: 62

The activity requires students match the pictures with different kinds of food and drink. Then, students listen to the CD and check their answers.

- The aim is to present vocabulary about ‘food and drink’.

FOLLOW-UP 5 (5 minutes):

Exercise 3 pg.: 62

The activity requires students to copy and complete the chart with food words.

- The purpose is to categorize different kinds of food and drinks.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 3

TIME: 40 minutes

DATE: 21.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Communication (Ordering food and drink)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to talk about the food and drinks they like and don't like.
- Students will be able to recognize how to order food and drink.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

FOLLOW-UP 1 (10 minutes)

Exercise 4 Pairwork (Got It Plus Level 1, pg.:62)

In pairs, students talk about the food and drinks they like and don't like. Volunteer pairs act out their dialogues for the rest of the class.

- The purpose is to encourage students to make use of food and drink vocabulary in their sentences.

FOLLOW-UP 2 (5 minutes)

The teacher asks students ‘Do you go out to eat with your family or friends?’ ‘Where do you go?’ ‘What do you like to eat and drink?’ ‘How do you order food and drink?’

- The purpose is to make students think of the concept in ‘ordering food and drink’

FOLLOW-UP 3 (15 minutes)

Exercise 1

The teacher gives students time to read through the dialogue and the words in the box. Then, students complete the dialogue through listening. The answers are checked and students read aloud the dialogue at the end.

- The aim is to present and practice the language for ordering food and drink.

FOLLOW-UP 4 (10 minutes)

Exercise 5 Group work

The activity requires students to work in groups of three. The learners look at the menu and prepare a sample dialogue to order food and drink.

- The purpose is to help students order food and drink.

HOMEWORK

3. Got It Plus Level 1, pg.: 66- Exercise 1-2

Students are expected to read and understand a magazine article about a young chef.

They are responsible for matching the topics with the paragraphs and answer the comprehension questions.

4. Students are expected to write the target words with L1 translations, Synonyms and Antonyms by using Quizlet Vocabulary Software.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 3

TIME: 40 minutes

DATE: 22.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to talk about their eating habits.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

HOMEWORK CHECKING (20 minutes)

The teacher requests volunteer students to match the topics with the paragraphs. The new words in the article are emphasized. Then, students are expected to answer the comprehension questions of the article and the answers are checked.

FOLLOW-UP 1 (10 minutes)

Exercise 4 Pairwork (Got It Plus Level 1 pg.: 67)

The teacher requests students to read the survey questions about 'Healthy Eating'. Students work in pairs, ask and answer the questions and find out each other's scores.

- The purpose is to present new words about 'Healthy Eating'.

FOLLOW-UP 2 (10 minutes)

Exercise 5 pg.: 67

Students are expected to tell the class about their partner's diet.

- The purpose is to create a communicative atmosphere.



2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 3

TIME: 40 minutes

DATE: 22.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to write a short text about their 'Eating Habits'.

MATERIALS:

Course book and A4 paper sheet

WARM-UP (5 minutes)

The teacher asks students' eating habits and elicits the answers.

- The purpose is to activate vocabulary about food and drink associated with 'eating habits.'

FOLLOW-UP 3: (25 minutes)

The theme of the week is 'Eating Habits'. The students are expected to write a short text about their diet.

- The aim is to facilitate learners to write about their 'Eating Habits'.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK

1. *Got It Plus Level 1, Exercise 1-2 pg.: 70*

Students are assigned to read the text about a restaurant chain. They are responsible for answering the comprehension questions. The homework also requires learners to take notes in order to prepare a short text about their favorite restaurant.

2. Students are assigned to write the target words with Parts of Speech and make sentences with each target word by using Quizlet Vocabulary Software.



2013- 2014 ACADEMIC YEAR

5/6th Lesson Plans of Week 3 (Vocabulary Tests)

TIME: 90 minutes

DATE: 24.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

MATERIALS:

Vocabulary tasks evaluating different aspects of word knowledge including form, meaning and use.

ACTIVITIES

FOLLOW UP 1: (10 minutes)

Students circle the correctly spelled words.

The aim is to test whether the learners can recognize the correct spelling or not.

FOLLOW UP 2: (10 minutes)

Students listen to the words pronounced twice and then write it correctly.

The aim is to test whether the learners can produce the correct spelling or not.

FOLLOW UP 3: (10 minutes)

Students write Turkish meaning of English words.

The aim is to measure the understanding of the L2 word meaning.

FOLLOW UP 4: (10 minutes)

Students write English meaning of Turkish words

The aim is to measure the ability to supply the L2 word.

FOLLOW UP 5: (10 minutes)

Students look at the English words given and choose its meaning from four Turkish options

The aim is to measure students' recognition of English words with Turkish distractors.

FOLLOW UP 6: (10 minutes)

Students look at the Turkish words given and choose its meaning from four English options.

The aim is to measure students' recognition of Turkish words with English distractors.

FOLLOW UP 7: (10 minutes)

Students choose the grammatically correct answer in a multiple choice question.

The aim is to determine if the word is recognized with grammatical accuracy or not.

FOLLOW UP 8: (20 minutes)

Students make grammatically correct sentences with the target words.

The aim is to determine if the word is produced with grammatical accuracy or not.

Appendix 9
Lesson plans designed for vocabulary notebook group

2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week1

TIME: 40 minutes

DATE: 7.4.2014

GRADE: 9th Graders

LEVEL: A1- A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: Course book and Audio CD

OBJECTIVES:

- At the end of the lesson, students will be able to recognize the vocabulary about different kinds of movies.
- Students will be able to talk about their favorite kinds of movies.

ACTIVITIES

WARM-UP: (3 minutes)

The teacher asks students to look at the photo and asks ‘who they can see’, ‘where the characters are’ and ‘what the characters are talking about’ in the dialogue.

- The aim is to arouse interest.

FOLLOW UP 1: (5 minutes)

Exercise 1 Read and Listen (Got It Plus Level 1, pg: 38)

Students listen to the dialogue twice and then, they are expected to choose the correct answer.

- The purpose is to make students understand what the dialogue about.

FOLLOW UP 2: (5 minutes)

Exercise 2 Comprehension (pg: 38)

Students read the dialogue again and answer the comprehension questions.

- The purpose is to make students read to understand.

FOLLOW UP 3: (5 minutes)

In pairs, volunteer students act out the dialogue for the rest of the class.

- The aim is to develop pronunciation.

FOLLOW UP 4: (5 minutes)

Vocabulary Exercise 1-2 (pg: 40)

The teacher requests students to look at the different kinds of movie pictures and asks whether they know the movies or not. Then, students match the pictures with the movies in the box.

The answers are checked through listening.

- The aim is to present and practice vocabulary about different kinds of movies.

FOLLOW UP 5: (7 minutes)

Vocabulary Exercise 3 (pg: 40)

Students listen to the movie extracts and guess what kind of movie types they are. The learners compare the answers in pairs.

- The purpose is to practice vocabulary about different kinds of movies.

FOLLOW UP 6: (10 minutes)

Exercise 4 Pairwork (pg: 40)

In pairs, students tell their partner about their favorite kinds of movie. The teacher monitors and checks whether students are using vocabulary about movies correctly or not. Volunteer pairs share their dialogues with their friends.

- The aim is to enable students to make sentences with new words (kinds of movies) in their short dialogues.



2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 1

TIME: 40 minutes

DATE: 7.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to make sentences with the simple past tense.

MATERIALS: Course book

ACTIVITIES:

WARM- UP 1: (5 minutes)

The teacher starts talking about what she/he did yesterday evening. Then ask students what they did yesterday.

- The aim is to remind students Simple Past Tense.

FOLLOW- UP 1: (10 minutes)

Grammar Exercise 1 (Got It Plus Level 1, pg: 43)

The activity requires students to write simple past tense questions and short answers with controlled exercises.

- The aim is to practice question form and short answers of Simple Past Tense.

FOLLOW- UP 2: (10 minutes)

Grammar Exercise 2 (pg:43)

The activity requires students to complete the interview with the verbs in parenthesis. They are expected to write Simple Past Tense form of the verbs.

- The aim is to practice affirmative, negative and question forms of Simple Past Tense.

FOLLOW- UP 3: (15 minutes)

Game! Question time! (pg: 43)

In small teams, students write simple past questions with the words provided in the course book. Then, the learners have three minutes to ask questions. Then, they get answers from the people in different teams. The winner is the team getting the most points.

- The aim is to have fun.

HOMEWORK

1. Students are expected to write five questions of Simple Past Tense for the next day.
2. ***Students are expected to write the target words to their vocabulary notebooks. They write them with L1 translations and Parts of Speech.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 1

TIME: 40 minutes

DATE: 08.04.2014

GRADE: 9th Graders

LEVEL: A1- A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: The course book and Audio CD

OBJECTIVES:

- At the end of the lesson, students will be able to get specific information in a reading text.
- Students will experience ‘selective listening’.

ACTIVITIES:

WARM-UP: (5 min.)

Homework Checking

The students read their questions of Simple Past Tense and other classmates answered the questions.

- The aim is to practice Simple Past Tense.

WARM-UP: (3 min.)

Skills- Reading (Got It Plus Level 1, pg: 44)

The teacher requests students to look at the photos and asks ‘Do you know the actor?’ (Shia LaBoeuf) ‘Which movies did he star in?’ (‘Transformers’, ‘Indiana Jones’) ‘Do you like him/his movies?’

- The aim is to give information before reading the article.

FOLLOW UP 1 (5 minutes)

Reading Exercise 1 (pg: 44)

Students read the text and complete the interview with the missing questions.

- The aim is to make students read to get specific information.

FOLLOW UP 2: (10 minutes)

Reading Exercise 2 (pg: 44)

Students read the text again and answer the questions. The teacher reminds them to look at key words in the questions and to think about the type of information they need in the answers (e.g., numbers, dates, names, etc.).

- The aim is to enable students to get specific information about the text.

FOLLOW UP 3: (7 minutes)

The teacher gives students a few minutes to write some quiz questions about Shia LaBoeuf. Then, in pairs, students test each other and see how much they can remember about him.

- The aim is to have fun and make students ask questions about the text.

FOLLOW-UP 4: (10 Minutes)

Listening Exercise 3 (pg.: 45)

The students read through the text and the answers choices before they listen to the script. Then, they circle the correct answers through listening.

- The aim is 'selective listening'

2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 1

TIME: 40 minutes

DATE: 8.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to ask and answer question about different kinds movies

MATERIALS: Course book

ACTIVITIES:

WARM- UP 1: (3 minutes)

The teacher asks students about recent movies that they might have seen.

FOLLOW- UP 1: (7 minutes)

Speaking Exercise 4 (Got It Plus Level 1 pg: 45)

The teacher draws a chart onto the board and completes it with information about a movie including 'title, kind of movie, actors in the movie, personal opinion about the actors and the movie'. Then, students are expected to complete the chart with the information about the movie they liked most last year.

- The aim is to guide students before speaking activity.

FOLLOW- UP 2: (15 minutes)

Exercise 5 Pairwork (pg.: 45)

In pairs, students ask and answer questions about the movies they watched.

- The aim is to ask and answer questions about the movies.

FOLLOW- UP 3: (15 minutes)

Students work in small groups and think of a movie title. A member of each group acts it out for the group. The others guess the name of the movie.

- The aim is to have fun.

HOMEWORK

1. ***Students are expected to write synonyms and antonyms of the target words to their vocabulary notebooks.



2013- 2014 ACADEMIC YEAR

5th Lesson Plan of Week 1

TIME: 40 minutes

DATE: .9.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular), Job Words

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: Course book

OBJECTIVES:

- At the end of the lesson, students will be able to recognize new vocabulary.
- Students will be able to use past forms of the verbs accurately.

ACTIVITIES:

WARM- UP: (10 min.)

The teacher asks students what we learned new at unit 3 and unit 4 in terms of vocabulary and grammar. The teacher elicits the answers and writes them on the board.

- The aim is revision.

FOLLOW UP 1: (5 minutes)

Review- Vocabulary Exercise1 (Got It Plus Level 1, pg: 46)

The activity requires students to complete the job words according to the picture.

- The aim is to consolidate new vocabulary.

FOLLOW- UP 2: (5 minutes)

Review- Vocabulary Exercise 2 (pg: 46)

The activity requires students to read the descriptions and write the movie types.

- The aim is revision of vocabulary words in the unit.

FOLLOW- UP 3: (5 minutes)

Review- Grammar Exercise 3 (pg: 46)

Students complete the sentences with the past forms of the verbs in the box.

- The aim is to make students choose the appropriate verb according to the context.

FOLLOW- UP 4: (5 minutes)

Review- Grammar Exercise 4 (pg: 46)

Students complete the postcard with the simple past of the verbs.

- The aim is to make students write simple past form of the verbs.

FOLLOW- UP 5: (10 minutes)

Review- Grammar Exercise 5 (pg: 46)

Students rewrite the sentences with the negative form of the simple past tense.

- The aim is revision.

2013- 2014 ACADEMIC YEAR

6th Lesson Plan of Week 1

TIME: 40 minutes

DATE: 9.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to write about movies they liked and disliked.

MATERIALS:

The course book and A4 sheet

WARM-UP: (5 minutes)

The teacher shows students different kinds of movie pictures and elicits what kinds of movies they are.

- The purpose is to guide students before writing activity.

FOLLOW-UP 1: (25 minutes)

Students are expected to write a short text about a movie they really liked and a movie they didn't like. They are going to write about *the name of the movie, the kind of the movie, when and where they saw it, who they were with, their opinion of the actors and their opinion of the movie.*

- The aim is to conduct guided writing.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK:

1. ***Students are expected to make a sentence with each target word to their vocabulary notebooks.



2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 2

TIME: 40 minutes

DATE: 14.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Present Continues Tense (Future Plans)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to recognize transportation vocabulary.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM- UP (5 minutes):

The teacher asks students to look at the photo. Students are demanded to answer the following questions: ‘Who are the people in the picture?’, ‘Where are they?’ and ‘What are they talking about?’

- The aim is to encourage students to make predictions about the theme.

FOLLOW- UP 1 (5 minutes):

Exercise 1 Read and Listen (Got It Plus Level 1, pg: 52)

The students listen to the dialogue in order to get the gist of the dialogue.

- The aim is to scan the dialogue.

FOLLOW-UP 2 (10 minutes)

Exercise 1 Read and Listen (pg: 52)

The students listen to the dialogue again and read it aloud.

- The aim is to develop pronunciation.

FOLLOW- UP 2 (5 minutes):

Exercise 2 Comprehension (pg: 52)

The activity requires students to complete the information sheet about the dialogue.

- The aim is to read to understand.

FOLLOW-UP 3 (5 minutes):

The teacher asks students questions about transportation and elicits vocabulary about transportation with guided questions (e.g., ‘How do you get to school?’, ‘Do you travel by bus?’, ‘Do you walk?’, ‘Do your parents have a car?’).

- The aim is to activate transportation vocabulary.

FOLLOW-UP 4 (5 minutes):

Exercise 1-2

The activity requires students match the pictures with the transportations. Then, students listen to the CD and check their answers.

- The aim is to present transportation vocabulary.

FOLLOW-UP 4 (5 minutes):

Exercise 3 Pairwork (Got It Plus Level 1, pg.: 54)

In pairs, students ask and answer questions about how they go to school and how their families go to work.

- The purpose is to encourage students to make use of transportation vocabulary in their sentences.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 14.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Present Continues Tense (Future Plans)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to recognize the vocabulary words of transportation.
- Students will be able to ask and answer questions about the transportation they use in their lives.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM-UP (5 minutes)

The teacher asks students questions about their plans for the weekend, e.g. *What are you doing on the weekend? Where are you going? Who are you going with? How are you getting there?*

- The purpose is to make students talk about plans.

FOLLOW-UP 1: (5 minutes)

(Future Time Expressions, Got It Plus Level 1, pg.: 55)

The teacher shows 'Future Time Expressions'

- The aim is to provide learners with the presentation of future time expressions.

FOLLOW-UP 2: (10 minutes)

Exercise 1- Robert's day planner (pg., 55)

The activity requires students to rewrite the sentences with true information according to Robert's schedule.

- The purpose is to help students write future plans.

FOLLOW-UP 3: (10 minutes)

Exercise 2- Write your own day planner (pg., 55)

Students are expected to complete the schedule according to their own plans.

- The aim is to monitor the accurate use of the present progressive and future time expressions.

FOLLOW-UP 4: (10 minutes)

Exercise 3 (pg., 55)

The teacher requests students to read the sentences and choose the correct answers.

The aim is to practice future time expressions.

HOMEWORK

5. Students are expected to ask three people about how they come/go to school/work.

The homework requires students to write the answers in dialogue format.

6. ***Students are expected to write L1 translations of the target words with Parts of Speech on their vocabulary notebooks.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 15.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Communication (Making Arrangements)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to make arrangements.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

HOMEWORK CHECKING (5 minutes)

Volunteer students are expected to read their dialogues about the people interviewed.

- The purpose is to encourage students to share their assignments with classmates.

WARM- UP (5 minutes)

The teacher asks students how they make arrangements with their friends. The importance of deciding on place and time is discussed.

- The purpose is to make students think of making arrangements.

FOLLOW-UP 1 (10 minutes)

Exercise 1 (Got It Plus Level 1, pg.: 56)

The students listen to the dialogue twice and choose the correct answer in the dialogue. After checking the answers, students read the dialogue aloud at the end.

- The aim is to practice making arrangements

FOLLOW-UP 2 (10 minutes)

Exercise 3 Listening (pg.: 56)

Students listen to the conversation and answer the questions about *activity, place* and *time*.

- The purpose is to practice ‘selective listening’

FOLLOW-UP 3 (10 minutes)

Exercise 4 Pairwork (pg.: 56)

The activity requires students to make arrangements with their partners. They accept or refuse suggestions. Then, they decide on a time and a place to meet

- The aim is to make students work on ‘making arrangements’

2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 15.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to understand what the text is about.

MATERIALS:

The board and the course book

ACTIVITIES:

WARM-UP (5 minutes):

The teacher asks students what they know about Australia and elicits the facts. A map of Australia is put on the board and discussed with students.

The purpose is to inform students about Australia.

FOLLOW-UP 1 (15 minutes)

Reading- Exercise 1

Students look at the comprehension questions carefully and think about the information they will need for the answers, e.g. numbers, distances, etc. Then, they start reading first three paragraphs in detail. They can use dictionary if necessary.

The aim is to clarify new vocabulary and help students to understand the text.

FOLLOW-UP 2 (15 minutes)

Reading- Exercise 1

Students start reading last three paragraphs in detail. They can use dictionary if necessary.

The aim is to clarify new vocabulary and help students to understand the text.

FOLLOW-UP 2 (5 minutes)

New vocabulary in the text was discussed.

HOMEWORK

2. *Exercise 1, Reading (Got It Plus Level 1, pg.: 58)*

Students are assigned to answer the comprehension questions of the reading passage.

2. ***Students are expected to write synonyms and antonyms of the target words on their vocabulary notebooks.

2013- 2014 ACADEMIC YEAR

5th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 16.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to talk about the trip they are planning.

MATERIALS:

The board, the course book

ACTIVITIES:

HOMEWORK CHECKING (15 minutes)

Exercise 1 Reading (Got It Plus Level 1, pg.: 58)

Comprehension questions are checked and the new vocabulary is reminded.

FOLLOW-UP 1 (15 minutes)

Exercise 3 Pairwork (pg.:59)

Students are expected to work in pairs and complete the factfile (including information about ('*destination, departure date, transportation, length of journey and accommodation*')) according to the partners' responses.

- The aim is to enable students to interview about a trip they are planning.

FOLLOW-UP 2 (10 minutes)

Volunteer students act out their dialogues for the rest of the class

- The purpose is to encourage students to share their dialogues



2013- 2014 ACADEMIC YEAR

6th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 16.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to write about their plans.

MATERIALS:

Course book and A4 paper sheet

WARM-UP (5 minutes)

The teacher asks students what they are planning for the summer holiday and elicits the answers. The purpose is to remind how to express plans about a trip.

FOLLOW-UP 3: (25 minutes)

The theme of the week is the trips we are planning. Therefore, the students are expected to write an e-mail about their plans.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK: 1. ***Students are assigned to make a sentence with each target word and write them on their vocabulary notebooks.

2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 3

TIME: 40 minutes

DATE: 21.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the class, students will be able to recognize vocabulary words of ‘food and drink’.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM- UP (5 minutes):

The teacher requests students to look at the photo and asks the following questions: ‘Who can you see?’ ‘Where are they?’ ‘How do you think Sam feels?’

- The aim is to encourage students to think about the theme.

FOLLOW- UP 1 (5 minutes):

Exercise 1 Read and Listen (Got It Plus Level 1, pg.: 60)

The students listen to the dialogue in order to get the gist of the dialogue.

- The aim is to scan the dialogue.

FOLLOW-UP 2 (10 minutes)

Exercise 1 Read and Listen (pg.:60)

Students listen to the dialogue again and read it aloud.

The aim is to develop pronunciation.

FOLLOW- UP 2 (5 minutes):

Exercise 2 Comprehensions (pg.:60)

The activity requires students to answer the comprehension questions.

- The aim is to read to understand.

FOLLOW-UP 3 (5 minutes):

The teacher asks students questions about food and drink. For example: ‘What do you eat and drink for breakfast?’ ‘Do you like vegetables?’

- The aim is to activate vocabulary knowledge of ‘food and drink’.

FOLLOW-UP 4 (5 minutes):

Exercise 1-2 pg.: 62

The activity requires students match the pictures with different kinds of food and drink. Then, students listen to the CD and check their answers.

- The aim is to present vocabulary about ‘food and drink’.

FOLLOW-UP 5 (5 minutes):

Exercise 3 pg.: 62

The activity requires students to copy and complete the chart with food words.

- The purpose is to categorize different kinds of food and drinks.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 3

TIME: 40 minutes

DATE: 21.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Communication (Ordering food and drink)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to talk about the food and drinks they like and don't like.
- Students will be able to recognize how to order food and drink.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

FOLLOW-UP 1 (10 minutes)

Exercise 4 Pairwork (Got It Plus Level 1, pg.:62)

In pairs, students talk about the food and drinks they like and don't like. Volunteer pairs act out their dialogues for the rest of the class.

- The purpose is to encourage students to make use of food and drink vocabulary in their sentences.

FOLLOW-UP 2 (5 minutes)

The teacher asks students ‘Do you go out to eat with your family or friends?’ ‘Where do you go?’ ‘What do you like to eat and drink?’ ‘How do you order food and drink?’

- The purpose is to make students think of the concept in ‘ordering food and drink’

FOLLOW-UP 3 (15 minutes)

Exercise 1(pg.: 64)

The teacher gives students time to read through the dialogue and the words in the box. Then, students complete the dialogue through listening. The answers are checked and students read aloud the dialogue at the end.

- The aim is to present and practice the language for ordering food and drink.

FOLLOW-UP 4 (10 minutes)

Exercise 5 Group work (pg.: 64)

The activity requires students to work in groups of three. The learners look at the menu and prepare a sample dialogue to order food and drink.

- The purpose is to help students order food and drink.

HOMEWORK

7. *Got It Plus Level 1, pg.: 66- Exercise 1-2*

Students are expected to read and understand a magazine article about a young chef.

They are responsible for matching the topics with the paragraphs and answer the comprehension questions.

8. Students are expected to write L1 translations, Synonyms and Antonyms of the target words on their vocabulary notebooks.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 3

TIME: 40 minutes

DATE: 22.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to talk about their eating habits.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

HOMEWORK CHECKING (20 minutes)

The teacher requests volunteer students to match the topics with the paragraphs. The new words in the article are emphasized. Then, students are expected to answer the comprehension questions of the article and the answers are checked.

FOLLOW-UP 1 (10 minutes)

Exercise 4 Pairwork (Got It Plus Level 1 pg.: 67)

The teacher requests students to read the survey questions about 'Healthy Eating'. Students work in pairs, ask and answer the questions and find out each other's scores.

- The purpose is to present new words about 'Healthy Eating'.

FOLLOW-UP 2 (10 minutes)

Exercise 5 pg.: 67

Students are expected to tell the class about their partner's diet.

- The purpose is to create a communicative atmosphere.



2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 3

TIME: 40 minutes

DATE: 22.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to write a short text about their ‘Eating Habits’.

MATERIALS:

Course book and A4 paper sheet

WARM-UP (5 minutes)

The teacher asks students’ eating habits and elicits the answers.

- The purpose is to activate vocabulary about food and drink associated with ‘eating habits.’

FOLLOW-UP 3: (25 minutes)

The theme of the week is ‘Eating Habits’. The students are expected to write a short text about their diet.

- The aim is to facilitate learners to write about their ‘Eating Habits’.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK

3. *Got It Plus Level 1, Exercise 1-2 pg.: 70*

Students are assigned to read the text about a restaurant chain. They are responsible for answering the comprehension questions. The homework also requires learners to take notes in order to prepare a short text about their favorite restaurant.

4. Students are assigned to write the target words' parts of speech. They are also expected to make sentences with each target word on their vocabulary notebooks.



2013- 2014 ACADEMIC YEAR

5/6th Lesson Plans of Week 3 (Vocabulary Tests)

TIME: 90 minutes

DATE: 24.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

MATERIALS:

Vocabulary tasks evaluating different aspects of word knowledge including form, meaning and use.

ACTIVITIES

FOLLOW UP 1: (10 minutes)

Students circle the correctly spelled words.

The aim is to test whether the learners can recognize the correct spelling or not.

FOLLOW UP 2: (10 minutes)

Students listen to the words pronounced twice and then write it correctly.

The aim is to test whether the learners can produce the correct spelling or not.

FOLLOW UP 3: (10 minutes)

Students write Turkish meaning of English words.

The aim is to measure the understanding of the L2 word meaning.

FOLLOW UP 4: (10 minutes)

Students write English meaning of Turkish words

The aim is to measure the ability to supply the L2 word.

FOLLOW UP 5: (10 minutes)

Students look at the English words given and choose its meaning from four Turkish options

The aim is to measure students' recognition of English words with Turkish distractors.

FOLLOW UP 6: (10 minutes)

Students look at the Turkish words given and choose its meaning from four English options.

The aim is to measure students' recognition of Turkish words with English distractors.

FOLLOW UP 7: (10 minutes)

Students choose the grammatically correct answer in a multiple choice question.

The aim is to determine if the word is recognized with grammatical accuracy or not.

FOLLOW UP 8: (20 minutes)

Students make grammatically correct sentences with the target words.

The aim is to determine if the word is produced with grammatical accuracy or not.

Appendix 10

Lesson plans designed for control group

2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 1

TIME: 40 minutes

DATE: 7.4.2014

GRADE: 9th Graders

LEVEL: A1- A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: Course book and Audio CD

OBJECTIVES:

- At the end of the lesson, students will be able to recognize the vocabulary about different kinds of movies.
- Students will be able to talk about their favorite kinds of movies.

ACTIVITIES

WARM-UP: (3 minutes)

The teacher asks students to look at the photo and asks 'who they can see', 'where the characters are' and 'what the characters are talking about' in the dialogue.

- The aim is to arouse interest.

FOLLOW UP 1: (5 minutes)

Exercise 1 Read and Listen (Got It Plus Level 1, pg: 38)

Students listen to the dialogue twice and then, they are expected to choose the correct answer.

- The purpose is to make students understand what the dialogue about.

FOLLOW UP 2: (5 minutes)

Exercise 2 Comprehension (pg: 38)

Students read the dialogue again and answer the comprehension questions.

- The purpose is to make students read to understand.

FOLLOW UP 3: (5 minutes)

In pairs, volunteer students act out the dialogue for the rest of the class.

- The aim is to develop pronunciation.

FOLLOW UP 4: (5 minutes)

Vocabulary Exercise 1-2 (pg: 40)

The teacher requests students to look at the different kinds of movie pictures and asks whether they know the movies or not. Then, students match the pictures with the movies in the box.

The answers are checked through listening.

- The aim is to present and practice vocabulary about different kinds of movies.

FOLLOW UP 5: (7 minutes)

Vocabulary Exercise 3 (pg: 40)

Students listen to the movie extracts and guess what kind of movie types they are. The learners compare the answers in pairs.

- The purpose is to practice vocabulary about different kinds of movies.

FOLLOW UP 6: (10 minutes)

Exercise 4 Pairwork (pg: 40)

In pairs, students tell their partner about their favorite kinds of movie. The teacher monitors and checks whether students are using vocabulary about movies correctly or not. Volunteer pairs share their dialogues with their friends.

- The aim is to enable students to make sentences with new words (kinds of movies) in their short dialogues.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 1

TIME: 40 minutes

DATE: 7.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to make sentences with the simple past tense.

MATERIALS: Course book

ACTIVITIES:

WARM- UP 1: (5 minutes)

The teacher starts talking about what she/he did yesterday evening. Then ask students what they did yesterday.

- The aim is to remind students Simple Past Tense.

FOLLOW- UP 1: (10 minutes)

Grammar Exercise 1 (Got It Plus Level 1, pg: 43)

The activity requires students to write simple past tense questions and short answers with controlled exercises.

- The aim is to practice question form and short answers of Simple Past Tense.

FOLLOW- UP 2: (10 minutes)

Grammar Exercise 2 (pg:43)

The activity requires students to complete the interview with the verbs in parenthesis. They are expected to write Simple Past Tense form of the verbs.

- The aim is to practice affirmative, negative and question forms of Simple Past Tense.

FOLLOW- UP 3: (15 minutes)

Game! Question time! (pg: 43)

In small teams, students write simple past questions with the words provided in the course book. Then, the learners have three minutes to ask questions. Then, they get answers from the people in different teams. The winner is the team getting the most points.

- The aim is to have fun.

HOMEWORK

1. Students are expected to write five questions of Simple Past Tense for the next day.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 1

TIME: 40 minutes

DATE: 08.04.2014

GRADE: 9th Graders

LEVEL: A1- A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: The course book and Audio CD

OBJECTIVES:

- At the end of the lesson, students will be able to get specific information in a reading text.
- Students will experience ‘selective listening’.

ACTIVITIES:

WARM-UP: (5 min.)

Homework Checking

The students read their questions of Simple Past Tense and other classmates answered the questions.

- The aim is to practice Simple Past Tense.

WARM-UP: (3 min.)

Skills- Reading (Got It Plus Level 1, pg: 44)

The teacher requests students to look at the photos and asks ‘Do you know the actor?’ (Shia LaBoeuf) ‘Which movies did he star in?’ (‘Transformers’, ‘Indiana Jones’) ‘Do you like him/his movies?’

- The aim is to give information before reading the article.

FOLLOW UP 1 (5 minutes)

Reading Exercise 1 (pg: 44)

Students read the text and complete the interview with the missing questions.

- The aim is to make students read to get specific information.

FOLLOW UP 2: (10 minutes)

Reading Exercise 2 (pg: 44)

Students read the text again and answer the questions. The teacher reminds them to look at key words in the questions and to think about the type of information they need in the answers (e.g., numbers, dates, names, etc.)

- The aim is to enable students to get specific information about the text.

FOLLOW UP 3: (7 minutes)

Extra activity

The teacher gives students a few minutes to write some quiz questions about Shia LaBoeuf. Then, in pairs, students test each other and see how much they can remember about him.

- The aim is to have fun and make students ask questions about the text.

FOLLOW-UP 4: (10 Minutes)

Listening Exercise 3

The teacher gives students time to read through the text and the answers choices before they listen to the script. Then, the learners choose the correct answers through listening.

- The aim is to make students experience ‘selective listening’

2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 1

TIME: 40 minutes

DATE: 8.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to ask and answer question about different kind movies.

MATERIALS: Course book

ACTIVITIES:

WARM- UP 1: (3 minutes)

The teacher asks students about recent movies that they might have seen.

FOLLOW- UP 1: (7 minutes)

Speaking Exercise 4 (Got It Plus Level 1 pg: 45)

The teacher draws a chart onto the board and completes it with information about a movie including ‘title, kind of movie, actors in the movie, personal opinion about the actors and the movie’. Then, students are expected to complete the chart with the information about the movie they liked most last year.

- The aim is to guide students before speaking activity.

FOLLOW- UP 2: (15 minutes)

Speaking Exercise 5 Pairwork

In pairs, students ask and answer questions about the movies they watched.

- The aim is to ask and answer questions about the movies.

FOLLOW- UP 3: (15 minutes)

Extra activity

Students work in small groups and think of a movie title. A member of each group acts it out for the group. The others guess the name of the movie.

- The aim is to have fun.

HOMEWORK:

***No assignment



2013- 2014 ACADEMIC YEAR

5th Lesson Plan of Week 1

TIME: 40 minutes

DATE: .9.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular), Jobs (Vocabulary)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

MATERIALS: Course book

OBJECTIVES:

- At the end of the lesson, students will be able to recognize new vocabulary
- Students will be able to use past forms of the verbs accurately

ACTIVITIES:

WARM- UP: (10 min.)

The teacher asks students what we learned new at unit 3 and unit 4 in terms of vocabulary and grammar. The teacher elicits the answers and writes them on the board.

- The aim is revision.

FOLLOW UP 1: (5 minutes)

Review- Vocabulary Exercise1 (Got It Plus Level 1, pg: 46)

The activity requires students to complete the job words according to the picture.

- The aim is to consolidate new vocabulary

FOLLOW- UP 2: (5 minutes)

Review- Vocabulary Exercise 2 (pg: 46)

The activity requires students to read the descriptions and write the movie types.

- The aim is revision of vocabulary words in the unit.

FOLLOW- UP 3: (5 minutes)

Review- Grammar Exercise 3 (pg: 46)

Students complete the sentences with the past forms of the verbs in the box.

- The aim is to make students choose the appropriate verb according to the context.

FOLLOW- UP 4: (5 minutes)

Review- Grammar Exercise 4 (pg: 46)

Students complete the postcard with the simple past of the verbs.

- The aim is to make students write simple past form of the verbs.

FOLLOW- UP 5: (10 minutes)

Review- Grammar Exercise 5 (pg: 46)

Students rewrite the sentences with the negative form of the simple past tense.

- The aim is revision.

2013- 2014 ACADEMIC YEAR

6th Lesson Plan of Week 1

TIME: 40 minutes

DATE: 9.4.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Bet, Animated, Fiction, Fictional, Thriller, Appear, Debut, Souvenir

OBJECTIVES:

- At the end of the lesson, students will be able to write about movies they liked and disliked.

MATERIALS:

Course book and A4 paper sheet

WARM-UP: (5 minutes)

The teacher shows students different kinds of movie pictures and elicits what kinds of movies they are.

- The purpose is to guide students before writing activity.

FOLLOW-UP 1: (25 minutes)

Students are expected to write a short text about a movie they really liked and a movie they didn't like. They are going to write about *the name of the movie, the kind of the movie, when and where they saw it, who they were with, their opinion of the actors and their opinion of the movie.*

- The aim is to conduct guided writing.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK:

*** No assignment



2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 2

TIME: 40 minutes

DATE: 14.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Present Continues Tense (Future Plans)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to recognize transportation vocabulary.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM- UP (5 minutes):

The teacher asks students to look at the photo. Students are demanded to answer the following questions: ‘Who are the people in the picture?’, ‘Where are they?’ and ‘What are they talking about?’

- The aim is to encourage students to make predictions about the theme.

FOLLOW- UP 1 (5 minutes):

Exercise 1 Read and Listen (Got It Plus Level 1, pg: 52)

The students listen to the dialogue in order to get the gist of the dialogue.

- The aim is to scan the dialogue.

FOLLOW-UP 2 (10 minutes)

Exercise 1 Read and Listen (pg: 52)

The students listen to the dialogue again and read it aloud.

- The aim is to develop pronunciation.

FOLLOW- UP 2 (5 minutes):

Exercise 2 Comprehension (pg: 52)

The activity requires students to complete the information sheet about the dialogue.

- The aim is to read to understand.

FOLLOW-UP 3 (5 minutes):

The teacher asks students questions about transportation and elicits vocabulary about transportation with guided questions (e.g., ‘How do you get the school?’, ‘Do you travel by bus?’, ‘Do you walk?’, ‘Do your parents have a car?’).

- The aim is to activate transportation vocabulary.

FOLLOW-UP 4 (5 minutes):

Exercise 1-2

The activity requires students match the pictures with the transportations. Then, students listen to the CD and check their answers.

- The aim is to present transportation vocabulary.

FOLLOW-UP 4 (5 minutes):

Exercise 3 Pairwork (Got It Plus Level 1, pg.: 54)

In pairs, students ask and answer questions about how they go to school and how their families go to work.

- The purpose is to encourage students to make use of transportation vocabulary in their sentences.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 14.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Present Continues Tense (Future Plans)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to recognize the vocabulary words of transportation.
- Students will be able to ask and answer questions about the transportation they use in their lives.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM-UP (5 minutes)

The teacher asks students questions about their plans for the weekend, e.g. *What are you doing on the weekend? Where are you going? Who are you going with? How are you getting there?*

- The purpose is to make students talk about plans.

FOLLOW-UP 1: (5 minutes)

(Future Time Expressions, Got It Plus Level 1, pg.: 55)

The teacher shows 'Future Time Expressions'

- The aim is to provide learners with the presentation of future time expressions.

FOLLOW-UP 2: (10 minutes)

Exercise 1- Robert's day planner (pg., 55)

The activity requires students to rewrite the sentences with true information according to Robert's schedule.

- The purpose is to help students write future plans.

FOLLOW-UP 3: (10 minutes)

Exercise 2- Write your own day planner (pg., 55)

Students are expected to complete the schedule according to their own plans.

- The aim is to monitor the accurate use of the present progressive and future time expressions.

FOLLOW-UP 4: (10 minutes)

Exercise 3 (pg., 55)

The teacher requests students to read the sentences and choose the correct answers.

The aim is to practice future time expressions.

HOMEWORK

9. Students are expected to ask three people about how they come/go to school/work.

The homework requires students to write the answers in dialogue format.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 15.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Communication (Making Arrangements)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to make arrangements.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

HOMEWORK CHECKING (5 minutes)

Volunteer students are expected to read their dialogues about the people interviewed.

- The purpose is to encourage students to share their assignments with classmates.

WARM- UP (5 minutes)

The teacher asks students how they make arrangements with their friends. The importance of deciding on place and time is discussed.

- The purpose is to make students think of making arrangements.

FOLLOW-UP 1 (10 minutes)

Exercise 1 (Got It Plus Level 1, pg.: 56)

The students listen to the dialogue twice and choose the correct answer in the dialogue. After checking the answers, students read the dialogue aloud at the end.

- The aim is to practice making arrangements

FOLLOW-UP 2 (10 minutes)

Exercise 3 Listening (pg.: 56)

Students listen to the conversation and answer the questions about *activity, place* and *time*.

- The purpose is to practice ‘selective listening’.

FOLLOW-UP 3 (10 minutes)

Exercise 4 Pairwork (pg.: 56)

The activity requires students to make arrangements with their partners. They accept or refuse suggestions. Then, they decide on a time and a place to meet

- The aim is to make students work on ‘making arrangements’.

2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 15.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the class, students will be able to understand what the text is about.

MATERIALS:

The course book

ACTIVITIES:

WARM-UP (5 minutes):

The teacher asks students what they know about Australia and elicits the facts. A map of Australia is put on the board and discussed with students.

The purpose is to inform students about Australia.

FOLLOW-UP 1 (15 minutes)

Reading- Exercise 1

Students look at the comprehension questions carefully and think about the information they will need for the answers, e.g. numbers, distances, etc. Then, they start reading first three paragraphs in detail. They can use dictionary if necessary.

The aim is to clarify new vocabulary and help students to understand the text.

FOLLOW-UP 2 (15 minutes)

Reading- Exercise 1

Students start reading last three paragraphs in detail. They can use dictionary if necessary.

The aim is to clarify new vocabulary and help students to understand the text.

FOLLOW-UP 2 (5 minutes)

New vocabulary in the text was discussed.

HOMEWORK

3. *Exercise 1, Reading (Got It Plus Level 1, pg.: 58)*

Students are assigned to answer the comprehension questions of the reading passage.

2013- 2014 ACADEMIC YEAR

5th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 16.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to talk about the trip they are planning.

MATERIALS:

The board, the course book

ACTIVITIES:

HOMEWORK CHECKING (15 minutes)

Reading-Exercise 1

Comprehension questions are checked and the new vocabulary is reminded.

FOLLOW-UP 1 (15 minutes)

Speaking-Pairwork

Students are expected to work in pairs and complete the factfile (including information about ('destination, departure date, transportation, length of journey and accommodation') according to the partners' responses.

- The aim is to enable students to interview about a trip they are planning.

FOLLOW-UP 2 (10 minutes)

Volunteer students act out their dialogues for the rest of the class.

- The purpose is to encourage students to share their dialogues.



2013- 2014 ACADEMIC YEAR

6th Lesson Plan of Week 2

TIME: 40 minutes

DATE: 16.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Transportation, ferry, accommodation, departure, destination, harbor, pair, chase, conquer, refuse, constant, enormous, instead

OBJECTIVES:

- At the end of the lesson, students will be able to write about their plans.

MATERIALS:

Course book and A4 paper sheet

WARM-UP (5 minutes)

The teacher asks students what they are planning for the summer holiday and elicits the answers.

- The purpose is to remind how to express plans about a trip.

FOLLOW-UP 3: (25 minutes)

The theme of the week is the trips we are planning. Therefore, the students are expected to write an e-mail about their plans.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK: ***No assignment

2013- 2014 ACADEMIC YEAR

1st Lesson Plan of Week 3

TIME: 40 minutes

DATE: 21.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the class, students will be able to recognize vocabulary words of ‘food and drink’.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

WARM- UP (5 minutes):

The teacher requests students to look at the photo and asks the following questions: ‘Who can you see?’ ‘Where are they?’ ‘How do you think Sam feels?’

- The aim is to encourage students to think about the theme.

FOLLOW- UP 1 (5 minutes):

Exercise 1 Read and Listen (Got It Plus Level 1, pg.: 60)

The students listen to the dialogue in order to get the gist of the dialogue.

- The aim is to scan the dialogue.

FOLLOW-UP 2 (10 minutes)

Exercise 1 Read and Listen (pg.:60)

Students listen to the dialogue again and read it aloud.

The aim is to develop pronunciation.

FOLLOW- UP 2 (5 minutes):

Exercise 2 Comprehensions (pg.:60)

The activity requires students to answer the comprehension questions.

- The aim is to read to understand.

FOLLOW-UP 3 (5 minutes):

The teacher asks students questions about food and drink. For example: ‘What do you eat and drink for breakfast?’ ‘Do you like vegetables?’

- The aim is to activate vocabulary knowledge of ‘food and drink’.

FOLLOW-UP 4 (5 minutes):

Exercise 1-2 pg.: 62

The activity requires students match the pictures with different kinds of food and drink. Then, students listen to the CD and check their answers.

- The aim is to present vocabulary about ‘food and drink’.

FOLLOW-UP 5 (5 minutes):

Exercise 3 pg.: 62

The activity requires students to copy and complete the chart with food words.

- The purpose is to categorize different kinds of food and drinks.

2013- 2014 ACADEMIC YEAR

2nd Lesson Plan of Week 3

TIME: 40 minutes

DATE: 21.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

LANGUAGE FOCUS: Communication (Ordering food and drink)

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to talk about the food and drinks they like and don't like.
- Students will be able to recognize how to order food and drink.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

FOLLOW-UP 1 (10 minutes)

Exercise 4 Pairwork (Got It Plus Level 1, pg.:62)

In pairs, students talk about the food and drinks they like and don't like. Volunteer pairs act out their dialogues for the rest of the class.

- The purpose is to encourage students to make use of food and drink vocabulary in their sentences.

FOLLOW-UP 2 (5 minutes)

The teacher asks students ‘Do you go out to eat with your family or friends?’ ‘Where do you go?’ ‘What do you like to eat and drink?’ ‘How do you order food and drink?’

- The purpose is to make students think of the concept in ‘ordering food and drink’

FOLLOW-UP 3 (15 minutes)

Exercise 1

The teacher gives students time to read through the dialogue and the words in the box. Then, students complete the dialogue through listening. The answers are checked and students read aloud the dialogue at the end.

- The aim is to present and practice the language for ordering food and drink.

FOLLOW-UP 4 (10 minutes)

Exercise 5 Group work

The activity requires students to work in groups of three. The learners look at the menu and prepare a sample dialogue to order food and drink.

- The purpose is to help students order food and drink.

HOMEWORK

10. Got It Plus Level 1, pg.: 66- Exercise 1-2

Students are expected to read and understand a magazine article about a young chef.

They are responsible for matching the topics with the paragraphs and answer the comprehension questions.

2013- 2014 ACADEMIC YEAR

3rd Lesson Plan of Week 2

TIME: 40 minutes

DATE: 22.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to talk about their eating habits.

MATERIALS:

The course book and Audio CD

ACTIVITIES:

HOMEWORK CHECKING (20 minutes)

The teacher requests volunteer students to match the topics with the paragraphs. The new words in the article are emphasized. Then, students are expected to answer the comprehension questions of the article and the answers are checked.

FOLLOW-UP 1 (10 minutes)

Exercise 4 Pairwork (Got It Plus Level 1 pg.: 67)

The teacher requests students to read the survey questions about 'Healthy Eating'. Students work in pairs, ask and answer the questions and find out each other's scores.

- The purpose is to present new words about 'Healthy Eating'.

FOLLOW-UP 2 (10 minutes)

Exercise 5 pg.: 67

Students are expected to tell the class about their partner's diet.

- The purpose is to create a communicative atmosphere.

HOMEWORK (5 minutes)

5. Students are expected to read and understand the text about a restaurant chain. They are responsible for answering the comprehension questions and making notes on the questions to prepare a short text about their favorite restaurant.



2013- 2014 ACADEMIC YEAR

4th Lesson Plan of Week 3

TIME: 40 minutes

DATE: 22.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

ASSUMED KNOWLEDGE: Simple Present Tense, Present Continuous Tense, Simple Past Tense (Regular and Irregular)

TARGET WORDS: Author, couple, dairy, product, habit, ham, lamb, lettuce, mutton, pork, portion, recipe, snack, moan, order, offer, roast, fries, personal and possession

OBJECTIVES:

- At the end of the lesson, students will be able to write a short text about their ‘Eating Habits’.

MATERIALS:

Course book and A4 paper sheet

WARM-UP (5 minutes)

The teacher asks students’ eating habits and elicits the answers.

- The purpose is to activate vocabulary about food and drink associated with ‘eating habits.’

FOLLOW-UP 1: (25 minutes)

The theme of the week is ‘Eating Habits’. The students are expected to write a short text about their diet.

- The aim is to facilitate learners to write about their ‘Eating Habits’.

FOLLOW-UP 2: (10 minutes)

At the end of the writing activity, volunteer students read their texts.

- The aim is to encourage students to share their writing.

HOMEWORK

6. Got It Plus Level 1, Exercise 1-2 pg.: 70

Students are assigned to read the text about a restaurant chain. They are responsible for answering the comprehension questions. The homework also requires learners to take notes in order to prepare a short text about their favorite restaurant.



2013- 2014 ACADEMIC YEAR

5/6th Lesson Plans of Week 3 (Vocabulary Tests)

TIME: 90 minutes

DATE: 24.04.2014

GRADE: 9th Graders

LEVEL: A1-A2

MATERIALS:

Vocabulary tasks evaluating different aspects of word knowledge including form, meaning and use.

ACTIVITIES

FOLLOW UP 1: (10 minutes)

Students circle the correctly spelled words.

The aim is to test whether the learners can recognize the correct spelling or not.

FOLLOW UP 2: (10 minutes)

Students listen to the words pronounced twice and then write it correctly.

The aim is to test whether the learners can produce the correct spelling or not.

FOLLOW UP 3: (10 minutes)

Students write Turkish meaning of English words.

The aim is to measure the understanding of the L2 word meaning.

FOLLOW UP 4: (10 minutes)

Students write English meaning of Turkish words

The aim is to measure the ability to supply the L2 word.

FOLLOW UP 5: (10 minutes)

Students look at the English words given and choose its meaning from four Turkish options

The aim is to measure students' recognition of English words with Turkish distractors.

FOLLOW UP 6: (10 minutes)

Students look at the Turkish words given and choose its meaning from four English options.

The aim is to measure students' recognition of Turkish words with English distractors.

FOLLOW UP 7: (10 minutes)

Students choose the grammatically correct answer in a multiple choice question.

The aim is to determine if the word is recognized with grammatical accuracy or not.

FOLLOW UP 8: (20 minutes)

Students make grammatically correct sentences with the target words.

The aim is to determine if the word is produced with grammatical accuracy or not.