

**MUĞLA SITKI KOÇMAN UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
ENGLISH LANGAUAGE TEACHING DEPARTMENT**

**THE EFFECTS OF MEDIA AND  
TECHNOLOGY-ENHANCED VOCABULARY  
TEACHING IN A FOREIGN LANGUAGE CLASSROOM**

**MA THESIS**

**EMRE DİNÇER**

**ASSOCIATE PROF. DR. ŞEVKİ KÖMÜR**

**JUNE, 2014**

**MUĞLA**

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI

THE EFFECTS OF MEDIA AND TECHNOLOGY-ENHANCED  
VOCABULARY TEACHING IN A FOREIGN LANGUAGE CLASSROOM

EMRE DİNÇER

Eğitim Bilimleri Enstitüsünce  
“Yüksek Lisans”  
Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih : 11.06.2014  
Tezin Sözlü Savunma Tarihi : 02.06.2014

Tez Danışmanı : Doç.Dr. Şevki KÖMÜR

Jüri Üyesi : Doç.Dr. Eda ÜSTÜNEL

Jüri Üyesi : Doç.Dr. Turan PAKER

Enstitü Müdürü : Prof. Dr. Ahmet DUMAN

HAZİRAN, 2014  
MUĞLA

T.C.  
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
TEZ SAVUNMA SINAVI TUTANAK FORMU  
Yüksek Lisans

02/06.2014

Öğrencinin

Adı Soyadı: Emre DİNÇER

Tez Başlığı: The Effects of Media and Technology-Enhanced Vocabulary Teaching in a Foreign Language Classroom

Sınav Tarih ve Saati: 02.06.2014 - 16.00

Sınav Yeri: Eğitim Fakültesi Dekanlık Konferans Salonu

Adı geçen sınav belirtilen şekilde yapılmış olup tutanak aşağıdadır.

Prof. Dr. Nevide AKPINAR DELLAL  
Anabilim Dalı Başkanı

**SINAV TUTANAĞI**

Jüri 02.06.2014 tarih ve saat 16.00'da toplanıp, Emre DİNÇER isimli öğrencinin " The Effects of Media and Technology-Enhanced Vocabulary Teaching in a Foreign Language Classroom" başlıklı yüksek lisans tez çalışmasını incelemiş ve yapılan sözlü sınav sonunda ....*ay...bilgi*.....ile aşağıdaki karar alınmıştır.

(X) Başarılı

( ) Başarısız

( ) Ek süre verilmiştir\*

\* Aday en geç ..... tarihine kadar tekrar savunmaya alınacaktır.

**Sınav Jürisi**  
Başkan

**Ünvanı, Adı Soyadı**

**İmzası**

Danışman

Doç. Dr. Şevki KÖMÜR

Üye

Doç.Dr. Eda ÜSTÜNEL

Üye

Doç.Dr. Turan PAKER

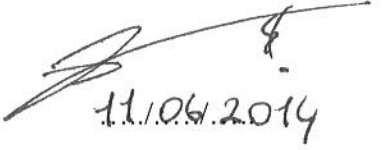
Enstitü Yönetim Kurulu Kararı:Tarih:..... Karar No:.....

Yukarıda adı geçen öğrenci sınav tutanağında belirtildiği üzere..... Gereğini rica ederim.

Prof.Dr. Ahmet DUMAN  
Enstitü Müdürü

## YEMİN

Yüksek Lisans tezi olarak sunduđum “The Effects of Media and Technology-Enhanced Vocabulary Teaching in a Foreign Language Classroom” adlı alıřmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı dűşecek bir yardıma başvurulmaksızın yazıldıđını ve yararlandıđım eserlerin Kaynaka’da gűsterilenlerden oluřtuđunu, bunlara atıf yapılarak yararlanmıř olduđumu belirtir ve bunu onurumla dođrularım.



11.06.2014

EMRE DİNER

**YÜKSEKÖĞRETİM KURULU DOKÜMANTASYON MERKEZİ**  
**TEZ VERİ GİRİŞ FORMU**

**YAZARIN**

**MERKEZİMİZCE DOLDURULACAKTIR.**

Soyadı : DİNÇER

Adı : Emre

Kayıt No:

**TEZİN ADI**

Türkçe : “Yabancı Dil Sınıfında Medya ve Teknoloji Destekli Kelime Öğretiminin Etkisi”

Y. Dil : “The Effects of Media and Technology-Enhanced Vocabulary Teaching in a Foreign Language Classroom”

**TEZİN TÜRÜ:** Yüksek Lisans

Doktora

Sanatta Yeterlilik

X

O

O

**TEZİN KABUL EDİLDİĞİ**

Üniversite : Muğla Sıtkı Koçman Üniversitesi

Fakülte : -

Enstitü : Eğitim Bilimleri Enstitüsü

Diğer Kuruluşlar: -

Tarih : 02.06.2014

**TEZ YAYINLANMIŞSA**

Yayımlayan : -

Basım Yeri : -

Basım Tarihi : -

ISBN : -

**TEZ YÖNETİCİSİNİN**

Soyadı, Adı : Şevki KÖMÜR

Ünvanı : Doç. Dr.

TEZİN YAZILDIĞI DİL : İNGİLİZCE

TEZİN SAYFA SAYISI: 92

TEZİN KONUSU (KONULARI) :

1. Facebook sitesini kullanmanın kelime öğrenimine etkisi
2. Facebook sitesini kullanmanın öğrencilerin yabancı dil öğrenmeye yönelik tutumlarına etkisi

TÜRKÇE ANAHTAR KELİMELER :

1. Sosyal medya
2. Facebook
3. Kelime öğretimi
4. Yabancı dil öğretimi

İNGİLİZCE ANAHTAR KELİMELER:

1. Social media
2. Facebook
3. Vocabulary teaching
4. Foreign language teaching

1- Tezimden fotokopi yapılmasına izin vermiyorum

2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir

3- Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir

Yazarın İmzası :



Tarih : 11.04.2014

## **ABSTRACT**

The main purpose of this research is to determine the effects of using social media networking site facebook.com on students' vocabulary learning. The study was carried out with 72 students aged between 18-22 at the school of foreign languages, Adnan Menderes University in the academic year 2011-2012. The experimental groups received an eight-week vocabulary teaching using social media web site-facebook.com.

The data have been collected by Achievement test and the Scale of Attitudes toward Learning a Foreign Language. A pretest before the experimental activities and a posttest after eight weeks of the experimental implementation were practiced for data gathering.

The results showed that using social media as a supplementary material had a positive effect on vocabulary learning achievement. The analysis of the obtained data from Scale of Learning a Foreign Language showed that there was no significant difference among four groups' attitudes scores.

**Key Words:** Social media, Facebook, vocabulary teaching, foreign language teaching.

## ÖZET

Bu çalışmanın amacı sosyal medya ağı facebook sitesini kullanmanın öğrencilerin yabancı dilde kelime öğrenimine katkı sağlayıp sağlamadığını bulup, onların yabancı dil öğrenimine karşı tutumlarında bir değişiklik olup olmadığını tespit etmektir. Araştırma Adnan Menderes Üniversitesi Yabancı Diller Yüksek Okulunda 2011-2012 öğretim yılında yürütülmüştür. Çalışmaya toplam 72 öğrenci katılmıştır. Çalışmada 2 deney 2 kontrol grubu oluşturulmuştur. Her bir grupta 18 öğrenci bulunmaktadır. Katılımcı deney grupları Touchstone pre-intermediate kitabından alınmış hedef kelimeleri kullanarak sekiz hafta boyunca facebook internet sitesi üzerinde etkileşim içinde olmuşlardır. Deney gruplarına araştırmacı, kontrol gruplarına ise farklı okutmanlar ders vermiştir.

Veriler öntest, sontest ve yabancı dile karşı tutum ölçeği kullanılarak toplanmıştır. Sekiz haftalık uygulama öncesinde ve sonrasında bu işlemlerden gelen veriler SPSS 11.5 paket programı kullanılarak analiz edilmiştir.

Elde edilen sonuçlara göre kelime öğreniminde sosyal medya internet sitesi facebook kullanmanın öğrenciler üzerinde olumlu bir etkisi olduğu görülmüştür. Yabancı dile karşı tutum ölçeğinden elde edilen verilere göre ise öğrencilerin tutumunda bir değişiklik olmadığı gözlemlenmiştir

**Anahtar Kelimeler:** Sosyal medya, Facebook, kelime öğretimi, yabancı dil eğitimi.



## **ACKNOWLEDGEMENTS**

I would like to express my sincere thanks to my thesis advisor Assoc. Prof. Dr. Şevki K m r who exercised great wisdom, patience, and tolerance with me when the going seemed difficult. He was always there to support me like a father.

I owe sincere thanks to Assoc. Prof. Dr. Eda  st nel for her encouraging and personal guidance throughout the study.

I would like to express my deep gratitude to Assoc. Prof. Dr. Turan Paker for his invaluable advice and benevolent suggestions

I would like to thank my dear wife Dr. Beste Din er for her patience and support.

I would like to thank my cousine Dr. Nil fer Tan  for her continuous patience, spiritual support and encouragement during this period.

Special thanks to Dr. Meltem  engel for helping me out with data analysis when I was desperate.

Finally I would like to thank the participants of this study, the students at the school of foreign languages for their contribution to my thesis.

## TABLE OF CONTENTS

TITLE.....	i
KABUL VE ONAY.....	ii
BİLDİRİM.....	iii
ABSTRACT.....	iv
ÖZET.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii

### CHAPTER I

#### INTRODUCTION

1.1. Background to the Study.....	1
1.2. Purpose of the Study.....	3
1.3. The Significance of the Study.....	4
1.4. Definition of Terms.....	5
1.5. Limitations of the Study.....	6

### CHAPTER II

#### REVIEW OF LITERATURE

2.1. Vocabulary Teaching.....	7
2.2. Implicit and Explicit Vocabulary Learning.....	11
2.3. Use of Technology In the Classroom.....	14
2.4. Computer Assisted Language Learning.....	16
2.4.1. The History of CALL.....	18
2.4.2. Behavioristic CALL.....	18
2.4.3. Communicative CALL.....	18

2.4.4. Interactive CALL.....	19
2.5. Web Based Language Learning.....	19
2.6. Mobile Assisted Language Learning.....	21
2.6.1. Mobile Phones.....	22
2.6.2. Social Media.....	23
2.6.3. Social Networking.....	24
2.6.3.1. Teaching with Social Media.....	25
2.6.4. Facebook.....	28

### **CHAPTER III**

#### **METHODOLOGY**

3.1. The Participants of the Study.....	30
3.2. Data Collection.....	31
3.2.1. Pre and Post Test.....	31
3.2.2. Pre and Post Questionnaire.....	32
3.2.3. Pilot Study.....	32
3.2.4. Procedure.....	33

### **CHAPTER IV**

#### **RESULTS AND DISCUSSIONS**

4.1. Pre- and Post-test Results.....	36
4.2. Discussion of the Results.....	44

## CHAPTER V

### CONCLUSION

5.1. Summary of the Study.....	48
5.2. Implications of the Study.....	49
5.3. Suggestions for Further Research.....	50
<b>REFERENCES</b> .....	51
<b>APPENDICES</b> .....	59
Appendix 1: Pilot Study Screen Shots.....	59
Appendix 2: Experimental Study Screen Shots.....	68
Appendix 3: Pre and Post Achievement Test.....	83
Appendix 4: Foreign Language Attitude Scale.....	85
Appendix 5: Students' Views.....	87
<b>CIRCULUM VITAE</b> .....	92

# CHAPTER I

## INTRODUCTION

This section reveals the justification for the research subject by presenting background to the study, purpose of the study, the research questions and significance of the study. For many language learners, experience of language learning commonly been limited to services created by the teacher (Warschauer, 2000). As last two decades passed away being overshadowed by rapid and continuous development of technology, the definition of the teacher experienced a little semantic change. Contemporarily, teacher means the facilitator of learning. Learning is not a separated activity and for students it happens not only inside but also outside the school. Here comes the role of teacher-facilitator, he acts as agent between variables inside and outside the classroom to help the students in their learning (Tylee, 1992). While performing his duties, he is also intensely engaged in learning. He is supposed to follow the changes in his field, the expectations of the community, and most importantly ways of providing means for the students to grow and develop.

Learning can be defined as happening when we change what is already known to us (Cambourne, 1989). In addition to this, Cambourne (1990, 12) defines learning process as "...making connections, identifying patterns, organizing previously unrelated bits of knowledge, behaviour, activities, into new (for the learner) patterned wholes". The students build their own view of life and construct ideas. They always interact with materials, make connections, organize materials. That is why materials are very crucial in learning, especially in a foreign language learning environment. Media is one of those materials enhancing foreign language learning. In this day and age when one thinks of media, immediately technology comes to mind. Hence, media and technology can be thought as an inseparable whole.

### **1.1. Background to the Study**

Language learning is a complicated process that embraces several variables such as the target language environment, learners, teachers, and teaching-learning settings. As discussing the contemporary state of the art regarding the use of new technologies

in the foreign language classroom, two matters tend to arise again and again. On the one hand, it cannot be opposed that even today, in the alleged post-communicative period, the results of conventional instructive theories of language education with their transmission-based styles of learning are still somewhat prevailing, especially at the basic level. This is all the more astounding, as a debate of constructivism as an proper platform for new approaches to language education and achievement seems to have controlled the debate at least on a academic level in recent years. On the other hand, it is becoming more and more obvious that the accessible online software tools present thrilling occasions for the language classroom (Ritter, 2001).

Language education has often been portrayed as one of the most inspiring psychological operations of the human mind in view of the difficulty of grammatical structures, the volume of the mental word list, and the multiple functionality students of any language are tackled by (Schwarz, 1992). Therefore, Language learners often have problems in learning new vocabulary and retaining words. If asked, most language learners are bothered with forgetting learned words though they study on them for a long time. So, what is the problem here? Is it to study words and put them away and not touch until there is an exam one needs to pass or to repeat them time to time till one completely places them in his long-term memory? (Baturay, 2007). Exposure to words at certain intervals is necessary for the long-term retention of the words. However, there is usually not enough time for appropriate exposure to new words of the same intensity as in the first language acquisition. In a study, it was found that students use the computer to get more practice in language learning and would like to see vocabulary exercises more often than other language learning exercises such as multiple-choice grammar exercises in their computer labs. Furthermore, they think that computer-lab sessions have helped them to improve their vocabulary (Dhaif, 1990).

Language students usually have problems with learning new vocabulary and retention of words. Most of them worry about forgetting new words although they study them for a long time. As stated in the data of a study by Groot (2000), Encountering new words at repeated intervals is necessary for the long-term

memorization of the words. On the other hand, learners cannot have enough time for repeated exposure to new words as in the first language acquisition.

Nowadays, with the help of ever-growing web and its flexibility, contacting the students at any time, any place, and words can be reminded to students. Contacting students at any time, any place, the new words can be reminded to students through a system with their own sentences. What is stressed here is that with the help of today's technology learners can repeatedly be exposed to words with contexts, that means students are provided with the necessary repetition mechanism that is essential in learning a foreign language vocabulary. Furthermore, the repetitions can be customized according to the learners' needs.

For vocabulary teaching, there are lots of techniques. The research results on traditional ways of teaching vocabulary frequently show not an absolute dominance of one technique to any other. Yet, a research study on a French Vocabulary Tutor for the Web has indicated that students comparatively found computer based vocabulary learning with sound more helpful than those who used the computer without sound but only with pictures and those who used traditional methods (Labrie, 2000). Another point we need to have a look at is that the amount of vocabulary is given to students either in-class or on web. In a study by Davies (2006), it was found that learners intensely requested more vocabulary input and they were eager for their vocabulary improvement.

Accordingly, Today's students are growing up in a technology-rich, technology-based, large media environment which may help them learn L2 effectively. It was then we noticed that one of our students wrote on her Facebook account the idiom we were teaching during lecture.

## **1.2. Purpose of the Study**

The purpose of this study was primarily; to discover the influence of a web-based multimedia environment using the biggest social media network-facebook.com as a supplementary material on the English language vocabulary learning of pre-intermediate level university prep class learners; to identify the

perceptions of learners towards the web-based material and the changes in the attitudes of learners towards English language vocabulary learning and web-based English language vocabulary learning; and to investigate the changes in the vocabulary learning levels of learners.

This research tries to find out the answers to the following questions:

1. What are the effects of using social media networking site facebook.com as supplementary material on students' English language vocabulary learning?
2. Is there a significant difference in the learners' attitudes towards foreign language learning before and after the practice?

### **1.3. The Significance of the Study**

In this age of digital ignorance, teacher-the facilitator bears a great burden to mediate learning environment by using all devices available to levitate learning appetite. Thus, this study provided an important opportunity for me to advance the understanding of current developments in educational technologies in terms of language learning. Young (2003) reports that according to research, the use of internet in language education today has been started by use of Information Communication Technologies. Not only computers but also mobile phones are strong devices sustaining the practice of learning. ICT has altered the language-learning environment. Bearing this in mind, the study found that students who are passive in class activities became interested in lessons when the instruction is blended with Internet, especially with facebook.com. According to Young (2003) technology transforms learning from a traditional, passive experience to one of discovery, exploration and excitement by enhancing learners' critical thinking, problem solving and communication skills.

On the other hand, with today's technology, the internet is accessible anywhere and anytime. Students take advantage of any free moment to use the internet and get connected whether it be email, or social networking sites, such as Facebook, Twitter, MySpace etc.(Silverman, 2007). With the help of smart phones, millennial-



generation students are constantly on the go and have instant access to the internet and the popular social networking site, Facebook (Bainbridge, 2008).

Facebook is an Online Social Networking Website (OSNW) in which students engage in communication, information sharing and peer observation. It is important to analyse the influence that social networking websites may have on a student's academic achievement and social integration in class. Concerning this, the study examining the effects of integrating Facebook into second language education found that students who are passive and intimidated by English became interested in lesson when the instruction is integrated with Facebook. Students find technology interesting, motivating and useful (Young, 2003). Additionally, to our knowledge these tools changed education from a conventional, passive practice to active experience by improving students' communication proficiency

In light of these findings, the present study aimed to reveal; the effects of using facebook.com on vocabulary learning; the attitudinal changes and perceptions of learners regarding web-based material.

#### **1.4. Definition of Terms**

**Computer-Assisted Language Learning (CALL) :** It is the application of computer technology to language teaching and learning in which computers are used as an aid to the presentation, reinforcement and assessment of material to be learned (Pennington, 2011).

**Web-based Instruction (WBI):** It is the application of web-based technologies for the purposes of instruction. It is a method of teaching and learning supported by the attributes and resources of the Internet (Richards&Platt 1992: 143).

**Computer Based Instruction (CBI) :** CBI is a method of teaching in which a computer is utilized as the medium of instruction. CBI has several types including tutorials, simulations, drill & practice and games (Richards&Platt 1992: 143).

**English as a Second language (ESL) :** According to Richards&Platt (1992: 143), “A second language is a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in education and in government) and which is usually used alongside another language or languages. English is described as a second language in countries such as Fiji, Singapore, and Nigeria”.

**English as a Foreign Language (EFL) :**“A foreign language is a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country (e.g. in government, business, or industry). English is described as a foreign language in France, Japan, China, etc.” (Richards&Platt 1992: 143).

### **1.5. Limitations of the Study**

The limited sample of the group from one university was not necessarily representative of any larger population of preparatory school students. Moreover, participants' achievement was evaluated by pre and post test. The results are, therefore, limited by scores of achievement test.

One more constraint with the study was that learners' exposition to these words were not only limited with the implementation in class or with the web-based material. Learners might have been exposed to these words other times at some reading text or at another activity at any time or in their daily lives while studying English except for the provided repetitions.

One more limitation of the study was the finite time allocated for the study. Because it was the end of semester, the researcher did not have time to reapply English language vocabulary achievement tests after a second time interval which would enable the effects of the spaced repetition investigated more clearly. Therefore, only short term retention was studied. Additionally, time constraint might have affected learners' attitudes.

## CHAPTER II

### REVIEW OF LITERATURE

This review of the literature section gives theoretical perspective of the study by revealing the concerned research studies and determining what information was previously documented related to the broad topics of; use of technology in language teaching, teaching vocabulary through web-based multimedia, vocabulary teaching, vocabulary presentation and teaching techniques, constructivist and contextualized vocabulary learning.

#### 2.1. Vocabulary Teaching

Vocabulary is the first and leading essential step in language learning. In a class environment in which students are not feeling happy about L2, language acquisition might be collective and attractive with the launch of convenient vocabulary exercises. McCarten (2007) argued that it is practically unimaginable to present absolutely how many words there are in English. The Global Language Monitor, that records language directions, chiefly in the media, has calculated up to around a million at 988,968. *Webster's Third New International Dictionary, Unabridged*, together with its 1993 Addenda Section, covers almost 470,000 words

Teaching vocabulary is unquestionably a demanding task for most English teachers. Vocabulary lessons are usually uninteresting to students and are too often inadequate as well. Yet, a full vocabulary is necessary to adequate self-expression. A person grows with his vocabulary. Notions expand and become more complex as a person acquires new, more specific terms in which to express them. The importance of teaching vocabulary cannot be denied, and it must be taught efficiently, so that students experience the enrichment of knowing, understanding, and using new, more definite words. Although approaches vary with every teacher, vocabulary lessons often follow the traditional pattern of automatic memorization of words and definitions to be reproduced on tests. Unfortunately, such rote learning is often quickly forgotten. To make students interested in new words by this approach is difficult, and to have them retain the new words beyond a few weeks is almost

impossible. In the learning of vocabulary, as well as in the learning of any other material, the principle of selection is always in operation. A student will remember that which resembles something already found in his environment and that which he can easily integrate and absorb into his environment. A student will readily adopt as part of his working body of knowledge only those things which he understands in relation to himself and his environment. The implications of this principle in the teaching of vocabulary are obvious. New words must be made a part of the student's environment (Crol, 1971: 379).

According to Richards (1976) our knowledge of a word is not stored simply as a concept; we also associate specific structural and grammatical properties with words. The traditional division between vocabulary and structure is in fact a tenuous one, a fact that is recognized in our use of the term structural words for a number of frequent words in the vocabulary. Important information about the structural properties of words, which includes the types of grammatical relations they may enter into, is acquired by the learner as part of vocabulary learning. Words do not exist in isolation. Their meanings are defined through their relationships with other words and it is through understanding these relationships that we arrive at our understanding of words. Some of these relationships are seen in word association tests. When given a word or a list of words and asked to provide words or words as responses there is a great deal of uniformity among the way people typically respond.

Hennings (1973) examined that the indications for the teaching vocabulary are that actions of ciphering words in mind seem to alter as behaviour of language competency. Low-efficient language learners, even if an analysis showed they realized the meanings of impetus perception elements, seemed to encode words in mind on account of audiles and orthographic affinities instead of union of meaning. Thus it would seem that they would profit from careful listening, audio recognition, rhymes, songs, oral repetitions that emphasize similarities and differences of sound and spelling of words. For instance, it will demonstrate more useful for students at this degree to understand the difference between two and to than the difference between two and double. On the other hand, more advanced level students seem to cipher words in mind mainly on account of meaning. In this degree, students might

profit from more synonym and antonym practices and games. Paired-associate learning is also very practical and useful at that level in which learners are required to pair two words- a stimulus and a response. For instance, words such as “incir” and “çimdir” in Turkish- fig (stimulus) and pinch (response). It is expected that through continuous repetition and practice, the language student will start to memorize not only a bigger lexical elements met, but be able to recognize the audiles and semantic groups from which they come from, and thus more conveniently advance in language competency.

As any good reading teacher has known for years, building the students' background of knowledge and relating that knowledge to the words currently being studied will, to some extent, insure that a student will learn and use the new words. In fact, the words will become part of the students' permanent language repertoire

A broader perspective has been adopted by Cornu (1979) who argues that the aim of second language teaching is to give the learner the fundamental instruments to make him have communication in a foreign language. But when it is time to talk about yourself in target language the learner is usually worried and his utterances show a difficulty in fluency that is obvious with lengthy hesitations. Furthermore, if we correct the errors students make we see that lexical errors are more frequent than syntactic errors at intermediate or advanced level from which it can be assumed that at pre-intermediate or elementary level, we might encounter more lexical and syntactic errors. It is necessary here to clarify exactly that vocabulary teaching includes two particular facets. First, a complete and correct explanation of the meaning of the vocabulary to be achieved is a necessity. Second, the teaching environment must be in such a way that to boost learning. The first facet is directly related to true production, and second to fluency.

According to Frager (1984: 161) vocabulary instruction consists of systematic methods which aim directly to develop students' cognitive ability for learning the labels for new thoughts, ideas, concepts, and the relationships among them. Teachers use these at regular intervals, usually in the introduction of units and again during review. Vocabulary instruction takes time, though skilful teachers know that even a

whole class period spent in vocabulary study can greatly increase student understanding of content materials.

Vocabulary instruction also aims at developing students' knowledge of words and meanings, but in a way not so obvious to the students. These promote learning more through modelling the teacher's interest in words than by systematic analysis of words and their interrelationships. In teaching vocabulary, teachers must first be alert to interesting and important terms during class lectures, discussions, and interactions with the texts. When such a term is identified, a skilful teacher can seize the moment with the appropriate strategy (Frager, 1984: 162).

A study by Martin (1984: 133) reports that during the time the fluency of language learners improves, so too does the total of vocabulary mistakes they produce, both in speaking and in writing. Some of these mistakes are the outcome of first language transfer; the greater part is interlingual they repeat among lexical elements in the target language itself. A review of mistakes made by more advanced learners take us to the conclusion that vocabulary teaching through synonyms in the second language is one of the main reasons of production of unnecessary lexical choices among more advanced learners. His study analyzes origins of some mistakes in terms of style, syntax, and semantics. In almost every situation, the wrong elements share some premises with the desired utterances, and it is concluded that the learner had made a wrong hypothesis about the misused element. Although the language of this study is English (as a second language) the foundations mentioned here do not change according to any other foreign language. It is quite comprehensible that foreign language learners often misuse vocabulary. They do not, of course, have the advantages of first language learners. They gather meanings of words by coming across with a word existing in a meaningful situation; repeated encounters emphasize what makes a word special, and help make use of its meaning variety in the language.

According to Judd (1978: 74) vocabulary teaching in ELT has been consistently considered as second important supporting significance on the teaching of linguistic structures. According to the traditional theories, vocabulary learning has also been

expressed as a way of enhancing reading and listening skills and not as a skill itself. We slowly grow a feeling for what types of syntactic and sociolinguistic structures it is located in. We step by step recognize small differences between uttered word and its close relative in the glossary. Learners can reinforce new vocabulary by using them in unique sentences. Auxiliary exercises can give many context for every word. All these kinds of exercises help. However these experiences mean more than they may seem. A lot of data stay isolated that students should have the opportunity to employ the words unique, confined, expressive context in favour of discovering if their entire perceptions about vocabulary are truly right. At this point, when students are forming their own ideas in the target language, their latter misunderstandings will rise. Today, remaining ones can be dislocated; leaving students with a sense what is and is not the field of each word element. At the pre-intermediate level, definition comes through either gleam in the mother tongue or by photographic depictions: drawings, actions, material elements.

Accordingly, Judd (1978: 75) also reports that at the intermediate level and above, however, new words are presented through meanings and synonyms. New vocabulary is balanced with words already acquired. Similarities are made in which the new words seem a substitute for the ones already gotten. Exercises make it easier to change one element in a sentence with a new one from a list, emphasizing the image that words are interchangeable. New vocabulary must be obviously entitled as to grouping- formal, informal, technical, literary etc. Learners should understand who would exercise a word, in talking about what, and with whom. Dynamic results should of course be controlled within the catalogues that learners will really use. While correcting errors, teachers must identify the genre of expressive irregularity, describing the conflict between a irregular element and its context. The expressive values of new words is a necessary part of vocabulary teaching

## **2.2. Implicit and Explicit Vocabulary Learning**

In recent years, second language vocabulary acquisition has become a colourful issue for researchers, teachers, curriculum designers, theorists, and different people interested in second language learning (Coady, Huckin, 1997). Humans efficiently and rapidly acquire the meanings of new words throughout their lives. During the

school years, children learn approximately 3000 new words per year, and by adulthood vocabulary size has typically reached tens of thousands of words and may exceed 100,000 words in exceptional cases (Batterink and Neville, 2011: 3182). Nick Ellis (1994) distinguished two possibilities in relation to the processing of new vocabulary, the implicit vocabulary learning hypothesis and the explicit vocabulary learning hypothesis. The preceding one would be related to behaviourist approaches and would argue that new words are learned without the language learner being aware of it, especially when reading or due to oral input arising during interaction. This hypothesis refers to an unconscious process where the lack of intentionality is the main feature. The latter hypothesis would support the relevance of explicit attention to new words by means of a number of conscious and planned strategies. In a study by Schmitt (2000, cited in Beltran 2010: 4), it is shown that even if the two hypothesis presented above embody opposing views of vocabulary learning, at the moment most SLA researchers would probably agree that, as far as L2 learners learning vocabulary are concerned, a combination of the two processes is needed resulting in a combination of incidental and explicit learning. The latter has always been perceived as a way to enhance and contribute to the learning process, especially in a foreign language context. A great deal of recent research into second language vocabulary teaching and learning has been devoted to the comparison of explicit and implicit approaches to vocabulary learning and the identification of techniques that can favour and enhance the learning process; these trends continue to be explored nowadays.

"As a rule, vocabulary teaching and learning research has been especially productive in two areas: 1) the teaching of through extensive reading, that is introduction to contextualized and real samples of the language containing relevant vocabulary; and 2) an approach based on the teaching of vocabulary cautiously selected for the language learner according to criteria such as relevance, frequency and usefulness in accomplishing certain tasks." (Beltran, 2010: 4)

Huckin and Coady (1999) also emphasized main advantages in incidental approaches to vocabulary acquisition based on reading, as opposed to explicit approaches to vocabulary learning. Words are contextualized and the language learner receives a



higher amount of information (meaning and use) on each lexical unit. Along the same lines, Ooi and Lee Kim-Seoh (1996) observed that vocabulary taught through reading would supply the learner with more chances to craft language use at a higher degree and to develop meaningful networks and other kinds of close binds that will eventually advance learning. It stimulates reading at the same time that new vocabulary is presented and previous vocabulary is fixed with more contextualized information on it. It favours autonomy in language learning and stimulates individualized language learning at the students' own pace. Qian (2004) shows that guessing new vocabulary from context is one of the most common strategies for L2 learners when dealing with the meaning of unknown words, even more frequent than dictionary use.

Knowing a word is not an easy task; Wesche (1998) points out that the complexity and the amount of information needed to have ideal full knowledge of a word is very large. The lexical learning process requires various forms and levels of mental processing that cannot be attained spontaneously by occasional exposure through reading. A reading-only approach, and an incidental approach to vocabulary learning, may be useful for a syllabus that only aims at developing reading comprehension skills, but that does not seem enough if the aim is to develop a deep processing of vocabulary and the development of productive skills. Learning a new word involves establishing relationships between its form, meanings and functions in utterances and texts, the elaboration of knowledge about individual words so that they can be used in appropriate contexts, the linking of the word with other words through various kinds of associational networks, and the gradual automaticity of this knowledge leading to fluency in use.

Nation (1990) considered that once an L2 learner has acquired a certain amount of basic vocabulary, there is a threshold in which word frequency decreases and extensive reading becomes an unproductive way to learn vocabulary. Rather, he proposed that classroom time be devoted to the development of strategies for L2 learners to learn vocabulary on their own.

Wesche (1998) compared two teaching techniques for vocabulary learning, one based on extensive reading, and another based on reading together with explicit teaching. Results showed that both teaching techniques were useful and students in both groups increased their vocabulary knowledge considerably, although the group combining reading and related exercises outperformed the extensive reading group. Even though reading for comprehension seems to cultivate important consequences in vocabulary learning, alike reading added with special vocabulary exercises achieve more important scores for focused vocabulary. This hints that although teaching makes a difference, more committed teaching is worthier when the learning time is short and fixed vocabulary results are pursued.

Most researchers today seem to agree that a combination of explicit and implicit techniques for vocabulary learning is desirable, although further research is needed to discover the ways in which such a combination can be put into practice most effectively considering class-time limitations and classroom resources that L2 teachers and learners have at their disposal. As Schmitt (2000) points out, both approaches are necessary; each compensating the shortcomings of the other: In brief, deliberate learning is determined and impressive, but narrow in terms of vocabulary amount and word information kinds it may locate. Circumstantial learning is not fast and targeted, can place the contextual kinds of vocabulary information. And give reuse for words once to a degree learned

Beltrán (2010) reports that over the last three decades, a big deal of analysis has been carried out in the region of vocabulary teaching and learning, but the truth is that there has not been a clear focus either on classroom essentials or on the examination of classroom language related to vocabulary learning; there continues to be a gap between research and its application to teaching materials

### **2.3. Use of Technology in the Classroom**

Language classrooms have reached an extended path. There has been an escalating advancement in educational methodology over the past decade. From overhead projectors to tablets, it is important to realize not only what is next but also where it started. Some technology devices become out-of-date because the same thing can be

achieved by new devices like tablets more easily. When students use technology in the classroom, they are in an active role. They actively make choices about how to create, acquire or show information. Use of technology lets students think actively about information compared to teacher-led lessons. Additionally, when technology is used, students are in the position of making decisions and appreciating their own progress. Bitner (2002) stated that teachers are frequently ignored when technology is talked about. Before the technology can cause alterations in the class, those eventually accountable for the classroom must be judged. Teachers must learn to exercise technology and must permit it to alter their present teaching illustration. This not an straightforward mission because change can appear nerve-racking and menacing. Moreover, teachers do not have high-quality forms to follow the successful mixing of technology into the programme.

The majority of scientists agree that technology should be used successfully as a cognitive instrument in addition to an instructional medium. For example, Bruce (1991) suggest that technology can be useful in classroom environment by heartening investigation, helping message, building teaching stuff, and supporting students' self-expression. The procedure of making digital, of forming new knowledge and communication technologies into our communal practices, not only went on, but speeded up, over the last ten years. As a result, even though we began with the idea of changing the previous effort, we find that only some of the words readily available can stay unaffected by the changes in the public in which our schools are located. fresh technologies such as computers and networks are now being exercised in classrooms for teaching in composition, creative writing, decoding, reading understanding, spelling, vocabulary, grammar, practice, punctuation, capitalization, brainstorming, preparation, reckoning, outlining, reference use, study skills, rhetoric, script, performance, in short, for each area of language arts. There are also programs particularly created for students in preschool, primary, upper elementary, middle school, high school, and university grades, in addition to those in adult, English as a second language, foreign language, and bilingual, particular requirements classes.

Nevertheless, many studies linked to technology in an educational environment have targeted deeply on how to support teachers to turn into technology professionals and

how to add technology in the programme, neglecting which features have a control on teachers' choice making strategies to take up technology in their class. Although it is essential to inspect the best means to boost student learning with technology, this effort does not ensure maximizing the success of using technology. Even though teaching methods using technology are well developed, if technology is not used entirely in teaching, it would be difficult to anticipate it to be helpful. Thus, it will be more practical to first think about the features affecting teachers' choice to use technology in their classrooms before examining the diverse instructional uses in order to address them beforehand and make best use of the effectiveness of technology (Kim, 2006). Many studies have highlighted technology as a tool for enhancing classroom instruction. This is what generally people have in mind when they talk about the use of technology in schools (Mehlinger & Powers, 2002 : cited in Kim, 2006: 225).

#### **2.4. Computer-Assisted Language Learning**

Computer-assisted language learning (Call) is a shape of computer based education which has two significant features: directional learning and individualized learning. Call starts from CAI (computer-assisted instruction) where computers were thought as a support for teachers (Barr, 2013). The thought behind CALL is that it is more student-centred. It is a tool that assists teachers help language learning. CALL can't come to pass in person language education; it can be only an addition to it. There are a lot of things involved in the course of integrating computer technology into the student learning practice. Given the ever-changing nature of computer technology, it seems likely that computers can easily be embedded into the student learning experience. Bennett, Manton, and Kervin (2007, cited in Barr, 2013: 296) discovered that even though computer technology is becoming increasingly embedded into the lives of students and young people, its adoption is not uniform. They conclude that there are no clear reasons for this, such as disaffection with technology. Their findings highlight the importance of a discussion on the range of factors that continue to affect the embedding of technology in the learning experience.

CALL has been an interesting subject for the last two decades. Because of the nature of computers, its extent has gone beyond imagining. According to Levy (1997), the reality of CALL in the literature has been obvious for about the preceding forty years. The subject matter itself is interdisciplinary, and it has developed out of attempts to find means of using the computer for teaching in language learning overwhelmingly resulting in an extra specific ground of study. CALL has been made probable by the innovation of computer. Developments in user-friendly interfaces enabled developers to write complex applications. Since the invention of computer, the speed of technology development has been extraordinary. For teachers, rapid introduction of new technology into education made it difficult to evaluate it properly. No sooner do teachers understand a machine and use it properly than another better machine comes to replace it. Anyway, teachers must make sense of what is going on, in spite of fast change, and create structures for dealing with it.

The present thinking of CALL puts a strong importance on student-centred tools that allow students to work on their own. Such tools may be structured or unstructured, but they usually represent two important features: interactive learning and individualized learning. CALL is basically a tool that helps teachers to assist the language learning process. It can be used to strengthen what has been already been learned in the classroom or as a curative tool to help students who need extra support. Although CALL has developed steadily over the previous 30 years, this progress can be categorized in terms of three rather different stages as *behaviouristic CALL*, *communicative CALL*, and *integrative CALL* ( Barson & Debski 1996). As we will observe, the beginning of a new stage does not essentially demand rejecting the programs and methods of a previous stage; rather the old is subsumed within the latest. Besides, the stages do not get importance one fell leap, but, like all advances, gain acceptance gradually and unequally (Warschauer, 1996).

### **2.4.1. The History of CALL**

Warschauer and Healey (cited in Rahimpour, 2011) report that computers have been employed in language teaching since 1960s. They then split these longer years into three main phases:

### **2.4.2. Behaviouristic CALL**

Considered in the 1950s and applied in the 1960s and 1970s could be considered a sub-component of the broader ground of computer-assisted teaching. This form of CALL included recurring language drills, referred to as drill-and-practice. In this model, the computer was thought as a mechanical tutor which never grew tired or critical and allowed students to work at an personal pace. Behaviouristic CALL was first planned and created in the age of the mainframe, but finally modified and implemented to the personal computer (Gündüz, 2005).

### **2.4.3. Communicative CALL**

Appeared in the late 1970s and early 1980s when behaviouristic approaches to language teaching were being declined at both the academic and educational level, and when new personal computers were providing better possibilities for individual study. Warschauer and Healey (1998) also argue that communicative CALL matched up to cognitive theories which assumed that learning was a course of finding, expression, and improvement. Warschauer(1998) discusses that many teachers were going away from a cognitive vision of communicative instruction to a more collective or socio-cognitive view, which placed greater importance on language use in real social environment. Warschauer then adds that task-based, project, and content-based approaches all sought to combine learners in real environment, and also to integrate the different skills of language learning and use which led to a new perception on technology and language learning which has been termed interactive CALL. (Cited in Gündüz, 2005)

#### **2.4.4. Interactive CALL**

Gündüz (2005) reports that by the 1990s communicative CALL began to be criticized. New second language achievement theories and socio-cognitive visions impacted a lot of teachers and lead them to exercise more societal and learner-centred means. This time, attention was put on language use in genuine social environments. Task-based, project-based and content-based approaches all pursued to combine students with authentic environments, and also to integrate the different skills of language learning and use. In integrative approaches, learners are enabled to make use of a variety of technological materials as an ongoing process of language learning and use rather than going the computer lab once a week source for secluded exercises

Multimedia programs, such as speech-recognition software, concordance software and furthermore Internet give us opportunities and generate an perfect environment to communicate in the target language and therefore help learning a foreign language in an ESL situation in general and for EFL condition in particular (Rahimpour, 2011). Computer software and the World Wide Web provide both students and teachers with tools which incorporate language skills, as well as with separate activities for grammar, vocabulary, reading, and the like (Gündüz, 2005).

#### **2.5. Web Based Language Learning**

Son (2008) argues that with the development of broadband connectivity and social networks, companies have launched a broad variety of internet-based language learning products, both free of charge and fee-based, that let students to act together in a real time with teachers in other countries, get admission to their lesson plans wherever they are in the globe, and communicate with like-minded virtual pen friends. Learning a language occasionally appears as difficult as dieting. The answer is to understand how to continue to be interested after lessons end. The Internet is a global network of computer networks. It offers language teachers network-based teaching environments in which they can create important tasks and use diverse materials for language students. The hypermedia character of the World Wide Web,

in particular, has deeply enlarged the influence of computer-assisted language learning (CALL) by allowing learners to discover and realize their learning paths themselves and giving them effortless access to an on-line database of resources. With a variety of hyperlinked multimedia documents and computer-mediated communication (CMC) materials, the Web can maintain language teachers to integrate Web resources into the language.

Over and above, lots of digital materials are constructed around very multipart learning tasks, which contain many interacting components. Students must be organized in working memory so as to achieve rational performance. Some key interactivities are so elevated that cognition overworks and students straightforwardly get lost in those learning materials, or worse, build up a misunderstanding and hold back the well-organized learning(Zhang, 2013).

Awareness of a different language is a benefit and it gives people to look at the world and especially to the world's cultures with a larger view. Learning English as a second language is the procedure by which learners discover it in addition to their native language. Today, internet is a significant part of our lives as English. For this cause, we can declare that learning via internet is an substitute method to study English. Web-based learning is a general expression used to refer to computer-boosted learning. It is used in so many circumstances that are crucial to be obvious what one means when one speaks of "digital learning" .Web based technologies and strong internet connections offer a variety of new possibilities for the growth of educational technology (Sarica et al., 2008). Knowing a foreign language is very important for most of the people in an increasingly connected world. There has been an increase in the number of people wishing to learn a foreign language. To teach a foreign language is difficult in traditional classroom setting where there is inadequate space. Web-based language education seems a solution for this problem (Basal et al., 2012).

Online learning settings can not only boost interaction among students with web-based communication tools that allow group work that would be hard to organize if learners had to come across in the same physical place at the same time, they also



encourage and promote self-directed learning and offer technical part-time students with the prospect to enthusiastically chase areas of personal need and/or interest. Creating student-specific learning ways in a helpful web-based setting is one influential tool to maintain a student's learning efforts and targets. Nevertheless, the World Wide Web's capability for interactivity makes it chiefly exciting as a supply for collaborative language teaching and learning (Kelz, 2009: 304). Every innovation in the world of technology contributes to the active applications and makes them more competent and more convenient to use. The evolution of mobile learning is clear evidence of this declaration. Present improvements in mobile technologies have contributed seriously to present CALL and e-Learning tools (Korkmaz, 2010).

## **2.6. Mobile Assisted Language Learning**

Since portable computing technologies have been more prevailing and wide-ranging in people's everyday life, the matter of mobile assisted language learning (MALL) has also been extensively explored in CALL study. Numerous studies on MALL think the rising mobile technologies have extensive capacities for the successful language learning (Yang, 2013).

Basically since their readiness, a progression of audio visual recording tools (e.g., reel-to-reel, VCRs, PCs) has been used to confine language samples, and countless playback and show tools (e.g., phonographs, radios, televisions) have provided access to genuine language samples. Influenced by behaviourism, the lab was gradually changed in the 1960s by drill-based computer-assisted teaching, which decades later was itself exceeded by a more intelligent, interactive and multimedia computer-assisted language education. The trendy approval of the Internet in the 1990s accelerated the improvement of computer-mediated communications (Chinnery, 2006). Half of all American grown-ups have either a tablet or a smart phone, which shows that the practice of smart phone and tablet has been accelerating for the last a few years. Moreover the augment of usage, mobile device technology has been considerably developed and changed in a mixed way. As well as the traditional intention for oral communication via mobile phones, the present multifunctional mobile technology allow users to access to the Internet in all places

for locating and searching information, emailing, reading e-books, and even shopping. The mobility has also enabled learning free from location and any time even out of school (Yang, 2013).

As the start of the current millennium, knowledge and capability in the improvement and delivery of mobile learning have started and a society of practice has developed. Not only the technology but also lives of people have changed. According to Ally (2009), the portable learning society may nonetheless require the power and reliability of some theoretical base. Such a base would give the initial point for appraisal methodologies based in the exceptional characteristics of portable learning. When we look at portable education in a broader framework with improved trendy admission to information and knowledge anywhere, anytime, the role of education, possibly in particular official education, is challenged and the connections between education, culture, and technology are now more active than ever. The use of wireless, mobile, portable, and handheld tools are steadily increasing and diversifying across every segment of teaching, and across both the developed and developing worlds.

### **2.6.1. Mobile Phones**

On the whole, the majority of MALL practices become visible to make use of cell phones. As a consequence of a poll that exposed an vast majority (99%) of 333 Japanese students often sent and received electronic post via their mobile handsets in preference to using PDAs or desktop PCs, mobile-based electronic post has been used to support vocabulary learning (Kukulka-Hulme and Shield, 2007).

Even though schools have conventionally prohibited or limited mobile phones in the classroom, 73% of Advanced Placement and National Writing Project teachers said their learners use handsets in the classroom or to finish tasks. With the help of mobile applications and the Internet accessible anytime, educators and learners are now using handsets to respond questions, giving comment on learner improvement, and also to file labs, work together with group plans and detain educators' notes. Nevertheless, portable tools have also generated worries. It can be used and overused

in ways that aren't significant in an educational way. That is why it is vital for teachers to get good education. (Higgins, 2013)

The most recent breakthrough in the mobile phone technology had given a chance to new learning opportunity in Japan. At present, about 73 million mobile phones are registered and about 3/4 of those mobile phones can access mobile internet in Japan (Morita,2003).The use of cellular phones and other portable tools is beginning to have an impact on how learning occurs in numerous disciplines and circumstances, as well as language learning. Students who are independent from access to immobile computers can take part in practices that relate extra directly to their existing surroundings, occasionally crossing the line between formal and informal learning (Kukulska-Hulme, 2009). Mobile phones are not similar to a PC lab filled with computers or a lot of netbooks since the cell phone is personal technology. Generally learners have spared lots of time learning about the aspects of the mobile phone, how to navigate and the restrictions of the phone. The other cause to actually reconsider the cell phone debate is because learning on the mobile phone can extend beyond the borders of the school or the confines of a class time (Ormistom, 2013).

MALL is advancing very fast, extending the space of two or three years from a simply teacher-learner, text-based model to one that is starting to promote multimedia, cooperative listening and speaking activities and to permit students to build knowledge to resolve difficulties and fill information gaps. (Kukulska-Hulme and Shield, 2007). In a Mobile assisted learning, students are interested gaining knowledge throughout their unused time. Although web based learning can present more basic curriculum than MALL, it is more static, firm, and time consuming. A MALL can give more flexible learning environments to students because a cellular phone is the most portable technology that is used in today's culture (Morita, 2003).

### **2.6.2. Social Media**

Social media is an expression that has been talked about a lot in recent times, but it can usually be tricky to answer the question of what social media is. Social media refers to forms of electronic communications (as Web sites for social networking and micro blogging) through which users create online communities to share information,

ideas, personal messages, and other content (as videos). The best way to describe social media is to clarify it word by word. Media is a gadget related to communication, similar to a newspaper or a radio; therefore social media would be a social tool of communication. Usual media can be considered as a dead end street where you can understand a paper or listen to a report on television, but you have extremely restricted ability to offer your ideas on the subject. Social media, in contrast, is a two-way street that gives you the capacity to communicate too. Since social media is such a wide expression, it covers a wide range of websites. Nevertheless the one common connection between these websites is that you can interact with the website and interact with other web-surfers. (Nations, 2013).

### **2.6.3. Social Networking**

Social Network is social organization fabricated by individuals (or organizations), which are united by one or more exact kinds of interdependency, such as friendship, relationship, common interest, monetary trade, likes/dislikes, or connections of beliefs, knowledge or reputation. All humans long for social life, but not all can have time and reserves to like social circle where they can make contact with, work together and liberally express themselves with friends in accord for satisfying their dissimilar needs like safety, benefits, talents, connections, science and technology, occasions, politics, literature, art, history etc. A “Social Network” is an online society where individuals across the world (irrespective of demographic and geographical differences) can build up network with different institutes or human beings for a exact reason. It produces a sequence of linked/connected entities (individuals/organizations, communities, forums, groups etc.) like a tree with several branches. These branches are a variety of crowds, communities, forums etc. that a person plans to connect. That's why a social network stands for relationships between individuals and streams between the branches (groups, communities, forums, organizations etc.). A social networking site is an online place where a user can make a profile and erect a personal network that ties him to other users. In the past five years, such sites have gone sky-high from a niche action into an occurrence that connects millions of internet customers (Lenhart and Madden, 2008).

New social networking means were extended by the end of the 1990s, and many sites began to develop extra advanced aspects for learners to discover and manage pals. This newer age group of social networking sites started to grow with the appearance of Friendster in 2002, and quickly changed into element of the Internet mainstream. Friendster was followed by MySpace and LinkedIn a year later, and in the end Bebo. Causing the fast boost in social networking sites' attractiveness, by 2005, MySpace was allegedly obtaining more page views than Google. Facebook, started in 2004, has since become the biggest social networking site in the world. Social Networking sites have ordinary aspects. Each user signed with a social networking site makes his profile including some essential information with very tiny time and effort. The user can find new contacts, upload images and audio/videos, set status messages, send statements, connect to different groups of people that contribute to general interests, join forums for conversation etc. To defend user privacy, the users can organize their profile in such a way that they can permit only limited number of people to see their profile, send comment to their time lines, and adjoin them to their contact record etc., generally known as privacy settings. These days, mobile social networking has turned into the newest fashion. Most mobile phone users can enter social networking sites via their cell phones e.g. Facebook Mobile (Abhyankar, 2011). In accordance with a research by Lenhart and Madden (2008) More than half (55%) of all of online American teenagers 12-17 use online social networking sites.

### **2.6.3.1. Teaching with Social Media**

As Wankel (2011) reports we advance through the second decade of the 21<sup>st</sup> century, instructors in all areas are embracing new technologies in their teaching. Our new type students have been born in a digital age. It should not be surprising that many of our colleagues are trying out the use of social media in their courses.

Almost every higher education teaching faculty are conscious of the main social media sites; more than three-quarters visited a social media networking site during the past month for their personal use; and nearly one-half posted something. Even more striking is their rate of approval of social media in their professional lives: over 90% of all faculties are using social media in courses they're teaching or for their

expert careers outside the classroom Practice of social media is not without its troubles; most faculties are worried about the time it needs. The two most serious worries about faculty use of social media are privacy and reliability: 80% report that “lack of integrity of student submissions” is a “vital” or “very vital” barrier, and over 70% say privacy worries are a “vital” or “very vital” obstacle. Despite those concerns, however, faculty suppose that social media sites present value in teaching. A tremendous majority report that they believe that podcasts, video and wikis are precious tools for education, and a majority report that social media sites can be important instruments for collaborative learning (Moran et al., 2011: 3).

Schirmer (2011) in *Fostering Meaning and Community in Writing Courses via Social Media* look at the use of quick blogging through Posterous and micro-blogging through Twitter for facilitating collaboration and community in college-level courses. Students who were supervised by the author through the various writing reported having (to the instructor's surprise!) a very positive experience of using both tools and demonstrated commitment to continuous use of them after the semester was over. Schirmer concludes that the overall ease-of-use and relative simplicity of Twitter and Posterous make for low barriers of entry for majority of students. If proper affordances are made in terms of framing and timing, the appropriate use of social media in writing courses from first year to graduate-level can make for a successful addition. Social media like Posterous and Twitter, both of which are rather effortless in terms of use, allow and perhaps even encourage students to think and find their way through college-level courses in ways that are meaningful and unique (cited in Wankel, 2011:3).

The Internet technologies of the succeeding generation have been intensely social, Usenet groups, chat software, groupware, and Web-based societies have connected people around the world. Throughout the past few years, a group of Web projects and services became understood as in particular connective, getting the rubric of “social software”: blogs, wikis, trackback, podcasting, video blogs, and adequate social networking tools like MySpace and Facebook to give increase to an abbreviation mocking their very prevalence” (Alexander, 2006:33).

In *Learning about Media Effects by Building an Internet Society: Students' Experiences and Satisfaction*, Hwang and Brummans (2011) report the results of an survey on student experiences with making a wiki in an upper-level undergraduate level on media effects, their suggestions on serving as a member of this wiki society, and their general contentment with taking this type of a crossbreed course, which promotes face-to-face and online interactions. Their survey illustrates that learners liked learning about media effects by collaboratively building their wiki community, but were critical about the construction of the crossbreed course. Their research suggests that students are increasingly aware that it is important to learn about the effects of social media using methods that go beyond traditional course delivery (i.e., course lectures, papers, and the reading of a textbook) and give them the opportunity to use social media that form the course material itself (cited in Wankel, 2011:4).

In what emerges as an outcome of the Learner-Learner, Learner -Instructor and Learner-Rest-of-the-world relationships is a unique definition of the user within the social media domain. Each user or learner has the opportunity to craft for him or herself a space in the environment which is a form of self-representation. Thus, the learning relationship is now no longer linear. Since a single individual cannot experience and acquire all the knowledge that may be related to a concept, forming connections with others augments the multidimensional learning experience. For example, the Web 2.0 tool, Facebook and Myspace.com, all allow users to create, develop, manage, and maintain their identities by posting user profiles. Other forms of self-expression in the Facebook domain include individuals' selection of friends, posting a status, and commenting on status of friends or crafting one's own status (Stewart and Grover, 2010).

Social media has been welcomed by higher education and especially Facebook has become a marketing medium as well as a means of institutional and instructional communication with present and prospective students. These lines describe instructional communication and its altering character with computer-supported communication in higher education. Then, the writer inspects student views of faculty members as Facebook friends to discover the impact friending may have on the educational experiences of learners. Examining the views of faculty friends is

afterwards connected to present literature on immediacy, personality and revelation, and the impact on pedagogy. Lastly, the chapter finishes with five common areas to think for faculty members using Facebook as a means of reaching to students. These areas contain: before you start, know your spectators, response choices, collaborate and share, and options to “friending” on Facebook (Wankel, 2011).

#### **2.6.4. Facebook**

Facebook.com is the second most used website in the globe regarding three month website traffic, behind only google.com (Alexa, 2013). More than one billion people frequently use Facebook (Facebook, 2013) and Facebook earned about \$2 billion income in 2010. Facebook, established in 2004, would earn \$2 billion faster than Yahoo and at almost the same speed as Yahoo, established in 1994, declared income of \$1.6 billion in 2003 and \$3.6 billion in 2004. Google, founded in 1998, earned \$1.5 billion in 2003 and then \$3.2 billion in 2004. Mark Zuckerberg, 26, made Facebook for university students when he was a sophomore at Harvard University. After starting the site to people outside of university education, the company went beyond News Corp.’s MySpace as the No. 1 social network two years ago. Facebook users at present send a billion pieces of content, such as photos and messages, every day Facebook’s increase is also catching the attention of investors. The company has a valuation of \$43.1 billion, according to SharesPost Inc., an exchange for privately held stocks. That’s up more than 60 percent from three months ago and approximately quadruples the level in March (Womack, 2010). Ferrel, (2011) discusses this matter by asking "Although members pay nothing to use the network, why do so many people use Facebook?" and he thinks that with the international popularity of Facebook, it is probable that marketers are motivated to advertise on or spend in this online social network (OSN).

Dunbar (1998) expressed that language developed to permit individuals to gossip, and that gossip lets individuals to know more information about more people than is probable by direct surveillance. According to him, language appeared to be used for exchanging information on social topics, Dunbar stated that monkeys and apes clean each other to build confidence and acquaintance and to strengthen social



relationships (i.e., social grooming) and it appears that human beings perform social grooming by gossiping. Therefore, Ferrel (2011) holds the view that people could be motivated to cooperate on Facebook for the reason of social grooming, as a result facilitating the increase of data available about a large social group and the increase of social bonding.

Websites such as Facebook and MySpace have the potential to increase exchanges between teachers and students in online course environments. The use of such websites could also prove invaluable for foreign language teachers, whose teaching entails social components because of the very nature of language itself a communicative tool deeply anchored in its speakers' social context. It is also interesting to note that students who are currently enrolling in colleges have already been immersed in the digital age since their early teens. Compared to the generation that preceded them, today's students are fluent in the use of new media, which have quickly become a part of their daily lives. The introduction of such media in the foreign language classroom can, therefore, be seen as a strategic move that would link learning to the students' immediate reality (Aubry, 2009).

Mainly Facebook action is self- motivated and self-determined, and the intrinsic motivation contained in Facebook use can to a degree explain the persistence of Facebook action. Facebook is a simply reachable social environment that may purpose to facilitate psychological need contentment for some people. Moreover, individuals obtain social needs as they expand and grow in social environments, and it is likely that Facebook is a social environment that activates social needs (Ferrel, 2011).

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the information about the participants, instruments and the procedures and materials to collect data and the methods for data analysis.

The aim of this study is to investigate effectiveness of using social networking website -facebook.com for vocabulary teaching in an ELT class to find out if learners can learn more words using social media during classes and to explore if there is a significant difference in the learners' attitudes towards English language vocabulary learning before and after the implementation? Accordingly a quasi-experimental design was formed at the school of foreign languages, Adnan Menderes University. The study was carried out through spring term of 2011-2012 Academic year.

#### **3.1. The Participants of the Study**

Participants were 72 students aged between 18-22. Four groups as two experimental and two controls were formed. Each group had 18 participants. The groups attended preparatory classes at the School of Foreign languages, Adnan Menderes University. Students from four different pre-intermediate level preparatory English classes from Kuşadası School of Tourism and Hotel Management took part in the study. Students were to follow a 4 year program after completing preparatory class. They were all 4-year undergraduate, day-time, pre-intermediate level English preparatory students. At the beginning of the term, students took a placement test that decided their level of English. All the participants of this study were taught through the same main course book and the same curriculum. The experimental group and the control group were taught by different instructors. The experimental group received a eight-week explicit vocabulary teaching using social media web site-facebook.com by the researcher.

## **3.2. Data Collection**

Three instruments were used in order to collect data. They are pre and post-tests, pre and post questionnaire of attitude toward a foreign language. Pre- and post-tests were used to collect data about the achievement levels of the participants in this study. These tests consisted of 50 questions obtained from teacher resource of the main course book. The other instrument used in the study was the Scale of Attitude towards Foreign Language developed by Saracaloğlu (1992). For qualitative data, the students were asked to write their views on a piece of paper whether procedure was effective without declaring their names. For research questions, the quantitative data were statistically analysed by SPSS 11.5 software.

### **3.2.1. Pre and Post Test**

A ready-to-use vocabulary test, which composed of 50 items taken from main course book online teacher resource, was used to see whether students know the target vocabulary and to see whether there was going to be a difference between the two groups after explicit vocabulary teaching in the experimental group. Target vocabulary was chosen from online teaching resources of main course book. Resource website could be accessed by a password provided by Cambridge University Press. After pre-and post-tests were prepared, it was proofread by two experts in Educational Sciences in terms of validity and reliability. The test included 5 parts. These parts include multiple choice, close, matching, open close, two-choice questions (see Appendix 3). The reliability is generally defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. For the reliability of the achievement test KR-20, which estimate reliability for dichotomous (i.e., Yes/No; True/False) response scales, was used and KR-20 reliability was found as .75. The general convention in research has been prescribed by Nunnally and Bernstein (1994) who state that one should strive for reliability values of .70 or higher. It can be said that the achievement test is reliable to use in our study.

### 3.2.2. Pre and Post Questionnaire

Pre and post questionnaire of attitude scale toward a foreign language developed by Dr. Saracaloğlu, A. S. (1992) was conducted at the beginning and at the end of treatment to both experimental and control groups to find out to see if there is a significant difference in students' language learning attitudes. The Likert type scale with five gradations consists of sixty items asking about general tendencies towards learning a foreign language (see Appendix 4). The reliability of the questionnaire was computed with Cronbach's alpha coefficient for this study. And it was found as ".80". It meant it could be suggested that the questionnaire was reliable to use for the study.

### 3.3. Data Analysis Procedure

#### 3.3.1. Pilot Study

A pilot study was held in the spring term of 2010-2011 academic year prior to the application of the study. With the pilot study, the researcher aimed to get ideas of the learners about the material's content with respect to collecting feedback.



Pilot study was conducted to the students of Didim vocational school of Tourism attending preparatory classes at the School of Foreign languages, Adnan Menderes University.



At first, pilot study was designed for four weeks but after the willingness and effort students performed, the study continued for eight weeks (see Appendix 1). For example, during one of those vocabulary sessions students were taken to computer lab where there were computers with internet connections. Then it was noticed that one of students was writing more sentences than any other. The attendance list was checked but student was absent. Her friends reported that the student was a little sick, having a rest at home. It was one of the signs that the method was applicable.

### 3.3.2. Procedure

The participants of the experimental and control groups were tourism department students of preparatory classes at the school of foreign languages, Adnan Menderes University in the academic year, 2011-2012. They were in pre-intermediate classes and had to follow the same curriculum. First of all, the target vocabulary was selected from the main course book. After that, a pre-test was prepared and given to the participants. During the procedure, students were given 6-7 words of the target vocabulary every week.



And they were asked to write sentences using social networking site facebook.com.



Participants were told to feel free to make sentences about anything so long as they are in English. There wasn't time constraint about when to use Facebook so students could socialize any time they wanted. It was important for the participants to see if their sentences were meaningful and useful. In each session, sentences were written to Facebook group that had been created by the researcher.



On the other hand, they yet had to make use of everything that they had learned. The vocabulary study in the experimental group started in the beginning of November 2011 and lasted until the end of December 2011. In the experimental group, the words were first introduced before students logged into the facebook.com. After that, they turned on their mobile phones or laptops to write their own sentences. Since every student did not have a mobile phone or laptop, participants with devices cited others' sentences (see appendix 2 and 3). The researcher supplied participants with internet connection using 3g wireless router. That is why everyone in class with a mobile device could connect to the internet. During the sessions, the researcher usually tried to help the experimental groups to avoid nonsense utterances.



After vocabulary teaching sessions finished at the end of December, the post-test was given to both experimental groups along with questionnaire of attitude toward a foreign language. The post-test consisted of 50 target words. The same task was given to the control groups to compare the results of both group's vocabulary learning. To have participants' views about teaching sessions, participants in the experimental groups were asked to write on a piece of paper what they really think. On those papers, students did not write their names and papers were collected in randomly.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter deals with the results of pre- and post-tests and pre and post questionnaire of attitude toward a foreign language. The results of instrument were discussed in detail and comparative explanations and comments related to the results were made to show the differences and similarities in vocabulary learning and memorization of two groups.

#### 4.1. Pre-and Post-test Results

Data which was obtained from data collecting instruments was analysed with SPSS 11.5 package software. The statistical techniques used in the study are shown below:

1. Firstly Kolmogrov-Smirnov test was done to find out whether the data were normally distributed. After it was seen that the data were normally distributed, and the variances of populations were equal, One way ANOVA was used to test whether the experimental and control groups' achievement scores were equal for this study.
2. When pre-test scores of students' English achievement test was taken under control, co-variance analysis was used to find out whether there was a significant relation between post-test achievement scores and Bonferroni test for Multiple Comparisons was used to figure out where significant differences lay.  $P = .05$  significance value was used for commenting the data results.
3. Co-variance analysis was used to find out whether there was a significant relation between post test attitude scores and Bonferroni test for Multiple Comparisons was used to figure out where significant differences lie.  $P = .05$  significance value was used for commenting the data results.



## Pre test Achievement Results

**Table 4.1 Tests of Normality**

Achievement Level	Kolmogrov-Smirnov			Shapiro-Wilk		
	Statistic	df	P	Statistic	df	P
	.095	72	.178	.987	72	.656

As it could be seen in Kolmogrov-Smirnov test and Shapiro Wilk test results, p value was found as .178 ( $p > .05$ ) so it can be said that the data was normally distributed as pre-test value.

**Table 4.2 Test of Homogeneity of Variances**

Levene Statistics	sd1	sd2	P
1,036	3	68	.382

As it was obtained from Levene statistics, the data was statistically homogeneous ( $p = .382$ ;  $p > .05$ ). Hence, from the test results it can be said that the assumptions for One-Way Anova was met.

**Table 4.3 One Way Anova Table of Pretest Vocabulary Achievement Test Results**

	Sum of Squares	SD	Mean Square	F	P
Between groups	325,500	3	108,500	1,463	.232
Within groups	5042,444	68	74,154		
Total	5367,944	71			

As it is seen from the results, experimental and control groups which were created from the word achievement test before the experimental procedure did not show differences ( $p=.232$ ;  $p>.05$ ). In other words it can be concluded that they had equivalent level of knowledge to each other.

**1<sup>st</sup> research question of this study is as follows:**

“What are the effects of using social media networking site facebook.com as supplementary material on students’ English language vocabulary learning?” For the answer of the first question pre test, post test total arithmetic scores, standard deviations of participants in control and experimental groups and corrected post test means and standard deviations as a result of co-variance analysis are given in table 4.4

**Table 4.4 Pre test, post achievement test total arithmetic scores, standard deviations of participants in control and experimental groups and corrected post test means and standard deviations as a result of co-variance analysis**

	N		Total Scores		Corrected Post Test Scores	
			X	SS	Xd	Sh
<b>Experimental 1</b>	<b>18</b>	<b>Pre-test</b>	28.55	8.91		
		<b>Post-test</b>	64.67	14.91	63.94	2.62
<b>Experimental 2</b>	<b>18</b>	<b>Pre-test</b>	29.66	7.97		
		<b>Post-test</b>	65.11	12.69	64.21	2.70
<b>Control 1</b>	<b>18</b>	<b>Pre-test</b>	27.66	10.20		
		<b>Post-test</b>	30.00	10.80	29.89	2.60
<b>Control 2</b>	<b>18</b>	<b>Pre-test</b>	24.00	7.02		
		<b>Post-test</b>	35.33	9.10	38.64	2.91

As it is seen in table 4.4 both experimental and control groups' post-achievement mean scores were higher than those in pre-test scores. Experimental groups' means ( $X_1=64.67$ ,  $X_2 =65.11$ ), were also higher than control groups' means

( $X_3=30.00$ ,  $X_4=35.33$ ). To find out whether there was a significant difference between groups covariance analysis was done and the results were given in table 1.2

**Table 4.5 Covariance Analysis of Achievement Post-test Total Mean Scores Results of the Students Participated in Experimental and Control Groups.**

Source of Variance	Sum of Squares (SS)	Sd	Mean of Squares (MS)	F	P
Controlled Variance (pre-test)	1983.369	1	1983.369	16.311	.000
Main Grouping Effect	1913.748	3	637.916	5.246	.003
Residual	7782.100	64	121.595		
Total	28860.444	71			

The results of co-variance analysis showed that there was a significant difference between corrected post test means scores of the groups ( $F=16.311$ ,  $p=.001$ ), in other words it can be said that using Facebook as a supplementary material had positive relation with students' achievement scores. To find out where significant difference was Bonferonni multi comparisons test was used. The results are shown in Table 4.6

**Table 4.6 Bonferonni Test Results Related to Significant Difference between of Students' Achievement Post-test Total Mean Scores and Corrected Means.**

Comparison	Real Difference	Standard Error	P
Experimental1/ Experimental 2	.253	.363	.945
Experimental 1/Control1	34.109*	3.629	.000
Experimental 1/Control2	26.475*	3.693	.000
Experimental 2/Control1	33.856*	3.639	.000
Experimental 2/Control2	26.222*	3.729	.000
Control1/Control2	-7.634*	3.669	.041

As a result of Bonferonni Test, there was a significant relation between experimental group 1 ( $X_1= 64.67$ ) and control group 1 ( $X_1= 30.00$ ), and control group 2 ( $X_1= 35.33$ ) on behalf of experimental group 1. , there was a significant relation between

experimental group2 (X1= 65.11) and control group 1(X1= 30.00), and control group 2 (X1= 35.33) on behalf of experimental group 2.

As a result of this analysis, it can be said that experimental groups had higher achievement scores than control groups.

**2<sup>nd</sup> research question of this study is as follows:**

“Is there a significant difference in the learners’ attitudes towards English language vocabulary learning before and after the practice?” For the answer of the second question means, standard deviation and corrected post test scores of the students' attitudes towards English language in experimental and control groups were analyzed with covariance analysis.

**Table 4.7 Means, Standard Deviation and Corrected Post Test Scores of the students' attitudes towards English language in Experimental and Control Groups**

	N		Total Scores		Corrected Post Test Scores	
			X	SS	Xd	Sh
<b>Experimental 1</b>	<b>18</b>	<b>Pre-test</b>	168.22	12.73		
	<b>13</b>	<b>Post-test</b>	178.53	17.82	178.03	7.203
<b>Experimental 2</b>	<b>18</b>	<b>Pre-test</b>	179.83	10.65		
	<b>17</b>	<b>Post-test</b>	173.47	15.07	169.777	6.244
<b>Control 1</b>	<b>18</b>	<b>Pre-test</b>	166.94	14.61		
	<b>18</b>	<b>Post-test</b>	161.72	37.17	166.021	6.136
<b>Control 2</b>	<b>18</b>	<b>Pre-test</b>	181.72	15.62		
	<b>18</b>	<b>Post-test</b>	183.77	12.431	183.683	6.114

As it is seen in Table 4.7 means of pre and post test scores of the students' attitudes towards English language in both experimental and control groups were nearly the same, in other words they did not differentiate dramatically. When we looked at experimental groups pre and post test scores, it was seen that the scores changed between 168.22 and 179.83.

**Table 4.8 Covariance Analysis Results of the Total post test mean scores of Student's attitudes towards English language in Experimental and Control Groups**

<b>Source of Variance</b>	<b>Sum of Squares (SS)</b>	<b>Sd</b>	<b>Mean of Squares (MS)</b>	<b>F</b>	<b>P</b>
Controlled Variance (pre-test)	1096.404	1	1096.404	2.035	.159
Main Grouping Effect	1690.842	3	563.614	1.046	.379
Residual	31255.225	58	538.883		
Total	2038233.000	66			

**Table 4.9 Bonferonni Test Results Related to Post-test Total Mean Scores and Corrected Means of Students attitudes towards language in Experimental and Control Groups**

<b>Comparison</b>	<b>Real Difference</b>	<b>Standard Error</b>	<b>P</b>
<b>Experimental1/ Experimental 2</b>	8.255	9.533	.390
<b>Experimental 1/Control1</b>	12.011	9.462	.209
<b>Experimental 1/Control2</b>	-5.651	9.448	.552
<b>Experimental 2/Control1</b>	3.756	8.754	.669
<b>Experimental 2/Control2</b>	-13.906	8.739	.117
<b>Control1/Control2</b>	-17.662*	8.662	.046

As it is shown in Table 4.8 and 4.9, it is clear that experimental and control groups attitude scores did not show a significant difference ( $p > .05$ ). This result means that the application process did not change the attitudes of students towards language learning statistically.

Although experimental and control groups attitude scores did not differentiate, according to feedback obtained from the participants it is clear that students were satisfied with Facebook sessions and declared that they would continue that kind of

practice for vocabulary learning. Here are some examples of positive and negative feedbacks that participants provided:

(Students were asked to write their own views on practice without declaring their names so researcher coded students' opinions as S1, S2 and so on. They wrote in Turkish and researcher translated the views.)

S1: "This practice helped me learn new words. I found out that I could make sentences in English. I believe that I have improved my English. When I first heard the idea, I found it ridiculous but later as weeks passed away I realized that it was really useful. Even students who do not listen to lessons started to take part in class. Lessons have become fun"

S3: "I think that using Facebook in lessons increase the percentage of us to take part in class. Lessons are more fun and nice. I am happy that our sentences become permanent. We are lucky that you are our teacher."

S9: "The practice is nice and useful but while our friends with good level of English could easily make sentences, others with lower level find it more difficult. We should give priority to learn new vocabulary

S10: "I think this practice you started is fun and useful. On the other hand, we should do this kind of activity not in class but in our free time. I believe that we sometimes waste our time with this activity but with the help of using Facebook I started to make more correct sentences. We can also do more different kind of activities.

Out of 36 participants in experimental groups, only A9 and A10 made negative comments in a mild way. Other reviews were really positive. For the whole list, (see appendix 5). During the sessions, it was quite encouraging to see how much effort learners were making. It was surprising to observe students who usually did not take part in lessons were quite active and even absent students contributed to lessons with their own sentences when they were somewhere else. Additionally, most of the time students were quite eager to use new words and work collaboratively. They were helping each other during sessions and asking for feedback from the researcher.

As Christie (2005) reports constructivism is an approach that involves collaboration between teachers and students and it features active learning. She emphasizes that constructivism encourages teachers to provide personal interactions with other learners. It gives means to change traditional rules and relationships into a learner-centred environment. Accordingly, Clarkson, B., & Brook, C. (2004) mentions that constructivist classroom gives students who complained, “I can’t understand why I didn’t pass” opportunity of starting a reflective journey. Taking these angles into consideration, in terms of collaborative learning, personal interactions, learner-centred environment, continuous feedback it can be assumed that our method of using social media for vocabulary learning is based on constructivist learning theory

It is often observed in an experimental research that placebo effect seen in the world of medicine and Hawthorne effect seen in industrial psychology may have impact on the students who takes part in a study. This effect can be explained by the belief that individuals involving in the experimental process enhance their performance (Worthen and Sanders, 1973). Participants were informed about the process prior to the application, therefore all the students were aware that they are part of a research process. Those students may have increased their performance (consciously or unconsciously). It can be said that Hawthorne effect increased students' academic success. One of the common things that is observed in the field of education is that teachers' expectations of students may have impact on students' academic achievement (Rosenthal, 1981). In this case, teacher believes that students are going to be successful and may cause them to be over motivated. This may also explain the significant difference between experimental and control groups in the study (Miller and Satcwell, 2006; Alanpay ve Morgan, 2000). During the study, researcher made a special effort to do activities using Facebook. That may have an impact on students' high scores, which can be explained by Pygmalion effect.

## 4.2. Discussion of the Results

*The effects of using Facebook as supplementary material for vocabulary teaching on students' achievement scores*

In order to investigate the effects of Facebook supplementation on student's success, the achievement scores of the students in post-test was analyzed by co-variance and Benforoni tests. Statistical analyses of the data from post-test scores at the end of the eight weeks revealed that Facebook supplementation had a significantly positive impact on the experimental group students' achievement scores. The study included an eight-week implementation process. 50 words which were chosen from main course book are taught alongside Facebook. A pre-test and a post-test were given to the students. The instructions of the words and the sentences were conducted through the Facebook website and classroom instruction.

As the treatments were continued between groups, the post-test was designed the same as the pre-test. These findings supports the effectiveness of media and technology enhanced instruction (Baturay, 2007; Aubry, 2009; Agnes,2009; Kukulska-Hulme, 2009; Korkmaz, 2010, Balaman, 2012). As stated in the literature, media enhanced instruction makes a difference in students' learning of second language. In the study, it was found that the social media had an effect on learners' English language vocabulary level which was improved through Facebook. Additionally, students' views supported these results. For example two of the participants declared their views how this method improved their level of English as follows:

S11: "With the help sentences we wrote on Facebook, our knowledge has risen. Even ones with low level started to make sentences. In my opinion, this method is very impressive and very useful. I really like it. It was so fun that I tried to attend classes even if I was absent in class. I think this practice should continue. Maybe I sometimes wrote grammatically wrong sentences, but taking part in lessons was more important. While trying to make sentences, we were looking up words from dictionaries and we learned new vocabulary. Thanks for everything.



S5: "During this term, all lessons were boring. We were always doing the same thing but this idea of using Facebook during lessons is a beautiful thing. I have become more interested in class and my interest makes my level of English go higher. This practice is good.

Another student commented on how useful he found this method as follows:

S8: "I find this practice useful because learning new words with our own sentences makes it easier to remember. At the same time, it makes English lessons more fun. You give us the best with your talent.

Additionally, the findings could be explained with the fact social media website-Facebook is the most popular web site on the internet (Alexa, 2013). That is why participants may have joined activities with an over-motivated manner. And this was supported with following students' views

S7: "I really love it. It is more fun to learn than grammar. Since Facebook is very popular among students, I do not only get bored but also have more fun during classes.

S4: "I think this idea of using Facebook during classes is genius because this practice is improving our English. Lessons became more comprehensible and fun. Even when we do not come to school, we could attend classes. This kind of practices should be used more."

*The effects of using Facebook as supplementary material for vocabulary teaching on students' attitude*

In this study, learners' attitudes towards language learning were investigated both before and after the implementation in order to see whether there occurred a change or not. For that a questionnaire of attitude toward a foreign language was used. Results of the analysis did not indicate a significant difference between the pre and post tests which meant that learners' attitudes towards language learning did not change positively or negatively after the implementation (See table 4.8).

That learners' attitudes towards English language vocabulary learning through Facebook did not change significantly supports the similar findings (Baturay, 2007; Korkmaz, 2010; Balaman, 2012). The findings revealed that although they expressed their positive feedback during interviews, their attitudes did not change significantly (See table 4.8). On the other hand, participants in experimental group claimed that they found the technique used during classes very useful.

Most of the time, language learners desire topics that are motivating, fun, systematic. They always want context that provide real life situations. That is why participants found the study rewarding, and added that they would love it more if there had been more hours with social media environment. The comments students made institute several familiar opinions about the study. To start with, almost all students took advantage of using Facebook and presented their satisfaction. They thought that using social media networking site - Facebook was practical in terms of learning new vocabulary which was very crucial for the learning process. The opportunity that made it possible to socialize during class was highly appreciated by the learners. They stated that they especially enjoyed the study when they could make gossip about their classmates in the target language. They thought that using social media made language learning less boring. It helped them remember vocabulary more easily because it gave them a context. Another view explained this situation as follows:

S2: "When I first heard Facebook idea, I found it interesting. Later, I realized that it was fun. I thought that English was fun and very good. This idea of using Facebook is just perfect. Congratulations! It is very nice to use students' interest during lessons."

Almost all learners in the study found writing on Facebook exercises useful for improving the spelling of target words. By this point of view, it was more beneficial than reading exercise. However, according to students, using mobile phones for Facebook were more practical and timesaving since they only had small amount of internet quota.

As inferred from students' comments, it is apparent that learners need guidance that instructs them what and how to do when using social media for vocabulary learning. They think that it is very important to get some hints about what and how to write. This situation can be explained by the fact that when studying online, the only help comes from online instructions there. Furthermore, students needed extra online guidance from the researcher when the implementation took place out of classroom setting when some sessions were made at night or at weekends

According to findings, learners were pleased with studying on Facebook in and out of school. As they reported, regarding the exercise, they especially enjoyed the socialising part of the implementation as learners often emphasized learning parts of speech of the words seemed to be very important for the learners. According to them, parts of speech of the words are particularly helpful for studying for the exams. One of the students emphasized how their friends participated lessons thanks to Facebook:

S6: "Using Facebook is only good if it is used wisely because there might be abuses. And also I must say that our friends who do not listen to classes started to take part in a more active way.

Learners, on the other hand, declared that they were pleased with seeing the instant feedback of the teacher on the same page with their own sentences. Nowadays, multimedia is very favourable for many learners, so it can be taught to be a supplementary material for effective language learning. According to the findings of the study Facebook provided learners with various context-based situations. The main strategy for the teaching of target words was to present them in various context-based exercises. Learners were expected to create their own meaning through given contexts which was a constructivist way of learning. This approach suggests that learning is promoted when learners are actively involved in the learning process with the instructional activities which lead them to knowledge construction (Driscoll, 2002, as cited in Baturay, 2007).

## CHAPTER V

### CONCLUSION

In this chapter, a brief summary of the study has been provided and the implications of the study are discussed. As a final point, the suggestions for further study have been presented.

#### **5.1. Summary of the Study**

This study intended to find out the effects of using social media networking site facebook.com vocabulary on students' vocabulary learning through guided writing activities. The study has concluded that using social media networking site facebook.com is very effective on students' vocabulary learning compared to conventional methods

The first reason for investigating this topic was to contribute to the literature on using social media in foreign language learning since topic is new and trending and there aren't so many studies about it. Traditionally, the teaching of vocabulary in pre-intermediate levels is mostly limited to main course book as they appeared in reading or sometimes listening texts. This technique of using social media assumed that vocabulary expansion happens through the practice of words writing in a virtual social context.

The participants of this study were the preparatory class students at the school of foreign languages in the academic year 2011-2012 at Adnan Menderes University. There were four groups, two experimental and two control groups, each consisting of 18 students. Therefore, there were 72 participants in this study and all groups were in pre-intermediate classes.

Pre-and post-test and pre- and post- questionnaire of attitude were used in order to conduct the study. In the experimental group the participants were exposed to eight-week explicit vocabulary teaching using facebook.com. The target vocabulary consisted of 50 words taken from the main course book. Before the treatment, all

groups were given pre-test. After an eight-week explicit vocabulary teaching in the experimental group, all groups were given the post-test in order to observe students' vocabulary learning achievement.

The first research question was whether explicit vocabulary teaching through social media networking leads to vocabulary learning achievement. The results show that the experimental group which received explicit vocabulary teaching did better than the control group. It can be suggested that the students could use the target vocabulary more effectively. The students in the experimental group had multiple exposures to the target vocabulary by using Facebook. The post-test results show that they acquired more words than the students in the control group. The second research question was that whether there is a significant difference in the learners' attitudes towards English language vocabulary learning before and after the implementation. Results show that there isn't a significant difference in terms of attitude.

## **5.2. Implications of the Study**

Several implications can be obtained for teachers, material writers, curriculum designers and researchers through this study.

As this research demonstrates, social networking site Facebook is an effective way to learn vocabulary for preparatory students. For students, it is important to use Facebook as a means of learning target vocabulary. Facebook is also very effective for reaching out to students for learning activities. Interestingly, this research shows the social networking site has proven efficient to teach students target vocabulary.

Teachers should be aware of the importance of social media. They should provide rich and varied web based activities for vocabulary instruction. Teachers should also follow social media and use it for teaching so that students can socialize and feel free to use their own sentences for their own needs.

Material writers and curriculum designers, while developing materials or designing curriculum, should take notice of social media. Textbooks should encourage students to use social media to use target vocabulary.

Finally, it can be said that the results of this study may be a valuable data source for prospective studies since there are just a few studies about this topic.

### **5.3. Suggestions for Further Research**

Further studies can be conducted for developing different language skills such as grammar, reading and especially writing. It is recommended that this study be replicated with different levels of English. Replicating this study with a different level could expand the results of the findings. Another study, similar to this one could be done with the different variables of gender, age, learning abilities or learning environment.

Another angle to take this research is to examine the students' involvement during the learning process. Many students who work part time ignore their homework. It would be interesting to observe students who do not usually attend classes. It is advised that a similar research should be started at the beginning of a term and be finished a few weeks before the end of the term since students' motivation decreases at the end of the term. Duration of the practice shouldn't exceed two hours a week because even if students enjoy sessions they might get bored doing the same thing all the time.

This study proved that a friendly class environment is essential for this kind of studies. Students should be made to feel unfettered to work collaboratively when it is necessary.

## REFERENCES

- ABHYANKAR, A. (2011). "Social Networking Sites", *Research Journal called SAMVAD (dialogue)*, pp.18-21.
- ALANPAY, H. R., Morgan, F. T. (2000) "Evaluation External Executive Education at Dow Chemical: It's Impact and The Pygmalion Effect", *Human Research Development International*, Vol. 3, No. 4, Pg. 489-498.  
<http://www.tandf.co.uk/journals/>
- ALEXANDER, B. (2006). "A New Wave of Innovation for Teaching and Learning", *Educause Review*, pp. 33-44
- ALLY, M. (2009), *Transforming the Delivery of Education and Training*, Athabasca University Press.
- AUBRY, J. M. (2009). *Motivation And Instructor's Self-Disclosure Using Facebook In A French Online Course Context*, Doctoral Thesis Department of Secondary Education College of Education And Department of World Languages College of Arts and Sciences University of South Florida.
- BAEK, Y., JUNG, J., BOKYEONG K., (2008). "What makes Teachers Use Technology in the Classroom? Exploring the Factors Affecting Facilitation of Technology with a Korean Sample", pp. 224-232, from: [www.elsevier.com/locate/compedu](http://www.elsevier.com/locate/compedu)
- BARR, D. (2013). "Embedding Technology in Translation Teaching: Evaluative Considerations for Courseware Integration", *Computer Assisted Language Learning*, Vol. 26, No. 4, pp.295 –310.
- BASAL, A., GÜROL, M., SEVİNDİK, T. (2012). "Attitudes of Students Towards Learning Objects in Web-Based Language Learning", *Turkish Online Journal of Distance Education-TOJDE*, Volume: 13 (1), Article 16.

- BATTERINK L., NEVILLE, H. (2011), “Implicit and Explicit Mechanisms of Word Learning in a Narrative Context: An Event-related Potential Study”, *Journal of Cognitive Neuroscience*, 23, 3181-3196.
- BATURAY, M. (2007). *Effects of Multimedia Based Annotated Vocabulary*, Unpublished Phd Thesis, Middle East Technical University: Ankara.
- BELTRÁN, R, (2010),“Insights Into Non-native Vocabulary Teaching and Learning”, *Insights Into Non-native Vocabulary Teaching and Learning*,[http://books.google.com.tr/books?id=AUFJpl7\\_XTgC&pg=PA1&dq=vocabulary+teaching+techniques&hl=tr&sa=X&ei=X0f2UuXEF0r9ygOikYGABw&redir\\_esc=y#v=onepage&q=vocabulary%20teaching%20techniques&f=false](http://books.google.com.tr/books?id=AUFJpl7_XTgC&pg=PA1&dq=vocabulary+teaching+techniques&hl=tr&sa=X&ei=X0f2UuXEF0r9ygOikYGABw&redir_esc=y#v=onepage&q=vocabulary%20teaching%20techniques&f=false)
- BERTRAM, C.B., JAMES, A. L. (2003). “Roles for New Technologies in Language Arts: Inquiry, Communication, Construction, and Expression”, *Handbook of Research on Teaching the English Language Arts* (Eds: James Flood, Diane Lapp, James R. Squire, & Julie R. Jense), 2nd Edition, Mahwah, NJ: Lawrence Erlbaum Associates, pp. 649-657.
- BITNER, N., BITNER, J. (2002). “Integrating Technology into the Classroom: Eight Keys to Success” *Journal of Technology and Teacher Education*, 10(1), 95-100. Norfolk, VA: SITE. Retrieved November 12, 2013 from <http://www.editlib.org/p/9304>.
- CAMBOURNE, B, (1989). The Whole Story Theory into Practice (Assessment in Whole-Language Classrooms: Theory into Practice Brian Cambourne and Jan Turbill *The Elementary School Journal*, Vol. 90, No. 3 (Jan., 1990), pp. 337-349 Published by: The University of Chicago Press).
- CAMBOURNE, B, (1990).*Getting in the Guts of Whole Language*, “In Language as the Core: Teaching in the 90s”, NSW: University of Wollongong.



- CHINNERY, G. M. (2006), "Emerging Technologies Going to the Mall: Mobile Assisted Language Learning", *Language Learning & Technology*, Volume 10, No. 1, pp. 9-16 <http://lt.msu.edu/vol10num1/emerging/>
- COADY, J., HUCKIN, T.(Eds.) (1997), *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, Cambridge University Press,[http://books.google.com.tr/books?id=\\_g0eSfesA0C&pg=PA1&dq=vocabulary+teaching+techniques&hl=tr&sa=X&ei=tBX2Uo6aMangyAPH34CoDA&redir\\_esc=y#v=onepage&q=vocabulary%20teaching%20techniques&f=false](http://books.google.com.tr/books?id=_g0eSfesA0C&pg=PA1&dq=vocabulary+teaching+techniques&hl=tr&sa=X&ei=tBX2Uo6aMangyAPH34CoDA&redir_esc=y#v=onepage&q=vocabulary%20teaching%20techniques&f=false)
- CORNU, A.M. (1979), "The First Step in Vocabulary Teaching", *The Modern Language Journal*, Vol. 63, No. 5/6, pp. 262-272, National Federation of Modern Language Teachers Associations, <http://www.jstor.org/stable/324233>
- CROLL, C. (1971), "College Composition and Communication", Vol. 22, No. 5, pp. 378-380, <http://www.jstor.org/stable/356214>
- DEMİR, S., KORKMAZ, G. (2013). "Yabancı Dil Öğretme Yazılımlarının Öğrencilerin Dinleme ve Konuşma Becerilerine Etkisi: Rosetta Stone Örneği", *Elektronik Sosyal Bilimler Dergisi/Electronic Journal of Social Sciences*, C. 12, S. 45, s. 35-51
- DHAIF, H. (1990). *Computer-Assisted Language Learning: A Client's View*, CALICO, p. 67-81.
- DUNBAR, R. (1998). *Grooming, Gossip, and the Evolution of Language*, Cambridge, MA Harvard University Press.
- FRAGER, A. M. (1984), "An "Intelligence" Approach to Vocabulary Teaching", *Journal of Reading*, Vol. 28, No. 2, pp. 160-164, <http://www.jstor.org/stable/40029431>.

- FERRELL, J. D. (2011). *A Functional Role of Facebook: Psychological and Social Needs*, MA Thesis, University Of Central Oklahoma Department Of Psychology: Edmond, Oklahoma.
- GÜNDÜZ, N. (2005). “Computer Assisted Language Learning (CALL)”, *Journal of Language and Linguistic Studies*, Vol.1, No.2.
- HENNING, Grant H., (1973). “Remembering Foreign Language Vocabulary: Acoustic and Semantic Parameters”, *Language Learning*, V. 23, 2.
- JACK C. R. (1976), “The Role of Vocabulary Teaching Author”, *TESOL Quarterly*, Vol. 10, No. 1, pp. 77-89, <http://www.jstor.org/stable/3585941>.
- JEONG-BAE, S. (2008). “Using Web-Based Language Learning Activities in the ESL Classroom”, *International Journal of Pedagogies and Learning*, 4(4), pp. 34-43.
- JUDD, E. L. (1978), “Vocabulary Teaching and TESOL: A Need for Reevaluation of Existing Assumptions”, *TESOL Quarterly*, Vol. 12, No. 1, pp. 71-76, <http://www.jstor.org/stable/3585792>.
- JURATE, S., MAROVICH, M., WANKEL, C. (2010). “Cutting-edge Social Media Approaches to Business Education: Teaching with LinkedIn, Facebook, Twitter, Second Life, and Blogs.” *Research in Management Education and Development (Ed. Charlotte, N.C)* from: eBook Collection (EBSCOhost).
- KELZ, A. (2009). “Web-Based English Language Learning Environments in Technical Part-Time Studies Self-Directed and Collaborative Approaches”, *The Proceedings of th 8<sup>th</sup> European Conference on e-Learning University of Bari: Italy, 28-30 October 2009*, p. 301-307, from: <http://books.google.com.tr>
- KORKMAZ, H. (2010). *The Effectiveness of Mobile Assisted Language Learning as a Supplementary Material for English Language Teaching Coursebooks*, MA Thesis: Bilkent University The Department of Teaching English as a Foreign Language: Ankara.

- KUKULSKA-HULME, A., SHIELD, L. (2007). "An Overview of Mobile Assisted Language Learning: Can mobile Devices Support Collaborative Practice in Speaking and Listening?", EuroCALL 2007
- KUKULSKA-HULME, A. (2009). "Will Mobile Learning Change Language Learning?", *European Association for Computer Assisted Language Learning*, Volume 21, Issue 02, pp 157-165.
- LAFHEY G. (1986), "Vocabulary Teaching: An Investment in Literacy", *Journal of Reading*, Vol. 29, No. 7, 650-656, <http://www.jstor.org/stable/40029693>.
- LENHART, A., MADDEN, M. (2007). "Social Networking Websites and Teens: An Overview", from: [http://www.pewinternet.org/~media/Files/Reports/2007/PIP\\_SNS\\_Data\\_Memo\\_Jan\\_2007.pdf](http://www.pewinternet.org/~media/Files/Reports/2007/PIP_SNS_Data_Memo_Jan_2007.pdf)
- LEVY, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization*, Oxford [u.a.]: Clarendon Press.
- MARTIN, M. (1984), "Advanced Vocabulary Teaching: The Problem of Synonyms", *The Modern Language Journal*, Vol. 68, No. 2, pp. 130-137, <http://www.jstor.org/stable/327139>.
- McCARTEN, J. (2007). *Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom*, Cambridge University Press, USA.
- MORAN, M., SEAMAN, J., TINTI-KANE, H. (2011). *Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media*, Pearson Learning Solutions and Babson Survey Research Group and Conversion.
- MORITA, M. (2003). "The Mobile-based Learning (MBL) in Japan", *Proceedings of the First Conference on Creating, Connecting and Collaborating through Computing (C5'03)*.

- PENNINGTON, M. (2011) "*Computer Assisted Language Learning. Routledge Studies in Computer Assisted Language Learning*". October, 2013, from [http://eric.ed.gov/?q=Computer-Assisted+Language+Learning+\(CALL\)+&id=ED52822](http://eric.ed.gov/?q=Computer-Assisted+Language+Learning+(CALL)+&id=ED52822)
- RAHIMPOUR, M. (2011). "Computer-Assisted Language Learning (CALL)", *International Journal of Instructional Technology Distance&Learning*, from: [http://www.itdl.org/Journal/jan\\_11/article01.htm](http://www.itdl.org/Journal/jan_11/article01.htm)
- RITTER, B. R. (2001). "Technology-Enhanced Language Learning: Construction", *Computer Assisted Language Learning*, p. 219-232.
- ROSENTHAL, R. (1981) "Pavlov's Mice, Pfungst's Horse, Pygmalion's PONS: Some Models for The Study of Interpersonal Expectancy Effects", *Annals New York Academy of Science*, Pg. 182-198
- Saracaloğlu, A. S. (1992). Yabancı Dile Yönelik Tutum Ölçeği. Yayınlanmamış Araştırma Raporu. İzmir, Ege Üniversitesi.
- SARICA, G. N., ÇAVUS, N. (2008). "Web-Based English Language Learning", *International Educational Technology Conference (8<sup>th</sup>, Eskisehir, Turkey, May 6-9, 2008)*, from: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED503540>
- SCHWARZ, M. (1992). *Einführung in die Kognitive Llinguistik*, Tübingen: Francke.
- TYLEE, J. (1992). *Nursing Education in the Tertiary Sector in New South Wales, 1986-1989: An Analysis of Ideological Orientations of Curriculum With Particular Reference to One Institution*: Unpublished Doctoral Thesis, The University of Newcastle.
- WANKEL, C. (2011). "Volume3 Teaching Arts and Science with the New Social media", *Cutting-Edge Technologies In Higher Education*, Emerald Group Publishing Limited: St.John'sUniversity NewYork USA.

WARSCHAUER, M. (1996). "Computer-Assisted Language Learning: an Introduction", *Multimedia Language Teaching* (ed. Fotos S.), Tokyo: Logos International, pp.3-20, from: <http://www.ict4lt.org/en/>

WARSCHAUER, M. K. (2000). *Network-Based Language Teaching*, Cambridge: Cambridge University Press.

WOMACK, B. (2010, December). "Facebook 2010 Sales Said Likely to Reach \$2 Billion, More Than Estimated", from: <http://www.bloomberg.com/news/2010-12-16/facebook-sales-said-likely-to-reach-2-billion-this-year-beating-target.html>

WORTHEN, R. B., SANDERS, R. J. (1973) *Educational Evaluation: Theory and Practice*, Charles A. Jones Publishing Company: Worthington, Ohio.

YANG, J. (2013). "Mobile Assisted Language Learning: Review of the Recent Applications of Emerging Mobile Technologies", *English Language Teaching*, Vol. 6, No. 7, p. 19-25.

ZHANG, J. (2013). "Decreasing Cognitive Load for Learners: Strategy of Web-Based Foreign Language Learning", *International Education Studies*, Vol. 6, No. 4.

### **Internet References:**

Alexa. (2013, October). The top 500 sites on the web: Global, from: <http://www.alexa.com/topsites/global>

Christie, A. (2005). Constructivism and its implications for educators. <http://alicechristie.com/edtech/learning/constructivism/index.htm>

Clarkson, B., & Brook, C. (2004). I can't understand why I didn't pass: Scaffolding student activities. <http://www.ascilite.org.au/conferences/perth04/procs/pdf/clarkson.pdf>

Facebook. (2013, May). Facebook statistics, from: ~ 32 ~ <http://www.facebook.com/>

<http://webtrends.about.com/od/web20/a/social-media.htm>

<http://www.teachhub.com/how-use-cell-phones-learning-tools>

<http://www.usatoday.com/story/tech/personal/2013/08/07/views-shift-on-cell-phones-in-schools/2607381/>

# APPENDICES

## Appendix 1: Pilot Study Screen Shots

The screenshot displays a Facebook group interface with the following content:

- Post 1:** By **Emre Hoca Dinçer**, text: "do not hesitate to ask me anything about your news". Date: March 8 at 8:48pm. Interactions: Like, Comment, Unsubscribe. Comment by **Yasemin**: "likes this." Comment by **Yunus**: "I'm so ashamed teacher". Date: March 8 at 10:01pm. Interaction: Like.
- Post 2:** By **Emre Hoca Dinçer**, text: "dear friends we have started our weekly news bulletin". Date: March 8 at 8:48pm. Interactions: Like, Comment, Unsubscribe. Comment by **Dlr Hndn DMrci and Yeşim**: "like this." Comment by **Yasemin T**: "...i then she'd start the contest :))))". Date: March 8 at 9:02pm. Interactions: Unlike, 1 person.
- Post 3:** By **Emre Hoca Dinçer**, text: "I have sent most of you the words the ones, who couldn't get the words, can email me". Date: March 8 at 8:49pm. Interactions: Like, Comment, Unsubscribe.
- Post 4:** Text: "Yunus and Özge were added by Emre Hoca Dinçer." Date: March 8 at 10:09am. Interactions: Like, Comment, Unsubscribe.
- Post 5:** Text: "DiLara i was added by Yasemin Tekin." Date: March 6 at 8:31pm. Interactions: Like, Comment, Subscribe.
- Post 6:** Text: "Zerrin and 7 other members were added by Emre Hoca Dinçer." Date: March 2 at 6:01pm. Interactions: Like, Comment, Unsubscribe.
- Post 7:** By **Emre Hoca Dinçer**, text: "created the group." Date: March 2 at 6:01pm. Interactions: Like, Comment, Unsubscribe. Comment by **Dlr Hndn DMrci, DiLara, Cengiz**: "and 6 others like this."

At the bottom of the page, it says "1-371 of 371 posts · Share".

Write a comment...



**Aşkın C**

hakan would be handsome if he grew beard

March 16 at 4:17pm via Mobile Web · Like · Comment · Unsubscribe

View all 3 comments



**Elvan** No way..

March 16 at 4:28pm · Like



**Emre Hoca Dinçer** what if I grew a beard

March 22 at 1:21am · Like

Write a comment...



**Bilge**

Emre teacher talk to a book:-)))

March 16 at 4:25pm via Mobile Web · Like · Comment · Unsubscribe

Rale likes this.



**Yeşim** es emre teacher Smell to himself .D.D.D

March 16 at 4:28pm · Like



**Emre Hoca Dinçer** a book sometimes can be a real friend

March 22 at 1:20am · Like

Write a comment...



**Bilge**

From you nothing else matter...

March 17 at 11:27pm via Mobile Web · Like · Comment · Unsubscribe



**Emre Hoca Dinçer** did you mean "nothing matters but you"

March 22 at 1:16am · Like

Write a comment...



**Aşkın I**

there are many things that we have to learn :(

March 17 at 10:07pm via Mobile Web · Like · Comment · Unsubscribe

Bilge likes this.

View all 3 comments



**Aşkın** What can we do??

March 17 at 10:45pm · Like



**Emre Hoca Dinçer** we can read as much as we can

March 22 at 1:13am · Like





**Yeşim**

I think all the women charming .D

March 16 at 3:34pm via Mobile Web · Like · Comment · Unsubscribe

View all 3 comments



**Elvan** I think so,  
March 16 at 3:39pm · Like



**Emre Hoca Dinçer** I think most of them :) are charming  
March 22 at 1:33am · Like

Write a comment...



**Yasemin**

My sentencens hurt peoples like a knife..

March 16 at 3:42pm via Mobile Web · Like · Comment · Unsubscribe



**Emre Hoca Dinçer** that may be true :)  
March 22 at 1:33am · Like

Write a comment...



**Elvan**

Via ugur... Ugur stabbed a man welth a bursa knife

March 16 at 3:43pm via Mobile Web · Like · Comment · Unsubscribe



**Emre Hoca Dinçer** creative sentence  
March 22 at 1:32am · Like

Write a comment...



**Bilge**

accordusto rumors merve will go to marmaris this weekend

March 16 at 3:44pm via Mobile Web · Like · Comment · Unsubscribe



**Emre Hoca Dinçer** did she really go there  
March 22 at 1:32am · Like

Write a comment...



**Yasemin**

Via deniz.. I always try to charming..

March 16 at 3:44pm via Mobile Web · Like · Comment · Unsubscribe



**Emre Hoca Dinçer** it must be difficult to be charming  
March 22 at 1:31am · Like

Write a comment...



**Barış**

via cengiz: I look foward to seeing fenerbahçe vs galatasaray derby's referee

March 16 at 3:45pm via Mobile Web · Like · Comment · Unsubscribe

 **Fahmut**  
Cykut is frustrated because someone hacked in his facebook account  
March 23 at 4:36pm via Mobile Web · Like · Comment · Subscribe  
Barış Ç likes this.  
Write a comment...

 **Yilmaz**  
Cengiz is very excited because he has a girlfriend  
March 23 at 4:29pm via Mobile Web · Like · Comment · Subscribe  
Yeşim I and Barış Ç like this.  
View all 3 comments  
 **Barış** hohhh hooooo .....!  
March 23 at 4:35pm · Like  
 **Yilmaz** : )  
March 23 at 4:36pm · Like  
Write a comment...

 **Gözde**  
I think Handan is an exciting persOn =)  
March 23 at 4:35pm via Mobile Web · Like · Comment · Subscribe  
Barış Sarısoy likes this.  
Write a comment...

 **Yasemin**  
I m about to feel depreset:((((  
March 23 at 4:33pm via Mobile Web · Like · Comment · Subscribe  
Barış Ç likes this.  
Write a comment...

 **Barış**  
via Cengiz : I'm excited as much as new brides . . . :)  
March 23 at 4:32pm via Mobile Web · Like · Comment · Subscribe  
Barış Ç and Yilmaz like this.  
Write a comment...

 **Cumhuriye**  
If I smack,I'll make you lie down :)  
March 23 at 4:30pm via Mobile Web · Like · Comment · Subscribe

**Zerrin**

Gözde's cats committed suicide, she is depressed. :)

March 23 at 4:23pm via Mobile Web · Like · Comment · Subscribe

Deniz \* and Mahmut .. like this.

**Gözde** ... I don't have cats => but I have d0q zerrinn =>))

March 23 at 4:27pm · Like

**Zerrin** ... if I'm sorry, you are a cat :)

March 23 at 5:24pm · Like

Write a comment...

**Barış**

I left my girl friend yesterday because of this I am very bored

March 23 at 4:39pm via Mobile Web · Like · Comment · Subscribe

Zerrin .. likes this.

**Yılmaz** ... get well soon kankam

March 23 at 4:43pm · Like

**Barış** ... thanks kanks xd

March 23 at 5:03pm · Like

Write a comment...

**Deniz**

Tuncer looks tired because he is bored of his life

March 23 at 4:48pm via Mobile Web · Like · Comment · Subscribe

**Yeşim**

Today I'm very depressed dont touch me =>

March 23 at 4:32pm via Mobile Web · Like · Comment · Subscribe

Yılmaz Yazıcı likes this.

**Yılmaz** ... ok hacı dont touch :)

March 23 at 4:41pm · Like

**Yeşim** ... Ok mybrother thank you so much

March 23 at 4:45pm · Like

Write a comment...

**Emel**

this week is very tiring but we will come over it in Handan's house, bestEMel

March 23 at 4:39pm via Mobile Web · Like · Comment · Subscribe

**Deniz**

life is frustrating because I Hate stupid people

March 23 at 4:37pm via Mobile Web · Like · Comment · Subscribe

 When I was a child ,I was star pupil =>

April 6 at 4:40pm via Mobile Web · Like · Comment · Subscribe

 Deniz · likes this.

Write a comment...

 **Rale**

I don't live in city center because it is noisy

April 6 at 4:39pm via Mobile Web · Like · Comment · Subscribe

 **Deniz**

I HAVE KNOWN CASMIN FOR EIGHT MOUNTH WE MET CITY CENTRE

April 6 at 4:39pm via Mobile Web · Like · Comment · Subscribe

 Yasemin · likes this.

Write a comment...

 **Emre Hoca Dinçer**

via ugur i argued with film director

April 6 at 4:38pm via Mobile Web · Like · Comment · Unsubscribe

 **Bilge**

If i become manager i will give Emre teacher free holiday=)))

April 6 at 4:37pm via Mobile Web · Like · Comment · Subscribe

 **Zerrin**

The rock music here is very noisy.

April 6 at 4:29pm via Mobile Web · Like · Comment · Unsubscribe

 **Emre Hoca Dinçer** but we like it  
April 6 at 4:31pm · Like

 **Zerrin** Yes:)  
April 6 at 4:37pm · Like

Write a comment...

 **Yeşim**

If I find a part-time job I'll earn extra money

April 6 at 4:36pm via Mobile Web · Like · Comment · Subscribe

 **Yasemin**

When i was a retired i want to be a star :)

April 6 at 4:35pm via Mobile Web · Like · Comment · Subscribe

 Yeşim Koçyiğit and Yasemin Tekin like this.

Write a comment...

 **Emre Hoca Dinçer**

via tolga i am not lucky

April 6 at 4:34pm via Mobile Web · Like · Comment · Unsubscribe

 **Aşkın**

he also watched in amazement when i stood in front off him.

April 6 at 4:33pm via Mobile Web · Like · Comment · Subscribe

April 20 at 3:34pm · Like

Write a comment...

**Elvan** ...  
patiently waiting for school to end  
April 20 at 3:34pm · Like · Comment · Subscribe

Yeşim Koçyiğit likes this.

Write a comment...

**Cengiz** ...  
im witing patiently for for work in the sumerr .....  
April 20 at 3:27pm · Like · Comment · Unsubscribe

Barış Ş..., Cengiz Ç... and Yasemin'... like this.

View all 6 comments

**Yasemin** ... f course :D:D  
April 20 at 3:33pm · Like

**Cengiz Ç** ... :)))  
April 20 at 3:34pm · Like

Write a comment...

**Gözde** ...  
love needs patience :)) Aydın ... :))  
April 20 at 3:30pm · Unlike · Comment · Subscribe

You, Yasemin'... and Aydın Y... like this.

**Aydın** ... agree  
April 20 at 3:31pm · Like · 1 person

**Gözde** ... hi hi :)))  
April 20 at 3:31pm · Like

Write a comment...

**Yeşim I'** ...  
we are waiting patiently for the score of today's football match =))  
April 20 at 3:29pm · Unlike · Comment · Subscribe

You and Yeşim I'... like this.

Write a comment...

**Cengiz** ...  
via beste and emel : we like sleeping after shower.....)  
April 20 at 3:22pm · Unlike · Comment · Subscribe

You, Barış Ş..., Yasemin'..., Gözde ... and 2 others like this.

**Yeşim I'** ...  
April 20 at 3:22pm · Like

**Yasemin** ... :DD:D:D me too  
April 20 at 3:27pm · Like · 2 people

Write a comment...

**Mahmut**  
hs 114 gave away a loy of sentences today  
April 20 at 3:44pm · Like · Comment · Subscribe

**Aşkın**  
i look forward to going in istanbull  
April 20 at 3:44pm · Like · Comment · Subscribe

Yeşim K and Cengiz like this.

Write a comment...

**Emre Hoca Dinçer**  
look forward to  
April 20 at 3:43pm · Like · Comment · Unsubscribe

**Elvan**  
working in tourism gives me no experince  
April 20 at 3:43pm · Like · Comment · Subscribe

**Gözde**  
I was driving a car sudently I saw animal and slowed down  
April 20 at 3:43pm · Like · Comment · Subscribe

**Özge**  
I will try to give up smoking nowadays  
April 20 at 3:40pm · Like · Comment · Subscribe

DLr Hndn and Yeşim K like this.

View all 4 comments

**Yeşim I** (=)  
April 20 at 3:43pm · Like

**Özge** :))  
April 20 at 3:43pm · Like

Write a comment...

**Yılmaz**  
I am waiting patiently barcelona-real madrid match  
April 20 at 3:31pm · Unlike · Comment · Subscribe

You, Cengiz Çoksoy, Yeşim Koçyiğit and Barış Sarısoy like this.

View all 8 comments

**Yılmaz** but i will watch barcelona match :) :)  
April 20 at 3:41pm · Like

**Yeşim** You think there is wrong it will watch  
April 20 at 3:43pm · Like

Write a comment...

**Mahmut**  
i can't give up smoke  
April 20 at 3:42pm · Like · Comment · Subscribe

Yeşim likes this.





**Emre Hoca Dinçer**

thanks everyone for participating

May 3 at 11:42am · Like · Comment · Unsubscribe

👍 Rale: Mahmut i and Cengiz like this.

Write a comment...



**Zerrin**

I would want to be in charge of hilton.

May 3 at 11:41am · Unlike · Comment · Subscribe

👍 You like this.

Write a comment...



**Cengiz**

I charge of restaurant in Flora Hotel ...)

May 3 at 11:35am · Unlike · Comment · Unsubscribe

👍 You and Cengiz like this.



**Emre Hoca Dinçer** I am in....

May 3 at 11:35am · Like



**Cengiz** yhh sorryy again teacher...)

May 3 at 11:36am · Like

Write a comment...



**Cengiz**

I thing galatasaray team hase to behave themselves I dont enjoying turkish league like it ...)

May 3 at 11:28am · Like · Comment · Unsubscribe



**Emre Hoca Dinçer** I agree with you

May 3 at 11:29am · Like



**Cengiz** I 'am fan of FENERBAHCE nevertheless galatasaray hase to be in more top ...

May 3 at 11:33am · Like

Write a comment...



**Mahmut**

Everyone finds their own behavior good

May 3 at 11:31am · Like · Comment · Subscribe



**Zerrin**

you should behave well in class

May 3 at 11:27am · Like · Comment · Unsubscribe

👍 Mahmut likes this.



**Emre Hoca Dinçer** otherwise we will have to punish you

May 3 at 11:28am · Like

Write a comment...



**Cengiz**

turkish customers always complain about everything.....

May 3 at 11:25am · Unlike · Comment · Subscribe

## Appendix 2 Experimental Study Screen Shots



**Emre Hoca Dinçer**  
Tayfun said Oğuzhan had a relaxing weekend  
Like · Comment · Unfollow Post · November 16, 2011 at 1:55pm

Tayfun C... and Oğuzhan ... like this.

 **Tayfun C...** · Lol ! Oguzhan is relaxing every time . Because he is a odd man 😊  
November 17, 2011 at 12:30am via mobile · Like

 Write a comment... 



**Emre Hoca Dinçer**  
steve jobs was a creative person! Do you agree?  
Like · Comment · Unfollow Post · November 16, 2011 at 1:58pm

Şenay ... likes this.

 **Tayfun C...** · Are you crazy ? I agree, I think he is a best creative person in earth !  
November 17, 2011 at 12:27am via mobile · Like

 Write a comment... 



**Tayfun C...**  
When I go to toilet ,you came to my mine  
Like · Comment · Follow Post · November 16, 2011 at 3:01pm via mobile

Şenay ... likes this. ✓ Seen by 1

 Write a comment... 



**Emre Hoca Dinçer**  
national football team was awful  
Like · Comment · Unfollow Post · November 16, 2011 at 2:07pm



**Emre Hoca Dinçer**  
let's make sentences with these words below  
Like · Comment · Unfollow Post · November 16, 2011 at 2:05pm



**Emre Hoca Dinçer**  
I think okan bayülgen is an odd man but I like to watch him  
Like · Comment · Unfollow Post · November 16, 2011 at 1:57pm

Tayfun ... and Oğuzhan ... like this.

 Write a comment... 





**Būşra**

I think my teacher is too creative, he finds enjoyable activities everytime.. 😊

Like · Comment · Unfollow Post · November 17, 2011 at 2:43pm via mobile

Seen by 1



**Emre Hoca Dinçer** I give you +1

November 17, 2011 at 2:45pm · Like



Write a comment...



**Nergis**

via Sevgi: when we want to be creative, we meet weird people in great places.

Like · Comment · Unfollow Post · November 17, 2011 at 2:42pm via mobile

Seen by 1



**Emre Hoca Dinçer** you poor thing

November 17, 2011 at 2:43pm · Like



Write a comment...



**Būşra**

emre hoca added me on facebook.i saw salih's photo. he is loking cute

Like · Comment · Unfollow Post · November 17, 2011 at 2:39pm via mobile

Seen by 1



**Emre Hoca Dinçer** I agree with you- Salih looks really cute 😊

November 17, 2011 at 2:41pm · Like



Write a comment...



**Emre Hoca Dinçer**

I think Būşra is too talkative, she talks all the time

Like · Comment · Unfollow Post · November 17, 2011 at 2:36pm



**Oğuzhan**

i was boring now then i want to be relax ...

Like · Comment · Follow Post · November 17, 2011 at 2:36pm via mobile

Seen by 1



Write a comment...



 **Mustafa** . . .  
via muammer  
That's cool 😊

📱 Like · Comment · Unfollow Post · November 17, 2011 at 3:15pm via mobile

✔ Seen by 1

💬 View 1 more comment

 **Mustafa** / . . . this is cool  
November 17, 2011 at 3:16pm via mobile · Like

 **Emre Hoca Dincer** thank you  
November 17, 2011 at 3:16pm · Like

 Write a comment... 📷

 **Tayfun** . . .  
Via . . . : I'm not strict ! I think you can not see  
everythink ! I giving a lat of fridge , oven , a lat of coal.. Okey my  
sweat public give me more rote !

📱 Unlike · Comment · Follow Post · November 17, 2011 at 2:53pm via mobile

👍 You and Oğuzhan ( . . . ) like this. ✔ Seen by 1

 Write a comment... 📷

 **Oğuzhan**  
via Ilgaz. My mother in law is very ugly but she is cute :P:P:P

📱 Like · Comment · Unfollow Post · November 17, 2011 at 2:42pm via mobile

✔ Seen by 1

💬 View 2 more comments

 **Emre Hoca Dincer** congrats- who is the poor guy  
November 17, 2011 at 2:46pm · Like

 **Oğuzhan** . . . not guy ,d she is my roommate.. we slept  
together last nignt so , i said ; you must married bernaaa.. Its a  
matter of namus 😊

November 17, 2011 at 2:50pm via mobile · Like

 Write a comment... 📷

 **Mustafa** . . .  
muammer talks a lot because he is very energetic

📱 Like · Comment · Unfollow Post · November 17, 2011 at 2:45pm via mobile

✔ Seen by 1

 **Emre Hoca Dincer** we are proud of Muammer  
November 17, 2011 at 2:46pm · Like



### Emre Hoca Dincer

Via Nuran: I think the wont pass today because everybody in my room is going to yeteneksizsiniz ( you are without talent) . I dont want to go there. what can I do?

Like · Comment · Unfollow Post · November 17, 2011 at 3:31pm



**Emre Hoca Dincer** you can study English hohoooho

November 17, 2011 at 3:38pm · Like



Write a comment...



### Nergis

I'm usually talkative but Banu is always to laugh me..how can we communicate?

Like · Comment · Unfollow Post · November 17, 2011 at 2:54pm via mobile

Seen by 1

View 2 more comments



**Emre Hoca Dincer** you can communicate with smoke

November 17, 2011 at 3:15pm · Like

**Nergis** Oh! that's a great idea.thanks

November 17, 2011 at 3:26pm via mobile · Like



Write a comment...



### Oğuzhan

via Ilgaz. She wears weird clothes, she is not typical.

Like · Comment · Unfollow Post · November 17, 2011 at 2:37pm via mobile

Seen by 1

View 1 more comment



**Oğuzhan** 100. She is mysterious .d

November 17, 2011 at 2:44pm via mobile · Like



**Emre Hoca Dincer** let's guess class who is that mysterious girl?

November 17, 2011 at 3:23pm · Like



Write a comment...



### Nergis

There is a lot of "cucumber" in this country !

Like · Comment · Unfollow Post · November 17, 2011 at 3:17pm via mobile

Seen by 1



**Emre Hoca Dincer** 😊 I like to eat cucumbers

November 17, 2011 at 3:20pm · Like

**Nergis** Bon appétit 😊

November 17, 2011 at 3:23pm via mobile · Like



### Emre Hoca Dinçer

Şenay what is the weather like in main campus  
How is acur? is Hülya cute?  
is sergen odd?

Like · Comment · Unfollow Post · November 17, 2011 at 3:25pm

Şenay likes this.

View 12 more comments

Tayfun I wanna go to do laundry !! Ooo yee Eee ee e .  
November 18, 2011 at 3:53pm via mobile · Like

Şenay okey lets do it  
November 18, 2011 at 3:54pm · Like



Write a comment...

### Şenay

you are my pair. you always will my pair. my honey o ye  
Tayfun Çakır

Like · Comment · Follow Post · November 18, 2011 at 3:52pm near Aydın

Seen by 1



Write a comment...

### Büşra

He is too quite. So I dont understand him.. :)))

Like · Comment · Unfollow Post · November 17, 2011 at 2:47pm via mobile

Seen by 1

View 2 more comments



Emre Hoca Dinçer then take care of your mind 😊  
November 18, 2011 at 1:38pm · Like



Büşra I :)) You're right teacher 😊  
November 18, 2011 at 2:06pm · Unlike · 1



Write a comment...

### Mustafa

tayfunn !! Your photo is great 😊

Like · Comment · Unfollow Post · November 17, 2011 at 3:30pm via mobile

Şenay and Tayfun like this.

Seen by 1

View 4 more comments



Tayfun But maybe you know this song : eller ayırsa bile  
yollar ayırsa bile biz ayrılmayız 😊  
November 17, 2011 at 3:44pm via mobile · Like



Mustafa I know that song. I think so good  
November 17, 2011 at 11:17pm via mobile · Like

Like · Comment · Unfollow Post · December 1, 2011 at 3:32pm via mobile

Seen by 1

 **Emre Hoca Dincer** of course it is not your fault  
December 1, 2011 at 3:36pm · Like


 Write a comment... 

**Tayfun**

I didn't cope with her. She had a victory over me. Now I feel alone.  
Why ? Why ? I am in torment. Please come back. Okey I promise you  
! I will never snore 😊

Like · Comment · Follow Post · December 1, 2011 at 3:34pm via mobile

Seen by 1

 Write a comment... 



**Emre Hoca Dincer**

Via Erdeniz: I choose a girl. She cost a lot of money for me. I want to cope with my heart. but my heart prefer her eyes. I invited her for dinner. She didn't accept. I got up 8 o'clock. It was a night mare.

Like · Comment · Unfollow Post · December 1, 2011 at 3:33pm


**Oğuzhan**


via Ilgaz; i m in torment because of him.


Like · Comment · Unfollow Post · December 1, 2011 at 3:19pm via mobile

Seen by 1

 **Emre Hoca Dincer** what did he do ?  
December 1, 2011 at 3:20pm · Like

 **Oğuzhan** he dont talk with me still.  
December 1, 2011 at 3:22pm via mobile · Like

 **Emre Hoca Dincer** he doesnt still talk to you- never mind  
December 1, 2011 at 3:23pm · Like

 **Oğuzhan** i m interrogating myself.  
December 1, 2011 at 3:27pm via mobile · Like

 Write a comment... 

**Şenay**

I chose you pikachu

Like · Comment · Unfollow Post · December 1, 2011 at 3:26pm via mobile

Seen by 1

 **Emre Hoca Dincer** so I chose baldazar  
December 1, 2011 at 3:26pm · Like



**Tayfun**

I can prefer home remedy . Because this syrub( ) is smell just like f 😞

Like · Comment · Follow Post · December 1, 2011 at 3:42pm via mobile

Seen by 1



Write a comment...



**Büşra**

I said: "I chose to be lonely." 10 minutes ago but I guess, I'm falling in love these days. he is not mine. so I cope with my heart. he mustn't torment me. it will be a dream, not nightmare..

Like · Comment · Unfollow Post · December 1, 2011 at 3:38pm via mobile

Seen by 1



**Emre Hoca Dincer** you poor thing 😞 I am so sorry for you

December 1, 2011 at 3:39pm · Like · 1



Write a comment...



**Şenay**

Never mind I'll find someone like you

Like · Comment · Unfollow Post · December 1, 2011 at 3:27pm via mobile

Seen by 1



**Emre Hoca Dincer** sure you can- believe in yourself

December 1, 2011 at 3:37pm · Like



Write a comment...



**Oğuz**

It's not my crime.  
She choose to torment.

Like · Comment · Unfollow Post · December 1, 2011 at 3:29pm via mobile

Seen by 1



**Emre Hoca Dincer** of course it is not your fault

December 1, 2011 at 3:36pm · Like



Write a comment...



**Tayfun**

I didn't cope with her. She had a victory over me. Now I feel alone.  
Why ? Why ? I am in torment. Please come back. Okey I promise you  
! I will never snore 😞

Like · Comment · Follow Post · December 1, 2011 at 3:34pm via mobile

Seen by 1



**Emre Hoca Dincer**

what is your major in college?

Like · Comment · Unfollow Post · December 8, 2011 at 3:19pm



**Emre Hoca Dincer**

I want an increase in my salary

Like · Comment · Unfollow Post · December 8, 2011 at 3:18pm



**Emre Hoca Dincer** added Aysegül Kurt to the group.

Like · Comment · Unfollow Post · December 5, 2011 at 8:18pm



**Emre Hoca Dincer**

I would like to try Chinese cuisine

Like · Comment · Unfollow Post · December 1, 2011 at 3:38pm

View 3 more comments

**Emre Hoca Dincer** we are proud of him - I never do that  
December 1, 2011 at 3:44pm · Like

**Şenay** You must do it  
December 1, 2011 at 5:01pm via mobile · Like

Write a comment...



we prefer those girls because they are choose us

Like · Comment · Unfollow Post · December 1, 2011 at 3:41pm via mobile

Seen by 1

**Emre Hoca Dincer** they choose you  
December 1, 2011 at 3:43pm · Like

Write a comment...



I cant cope with her.

Like · Comment · Unfollow Post · December 1, 2011 at 3:29pm via mobile

Seen by 1

**Emre Hoca Dincer** no one can cope with Ilgaz  
December 1, 2011 at 3:37pm · Like · 1

its right.,  
December 1, 2011 at 3:42pm via mobile · Unlike · 1

Emre Hoca Dincer likes this.

**Emre Hoca Dincer** did you break up again? no way  
December 8, 2011 at 3:38pm · Like

Great sentences 😊  
December 8, 2011 at 4:08pm via mobile · Like · 1

Write a comment...

Via ayşegül & nurgül

Who want to escape out with us ? Because we dont like facebook lessons 😊

Like · Comment · Unfollow Post · December 8, 2011 at 3:35pm via mobile

Seen by 1

**Emre Hoca Dincer** me neither  
December 8, 2011 at 3:37pm · Like

**Emre Hoca Dincer** are they still in the class  
December 8, 2011 at 3:42pm · Like

Are you kidding ? Everybody shaking body in disco . Come teacher what are you doing in class ?  
December 8, 2011 at 3:57pm via mobile · Like

**Çakır** Are you kidding ? Everybody shaking body in disco . Come teacher what are you doing in class ?  
December 8, 2011 at 3:58pm via mobile · Like

Write a comment...

I have a interview with salih. I bought a pretty souvenir for him. he is very friendly boy. I love him so much. he is my best friend..

Like · Comment · Unfollow Post · December 8, 2011 at 3:43pm via mobile

Seen by 1

**Emre Hoca Dincer** did you give it to him  
December 8, 2011 at 3:44pm · Like

Write a comment...

I saw dead people in parade. I think they are zombie , but I didn't felt like a zombie. Then I kept distance , But I knew they wanna kiss me

Like · Comment · Unfollow Post · December 8, 2011 at 3:29pm via mobile

Seen by 1

**Emre Hoca Dincer** was it a nightmare?  
December 8, 2011 at 3:39pm · Like



 I think my boy friend is going to give me a ring in valentines day

Like · Comment · Unfollow Post · December 15, 2011 at 3:32pm via mobile

Seen by 1

View 2 more comments

 No. I dont like rings. Iam going to sell and i am going to eat  
December 15, 2011 at 3:38pm via mobile · Like

 **Emre Hoca Dinçer** I am so proud of you 😊  
December 15, 2011 at 3:39pm · Like

Write a comment...

 She's going to buy gifts to me for Valentine's day

Like · Comment · Unfollow Post · December 15, 2011 at 3:33pm via mobile

Seen by 1

View 1 more comment

 yes, I have. Why don't you believe me?  
December 15, 2011 at 3:36pm via mobile · Like

 **Emre Hoca Dinçer** i believe you 😊  
December 15, 2011 at 3:38pm · Like

Write a comment...

 via recep  
Do you believe first looking love ?

Like · Comment · Unfollow Post · December 15, 2011 at 3:35pm via mobile

Seen by 1

 **Emre Hoca Dinçer** yes I believe in love at first sight  
December 15, 2011 at 3:37pm · Like

Write a comment...

 If I have a boyfriend on valentine's day, I'll go somewhere only we know with him.. ~ ❤️

Like · Comment · Unfollow Post · December 15, 2011 at 3:35pm via mobile

Seen by 1

 **Emre Hoca Dinçer** save your money and stay at home  
December 15, 2011 at 3:37pm · Like

Write a comment...

My employees are very lazy so I'm going to bang rupt this month  
Like · Comment · Unfollow Post · December 22, 2011 at 3:30pm via mobile

Seen by 1

Emre Hoca Dinçer go bankrupt  
December 22, 2011 at 3:31pm · Like

Write a comment...

**Emre Hoca Dinçer**  
via Büğra: he is shy. when he looks at me, he is red. he looks embarrassed. when he is red he is so sweet.  
Like · Comment · Unfollow Post · December 22, 2011 at 3:29pm

via muammer  
I want to salary 10.000 €  
Like · Comment · Unfollow Post · December 22, 2011 at 3:23pm via mobile

Seen by 1

Emre Hoca Dinçer 2000 is enough for me  
December 22, 2011 at 3:25pm · Like

Write a comment...

**Emre Hoca Dinçer**  
encourage, salary, cope with, creative, weird, embarrassed, groom, home remedy, appearance, employee, recommend, whistle for, distance, martial art,  
Like · Comment · Unfollow Post · December 22, 2011 at 3:21pm

Dont blow out my love. Maybe it is not important for you , but you can cook on my love fire , you can fire your cigarette. But think again 😞 dont blow out 😞  
Like · Comment · Unfollow Post · December 15, 2011 at 3:42pm via mobile

Seen by 1

View 1 more comment

It was Kibar feyzo. You didnt know teacher 😞  
December 16, 2011 at 12:17am via mobile · Like

Emre Hoca Dinçer I am sorry  
December 21, 2011 at 4:54pm · Like

Write a comment...

Ay-

If I have a chance I can create everyone's heart...

Like · Comment · Unfollow Post · December 22, 2011 at 3:32pm via mobile

Tayfun Çakır and Oğuzhan Özdemir like this. Seen by 1

**Tayfun Çakır** If I had the chance , I would want to encourage the one who could create everyone's heart all over again . 😊  
December 22, 2011 at 3:37pm via mobile · Like

**Emre Hoca Dinçer** dont play the god  
December 22, 2011 at 3:37pm · Like

Write a comment...

I'm going to be groom but not yet

Like · Comment · Follow Post · December 22, 2011 at 3:36pm via mobile

likes this. Seen by 1

Write a comment...

I recommend everyone to be honest!..~

Like · Comment · Follow Post · December 22, 2011 at 3:35pm via mobile

Seen by 1

Write a comment...

via mert

I don't want to do martial art because I always have a rest in my free time

Like · Comment · Follow Post · December 22, 2011 at 3:32pm via mobile

Seen by 1

Write a comment...

Z

My employees are very lazy so I'm going to bang rupt this month

Like · Comment · Unfollow Post · December 22, 2011 at 3:30pm via mobile

Seen by 1

 **Emre Hoca Dincer** you mean "come back"  
December 29, 2011 at 3:20pm · Like

 **Emre Hoca Dincer** şenay: fun moon 😊  
December 29, 2011 at 3:20pm · Like

 Write a comment... 

via mert  
I don't want to do martial art because I always have a rest in my free time

Like · Comment · Unfollow Post · December 22, 2011 at 3:40pm via mobile

Seen by 1

 **Emre Hoca Dincer** would you like to play nfs run 😊  
December 22, 2011 at 3:41pm · Like

 Write a comment... 

B  
I recommend everyone to be honest, ~

Like · Comment · Unfollow Post · December 22, 2011 at 3:38pm via mobile

Seen by 1

 **Emre Hoca Dincer** it is a difficult recommendation  
December 22, 2011 at 3:40pm · Like

 Write a comment... 

I'm going to be groom but not yet

Like · Comment · Unfollow Post · December 22, 2011 at 3:38pm via mobile

Seen by 1

 **Emre Hoca Dincer** I wish you a lot of -tones of good luck 😊  
December 22, 2011 at 3:39pm · Like

 Write a comment... 

I cant cope with my emotions.  
I m spending all my time thinking of her.  
I cant cope with my heart  
I dont want to breath without her.

i threw a stone to window said " tk" her mom left said my daughter absent vay vay... If you don't believe come up look said

Like · Comment · Follow Post · December 29, 2011 at 3:38pm via mobile

Seen by 1



Write a comment...



When I came this city, I was afraid. then I came school and I met new people. sometimes I choose wrong one but I found very honest people there. so I am happy and I met a new teacher. he is very crazy and we love him. thanks for everything. happy new years with your family and friends..

Like · Comment · Unfollow Post · December 29, 2011 at 3:33pm via mobile

Seen by 1



**Emre Hoca Dinger** thank you so much, I am glad to know you all, I wish you the best of life

December 29, 2011 at 3:34pm · Like



**Emre Hoca Dinger** dont you ever give up on yourselves

December 29, 2011 at 3:35pm · Like



Write a comment...



She is smelling just like an angel 😊

Like · Comment · Unfollow Post · December 29, 2011 at 3:22pm via mobile

likes this.

Seen by 1



**Emre Hoca Dinger** who is that angel

December 29, 2011 at 3:23pm · Like

I dont know . I didnt choose , my heart coosed . I just smelling 😊

December 29, 2011 at 3:25pm via mobile · Like



Write a comment...



**Emre Hoca Dinger**

I am going to celebrate new years eve in manisa with my brother in law

Like · Comment · Unfollow Post · December 29, 2011 at 3:22pm



I'm single because God is busy writing the best love story for me :))

Like · Comment · Follow Post · January 25, 2012 at 12:09am

1 likes this. Seen by 1

Write a comment...

dönem harcını yatıran varmı? Nasıl yatrdınız?

Like · Comment · Follow Post · January 13, 2012 at 12:07pm via mobile

Seen by 1

View 40 more comments

evet kanka  
January 17, 2012 at 2:28pm via mobile · Like

ben gittim subeye daha gelmedi dedi kadın.  
bankamatige gittim 108 tl yazıyor. bana kredi çıktı ne oyle bilen varmı ?  
January 17, 2012 at 3:34pm · Like

Write a comment...

I want to something to someone but I dont say anything cause people dont understand me. they are so impolite but I know if they go on this way, they will be loster but anyway happy new year to everybody.

Like · Comment · Unfollow Post · December 29, 2011 at 3:42pm via mobile

Seen by 1

**Emre Hoca Dınçer** dont care about them  
December 29, 2011 at 3:42pm · Like

Write a comment...

I cant stand too anymore just like oguzhan , and i want to say everyone : i love you justin bieber 😊

Like · Comment · Unfollow Post · December 29, 2011 at 3:35pm via mobile

1 likes this. Seen by 1

View 1 more comment

**Emre Hoca Dınçer** he said he dumped selena  
December 29, 2011 at 3:36pm · Like

Tkey I am going to go near to selena gomez , justin bieber can take my punch 😊  
December 29, 2011 at 3:39pm via mobile · Unlike · 1

Write a comment

### Appendix 3: Pre And Post Achievement Test

#### EFFECT OF MEDIA AND TECHNOLOGY-ENHANCED VOCABULARY TEACHING IN A FOREIGN LANGUAGE CLASSROOM

Pre-test

**Name- Surname:**

**Class-Number:**

**A- Underline the correct words (10x2=20 pts)**

- 1- We spent three relaxing/boring days at the beach. It was so fun
- 2- He comes up with some creative/odd new ways to make money. He is smart.
- 3- I don't know what's wrong with me but I feel awful/great
- 4- Who's that ugly/cute, beautiful girl
- 5- My little brother acts weird/typical sometimes. He breaks stuff suddenly
- 6- Their little boy is very talkative/quiet. He never shuts up his mouth
- 7- The children were exhausted/energetic after their day at the beach. They all went to bed.
- 8- I'm embarrassed/proud that I've never actually read the book.
- 9- Your baby is absolutely gorgeous/ undesirable
- 10- Her parents aren't very strict/ tolerant. They let him do whatever he wants

**B- Complete the words in sentences (10x2=20 pts)**

- 1- After years of t....., she left her husband
- 2- He conducted a skillful i..... of the witness
- 3- This restaurant is famous for its spicy c.....
- 4- His parents have a beautiful v..... home.
- 5- Please join our bride and g..... on the dance floor.
- 6- Mommy, I had a really scary n..... in my dream
- 7- Do you know of a good home r..... for heartburn?
- 8- They are very similar in a..... They look almost the same
- 9- I have a doctor's a..... tomorrow morning at nine o'clock.
- 10- A good boss listens to his e.....

**C- Circle the correct answer (10x2=20 pts)**

- 1- They ..... her as the team captain  
a- chose b- bought c- collected
- 2- Each ticket ..... one dollar a- looks for b- costs c- takes
- 3- I can't decide between the lasagna and the salmon. Which do you .....?  
a- forget b- comment c- recommend
- 4- He says he can no longer ..... the demands of the job.  
a- cope with b- get worse c- get together

**EFFECT OF MEDIA AND TECHNOLOGY-ENHANCED VOCABULARY  
TEACHING IN A FOREIGN LANGUAGE CLASSROOM**

**Pre-test**

- 5- Some people like vanilla ice cream, but I ..... chocolate  
a- prefer b- reject c- celebrate
- 6- He ..... for a cab  
a- fell b- wanted c- whistled
- 7- He ..... a few friends to his house after work  
a- invited b- cancelled c- ordered
- 8- My husband ..... during sleep  
a- cries b- sings c- snores
- 9- Maybe we'll buy a house when our financial situation .....  
*a-weakens b- improves c- declines*
- 10- *the* other children .....her because she wears braces  
a- teases b- celebrates c- calls

**D- Fill in the spaces with the words from the box(two words are extra)**

*Salary , major, parade, distance, souvenir, dessert, interview, rent, encourage, recipe, customer, mistake*

**(10x2=20 pts)**

- 1- Employees receive an annual increase in .....
- 2- What was your ..... in college?
- 3- After the team won the championship, the city had a..... for them
- 4- What is the ..... between the Earth and the Sun?
- 5- This coffee mug is a ..... of our trip to Hawaii.
- 6- They asked to look at the ..... menu
- 7- I *have a job* ..... tomorrow morning.
- 8- Our landlord raised the .....
- 9- We want to ..... students to read more
- 10- They are so delicious. I've got to get this .....

**E- Match the words that go together (10x2=20 pts)**

phone		made
martial		art
valentine's		other
each		call
home		day

fit		out
sound		up
look		forward to
wake		like
blow		in



## Appendix 4: Foreign Language Attitude Scale

### BÖLÜM 2: YABANCI DİLE YÖNELİK TUTUM ÖLÇEĞİ

		Tamamen Katılıyorum	Katılıyorum	Biraz Katılıyorum	Katılmıyorum	Asla Katılmıyorum
1	Yabancı dil çalışırken zamanın nasıl geçtiğini anlamıyorum.					
2	Yabancı dil derslerini genellikle sıkıcı buluyorum.					
3	Mümkün olsa zamanımın çoğunu yabancı dile ayırırm.					
4	Yabancı dil dersini sevmiyorum.					
5	Yabancı dil bilenlere hayranım.					
6	Çok az insan gerçekten yabancı dil öğrenme yeteneğine sahiptir.					
7	Yabancı dil derslerini çok seviyorum.					
8	Yabancı dil bilmenin hayatı kolaylaştırdığını düşünüyorum.					
9	Yabancı dil derslerini eğlenceli buluyorum.					
10	Yabancı dilin söylendiği kadar önemli olmadığını düşünüyorum.					
11	Yabancı dil derslerine düzenli olarak devam ediyorum.					
12	Yabancı dil derslerinden nefret ediyorum.					
13	Hayatta başarılı olan insanların çoğu genelde dili iyi bilirler.					
14	Yabancı dil alanını meslek olarak tercih etmezdim.					
15	Yabancı dille ilgili daha çok şey öğrenmek isterim.					
16	Yabancı dil öğrenmeyi zor buluyorum.					
17	Yabancı dil derslerindeki laboratuvar çalışmalarından hoşlanıyorum.					
18	Yabancı dil derslerindeki gramer çalışmalarını sıkıcı buluyorum.					
19	Yabancı bir dili anadilim gibi konuşabilmek isterim.					
20	Günümüzde başarılı olmak için yabancı dil bilmeyi gerekli bulmuyorum.					
21	Yabancı dil derslerine büyük bir hevesle girerim.					
22	Yabancı dil dersleri diğer derslerden daha sıkıcı değildir.					
23	İnsanların yabancı dil derslerinden korkmalarına bir anlam veremiyorum.					
24	Yabancı dil kullanmamı gerektiren bir işte çalışmak istemem.					
25	Zaman zaman çeviri yapıyorum.					
26	Yabancı dilin yararını ve gerekliliğini biliyorum ama yabancı dil derslerini çekici bulmuyorum.					
27	Öğretmen olmam gerekseydi yabancı dil branşını tercih ederdim.					
28	Yabancı dil korktuğum bir derstir.					
29	Yabancı dilde çalışmayı zevkli buluyorum.					
30	Yabancı dil konuşulması gereken bir tartışmaya katılmak bana cazip gelmiyor.					
31	Eğer her öğrenci dikkatli ve ciddi bir şekilde çalışsa yabancı dil öğrenmek hiç de zor olmazdı.					
32	Yabancı dil dersleri benim için geçmek bilmiyor.					
33	Yabancı dil öğrenmeye çok zaman ayırıyorum.					
34	İnsanlar yabancı dili nasıl seviyorlar anlamıyorum.					
35	Yabancı dil öğrenmek için çok çalışıyorum.					
36	Yabancı dil dersleri günlük yaşam sorunlarına çözüm bulmada yararlı değildir.					
37	Yabancı dil derslerinde hissettiğim mutluluğu, başka bir derste hissetmiyorum.					

		Tamamen Katılıyorum	Katılıyorum	Biraz Katılıyorum	Katılmıyorum	Asla Katılmıyorum
38	Yabancı dil konularıyla ilgilenmenin zaman kaybı olduğuna inanıyorum.					
39	Yabancı dil dersinde öğretilen konuların günlük yaşamda kullanılabileceğine inanıyorum.					
40	Mümkün olsa ders programlarından çıkarılmasını önereceğim derslerden birisi yabancı dil olurdu.					
41	Yabancılarla iletişim kurmak, konuşmak bana zevk veriyor.					
42	Yabancı dil dersinde çoğu kez başka şeyler düşünüyorum.					
43	Zorunlu olmasa da yabancı dil dersi almak isterim.					
44	Yabancı dil derslerinde harcadığım zamana acıyorum.					
45	Fırsat buldukça yabancı dilde yazılmış kitap, dergi vb. şeyler okuyorum.					
46	Yabancı dil derslerinde yeterince başarılı olamamaktan korkuyorum.					
47	Gelecekte yabancı dil sayesinde daha çok para kazanmayı umuyorum.					
48	Hata yapmaktan korktuğum için yabancılarla konuşmaktan çekiniyorum.					
49	Fırsat buldukça yabancı dildeki metinleri anlamaya çalışıyorum.					
50	Yabancı dildeki (orijinal) filmleri izlemiyorum.					
51	Günümüzde en az bir yabancı dil bilmeyi son derece gerekli buluyorum.					
52	Yabancı dil dersleri beni genellikle huzursuz ediyor.					
53	Yabancı dil öğrenmek çeşitli toplum sorunlarını anlamaya katkıda bulunur.					
54	Yabancı dille düşünmek bana zor gelir.					
55	Ders dışında ve tatillerde yabancı dil pratiğimi geliştirmeye çalışıyorum.					
56	Yabancı dili bir türlü istediğim düzeyde öğrenemedim.					
57	Yabancı dil en başarılı olduğum alanlardan biridir.					
58	Yabancı dilde sözcükleri telaffuz etmekte zorluk çekiyorum.					
59	Günümüzde birçok iş yabancı dil bilmeyi gerektiriyor.					
60	Türkçe dil bilgisini yeterince bilmediğim için, yabancı dil çalışmalarında zorluk çekiyorum.					

## Appendix 5: Students' Views

Sınıfta kullandığımız bu çalışma bize hem çok eğlenceli hemde kelime hazinemizi geliştiren bir çalışma oldu. Tek kelimeyi dersin kaynağıdır. Bence ders esnasında bu uygulamayı yapmalıyız. Belki bazıları için dersin kaynağı iyi görünmeyebilir ama benim için zamanı boş geçirmesinden dolayı çok iyi olduğunu biliyorum ama bu uygulamayı sayesinde daha değişik örnekler ortaya çıkıyor. Bence buna biraz farklı örneklerle farklı uygulamalarla yapılabilir.

Facebook dersinin bizler açısından derse katılım oranını artırdığını düşünüyorum. Dersler çok güzel ve eğlenceli geçiyor. Yaptığımız kelimelerle gelip geçici değil kalıcı sözler yazdığımız için çok sevici duyuyorum.

Allah sizi başımızdan eksik etmesin Hocam. İki varsınız.

Facebookta ders işleme fikrini duyduğumda ilginç geldi. Daha sonraki günlerde bunun eğlenceli olduğunu farkına vardım. "İngilizce zevkli ve güzel" dedim tebrikler bu yöntemle ve çok iyi bir yöntem, öğrenciler ilgi alanında ders verme alanı niçin güzel bir fikir. Şu an hiç bir olumsuz yönü yok. Belki bu benim düşüncem. Tebrikler! Öğrencilerin ilgi alanlarını bir sosyal medya olarak kullanmayı düşünmek - niçin ve görmek çok güzel.



Bu uygulama benim yeni kelimeler öğrenmeye, gramarimin gelişmesine yardımcı oldu. Kendimde cümle kurabildiğimi gördüm. Köklü bir durum olmadı. Daha çok kendimi geliştiriyorum. İlk duyduğumda acıkaası kamik gelmişti. Böyle bir uygulamamın gerçekleştirceğini daha önce düşünmüyordum. Her hafta ders isteyeceğimize ait bir yer vardı. Her hafta ders katılımları bir katılımları.

Çok Eğlenceli Geceyor!!!  
😊

Facebook fikri çok dahice ve iyi bir fikir çünkü İngilizcemizi geliştiriyor, cümle kurmamıza ve karşılıklı konuşmalarımızı geliştiriyor. Ders: daha eğlenceli ve eğlenceli bir hale geliyor. Ders gelmediğimiz zamanlarda Facebooktan ders katılıyoruz. Facebooktan ders saatleri koğulmalı.

Bu onki dönemde derslerin  
anlatım lı gelmesi bizi  
siluyor ve dersleri öğretiyor,  
Sıralı aynı şeyleri yapmayı  
dersler de bizi ders  
olan ilgimizi azaltıyor.  
Ama facebooktan ders  
talanak çok güzel bir  
şey ve öğrencilerin  
okulları ve dersle ilgili  
olmasını sağlıyor. Buda  
derslerin iyi olması  
ve öğretimin iyi olmasını  
doğurur. Bu uygulamanın  
çok doğru olduğunu düşünüyorum.

Facebook iyi yönlendirilirse  
ise yarar fabot katıyede  
kullanabilir. Yani kullanma bağı  
bir site. Birde bunu söylemeliyim  
Derse katılmayan arkadaşlar  
bu facebook sayesinde  
derse katılıyorlar daha aktif  
oluyorlar.

Yaptığımız bu etkinliği yararlı buluyorum. Çünkü öğrendiğimiz kelimeleri kendi cümlelerimizle hermanlamak kelimeleri daha iyi bekliminde kalmasını sağlıyor. Aynı zamanda ing. dersini zevkli kılıyor. Eşsiz yeteneğinizle bize yine en iyisini sunuyorsunuz.

Ben seviyorum valla. Çareler öğrenmekten çok daha zevkli. Ayrıca facebook öğrenciler arasında çok yaygın bir site olduğu için hem sıklıkla kullanıyorum hem de dersleri gayet zevk alıyorum.

Bence gayet eğlenceli, katılmayan çıkabilir.



Uygulama güzel yararı var  
ama İngilizcesi iyi düzeyde  
olanlar kolaylıkla cümle  
kurarken düşük seviyede  
olanlar cümle kurmakta  
zorlanıyorlar. Kelime bilgisinin  
sayısı olmasından kaynaklanan  
bir durum bu yüzden bilmediğimiz  
kelimeler üzerine daha çok yoğun-  
laşarsak iyi olur diye  
düşünüyorum.

Bu facebooktan yaptığımız yorumlar sayesinde  
kelime bilgimiz arttı. Hiç bilmeyen biri bile  
orada verilen kelimeleri cümleleri görselde  
kendi içinde cümle kurmaya çalıştı.  
Şahsen ben bu yöntemi çok etkileyici ve çok yararlı  
buluyorum. Hastama gitti İngilizce öğrenmek için  
ideal bir yöntem.  
Bana e kadar zorlu geliyordu ki derste  
olmadığım zamanlar bile katılmak için  
uğras verdim. Bence bu uygulama devam etsin  
çünkü en güzel dersi öğlediğimiz hoca siz  
oldüğünüzden böyle güzel yöntemleri sizin  
derslerde yapmaya devam edelim.  
Ayrıca kurduğum grup cümle yapısı yok  
eksiktir ama önemli olan tabii ki.  
Cümle kurmaya çalışırken bile sıralıktan birkaç tane  
keşfetmek beni mutlu etti.  
Herşey için Sağolun Hocam =)

## ÖZGEÇMİŞ

Adı Soyadı : Emre DİNÇER

Doğum Yeri : Aydın

Doğum Yılı : 1980

Medeni Hâli : Evli

### EĞİTİM VE AKADEMİK BİLGİLER

Lisans 1999-2003 : Gazi Üniversitesi İngiliz Dili Eğitimi

Yabancı Dil : İngilizce, Almanca

### MESLEKİ BİLGİLER

2003-2006 : MEB İngilizce Öğretmeni

2006 -..... : Adnan Menderes Üniversitesi Yabancı Diller YO İngilizce Okutmanı