

T.C.
DOKUZ EYLÜL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
MA THESIS

**THE IMPACT OF PERSONALIZATION ON THE
LEXICAL COMPETENCE ACQUISITION**

Begüm GÖKNİL

**İzmir
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**Supervisor
Assoc. Prof. Dr. Feryal ÇUBUKÇU**

**İzmir
2015**

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Yüksek Lisans Tezi olarak sunduğum “*The Impact of Personalization on the Lexical Competence Acquisition*” adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	vi
LIST OF FIGURES	viii
ABSTRACT	ix
ÖZET	xi
CHAPTER 1	
1. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Purpose of the Study	5
1.3 Significance of the Study	6
1.4 Statement of the Problem.....	7
1.5 Research Questions	7
1.6 Assumptions of the Study	7
1.7 Limitations of the Study.....	8
CHAPTER 2	
2. THEORETICAL BACKGROUND	9
2.1 Second Language Learning.....	9

2.2 Theories in Language Learning	11
2.2.1 Behaviorist Theory in Language Learning	12
2.2.2 Nativist Linguist Theory in Language Learning	14
2.2.3 Cognitive Theory in Language Learning	16
2.2.4 Connectionist Theory in Language Learning	17
2.2.5 Social Interaction Theory in Language Learning	18
2.3 Communication in Second Language Learning Theories	21
2.4 Communicative Competence	22
2.5 Lexical Competence	30
2.6 Lexical Competence Through Personalization	38
2.7 Studies on Personalization	41
CHAPTER 3	
3. METHODOLOGY	45
3.1 Introduction	45
3.2 Model of the Study	45
3.3 Participants	46
3.4 Data Collection Instrument	48
3.5 Procedure	49
3.6 Data Analysis	51

CHAPTER 4

4. RESULTS AND FINDINGS	52
4.1 Introduction	52
4.1.1 The Pre-test Post-test and Delayed Post-test Results of the Intervention and Control Groups	52
4.1.2 The Comparison of the Lexical Achievement Scores in Terms of Gender Scores	56
4.1.3 The Comparison of the Lexical Achievement Scores in Terms of Success and the Cumulative GPA Scores	58
4.1.4 The Comparison of the Lexical Achievement Scores in Terms of the High School Type Scores	62

CHAPTER 5

5. DISCUSSION AND CONCLUSION	65
5.1 Introduction	65
5.2 Discussion	66
5.2.1 The Effect of Personalization on the Lexical Competence Acquisition	66
5.2.2 The Effect of Gender Difference on the Lexical Competence Acquisition through Personalization	67
5.2.3 The Effect of the Cumulative GPA on the Lexical Competence Acquisition through Personalization	68
5.2.4 The Effect of High School Type on the Lexical Competence Acquisition through Personalization	68
5.3 Conclusion	69
5.3.1 Pedagogical Implications	70

5.3.2 Limitations of the Study and Recommendations for Further Research	72
REFERENCES	74
APPENDICES	95
Appendix-1 The Lexical Achievement Test	95
Appendix-2 Lesson Plan 1 (Intervention Group)	100
Appendix-3 Lesson Plan 1 (Control Group)	108
Appendix-4 Reading Passage 1 (Teacher Education in Germany)	115
Appendix-5 Lesson Plan 2 (Intervention Group)	118
Appendix-6 Lesson Plan 2 (Control Group)	125
Appendix-7 Reading Passage 2 (The State of Teacher Education in France: A Critique)	132
Appendix-8 Lesson Plan 3 (Intervention Group)	136
Appendix-9 Lesson Plan 3 (Control Group)	145
Appendix-10 Reading Passage 3 (Teacher Education Policy in Ireland and the Challenges of the Twenty-first Century)	153
Appendix-11 Lesson Plan 4 (Intervention Group)	156
Appendix-12 Lesson Plan 4 (Control Group)	163
Appendix-13 Reading Passage 4 (Teacher Education Changes in China:1974-2014)	170
Appendix-14 The Official Permission of Dokuz Eylül University	174

LIST OF TABLES

Table 1 Behaviorism and the Construction of Knowledge	14
Table 2 Number of the Participants in Terms of Their Gender, the Cumulative GPA and the High School Type.....	47
Table 3 The Procedure of the Study	50
Table 4 The Pre-test Results of the Intervention and Control Groups	52
Table 5 The Pre-test and Post-test Results of the Intervention Group	53
Table 6 The Pre-test and Post-test Results of the Control Group	53
Table 7 The Post-test Results of the Intervention and Control Groups	54
Table 8 The Post-test and Delayed Post-test Results of the Intervention Group.....	54
Table 9 The Post-test and Delayed Post-test Results of the Control Group	55
Table 10 The Delayed Post-test Results of the Intervention and Control Groups	55
Table 11 The Pre-test Post-test and Delayed Post-test Results of the Intervention Group in Terms of Gender	56
Table 12 The Pre-test Post-test and Delayed Post-test Results of the Control Group in Terms of Gender	57
Table 13 The Pre-test Post-test and Delayed Post-test Results of Both Groups in Terms of Gender	57

Table 14 The Pre-test Post-test and Delayed Post-test Results of the Intervention Group in Terms of the Cumulative GPA	59
Table 15 The Pre-test Post-test and Delayed Post-test Results of the Control Group in Terms of the Cumulative GPA	60
Table 16 The Pre-test Post-test and Delayed Post-test Results of Both Groups in Terms of the Cumulative GPA	61
Table 17 The Pre-test Post-test and Delayed Post-test Results of the Intervention Group in Terms of the High School Type.....	62
Table 18 The Pre-test Post-test and Delayed Post-test Results of the Control Group in Terms of the High School Type.....	63
Table 19 The Pre-test Post-test and Delayed Post-test Results of Both Groups in Terms of the High School Type	64

LIST OF FIGURES

Figure 1 Theories in Language Learning	12
Figure 2 Language Acquisition Device	15
Figure 3 Hymes' Communicative Competence Model	24
Figure 4 Canale and Swain's Communicative Competence Model	25
Figure 5 Van Ek's Communicative Competence Model	26
Figure 6 Bachman and Palmer's Communicative Competence Model	27
Figure 7 Bachman's Communicative (Language) Competence	27
Figure 8 Schematic Representation of Communicative Competence	28
Figure 9 Dimensions of Lexical Competence	32
Figure 10 Categorization of Presenting Vocabulary Techniques	36
Figure 11 Experimental Research Design	46

ABSTRACT

THE IMPACT OF PERSONALIZATION ON THE LEXICAL COMPETENCE ACQUISITION

People learn a language to understand the others and to be understood by other people. As a result of this, communicative competence of the learners must be developed. In communicative competence, there are other kinds of competences such as grammatical, lexical, strategic and sociocultural competences, etc. The most important of them is lexical competence, which is the ability to use words and phrases correctly in a suitable context.

Without words, meaning cannot be conveyed. As both teachers and learners are aware of this fact, they put an emphasis on the lexical items. Teachers use various techniques for the presentation of them. However, this is not adequate for the learners. Practice is highly necessary because it shows whether they have comprehended the target lexical items or not. Moreover, learners can learn to use the lexical items in the correct context while practicing.

Personalization is a kind of lexical practice technique which requires to make a connection with your life and the meaning of the lexical item. In the present study, the aim is to find out the impact of personalization on the lexical competence acquisition. The study was designed as quasi-experimental. The participants were 60 senior students from the English Language Teaching Department at Dokuz Eylül University. Before the treatment, they did the lexical achievement test to see whether they had known 30 target lexical items or not. The intervention and control groups were chosen randomly. For 4 weeks, the same techniques were used for the presentation, but the practice part was different. While the intervention group practiced the target items through personalization, the control group practiced by answering the general questions. Two weeks later, the post-test was conducted on them to find out their achievement levels.

According to the comparison of the pre- and post-test results, it is seen that each group developed their lexical competences. However, the comparison of the post-test results showed that there was not a significant difference between the groups. The

effect of personalization was also investigated in terms of gender, the cumulative GPA and the high school type. Nevertheless, no significant effect was found. Three weeks after the post-test, the delayed post-test was conducted on the participants to investigate the long term effects of personalization. There was a decrease in the retention of the lexical items in the control group. However, the groups did not outperform one other according to the delayed post-test results.

Keywords: personalization, lexical acquisition competence, communicative language teaching

ÖZET

KİŞİSELLEŞTİRMENİN SÖZCÜKSEL YETERLİLİK EDİNİMİ ÜZERİNE ETKİSİ

İnsanlar diğer insanları anlamak ve onlar tarafından anlaşılmaq için dil öğrenir. Bunun sonucu olarak da dil öğrenenlerin iletişimsel yeterliliği geliştirilmelidir. İletişimsel yeterliliğin içinde başka tür yeterlilikler de vardır. Bunların en önemlisi kelimeleri ve sözcük öbeklerini doğru bir şekilde ve uygun bağlamda kullanmak anlamına gelen sözcüksel yeterliliğdir.

Kelimeler olmadan anlam iletilemez. Hem öğretmenler hem de dil öğrenenler bunun farkında olduğu için sözcüksel öğelere önem verirler. Öğretmenler de sözcüklerin anlamını verirken çeşitli teknikler kullanırlar. Yine de öğrenciler için bu yeterli değildir. Onların anlayıp anlamadığını gösterdiği için uygulama yapmak bir hayli önemlidir. Dahası, öğrenenler uygulama yaparken sözcüksel öğeleri doğru bağlamda kullanmayı öğrenebilirler.

Kişiselleştirme kişinin hayatı ile sözcüksel ögenin anlamıyla bağlantı kurmayı gerektiren sözcüksel uygulama yapma tekniğidir. Bu çalışmada amaç, kişiselleştirmenin sözcüksel yeterlilik edinimi üzerine etkisini bulmaktır. Çalışma yarı-deneysel olarak tasarlanmıştır. Çalışmaya katılanlar Dokuz Eylül Üniversitesi İngiliz Dili Eğitimi 60 son sınıf öğrencisidir. Uygulamadan önce, 30 hedef sözcüksel ögenin kaç tanesini bildiklerini test etmek amacıyla sözcüksel başarı testini yapmışlardır. 4 hafta boyunca sunumda aynı teknikler kullanılırken uygulama bölümü farklıdır. Deney grubu kişiselleştirme yoluyla hedef öğelerle uygulama yaparken, kontrol grubu ise genel soruları cevaplayarak uygulama yapmışlardır. 2 hafta sonrasında başarılarını tespit etmek amacıyla son test uygulanmıştır.

Ön test ve son test sonuçlarının karşılaştırıldığında, her iki grubun da sözcüksel yeterlilik edinimlerini geliştirdikleri görülmüştür. Fakat, son test sonuçlarının karşılaştırılması sonucunda iki grup arasında önemli bir farklılık olmadığını görülmüştür. Kişiselleştirmenin etkisi, cinsiyet, kümülatif not ortalaması ve mezun

olunan lise tiplerine göre bir farklılık olup olmadığı da araştırılmıştır. Fakat, önemli bir etkisi bulunamamıştır. Son testten 3 hafta sonra, kişiselleştirmenin uzun vadedeki etkilerini araştırmak için gecikmiş son test uygulanmıştır. Kontrol grubunda sözcüksel öğelerin hatırdaki kalmasında düşüş görülmüştür. Buna rağmen, iki grubun gecikmiş son testleri karşılaştırıldığında, herhangi bir grubun diğerinden daha üstün olmadığı görülmüştür.

Anahtar Kelimeler: kişiselleştirme, sözcüksel yeterlilik edinimi, iletişimsel dil öğretimi

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

There is no end in learning a second language. No matter how much the learners develop themselves, there are still necessary things to learn. However, possessing knowledge about basic language skills such as listening, reading, speaking and writing is inadequate. Applying to them while using the target language is of crucial importance.

The way of understanding the necessary things to learn a language has changed throughout history. For example, Noam Chomsky (1965) puts an emphasis on linguistic competence, grammar accuracy and memorization of the lexical items. He (1965:3) clarifies these as follows:

Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance.

This shows that the knowledge of second language rules and use of them are closely related to each other.

Knowing a language does not consist of only knowing grammar rules. Most of the second language learners' aim is to communicate with the people who know the target language (Yashima, 2002:54). In order to get rid of the breakdowns that occur during communication, it is understood that learning a language is to have knowledge beyond grammar. As a result, communicative language teaching has emerged and had its popularity since the 1960s (Richards & Rodgers, 2001:153). The ways of developing communicative language teaching have been discussed since then. In 1996, the

National Standards for Foreign Language Learning which include communication, cultures, connections, comparisons and communities were created. Among them, communication is the most important one.

As Richards and Rogers (2001:159) state that the aim of communicative language teaching is to make communicative competence the goal of language teaching. In order to achieve this, firstly, what communicative competence refers to is needed to be understood. Dell Hymes (1986) introduces communicative competence. He defines it as ‘the knowledge that an individual needs to produce and understand utterances that are structurally sound, referentially accurate, and contextually appropriate within the different groups and communities of which the individual is a member’ (Hall, 2001:12). He expands the definition by creating the SPEAKING model. It includes the elements in the following:

- the situation,
- the participants,
- the ends,
- the act sequence,
- the key,
- the instrumentalities,
- the norms and
- the genre (Hall, 2001:12).

According to Hymes, the situation refers to setting which is the time and place of a speech act and, in general, to the physical circumstances and scene which is the cultural definition of a setting, including characteristics such as range of formality and sense of play or seriousness. The participants are the speakers and audience. The ends are the purposes, goals and outcomes. The act sequence is the form and order of the event. The key is the clues that establish the tone, manner or spirit of the speech act. The instrumentalities are the forms and styles of speech. The norms are the social rules governing the events and the participants’ actions and reactions. The genre is the kind of speech act or event (Hymes, 1986:58-65).

There are various components of communicative competence according to some linguists (Canale & Swain, 1980; Van Ek, 1986; Bachman, 1990; Celce-Murcia,

1995). For instance, Canale and Swain (1980:30-31) state that there are three components including grammatical, sociolinguistic and strategic competences and later they add one more (1983) which is discourse competence. In Van Ek's model (1986), communicative competence consists of linguistic, sociolinguistic, discourse, strategic, sociocultural and social competences. Bachman's model (1990) has language and strategic competences. Celce-Murcia et. al (1995) put the discourse competence at the center and establish connections with sociocultural, linguistic, actional and strategic competences.

Although communicative competence has various components, it is believed that linguistic competence is the significant one. It includes the knowledge of lexical items and rules of morphology, syntax, semantics and phonology according to Canale and Swain (1980). Celce-Murcia (1995) adds the knowledge of syntax, morphology, phonology, vocabulary and orthography to the content of grammar. As lexical competence is a part of linguistic competence, it is a part of communicative competence as well. There is a gospel truth that the development on lexical competence is directly proportional to communicative competence. Maera (1996:35) supports this by saying 'Lexical competence is at the heart of communicative competence.' Here, the important thing is the focus on expressions instead of individual words. As Lewis (1997:204) states 'Instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic ways'. This implies the significance and necessity of the lexical items rather than isolated words as it is easier for the learner to access while the learner forms sentences.

When the second language learners make themselves clear by using the correct lexical items, they can get through to the listeners. Therefore, the importance of learning lexical items cannot be underestimated. 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way' (McCarthy, 1990:viii).

On the other hand, knowing a word is not an easy job for the learners. Nation (1990:31) suggests knowing a word implies different kinds of knowledge such as ‘the meaning(s), the written form, the spoken form, the grammatical behaviour, the collocations, the register, the associations, the register of the word’. So, teachers use various presentation techniques in order to aid the learners in acquiring the lexical items. Some of the presentation techniques for the lexical items are in the following:

1. Picture
2. Translation
3. Definition
4. Word in context (visual)
5. Word in context (auditory) (Levine & Reves, 1990:40).

There are other classifications of the lexical presentation techniques. For example, Campillo (1995:45-48) categorizes presenting the lexical items under two headings as teacher centered and student centered techniques. Teacher centered techniques are visual techniques (realia, pictures, photos, drawings, flashcards, slides, wallcharts, transparencies, mimes, gestures, actions, facial expressions, etc.), verbal techniques (giving examples, using illustrative situations, definitions, synonyms, opposites, using scales for gradable items, etc.) and translation. Student centered techniques include the strategies that students can use when the teacher is absent such as using dictionary, guessing the meaning of the word from the text, etc.

Except for lexical presentation techniques, there are lexical practice techniques such as ‘matching synonyms/antonyms, filling the blanks, drawing a picture, crossing out the word that does not belong with the others in the group, categorizing and completing the sentences’ (Pettigrew, 1995). Due to practice, the learners have a chance of checking their own understanding. The one that is examined in this study is the personalization technique. In this technique, the learners associate the words with their lives. This also supports the idea that learning is individual as each learner has their own background knowledge, ideas, interests, necessities, etc. Kincheloe (2005:4) supports this by stating as follows:

The knowledge of the classroom is constructed where students' personal experience intersects with academic knowledge. A key skill of a constructivist teacher involves nurturing this synthesis of personal experience and academic knowledge. Such a pedagogical act is extremely complex, and teachers must work hard to bring the different perspectives together. They reveal how their own perspectives came to be constructed and how the social values, ideologies and information they encounter shape their pedagogies and worldviews.

1.2 Purpose of the Study

There is a myriad of studies that show learners have difficulty in learning new words and phrases in a foreign language as a result of trying to transfer their first language knowledge to the second language. (Jiang, 2004; Sieh, 2008; Wang, 2009; Saigh & Schmitt, 2012; Bo, 2014). So, the teachers of foreign language benefit from the techniques to teach the lexical items in order to facilitate the learners' work. The choice of the suitable technique depends on the teacher himself, available materials and more importantly the learners. However, only presenting the lexical items is not adequate. The learners need to practice. Among the practice techniques, personalization is the significant one as it supports individual learning. Language learners have their own opinions, beliefs, etc. Due to these features, they make the relation between the meaning of the lexical item and their own lives in different ways from the other learners. Whether personalization makes the learning process easier and whether it has a long lasting effect on remembering the lexical items should be searched. As a result of these reasons, the purpose of the study is to investigate whether personalization has an impact on the lexical competence acquisition or not. The study also aims at searching the long-term effects of personalization on learning the lexical items.

1.3 Significance of the Study

The acquisition of lexical items is a crucial factor for the language development. As Wilkins (1972:111) states 'Without grammar very little can be conveyed; without vocabulary nothing can be conveyed'. This shows that the more lexical items the

learners know, the easier for them to communicate because all the other skills including listening, reading, speaking and writing depend on the lexical knowledge.

Background knowledge, opinions, beliefs and likes/dislikes of the learners make them unique. These are significant factors for the selection of the technique the teacher should use. Thus, the teacher can present the lexical items or help learners practice newly learned words or phrases. As a result, there are individual differences in language learning (Gardner, 2008:29). So, it is better for the learners to make connections with their own lives and the meaning of the lexical items in order to make their learning easier and more permanent. With the help of this study, the personalization technique will be experimented on the senior students at the university level to expectantly show the significance of the personalization technique on lexical competence.

When the studies that are related to lexical competence acquisition/vocabulary teaching are searched, it is seen that another techniques are used instead of personalization. These studies investigate the effects of various vocabulary teaching techniques (Ergül, 2014; Tunçaslan, 2013; Bozdoğan, 2013; Temizgöl, 2013; Gürocak, 2012; Inal, 2010; Shaw, 2009; Uddin, 2009; Jocelyn, 2008; Oğuzaslan, 2007; Hazar, 2007; Okutucu, 2005). On the other hand, the studies which are related to personalization are neither related to the English Language Teaching Department nor personalization in teaching the lexical items. These are related to computer engineering (Tandoğan, 2010; Satıroğlu, 2001; Bilaloğlu, 2000), electrical and electronics engineering (Öztürk, 2004; Altuntaş, 2003), industrial design (Bırol, 2012; Kaya, 2007), education and training (Süral, 2012; Arslaner, 2009), public relations (Mermer, 2012), business administration (Albayrak, 2009), architecture (Şahin, 2015; Ellialtıoğlu, 2007; Kalyoncu, 2006) and English linguistics and literature (Silkü, 1987).

As a result, there is a need for a research that focuses on the lexical competence acquisition through personalization. This study aims to achieve this by filling this gap. In order to see the effect of personalization on lexical competence, the lesson

plans and materials can be used as a sample for the teachers or researchers who would like to take this technique much further. Furthermore, the learners are expected to benefit from the use of personalization technique.

1.4 Statement of the Problem

The aim of this study is to find out whether personalization has an impact on the lexical competence acquisition.

1.5 Research Questions

Except for the main question, ‘Is personalization effective on the lexical competence acquisition?’, there are other questions that are tried to be answered. These are in the following.

- Does gender have an impact on the lexical competence acquisition through personalization?
- Does the cumulative GPA (grade point average) have an impact on the lexical competence acquisition through personalization?
- Does the high school type have an impact on the lexical competence acquisition through personalization?

1.6 Assumptions of the Study

It is assumed that most of the participants will get benefit from personalization in order to develop their lexical competence acquisition. Another assumption is that the performance of the participants will not be affected by their background knowledge. So, there will be a test including the words and phrases that are going to be taught in order to see the participants know the meaning of the target lexical items.

1.7 Limitations of the Study

The subjects of the study will be limited to 60 senior students from the English Language Teaching Department at Dokuz Eylül University. The level of the participants is advanced. The study is limited to their level as well as to their university. The study lasts for six weeks. The validity of the research will be provided by the application of the pre-test and post-test. These must be taken into consideration in order to make generalizations of the study results.

CHAPTER 2

THEORETICAL BACKGROUND

2.1 Second Language Learning

Language learning is a continuous and endless process. Even learning our mother tongue requires us a great deal of time and effort. It gets increasingly difficult to learn a second language or a foreign language. Although every person does not need to learn a second or foreign language, the necessities, occupations or interests make learning indispensable.

Second language learning may occur in a society full of native speakers of that language or more generally in a classroom setting. All the things that are learned and can be learned in the language classroom are the results of the teachers' understandings of the concept of language (Scarino & Liddicoat, 2009:15). There are different understandings of language because of the various definitions of language.

As Crystal (1992:378) states that the term language has innumerable definitions resulting from the various focuses on language. The emphasis may be on general or more specific concept of language, the formal features of phonology (or graphology), grammar and semantics or the language functions. Sapir (1921:7) defines language as a completely human made system consisting of purposely created symbols which aid communication of thoughts, feelings and hopes. Encyclopedia Britannica expresses language as a system of usual oral and written symbols that are used by the people who participate in the social group and its culture to give voice to their ideas and emotions. Chomsky (2002:2) states that language is 'a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements'. Jay (2003:525) claims that language has significant features such as 'communicativity, arbitrariness, multiple structures, productivity, and evolutionary' and helps to communicate with the others by combining words.

Brown (2000:5) tries to reach a composite definition of language by listing the following eight statements:

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

On the other hand, just like language, learning has also been described in different ways. Longman Dictionary (2009:992) emphasizes on knowledge which is gained through reading and study in its definition. Schunk (2012:3) states that learning is 'an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience'.

Brown (2000:7) lists the characteristics of learning in the following:

1. Learning is acquisition of getting.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Alexander, Schallert and Reynolds (2009:178) create nine principles to constitute a definition of learning:

- Principle 1 Learning is change.
- Principle 2 Learning is inevitable, essential, and ubiquitous.
- Principle 3 Learning can be resisted.
- Principle 4 Learning may be disadvantageous.
- Principle 5 Learning can be tacit and incidental as well as conscious and intentional.
- Principle 6 Learning is framed by our humanness.
- Principle 7 Learning refers to both a process and a product.
- Principle 8 Learning is different at different points in time.
- Principle 9 Learning is interactional.

Krashen highlights both learning and language learning. According to Krashen (1982:10), learning refers to deliberate knowledge of a second language. This means realizing, understanding and talking about the rules in the language. Stern (1991:18)

claims that language learning is a broad term that involves acquiring knowledge, learning skills, learning to learn and think, altering attitudes, acquiring interests, values or roles of the society, and changing personality. Lindsay and Knight look at language learning from a different aspect as they see it as a process. They also divide it into five stages. These are being exposed to the target language, noticing the target language, being aware of the structures and rules, using and modifying the rules, and making the language learner automate the target language (Lindsay & Knight, 2006:11-12).

As a result, both language and learning have different definitions according to various linguists and researchers. However, this variety aids learning and teaching processes. We, not only as teachers, but also as learners, can have the opportunity to look at these processes from different perspectives.

2.2 Theories in Language Learning

Except for researchers, linguists and educational practitioners, psychologists have made a contribution by defining learning. This creates the term *theory* in language learning. A learning theory consists of a group of forms which connect alterations in performance to the reasons that cause these changes (Driscoll, 2005:9).

The theories in language learning can be categorized into five, namely behaviorist theory, nativist linguist theory, cognitive theory, connectionist theory and social interaction theory (Jay, 2003:352-358). The theories of language learning are figured in the following:

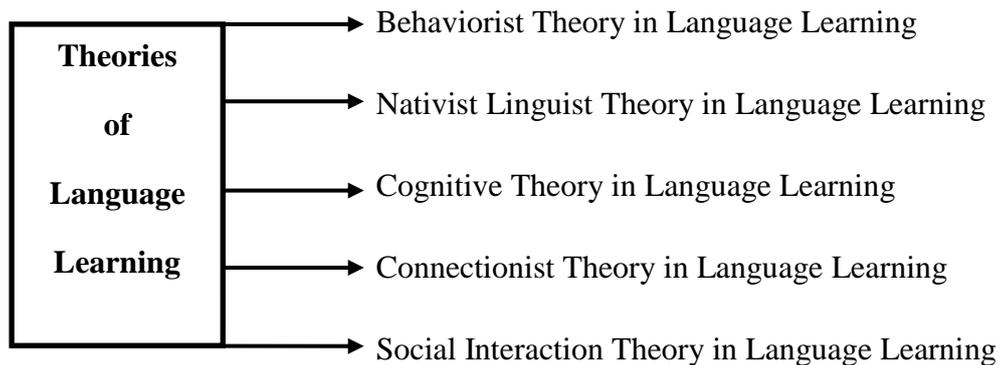


Figure 1: Theories of Language Learning (Adapted from Jay, 2003:352-358)

2.2.1 Behaviorist Theory in Language Learning

The term behaviorism was first introduced by John Watson. He stresses on the necessity of behaviors that we can observe and the phenomena that cannot be observed such as thinking (Ormrod, 2008:1). Foreseeing and checking human behaviors are significant for behaviorism. In order to accomplish this, 'experimental methods' are used to collect 'scientific data' (Watson, 1925:11).

The most common models of behaviorism are classical conditioning (Pavlov's dog) and operant conditioning (Skinner's boxes). These models show that with the aid of reinforcement, living beings can behave in a required way (Brown, 2000:9). Jay (2003:354-355) explains both classical conditioning and operant conditioning in the following:

Classical conditioning: While in Pavlov's dogs experiment there is a stimulus (ringing the bell) and a response (saliva of the dog), in language adaptation there is a linking between the word and its internal response.

Operant conditioning: The important thing is to direct the behavior in a desired way and to prevent the undesired one.

In other words, 'classical conditioning demonstrates the process whereby a human learns to respond to a neutral stimulus in such a manner that would normally be associated with an unconditioned stimulus' (Forrester & Jantzie, 1998:4). In

operant conditioning, the reactions of the organisms occur in a haphazard way. The change in the behavior must be rewarded to reinforce it (Tomic, 1993:42).

Behaviorism affects the way we teach. Some behaviorist teaching approaches include:

1. Breaking material into small units
2. Providing opportunities for frequent feedback
3. Using reinforcement to strengthen the behavior that you want to encourage
4. Using special forms of reinforcement to motivate students to persevere when they lose motivation (Surgenor, 2010:5).

In the 1940s and 1950s, behaviorism became more of an issue the language learning. The similarities between learning L1 and L2 were valued. In order to learn L1, children imitated it and as a result of this they were given positive reinforcement. Just in L1, in L2 the atmosphere in the classroom must be created to 'acquire good L2 habits' (VanPatten & Benati, 2010:68). This point of view affected Nelson Brooks and Robert Lado, who helped the improvement of the audio-lingual method. In this method, students memorize sentences and dialogues (Lightbown & Spada, 2006:34).

Patel and Jain (2008:38) give a few essential points of behaviorism in language learning.

1. Language is learned only through practice. The more the learner is exposed to the use of language, the better chance of learning it.
2. Producing the correct linguistic response to a stimulus requires efforts. If the learner is not called upon to make this effort there is no learning.
3. Producing correct response also requires attention.
4. The spoken language comes earlier than the written and the passive experience of language is necessary before any productive (active) use can begin.
5. Learning takes place fast if a correct response is given to the students. The learner must know at once if his effort is right or wrong.

6. Every new item must be learned by reinforcement by further practice before further learning begins.

As a summary of behaviorism, the objectives, teaching, theory and student roles are collected in Table 1 as follows:

Table 1
Behaviorism and the Construction of Knowledge (Adapted from Faryadi, 2007:7)

Behaviorism and the construction of knowledge			
Objectives	Teaching	Theory	Student
There is a control of the student's behavior. New knowledge is created by enforcement. Reward, punishment and experimentation are important.	The teacher controls, provides materials and creates the environments for the study.	Learning has nothing to do with the state of the mind. Learning occurs with the acquisition of new behavior. Learning happens with the observable set of behavior. Learning happens if there is an incentive.	The student is passive. The student waits for an order, follows the instruction. There is no critical thinking.

2.2.2 Nativist Linguist Theory in Language Learning

When behaviorist learning theory is not adequate for explaining language learning, nativist linguist language learning theory comes to the stage (Lightbown & Spada, 2006:35). Nativist linguist theory, or innatist theory focuses on innate elements as the name suggests. Nativist as a term is the result of the innate language acquisition. Brown (2000:24) states this 'We are born with a genetic capacity that predisposes us to a systematic perception of language around us, resulting in the construction of an internalized system of language'. This is Universal Grammar

(UG). White (2003:4) gives the evidence of Universal Grammar by claiming that ‘children come to know that certain sentence types are disallowed; furthermore, they acquire knowledge that certain interpretations are permitted only in certain contexts. This kind of knowledge is acquired even though children are not taught about ungrammaticality, explicitly or implicitly’.

In nativist linguist theory, it is believed that hearing language is adequate for the language rules as all children have ‘a universal property of language’ (Jay, 2003:354). Chomsky (1997:11) defines Universal Grammar as ‘the system of principles that specify what is to be a human language’ and the Language Acquisition Device (LAD) as ‘a system that maps data into language’. The illustration of LAD is:



Figure 2: Language Acquisition Device (Hurford, 1990:97)

Cook (2008:215) defines the difference in other words in the following:

What we have in our minds is a mental grammar of a language consisting of universal principles of language. Children do not need to learn the locality principle because their minds automatically impose it on any language they meet. It is the parameter settings that have to be learnt. Principles account for all the things that languages have in common; parameters account for their differences.

‘Noam Chomsky said that children in every language and cultural community learn to understand and speak at a remarkably early age. They are able to use proper and unique/novel language even in infancy but they are not merely mimicking language patterns they hear. They are creating language themselves’ (Malone, 2012:2).

2.2.3 Cognitive Theory in Language Learning

‘Cognitivism is the doctrine that the mind can be invoked in scientific investigation and even be made the object of the study itself’ (Patel & Jain, 2008:38). In cognitive theory, the considerable thing is not mechanical behaviors but meaning, understanding and knowing (Brown, 2000:10). So, the focus is on 'the acquisition of knowledge and skills, the formation of mental structures, and the processing of info and beliefs' (Schunk, 2012:22). The reason why learners use their memory is to create strategies not only for keeping but also for the mental representations of images and opinions (Molenda, Reigeluth & Nelson, 2003:574). It opposes the idea of nativists who claim there is a special area in our minds for language (VanPatten & Benati, 2010:71).

Piaget is the psychologist who observes the infants' and children's development of cognitive understanding. It is based on the communication between the child and the things that can be watched or controlled. According to Piaget, language is a symbol system which is for explaining information 'acquired through interaction with the physical world' (Lightbown & Spada, 2006:20).

Piaget claims that readiness for learning is very important for the child. The learner must be ready developmentally (Patel & Jain, 2008:40). There are four stages in cognitive development as follows:

- sensorimotor (ages birth through two)
- pre-operational (ages two through seven)
- concrete operational (ages seven through eleven)
- formal operational stage (ages eleven through sixteen) (Patel & Jain, 2008:40).

In sensorimotor stage, children develop their concrete word knowledge as there is a physical interaction with the environment. In pre-operational stage, memory and imagination are improved. In concrete operational stage, mathematical operations can be done. In formal operational stage, the child can think abstract things (Singer & Revenson; 1996:20-27; Huitt & Hummel, 2003).

In order to find the similarities and differences of new information, background knowledge is required. The learner must accept that the information is helpful in a given circumstance before the activation of it (Ertmer & Newby, 2013:52). While the learner is activating it, errors may occur. Errors are significant in cognitivism. Because of showing restrictions of cognitive potential, they are a 'source of useful data' (Jay, 2003:357).

2.2.4 Connectionist Theory in Language Learning

'Connectionism holds that language exists in a neuronlike network of nodes or processing units on phonological, morphological, and syntactic levels' (Jay, 2003:356). What the child does is to associate the words that they hear from the others with their meanings. The more they hear and use the word, the more activation of the word occurs.

The difference between connectionism and behaviorism is very clear. While behaviorism sees mental processes horizontal, connectionism assumes that these processes can be parallel and concurrent. The diverse connections aid the circulation of information between these networks. So, learning happens in parallel and in various parts of the brain at the same time, not happen in sequenced stages (Menezes, 2013:406). There are three features which are about the operation of these networks. The first one is the nonlinearity of units as stated before. However, the networks can occasionally have separated operation ways or can have ranked, regular responses. The second one stresses weights. All the information in the system is in the pattern of connections and the weights are related to every connection. The last one is related to the lexical items. In connectionism, there are devices for the activation of the lexical items across various units, instead of using figurative images (Elman, 2001:4). In other words, when two nodes are connected, the certain activation weight occurs. As soon as new knowledge exists, the weight of activation increases or decreases. While we are performing (showing knowledge), 'output nodes' are created with the help of current patterns (Hulstijn, 2003:415).

The main difference between connectionist and nativist linguist theory is that nativist linguists claim that there is a special area of the mind for language acquisition while connectionists object to this and they claim language acquisition is not different from any other learning. Children hear a word and make an association between the word and the thing that it refers to. ‘Thus hearing a word brings to mind the object and seeing the object brings to mind the word’ (Lightbown & Spada, 2006:23).

The connectionist models are abstract as they are related to neurons. Hence, they do not claim biological reasonability. Karaminis and Thomas (2012:3) support this as follows:

Connectionist models are usually seen as cognitive models, cognition based on general information-processing principles. One of the main strengths of connectionism is that the neural network models are not verbally specified but implemented. In this way, they are able to suggest elaborate mechanistic explanations for the structure of cognition and cognitive development. They also allow the detailed study of developmental disorders by considering training under atypical initial computational constraints, and acquired deficits by introducing ‘damage’ to trained models.

Connectionism is opposed to figurative or rule-based models of cognition. Connectionists do not support the idea of figurative model which supposes that the process of acquisition is adequate as long as a particular point is characterized. Although connectionist models are not stated verbally, they can be applied. Thus, they can mechanically explain the form of cognition and cognitive improvement. In addition to this, they provide an elaborative study of developmental disorders (Gasser, 1990:2; Karaminis & Thomas, 2012:3).

2.2.5 Social Interaction Theory in Language Learning

The emphasis of sociocultural theory is the combination of social, cultural and biological elements. Internalization and regulation of the things that we learn from the interaction with the other people aid the improvement of 'higher mental functioning' (Aimin, 2013:163). The development has two steps. The first one is the social interaction, which is interpersonal. The second one, which is intrapersonal,

occurs in the mind of the person (Scarino & Liddicoat, 2009:27). However, the interpersonal interaction must be face to face. As Jay (2003:355) claims that television or radio cannot make children learn a language as they need a contact with the person with whom they can have interaction.

The psychologists who contribute to the sociocultural theory are Dewey, Piaget and Vygotsky. Dewey (1916:184) states 'every individual has grown up, and always must grow up, in a social medium. His responses grow intelligent, or gain meaning, simply because he lives and acts in a medium of accepted meanings and values'. In other words, without interaction, learning a language is out of the question.

Individual attempt to be capable of speaking of any language is not adequate. The person must join to discuss with the other speakers who are more competent. The zone of proximal development makes this easier (Fahim & Haghani 2012:694). Vygotsky (1978:86) defines the zone of proximal development (ZPD) as 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'.

'The metaphor of scaffolding has been developed in neo-Vygotskian discussions to capture the qualities of the type of other regulation within the ZPD which is supposedly most helpful for the learning or appropriation of new concepts' (Mitchell & Myles, 2004:197). Cook (2008:228) defines scaffolding as 'the process that assists the learner in getting to the next point in development'. Different points of view contribute to the things that are seen as scaffolding. In one of the perspectives, all the things that the learners make use of such as books or dictionaries are regarded as scaffolding. Another perspective depends on the original Vygotskian idea of the ZPD which claims that scaffolding is social mediation involving two people and is performed by a person who is an expert. The other perspective suggests that the person does not need to be an expert, the help of a classmate is also possible (Cook, 2008:229).

McKenzie (2000) clarifies the features of scaffolding:

1. It gives explicit instructions

2. It makes the aim(s) of the lesson clear
3. It occupies students with doing the task
4. It gives importance to the assessment as students have expectations
5. It directs students to the best sources
6. It diminishes anxiety and failure
7. It makes lessons efficient
8. It does not waste time and energy of students

Social interaction is significant not only for Vygotsky, but also for Piaget. The difference between their view is that while Piaget emphasizes connectional features of development, Vygotsky stresses mediational one. However, 'both features are recognized, acknowledged, and appreciated from a sociocultural perspective' (Matusov & Hayes, 2000:216). In other words, 'Piaget saw language as a symbol system that could be used to express knowledge acquired through interaction with the physical world. For Vygotsky, thought was essentially internalized speech and speech emerged in social interaction' (Lightbown & Spada, 2006:20).

Turuk (2008:247) emphasizes on a different element. He claims that 'sociocultural theory has a holistic view about the act of learning' (Turuk, 2008:247). In other words, sociocultural theory considers learning as a whole rather than as an isolation.

Mediation is another term that is important in sociocultural theory. It has a relation with the idea that people deliberately use their language, literacy and numeracy to control and communicate with their surrounding. That is to say, these instruments find a middle position between human beings and the events. As there are limitations of these instruments, people make use of them in only certain ways (VanPatten & Benati, 2010:152).

All these theories aid in understanding second language learning. So it cannot be stated that there is only one which is superior to the other (Scarino & Liddicoat, 2009:32). As Cook states (2008:233) ‘each of them is at best a piece of the jigsaw’.

2.3 Communication in Second Language Learning Theories

The development of technology, the increase in population and globalization make communication indispensable not only among the natives but also among the foreigners. As Savignon (2006:208) states ‘throughout the history of the world, the goal of most naturally occurring or out-of-school language learning has always been the development of useful communication skills to meet needs of immediate or long-term social interaction’. Realizing the importance communication makes us see that only learning the rules of language is not adequate. ‘We need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating’ (Nunan, 2005:12). The underlying reasons of this are in the following:

1. Interaction between the learner and users of the language
2. Collaborative creation of meaning
3. Creating meaningful and purposeful interaction through language
4. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
5. Learning through attending to the feedback learners get when they use the language
6. Paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competence
7. Trying out and experimenting with different ways of saying things (Richards, 2006:4).

Whatever the reason, the important thing in language learning is to communicate effectively. Hence, language learning theories put emphasis on communication, although the way they do differs from each other.

In behaviorism, language learning starts with imitation. If the children take positive reinforcement after they reproduce the language, this helps the children understand whether successful communication occurs or not. As long as positive reinforcement is given to the children, they go on their imitations (Lightbown & Spada, 2006:10).

In nativist language learning theory, according to Chomsky's claim everybody has the Language Acquisition Device. However, activation of this is provided with the communication of the people in your own culture (Meltzoff, 1999:1).

In communication, comprehending and producing messages are significant factors. Both of them happen in the mind. So cognitive language learning theory 'provides an important window' for communication (Littlejohn & Foss, 2009:111).

In connectionist language learning theory, the necessary thing is to create associations between words and their meanings. However, in order to make this association, hearing of the words is required. So, this shows the necessity of communication.

In order to talk about communication, two or more people are necessary. Besides, interaction is the key for communication. To create this interaction, putting your own ideas into words, understanding people's opinions, listening and responding are the essential things (Rivers, 1987:4). As the name suggests, social interaction language learning theory stresses the importance of communication.

To conclude, understanding that communication is one of the most important elements in language learning, communication is valued and tried to be explained. So the components of communicative competence are tried to be categorized differently by various linguists.

2.4 Communicative Competence

In order to understand the historical development of communicative competence, at first, we need to understand what linguistic theory is. Linguistic theory is associated with Chomsky. Chomsky (1965:3) defines linguistic theory as in the following:

Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Chomsky also makes a distinction between competence and performance. While competence is the information that the people have about their own languages, performance is the use of that knowledge (Chomsky, 1965:4).

Hymes finds this definition of competence inadequate. Hence, he claims that without communication, competence is incomplete (Hedge, 2008:45). According to Hymes, ‘the social knowledge shared by members of a speech community needed to produce appropriate utterances’ is at issue (Hall, 2001:12). Hymes (1986:58-65) points out a model which is required in order to collect the components of a community’s speech under the same heading. These components are shown in the SPEAKING model whose letters symbolize each component. These are in the following:

Situation: It includes setting which is related to time and place of a speech act and scene which is related to culture.

Participants: Participants can be categorized as ‘speaker or sender, addressor, hearer or receiver and addressee’.

Ends: Ends symbolize goals or outcomes.

Act sequences: Message form and message content are the subcategories.

Key: ‘Tone, manner and spirit’ are the main units of key to show ‘emphasis, seriousness, clarity or politeness’.

Instrumentalities: These consist of different varieties of speech such as dialects.

Norms: Norms are related to the differences of communities during communication. Interpretation of norms is really important.

Genres: These can be exemplified as ‘poem, myth, tale, proverb, riddle, curse, prayer, oration, lecture, commercial, form letter, editorial, etc.’ (Hymes, 1986:58-65).

To sum up, Hymes states that communicative competence includes not only knowledge but also the ability to use it. The kind of knowledge that is indicated here has both grammar and sociolinguistics. The components of Hymes’ communicative competence model can be illustrated as:

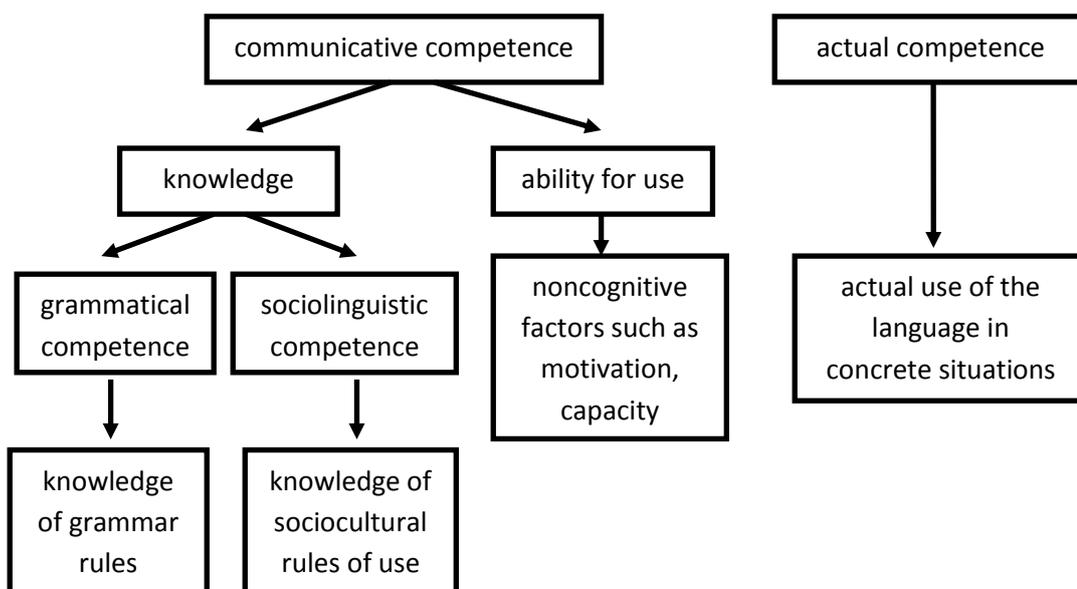


Figure 3: Hymes’ Communicative Competence Model (Sun, 2014:1063)

After Hymes, communicative competence is analyzed from different perspectives. Canale and Swain (1980) develop a model which includes grammatical, sociolinguistic and strategic competences. Grammatical competence involves the knowledge of lexical items and morphology, syntax, semantics, and phonology rules. It informs learners about comprehension of the basic meaning of utterances. Sociolinguistic competence includes not only knowledge of rules, but also learning

how to use them. The subcategories are sociocultural rules of use and rules of discourse. The combination of utterances and communicative functions are the focuses of discourse rules. Strategic competence involves ‘verbal and non-verbal communication strategies to compensate for breakdowns in communication due to performance variables or to insufficient competence’ (Canale and Swain, 1980:30-31). Later, Canale (1983) adds another component to the model. That is discourse competence which is included in sociolinguistic competence in Canale and Swain’s 1980 model. It is related to ‘the mastery of rules concerning cohesion and coherence of various kinds of discourse in L2’ (Kamiya, 2006:71). The illustrated version of this is in the following:

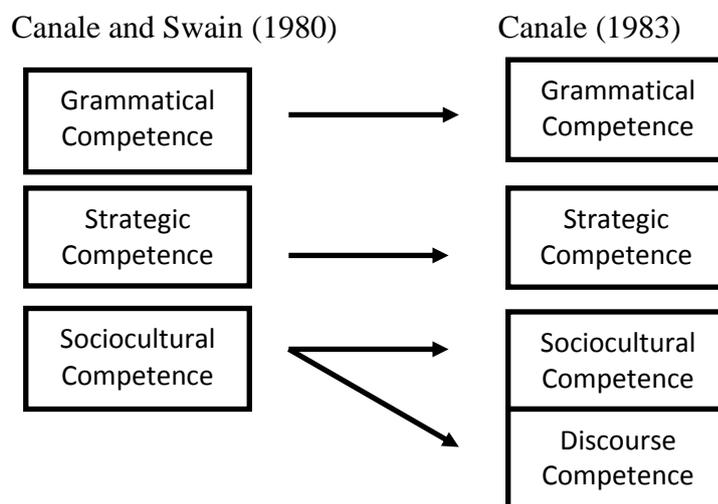


Figure 4: Canale and Swain’s Communicative Competence Model (Adapted from Celce-Murcia et al. 1995:11)

In Van Ek’s (1986) model of communicative ability, there are six components which are linguistic, sociolinguistic, discourse, strategic, sociocultural and social competences. Linguistic competence is to have an ability to understand and make utterances in accordance with the rules and usually accepted meaning. Sociolinguistic competence includes the correct use of structures in language as well as setting, the relationship between the people who communicate and the people who have the intention of communication. Discourse competence is a kind of competence which covers the strategies that are used for forming and comprehending texts.

Strategic competence contains the strategies that we use in order not to fail during communication. The reasons of using strategies may be because of choosing the wrong word, not being able to find the correct word or possessing cultural or other differences with the people we communicate. Sociocultural competence contains the aims in general education. However, these aims are achieved due to personal aims. Social competence has both the skills that are necessary in communication and qualities such as motivation, attitude and self-confidence. These are illustrated in Figure 5.

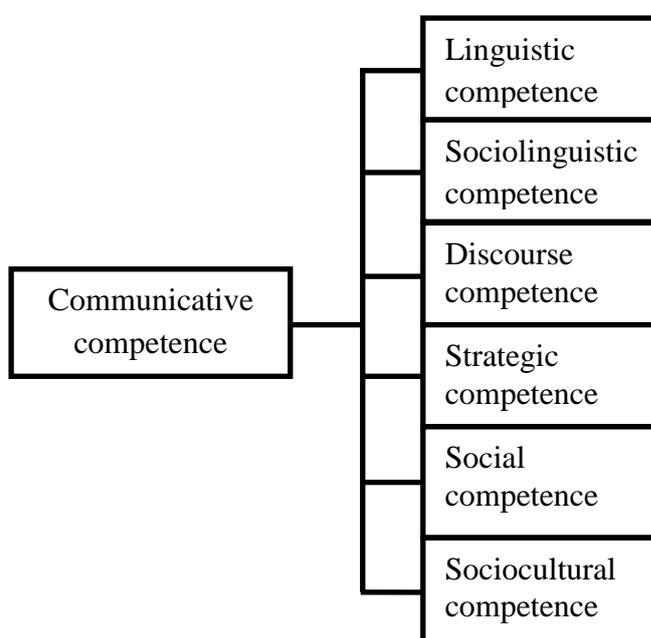


Figure 5: Van Ek's Communicative Competence Model (adapted from Van Ek, 1986)

Bachman & Palmer (1982:450) divide communicative competence into three parts which are grammatical, pragmatic and sociolinguistic competences. Grammatical competence contains morphology and syntax. Pragmatic competence is related to understanding messages. There are three subcategories of it. These are vocabulary, cohesion and organization. The last competence is sociolinguistic competence including register, nativeness and non-literal language. These illustrate the components of communicative competence in the following:

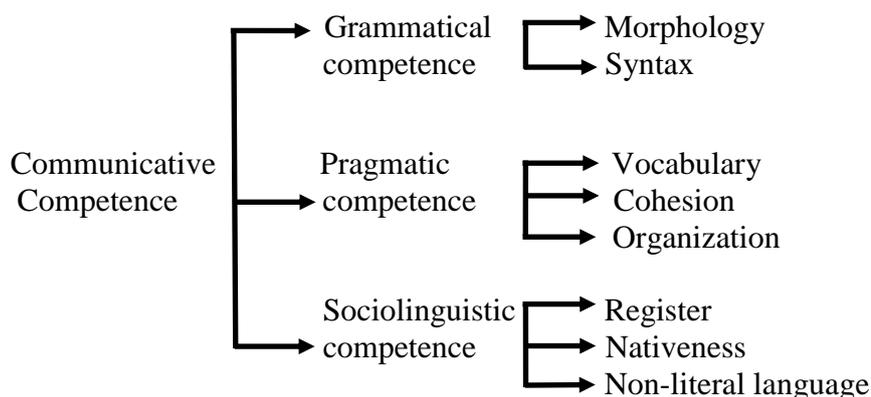


Figure 6: Bachman and Palmer's Communicative Competence Model (Adapted from Bachman & Palmer, 1982:451)

Then, Bachman and Palmer (1996:87) revise the components of communicative competence. These are organizational competence, pragmatic competence and strategic competences. They define organizational competence as the competence which involves checking grammatically correct sentences, understanding the content and putting sentences into the order to create texts. Bachman (1990: 69-70) defines pragmatic competence as making a relation between the meaning of the sentences or texts and the speaker's intentional meaning. Strategic competence is a kind of competence which is related to metacognition and using background knowledge is very important. The visual representation of Bachman's communicative competence is in the following:

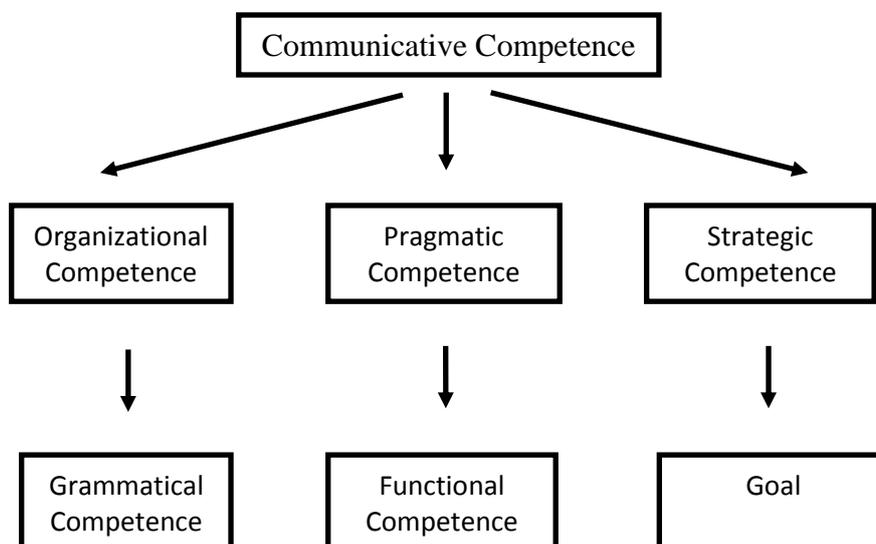




Figure 7: Bachman's Communicative (Language) Competence (Adapted from Bachman, 1990:68-71; Bachman & Palmer, 1996:87)

Celce-Murcia, Dörnyei and Thurrell (1995) suggest a communicative competence model including five different components. Discourse competence is in the middle and has connection with linguistic, actional and socio-cultural competences. In the outer circle there is strategic competence. It can be illustrated as follows:

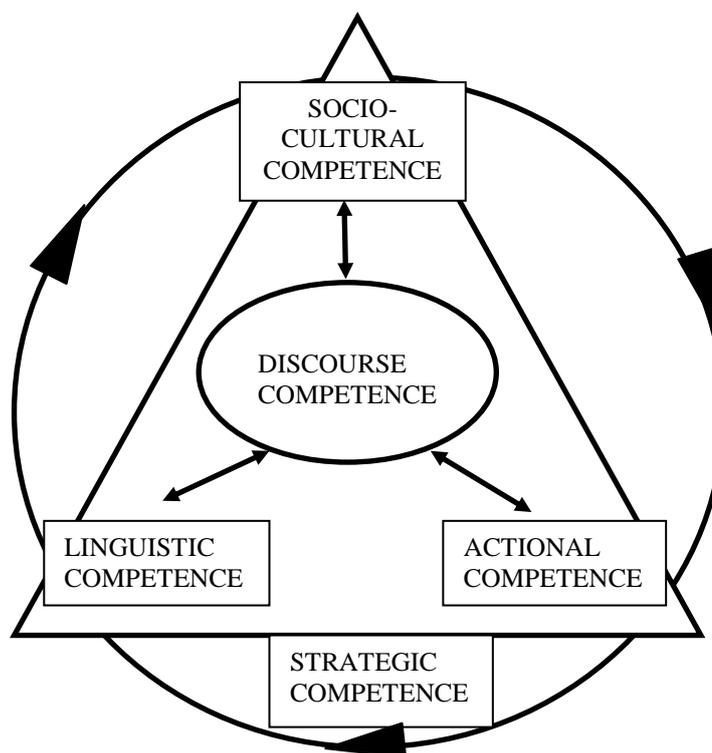


Figure 8: Schematic Representation of Communicative Competence (Celce-Murcia, Dörnyei & Thurrell, 1995:10)

According to Celce-Murcia et al. (1995), discourse competence is related to choosing and ordering parts of a sentence in order to create meaning in oral or

written way. The subcategories in discourse competence are cohesion, deixis, coherence, generic structure and conversational structure. Linguistic competence is intentionally used rather than grammatical competence as linguistic competence is comprised of lexis and phonology additionally morphology and syntax. The components of linguistic competence are syntax, morphology, lexicon, phonology and orthography. Actional competence is related to speech acts. Comprehension of communicative purpose and choosing the correct speech act can be defined as actional competence. The main subcategories are knowledge of language functions (interpersonal exchange, information, opinions, feelings, suasion, problems and future scenarios) and knowledge of speech act sets. Socio-cultural competence is the knowledge of the speaker to understand the messages depending on the society and culture. The components can be categorized into four, including social contextual factors, stylistic appropriateness factors, cultural factors and non-verbal communicative factors. Strategic competence has a connection with the use of communication strategies. The components are avoidance, achievement, time-gaining, self-monitoring and interactional strategies.

The newest version of communicative competence is ‘intercultural communicative competence’ which is suggested by Byram (1997). Byram et al (2002:9) defines intercultural competence as ‘the ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their own individuality’. The elements of intercultural communication are as in the following:

- **Intercultural attitudes (savoir être):** curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own
- **Knowledge (savoirs):** of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction
- **Skills of interpreting and relating (savoir comprendre):** ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own
- **Skills of discovery and interaction (savoir apprendre/faire):** ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

- **Critical cultural awareness (savoir s'engager):** an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries (Byram, 2002:12-13).

In other words, intercultural communicative competence is 'the ability to exercise intercultural sensitivity, as well as efficiently interpret and form discourse in a foreign language in academic/professional contexts of intercultural communication, which is related to an individual's knowledge, skills, beliefs, values and attitudes' (Cesevičiūtė & Minkutė-Henrickson, 2002:51).

In conclusion, communicative competence which has emerged as a reaction to Chomsky's linguistic competence has showed a development due to different perspectives. The various components of communicative competence indicate that communication is a complex issue. Hence, only one element is inadequate to define what communicative competence is. The other essential component in language learning is lexical competence as words and phrases are the indispensable elements in a language.

2.5 Lexical Competence

The fundamental part of communicative competence is lexical competence. Meara (1996:1) supports this idea by stating 'lexical competence is at the heart of communicative competence'.

The vital importance of lexical competence requires understanding the definition of it. Basically, it is 'one's ability to use words differentially and fully' (Tanaka, 2012:1). Tanaka (2012) categorizes lexical competence as basic lexical competence and extended lexical competence. With the help of basic competence, the learner can survive to continue the communication in the target language in daily conversations. Extended lexical competence includes not only 'receptive' but also 'productive' vocabulary (Tanaka, 2012:2). In short, knowing the meaning of the words is not adequate to have lexical competence, one must need to enrich this by using them correctly. Except for this dimension, namely receptive and productive vocabulary,

Zareva, Schwanenflugel and Nikolova (2005:572) clarify the other two dimensions of lexical competence to make one fully understand it. These are the micro and macro levels. While the micro level word knowledge contains the knowledge of individual words, including phonetic, orthographic, phonological, morphological, syntactic or semantic entries, the macro level consists of the overall state of an individual's lexicon within the framework of three proposed dimensions: quantity, quality and metacognitive awareness. Quantity is the depth of vocabulary and quality is the patterns of lexical organization. Metacognitive awareness is the ability to evaluate the learner's own knowledge related to words. The important thing that is needed to take into consideration is that all of these dimensions depend on each other. So it can be illustrated as in the following:

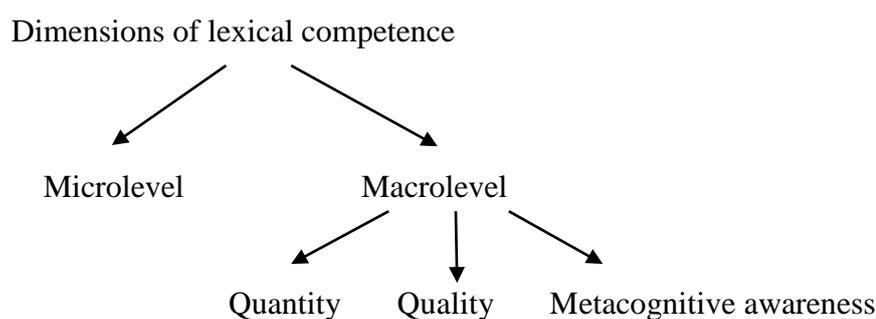


Figure 9: Dimensions of Lexical Competence (Adapted from Zareva, Schwanenflugel & Nikolova, 2005:572)

A lexical item can be used as a synonym of a vocabulary item occasionally. The items that are intended here can be ‘a single word’ (book, pen etc.), two or more words, creating one meaning (swimming pool, get up, etc.), or ‘a multiword phrase or chunk’ (as soon as possible, see you etc.) (Hadfield & Hadfield, 2008:45). The categorization of the lexical units depends on ‘its status as a simple or complex lexical unit, a proverb, a structure-building device or a pragmatic formula’ (Mackenzie & Hannay, 2001:549).

According to Lewis (1997), learning the lexical/vocabulary items in chunks is beneficial. He puts forward that ‘the essential idea is that fluency is based on the acquisition of a large store of fixed and semi-fixed prefabricated items, which are

available as the foundation of any linguistic novelty or creativity' (Lewis,1997:15). Apart from providing fluency, there are other benefits of learning 'lexical phrases' (Lewis, 1997:15), in other terms 'pre-fabricated', 'ready-made units' (Dabrowska, 2004). As the learners store and retrieve lexical phrases as whole chunks, it motivates even lower level learners. 'These phrases also ought to prove highly memorable, since they are embedded in socially appropriate situations' (Decarrio, 2001:296-297). The other advantage is that the learners can divide the phrases into individual words to analyze and learn more words. Last but not least, as ready made chunks create safety zones 'appropriate use of them may thus confine the risk of 'erring' to the spaces in between the formulaic sequences in one's discourse' (Boers & Eyckmans et all, 2006:246-247).

'Lexical competence is a central part of communicative competence, and teaching vocabulary a central part of teaching language' (Decarrico, 2001:297). So without teaching the lexical items, there is no language teaching. As Wilkins (1972:111) states 'Without grammar little can be conveyed; without vocabulary nothing can be conveyed'. However, the complexity of learning the lexical items was realized by many people in the 1950s. It is important to notice that only learning the meaning of a target language word in one's mother tongue is not adequate. There are more things to learn (Allen, Campell & Rutherford, 1983:2).

There are many components of knowing a word. 'Vocabulary knowledge involves considerably more than just knowing the meaning of a given word in isolation; it also involves knowing the words that tend to co-occur with it' (Decarrico, 2001:292). These are collocations; the words that are frequently used together just the knowledge of one meaning is inadequate as there are some words which have more than one meaning. The context defines which meaning of the word is activated.

There are two aspects of meaning. One of them is denotative meaning, which concerns the link between meaning and the world to which words refer. The other one is connotative meaning which involves the sense relations that exist among words. Connotative meaning derives from a mix of cultural, political, social and historical sources and learners will be aware of this phenomenon in their own language (Hedge, 2000:112-113).

‘For speakers to communicate effectively through different modes of communication (e.g. orally or in writing), they need to know how to spell and pronounce a word as well as understand its grammatical behavior’ (Brandhl:2008:75).

There are other people who ask the questions ‘What does it mean to acquire a word? What do we know when we know a word?’ (Fillmore & Snow, 2000:19). Their answer emphasizes on knowing the core meaning of a word. However, Fillmore and Snow believe it goes beyond this. They defend their view by stating:

Knowing a word requires also an understanding of how it relates to similar forms (e.g., digestion, digest, ingest, digestive, indigestion), how it can be used dramatically (i.e, its word class and the grammatical constructions it can be used in), and how it relates to other words and concepts (e.g., food, nutrient, stomach, digestive juices, esophagus, intestines, digesting facts, Reader's Digest) (Fillmore & Snow, 2000:19).

Richards (1976:83) makes some assumptions about the components of knowing a word:

1. In adulthood, while the native speaker goes on developing his knowledge of vocabulary, he does not have a big progress in syntax knowledge.
2. Knowing a word is related to have knowledge about whether the word is common in oral or written language. We also know which words are used together.
3. Knowing a word is to use the word correctly depending on the different function and situation.
4. Knowing a word is to have knowledge of syntax related to the word.
5. Knowing a word includes not only knowing the root of the word but also being able to change the word type.
6. Knowing a word includes the knowledge of the connection between the word and other words in the language.
7. Knowing a word is to know the meaning of the word.
8. Knowing a word is to know other various meanings of the word.

As knowing a word is comprised of many subcategories, ‘mastering vocabulary is one of the most challenging tasks that any learner faces when learning a foreign

language' (Ketabi, Shahraki, 2011: 726). The learners try to use different strategies to learn the lexical items. But the acquisition of the lexical items is not such a thing that is going to be achieved in a very short time. 'Vocabulary acquisition is a slow, gradual business, which continues throughout one's lifetime' (Mackenzie & Hannay, 2001:559). So it is the dynamic piece of a language. Lexical learning is so important that it can result in insufficiency of language skills including listening, reading, speaking and writing in case of not developing the lexical knowledge sufficiently. So, the more words we learn, the more proficient we are in second language (Zhi-liang, 2010:154).

As the lexical items are crucial for language learning, the teachers teaching a second language have an active role in teaching them. The presentation stage of new words may include a variety of techniques. In order to show the meaning of words, the things that are used can be exemplified as showing a picture, showing/pointing at the real object and drawing the picture (Brandhl, 2008:13). 'Visuals include flashcards, photographs, blackboard drawings, wallcharts and realia (i.e. objects themselves)' (Gairns & Redman, 1999:73). Miming and using gestures can be other techniques for illustrating the meaning of words. 'For example, some meanings of words can be identified by their sound, such as whistling, coughing, knocking, clapping and so on. Other word meanings, such as those of action words, can be demonstrated by acting them out. For example, concepts like running, walking, open your books, and so for there easy to introduce in this way' (Brandhl, 2008:90).

'Translation is the easiest and understandable technique to show the meaning of a word. If it is looked at from this perspective, it looks effective. However, it is not effective if the teacher only gives the translation as the learners do not have a chance to use the word in the context of the target language' (Doff, 1991:12). Hence, by using the target language, the meaning can be given. 'A synonym has the advantage of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made. Other possible techniques are using antonyms, or asking learners to check in a dictionary' (Hedge, 2000:126). Example sentences can be useful for the learners to see the word in the context (Allen, Campbell & Rutherford, 1983:47). Achieving the success of these techniques

depends on the preexisting knowledge of the learners. If they do not have, they cannot infer the meaning.

Another way can be to use mnemonic devices. With the help of these devices, the learner tries to find the similarities and associates the meaning of the word with its visual image or the sound (Nunan, 1998:135). Cohen (1990:25-26) divides these mnemonic links into eight categories. The associations can be done:

1. by linking the word to the sound of a word in the native language, to the sound of a word in the language being learned, or to the sound of a word in another language.
2. by attending to the meaning of a part or several parts of the word.
3. by noting the structure of part or all of the word
4. by placing the word in the topic group to which it belongs
5. by visualizing the word in isolation or in a written context
6. by linking the word to the situation in which it appeared
7. by creating a mental image of the word
8. by associating some physical sensation to the word
9. by associating the word to a keyword

Haycraft (1992:47-50) collects the ways of presenting new lexical items under the headings in the following:

1. In context (The use of reading passages or stories, whether taped, read or told)
2. Create a context (context or situation from which the students can deduce the meaning)
3. Descriptions or definition
4. Outside the classroom (New lexical items are taught in a living context)
5. Objects
6. Drawing
7. Mime
8. Opposites
9. Synonyms
10. Translation
11. Pictures/Flash cards
12. Wall charts
13. Word games (puzzle,scrabble)

Although Haycraft only lists the techniques, Gairns and Redman (1999) outline the presentation techniques under two headings which are traditional approaches and student centered learning. On the one hand, traditional approaches include visual techniques, verbal techniques and translation. On the other hand, student centered

techniques include asking others, using a dictionary and guessing from the context. In order to see the categorization of presenting lexical techniques clearly, the figure in the following aids.

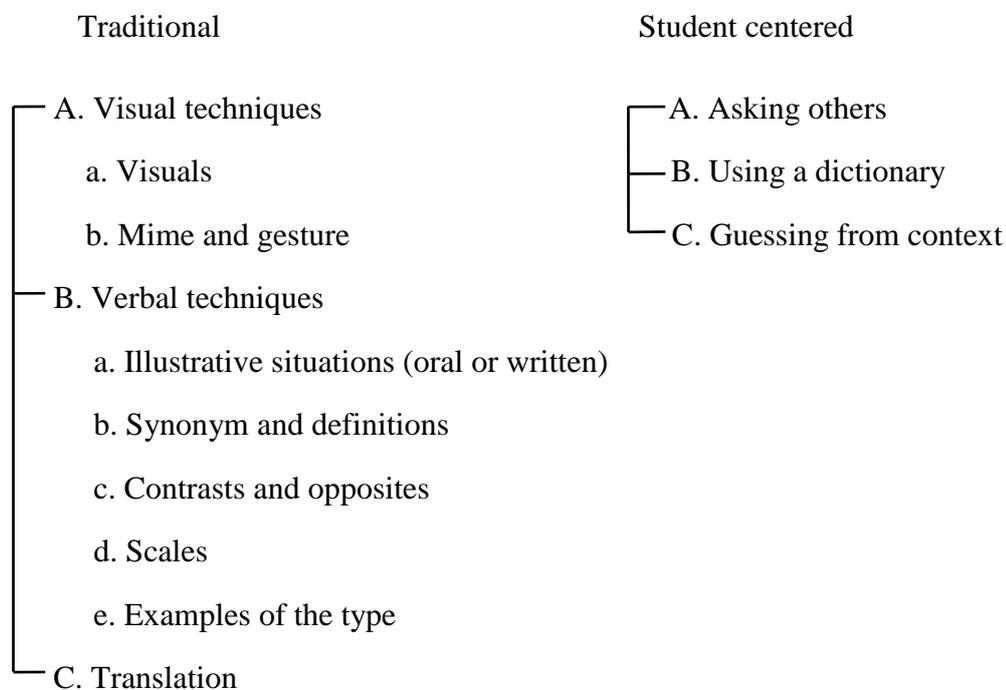


Figure 10: Categorization of Presenting Lexical Techniques (Adapted from Gairns & Redman, 1999)

Oxford and Crookall (1990:10-22) suggest four main categories related to lexical learning techniques. These are

1. decontextualizing techniques (wordlists, flashcards and dictionary use),
2. semi-contextualizing techniques (word grouping, visual imagery, aural imagery, keyword, physical response, physical sensation and semantic mapping),
3. fully contextualizing techniques (reading and listening practice, speaking and writing practice) and adaptable technique (structured reviewing).

After the presentation of new lexical items, learners need to practice them. At this stage, the teacher helps learners to move the words from their short term memory to the long term one in order to remember them and their meaning. These tasks are in the following:

- Identifying
- Selecting

- Matching
- Sorting
- Ranking and sequencing (Thornbury, 2002:93-94).

Thornbury (2002) gives detailed information about the tasks. Identifying is to find the words in the text (94). Selecting is to recognize the words and make choices among them such as choosing the odd one out (95). Matching is first to recognize the words and later to ‘pair them with a picture, translation, synonym, antonym, definition or collocation’ (97). Sorting is to categorize words such as positive or negative (98). Sequencing is to order the words such as ranking frequency adverbs or ranking the things from least to most favorite (98).

‘Different techniques and methods are effective in different contexts and situations. It is, therefore essential to find out the effectiveness of different methodologies used for teaching of vocabulary and help the students and teacher to accelerate the learning process’ (Behlol & Dad, 2010:125). ‘The recent trend, and the one likely to continue, has been to assist the learner to learn, to engage the learner with the task of making sense of the apparent chaos of the lexicon, and to personalize vocabulary expansion according to needs, purposes and goals’ (Carter & McCarthy, 1988:49). As there are many language learners who have difficulty in learning new words, personalization can be an effective one.

2.6 Lexical Competence through Personalization

‘Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man’ (Kluckhohn & Murray, 1953). In other words, we have similar natural abilities in our biology, we try to be a member of a society or class, etc. However, we all have different feelings, needs and personalities. While the similarities make us ordinary, the things making us unique are the differences that we have. These differences that need to be taken into consideration in language learning are not limited to feelings, needs and personalities. On that point, there are also other differences such as ‘age, sex, aptitude, motivation, learning styles, learning strategies, affective variables,’ and so on (Ehrman, Leaver & Oxford, 2003:313;

Zafar & Meenakshi, 2012:639). Furthermore, learners do not possess the same background knowledge and experiences. So they do not transfer the things that they already know to the new ones in the same way. These differences make the learners and more importantly their way of learning unique.

Contemporary schools must agree on the fact that learners are different from each other.

Every learner has a unique experiential background and a unique set of innate talents and personal interests. No two learners exhibit the same behavioral patterns or possess the same goals or levels of aspiration. No two learners solve problems in the same way or are motivated by the same incentives. No two learners are ready to learn at the same time or to the same degree. Learning for each individual is, at least to some extent, unique (Kefee, 2007:218).

Because of these differences, in the course of learning a language, some learners are quite successful while some others have difficulty in showing improvement. However, foreign language teachers must be aware of the fact that every learner is different from the other and they are all valuable. In order to help them do their best, the thing that is necessary to be done is to personalize their learning. In this sense, the term *personalization* comes to the surface.

In Webster's Seventh New Collegiate Dictionary (1963:876), the definition of personalization is given as 'making personal or individual'. In Cambridge Online Dictionary personalization is defined as 'the process of making something suitable for the needs of a particular person' (Cambridge Online Dictionary n.d.). It is not easy to come to a concrete definition of personalization as the meaning changes according to the different perspectives of people. 'To some, it means individualization; to others, it suggests a personal touch in dealing with students or a supportive school or classroom climate; to still others, it means an effort to empower individual students personally, psychologically, and instructionally' (Kefee, 2007:218). It can be deduced that in personalization, the emphasis is on the learner.

‘In a personalized learning environment, learning starts with the learner’ (Bray & McClaskey, 2013:4). The importance of personal needs and learner attitudes creates a learner-centered environment which is tried to be achieved in language learning (Nunan, 1986:2). Lee and VanPatten (2003:51) point out that ‘involving learners heightens attention and adds a personal element to the class as learners become active participants in the teaching process’. As they are active, they put all their effort. ‘Formation of significant connections between the work students do in school and their own lives strengthen the process of making meaning’ (Sisserson et al., 2002:66). As the learners feel that the things that they learn are relevant to them, they feel motivated in the language learning process.

‘Personalization makes the learning material psychologically real. It can be achieved by giving personal examples, i.e. by relating a word to real events or personal experience, etc.’ (Takač, 2008:22). For example, ‘asking learners to write a true sentence using the new word, preferably applying it to themselves or somebody they know, or asking learners to write questions for other learners incorporating the new word. They exchange questions, write the answers, and then report to the rest of the class’ (Thornbury, 2002:88). ‘It might include grouping vocabulary according to likes and dislikes, personal habits or personal history, for example, foods that you like and don’t like, or eat often, sometimes, rarely, or that you ate for breakfast, lunch, and dinner yesterday’ (McCarten, 2007:22). In order to do these things, the learner needs to be active during the activity. So, they really do something ‘other than simply watching, listening and taking notes’ (Felder & Brent, 2009:2). The learners need to be alert and as it keeps them busy, they do not realize the time that is spent quickly while they are enjoying themselves.

In the language learning process, learners use the correct structure communicatively (Littlewood, 1985:1). In a similar way, learners need to use the newly learned words in real situations. Language is not only used in the classroom and there will be no teacher all the time outside the classroom. Because of these reasons, the learners must be adequately competent.

Remembering meaning(s) of words is another crucial factor in learning the lexical items. From time to time, foreign language teachers might be disappointed when they see that learners quickly forget the meaning(s) of the words that are taught. The reason of this, learners ‘seem to know the words’ (Glisan, 1988:106). But then teachers see that presenting the same words again and again is not effective. In order to minimize this, personalization is an effective technique as it ‘involves the learners giving the new words some sort of personal association’ (Hadfield & Hadfield, 2008:48). While learning new words, making connections to their lives helps them to make learning meaningful. As Richards (2006:22) states ‘Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging’. As they can imagine and have links with their own lives, it gets easier for the learner to remember easily. This provides not only the facilitation of language learning for the learners, but also assists in teaching the lexical items for foreign language teachers.

Last but not least, the learners are also ‘impressed by the teacher taking a personal interest in them’ (Case, 2008). This is related to the various roles of teachers. ‘Teachers are information-gatherers, decision-makers, motivators, facilitators, input providers, counselors, friends, providers of feedback and promoters of multiculturalism’ (Scarcella & Oxford, 1992:4). Presenting is one part of a teacher’s role, the other crucial thing is facilitating learning. The teacher sympathesizes with the learners and tries to create ways of helping learners in the learning process. Creation of a humanistic atmosphere provides good communication between the teacher and the learners.

To conclude, lexical learning is not passive. It requires learners to be in the center of the interactive process. However, there is a need of interesting, creative, motivating, meaningful, challenging and capturing activities to provide participation of learners (Hendrickson, 1991:197). Personalization is a kind of lexical practice technique that can include these features.

2.7 Studies on Personalization

There are not any studies related to personalization, the lexical competence acquisition technique. However, personalization is a part of communicative language teaching (CLT) as it is a communicative activity. So in the following, the previous studies that show the positive effects of CLT are given chronologically.

In 2001, Jones and Wang tried to find out the effectiveness of communicative language teaching in an elementary school in Taiwan. The participants consisted of 134 fourth grade students. The study lasted for 3 years. During 3 years, the participants took English lessons for 3 hours every week. In the first year, a pre-test was conducted and 3 years later a post-test. While the teachers in the selected schools implemented CLT, the researcher observed the classes. For 3 years, the researcher observed 25 hours of English classes. For the assessment, the second language oral test of English and the Woodcock language proficiency battery revised version were used. Interviews with the participants were also added. The comparison of the pre- and post-test results showed that there was an improvement in all English language skills of the participants due to the program. According to the interview results, most of the participants said they had enjoyed the lessons.

Yaman (2006) aimed to investigate the effectiveness of communicative techniques on lexical teaching to prep class students. The other aim was to find out the problems that the students were exposed to during lexical learning and suggest possible solutions in communicative ways. In order to find out these problems, a questionnaire was used. According to the results of the questionnaire, it was revealed that most of the teachers did not use communicative activities in their classes and they did not give importance to the lexical items. During the treatment, the learners were exposed to communicative activities. These activities gave an opportunity to the students to use the words in a communicative way. There were word quizzes used for the pre-test and the post-test. To conclude, communicative activities helped the learners to use the lexical items efficiently. Their motivation increased as they enjoyed the lesson. Finally, they learned to use the lexical items with the aim of communication.

Büyükkarıcı (2010) conducted a study which aimed to find the effectiveness of the communicative approach on teaching phrasal verbs to university students. Randomly selected 57 students answered the questions related to phrasal verb knowledge before the treatment to see whether they knew or not. Both the intervention and control groups did the test as a pre-test. Their level was nearly the same. During four weeks, the control group explained the meaning of the phrasals and filled in the blanks while the intervention group first discussed and then explained them. So the communicative approach was used in the intervention group. Then, the test was applied as a post-test. According to the post-test results, there was a significant difference between the groups. The group which used the communicative approach did better. As a result, it can be concluded that the communicative approach is really effective in teaching phrasal verbs.

Xia (2010) investigated the effectiveness of CLT in teaching the lexical items. There were 20 seventh grade students from a 9 year comprehensive school in southern Sweden. During the treatment, only 1 hour lesson, 17 new words were presented. The target words were categorized into four parts which were 4 concrete nouns, 5 abstract nouns, 1 verb and 7 adjectives. In the first part of the lesson 4 new words were presented by making the meaning clear. The teacher emphasized the correct pronunciation and asked clarification questions. Then, there was a pairwork activity which is related to describing to the shapes of their hands. It made them use another 5 new words. 3 pair of students made the activity in front of the others. Later, the teacher gave feedback. For the other 6 abstract words, the teacher wanted the participants to look them up from their dictionaries. The role play was done for the other 2 words. Then, they demonstrated their performance. For the assessment, the dictation exercise was used after the treatment. They were asked to write the words in English and their Swedish meanings. Most of the students did well. Although the spelling of the new words was problematic, they remembered the Swedish meanings. So it can be concluded that communicative activities have an impact on teaching and learning English lexical items.

Vungangoungij (2012) aimed to search the effect of using communicative activities for teaching the lexical items to kindergarteners. There were various

activities including matching, describing and drawing and dictation. The participants were 18 third year kindergarteners. Their age range was between five and six. Their listening skill was considerably good as they had English lessons from a native speaker for 2 years. The treatment lasted for 5 hours a week, 6 weeks. The test included 2 parts. In the first part, there were 24 multiple choice questions to test their listening and ability to recognize the meaning of the words. In the second part, there were 6 questions to test their speaking. This test was used as a pre-test and post-test. As a result, with the help of CLT, the students improved their lexical knowledge.

Phisutthangkoon (2012) investigated the effectiveness of communicative activities. Students' perceptions and attitudes towards the use of communicative activities in the classroom were also searched. There was a single group consisting of 32 students from the first year diploma vocational students. The treatment lasted for 8 weeks in the course titled as Developing Skills for English Communication 1. The data were collected from English speaking test including tasks related to different language functions, learners' perception and attitude questionnaires. So the study included both quantitative and qualitative data. There were 6 different tasks for the speaking test and it was used both as a pre-test and post-test. The results showed that the speaking skill of the participants developed and they were positive towards communicative activities.

Rohmah (2013) investigated the effect of CLT on vocabulary mastery. There were 40 fourth grade students from a rural elementary school. The study lasted for 6 days, 1.5 hours each day. During the study flashcards were used. The vocabulary test including 40 questions was used before and after the treatment. The mean score of the pre-test was 56.31 and it was 74.31 for the post-test. The comparison of the pre- and post-test results indicates that the students developed their vocabulary knowledge with the help of the communicative approach. They were highly motivated to develop their lexical competence as well.

Peng (2013) searched the impact of a communicative language teaching program on the performance of 30 adult English learners from a private language institute in Taiwan. The age range of the participants was from 18 to 40. During 3 months, they had 1.5 hours CLT program in English intermediate conversation classes every week.

There were motivation and self-efficacy questionnaires. For the evaluation, the pre- and post-oral tests were used. These tests included story telling and role play activities. The results showed that communicative activities had positive effects on the improvement of their speaking ability, self-efficacy and learning motivation.

Kasumi (2015) tried to find out the impact of communicative language teaching on students' performance in a rural and urban area of the Republic of Kosovo. At the beginning of the academic year, a sample of 150 tenth grade students was tested with KET (Key English Test). It was to measure the performance of the students before applying CLT. For a year, CLT was conducted in the intervention groups of rural and urban groups. The observation method was used to see the implementation of CLT. At the end of the academic year, the students did PET (Preliminary Test). According to the statistics, due to CLT, the performance of the learners increased.

To conclude, CLT has a positive effect on learning the lexical items as seen in the previous studies. Furthermore, in some studies (Jones & Wang, 2001; Yaman, 2006; Phisutthangkoon, 2012; Rohmah, 2013; Peng, 2013) the results showed that CLT not only developed their lexical competence but also made the learners enjoy the lesson and increased their motivation. Hence it can be useful for the teachers who want to develop the lexical knowledge of the learners.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The aim of this chapter is to give the relevant information about the methodology of the study including the model of the study, the features of the participants, data collection instrument, the procedure and the program to gather statistical data.

3.2 Model of the Study

This study aimed to investigate the impact of personalization on the lexical competence acquisition and to find out the interactions between variables (Kaptan, 1973:20; Seyidoglu, 1993:22). The study focused on individual variables, relationships and statistical results and followed a deductive way, which means having a conclusion from general to specific situations. All of these factors made the study quantitative (Wiersma, 2000:12-13).

There were both control and intervention groups which were equal in their features such as age, level and department. They were in the 21-22 age range. Their English level was advanced because they were in the English Language Teaching Department. The lexical achievement test (See Appendix-1) prepared by the researcher was used as the pre- and post-test in each group. In the procedure of the study, the words and phrases were presented to both groups through using the same instruments and the same techniques. Only the practice part of the target lexical items was different. In the practice part, the intervention group tried to internalize the target lexical items by making connections with the meanings of the lexical items and their own lives through personalization while the control group practiced by answering general questions. Due to all these features, the study is experimental (Cebeci, 1994:12). However, the study is quasi-experimental inasmuch as the students who participated in the study were in the classes that had already been

assigned by the university (Kaptan, 1973:92, Arıkan, 2013:79). The research design can be illustrated as in the following:

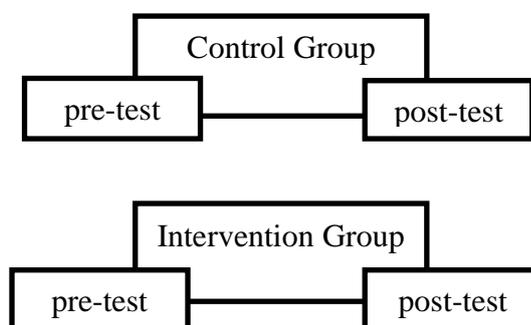


Figure 11: Experimental Research Design (Griffiee, 2012:74)

3.3 Participants

There were 80 participants of the study. However, 20 of them were excluded from the study because of not participating either the pre- or post-test. Therefore, the participants of the study were 60 senior students in the English Language Teaching Department at Dokuz Eylül University on the second term of 2014-2015 academic year. In total 49 females and 11 males participated in the study. 23 of the females and 7 of the males were in the control group while 26 of the females and 4 of the males were in the intervention group. Their ages changed between 21 and 22. They graduated from different types of high school. In the intervention group, 20 participants graduated from Anatolian teacher training high school, 8 of them from Anatolian high school and 2 of them from other high schools. In the control group, 7 participants graduated from Anatolian teacher training high school, 18 of them from Anatolian high school and 5 of them from other high schools.

The cumulative GPA (General Point Average) of the participants was classified into five categories. The first one was from 00.00 to 1.99, the second one was from 2.00 to 2.49, the third one was from 2.50 to 2.99, the fourth one was from 3.00 to 3.49 and the fifth one was from 3.50 to 4.00. Both groups did not include any participants who were in the first and the fifth categories. In the intervention group there were 5 participants in the second category, 18 of them were in the third and 7 of them were in the fourth categories. In the control group, 16 participants were in

the second category, 7 of them were in the third and the other 7 were in the fourth category. As they were in the last year of university in the ELT Department, their English level was advanced and they had a wide range of lexical knowledge. However, there were some words or phrases that they did not know as it was impossible to know every lexical item in a language. In order to show that there was no end in developing lexical knowledge, the senior students were chosen.

For the selection of the participants, the convenience sampling technique was used as the classes had already been assigned (Ozen and Gul, 2007:413). There were four classes: A, B, C and D. B and D were chosen as the control and intervention groups because their class size was bigger. However, the intervention and control groups were chosen by drawing lots. D was the control and B was the intervention group.

In order to test the lexical knowledge of the students, a lexical achievement test (See Appendix-1) was created. As there were not higher level students than seniors in the English Language Teaching Department, the reliability of the test was found out by conducting the test on the other two classes which did not participate in the study. These 2 classes were comprised of 50 students in total.

The numbers of the participants can be illustrated as follows:

Table 2
Number of the Participants in Terms of Their Gender, Cumulative GPA and High School Type

		Intervention group	Control group
Gender	Male	4	7
	Female	26	23
Cumulative GPA	2.00-2.49	5	16
	2.50-2.99	18	7
	3.00-3.49	7	7

High School Type	Anatolian T.	20	7
	Anatolian	8	18
	Other	2	5

3.4 Data Collection Instrument

As the participants of the study were learning the target lexical items in the course, Comparative Education, the target lexical items were chosen from the articles related to teacher education. The researcher prepared the lexical achievement test (See Appendix-1) with the help of the supervisor. The participants were expected not to know the target lexical items.

The lexical achievement test was used as a pre-test to find out whether the participants knew the target lexical items or not. It was used as a post-test to find out how many of the target lexical items the participants learned after the treatment. It consisted of 30 lexical items. There were 5 choices for each question. The participants were expected to find the correct answer out of five choices. There was a small part at the bottom of the lexical achievement test including some necessary information related to gender, the cumulative GPA and the high school type. The participants were required to fill in the necessary information. This data were used to find whether these categories had an impact on the lexical competence acquisition or not.

For the validity of the study, the supervisor's, other academicians' and colleagues' opinions were taken. In order to find out the reliability of the test and make some necessary revisions, the test was conducted on two other classes which were not included in the study. The reliability of the test was 0,82. After the application of the pre- test, the lesson plans were prepared in terms of these lexical items with the help of the supervisor. The researcher started the treatment after having gotten the necessary official permission of Dokuz Eylül University (See Appendix-13).

3.5 Procedure

As the study was conducted on the Comparative Education course, the articles related to the course were chosen. There were 4 articles related to the teacher education in some countries, namely Germany, France, Ireland and China. The articles were too long. So, they were shortened. But they included the target lexical items. The target lexical items were highlighted and used for the lexical achievement test.

The necessary official permission of Dokuz Eylül University (See Appendix-14) had been taken before the researcher carried out the quasi-experimental study. The other 2 classes which did not participate in the study answered the questions in the lexical achievement test. As there was no other higher level, the other classes among the senior classes were chosen for the pilot study. After this pilot study, some revisions were made. The students did not know most of the target words or phrases. The lexical achievement test was reliable as the reliability of the test was 0,82.

The participants had 80 minutes for the Comparative Education course per week. The treatment lasted for four weeks. So, there were 320 minutes. The researcher was also the lecturer of the course. Hence, the same researcher conducted the treatment on both the control and intervention groups.

Before the treatment, the participants were not informed about the study. During the treatment, same presentation techniques were used in the control and intervention groups. These were showing pictures, creating a situation, giving example sentences, giving synonyms, definitions and using in a context. However, the practice part was different. While in the intervention group, the participants were trying to practice the words or phrases by answering the questions related to their lives through personalization, the control group participants were trying to practice the words or phrases by answering the general questions.

In the first week of the study, the reading article was about teacher education in Germany. The target words and phrases were *alignment of*, *probationary teacher*, *praxis semester*, *to hamper the attendance at classes*, *to exert social pressure*, *to*

crop up and irrevocable decision. In the second week of the study, the reading article was about teacher education in France. The target words and phrases were *to emancipate from, wide consensus, polyvalent, to pave the way for something, indemnity, affiliate and statutory salary*. In the third week of the study, the reading article was about teacher education in Ireland. The target words and phrases were *concomitant of, to cede, inextricably linked to something, ad hoc, teacher attrition, clarion call, to thwart, at a critical juncture and radical overhaul*. In the fourth week of the study, the reading article was about teacher education in China. The target words and phrases were *in the realm of, to expedite, credentials, monopolistic, cascade, trite and indoctrinated*.

Two weeks after the treatment, the post-test was conducted on both groups and the data were analyzed. Three weeks after the post-test, the delayed post test was conducted to see the long term effects. The summary of the procedure is in the following:

Table 3
The Procedure of the Study

Groups	Weeks			
	The 1st week	The 2nd 3rd 4th and 5th weeks	The 7th week	The 10th week
Intervention	-The lexical achievement test was used as a pre-test.	-30 target lexical items were presented. -The participants practiced the target lexical items through personalization.	-The lexical achievement test was used as a post-test.	-The lexical achievement test was used as a delayed post-test.
Control	-The lexical achievement test was used as a pre-test.	-30 target lexical items were presented. -The participants practiced the target lexical items by answering general questions.	-The lexical achievement test was used as a post-test.	-The lexical achievement test was used as a delayed post-test.

3.6 Data Analysis

The data were collected through the lexical achievement test (See Appendix-1). The statistical data were acquired by IBM SPSS 20 (Statistical Package for the Social Sciences) program on computer. A t-test was used to find out the differences between the control and intervention groups. A paired samples t-test (dependent samples t-test) was used for the analysis of the pre- and post- tests of each group. An independent samples t-test was used for the analysis in terms of gender. A one way ANOVA was used for the analysis in terms of the cumulative GPA and high school type of the participants. Due to data analysis, the impact of personalization on the lexical competence acquisition was revealed.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Introduction

There were 60 participants in the study. 30 of them were in the intervention group and 30 in the control group. The aim was to find out the impact of personalization on the lexical competence acquisition. Hence, every participant answered the questions in the lexical achievement test (See Appendix-1) before and after the study. As there was only one correct answer in the multiple choice test, 1 point was given for the correct answer, 0 point for the other 4 choices and no answer. All data were analyzed in the SPSS 20 Program. The pre-test, post-test and delayed post-test results of each group in terms of gender, the cumulative GPA (grade point average) and the high school type relations are illustrated.

4.1.1 The Pre-test Post-test and Delayed Post-test Results of the Intervention and Control Group

From Table 4 to Table 10, the pre-test, post-test and delayed post-test results of the groups are illustrated.

Table 4
The Pre-test Results of the Intervention and Control Groups

Groups	N	Mean	SD	t	p
Intervention	30	7,83	2,85	0,65	0,51
Control	30	7,33	3,04		

Table 4 shows that each group consisted of 30 participants. According to the pre-tests results, the mean of the intervention group was 7,83 and 7,33 for the control group. As the p value was above 0,05, there was not a significant difference between

the groups. In other words, the target lexical item knowledge of the participants was nearly the same before the treatment.

Table 5
The Pre-test and Post-test Results of the Intervention Group

Tests	N	Mean	SD	t	p
Pre-test	30	7,83	2,85	-8,72	0,00
Post-test	30	16,33	5,93		

Table 5 shows that there were 30 participants in the intervention group. According to the pre- and post-tests results in this group, the mean of the pre-test was 7,83 and 16,33 for the post-test. The mean of the intervention group increased. As the p value was under 0,05, it showed that there was a significant development in the lexical competence acquisition in the intervention group.

Table 6
The Pre-test and Post-test Results of the Control Group

Tests	N	Mean	SD	t	p
Pre-test	30	7,33	3,04	-7,55	0,00
Post-test	30	15,33	5,61		

Table 6 shows that there were 30 participants in the control group. The pre- and post-test results in the control group show that the mean of the pre-test was 7,33 while it was 15,33 for the post-test. The mean of the control group increased. As the p value was under 0,05, there was a significant development in the lexical competence acquisition in the control group.

Table 7
The Post-test Results of the Intervention and Control Groups

Groups	N	Mean	SD	t	p
Intervention	30	16,33	5,93	0,67	0,50
Control	30	15,33	5,61		

Table 7 shows that each group consisted of 30 participants. According to the post-tests results, the mean of the intervention group was 16,33 and 15,33 for the control group. It means the intervention group was better than the control group. But there was not a significant difference between the groups as the p value was above 0,05.

Table 8
The Post-test and Delayed Post-test Results of the Intervention Group

Tests	N	Mean	SD	t	p
Post-test	30	16,33	5,93	1,66	0,10
Delayed Post-test	30	15,76	5,68		

Table 8 shows that there were 30 participants in the intervention group. According to the post and delayed post-test results in this group, the mean of the post-test was 16,33 and 15,76 for the delayed post-test. The mean of the intervention group decreased. The p value was 0,10 that was above 0,05. So, it shows that there was not a significant difference between the post-test and delayed post-test results of the intervention group.

Table 9
The Post-test and Delayed Post-test Results of the Control Group

Tests	N	Mean	SD	t	p
Post-test	30	15,33	5,61	2,90	0,00
Delayed Post-test	30	14,40	5,54		

Table 9 shows that there were 30 participants in the control group. According to the post and delayed post-test results in this group, the mean of the post-test was 15,33 and 14,40 for the delayed post-test. The mean of the control group decreased. The p value was 0,00 that was lower than 0,05. So, there was a significant difference between the post-test and delayed post-test results of the control group. To put it more simply, it showed that the retention of the target lexical items decreased in the control group.

Table 10
The Delayed Post-test Results of the Intervention and Control Groups

Groups	N	Mean	SD	t	p
Intervention	30	15,76	5,68	0,97	0,33
Control	30	14,40	5,54		

Table 10 shows that each group consisted of 30 participants. According to the delayed post-tests results of both groups, the mean of the intervention group was 15,76 and 14,40 for the control group. The mean of the intervention group was higher than the control group. However, the p value was 0,33 that was higher than 0,05. So, there was not a significant difference between the groups in terms of the delayed post-test results.

4.1.2 The Comparison of the Lexical Achievement Scores in Terms of Gender Scores

In the following 3 tables, Table 11, Table 12 and Table 13, the lexical achievement scores of the groups are analyzed in terms of gender.

Table 11
The Pre-test Post-test and Delayed Post-test Results of the Intervention Group in Terms of Gender

Tests	Gender	N	Mean	SD	t	p
Pre-test	Male	4	7,50	3,69	-,24	0,80
	Female	26	7,88	2,79		
Post-test	Male	4	17,75	7,45	0,50	0,61
	Female	26	16,11	5,81		
Delayed post-test	Male	4	14,50	4,43	0,03	0,97
	Female	26	14,38	5,77		

Table 11 shows that there were 4 males and 26 females in the intervention group. According to the pre-test results, the mean was 7,50 for the males and 7,88 for the females. The p value shows that there was not a significant difference between them. In the post-test results, the mean of the males was 17,75 and it was 16,11 for the females. There was not a significant difference between the groups as the p value was 0,61 that was above 0,05. According to the delayed post-test results, the mean was 14,50 for the males and 14,38 for the females. The p value shows that there was not a significant difference between them. To summarize, gender had no impact on the lexical competence acquisition through personalization in terms of the p values.

Table 12
The Pre-test Post-test and Delayed Post-test Results of the Control Group in Terms of Gender

Tests	Gender	N	Mean	SD	t	p
Pre-test	Male	7	6,28	3,86	-1,04	0,30
	Female	23	7,65	2,77		
Post-test	Male	7	13,00	7,97	-1,26	0,21
	Female	23	16,04	4,68		
Delayed post-test	Male	7	11,85	7,47	-1,40	0,17
	Female	23	15,17	4,76		

Table 12 shows that there were 7 males and 23 females in the control group. According to the pre-test results, the mean was 6,28 for the males and 7,65 for the females. The p value shows that there was not a significant difference between them. In the post-test results, the mean of the males was 13,00 and it was 16,04 for the females. There was not a significant difference between the groups as the p value was 0,21 that was above 0,05. In the delayed post-test results, the mean was 11,85 for the males and 15,17 for the females. The p value shows that there was not a significant difference between them. To summarize, gender had no impact on the lexical competence acquisition in terms of the p values.

Table 13
The Pre-test Post-test and Delayed Post-test Results of Both Groups in Terms of Gender

Tests	Gender	N	Mean	SD	t	p
Pre-test	Male	11	6,72	3,66	-1,07	0,28
	Female	49	7,77	2,75		

Post-test	Male	11	14,72	7,78	-,70	0,48
	Female	49	16,08	5,25		
Delayed post-test	Male	11	13,81	7,62	-,82	0,41
	Female	49	15,36	5,11		

Table 13 shows that there were 11 males and 49 females in both groups. According to the pre-test results, the mean was 6,72 for the males and 7,77 for the females. As the p value was above 0,05, there was not a significant difference between them. In the post-test results, the mean of the males was 14,72 and 16,08 for the females. There was not a big difference because the p value was 0,48 that was above 0,05. The delayed post-test results show that the mean was 13,81 for the males and 15,36 for the females. The p value shows that there was not a significant difference. To summarize, gender had no impact on the lexical competence acquisition through communicative activities in terms of the p values.

4.1.3 The Comparison of the Lexical Achievement Scores in Terms of the Cumulative GPA Scores

In order to find the proficiency difference in the groups, the cumulative GPA (grade point average) of the participants was valued. Their cumulative GPA was valued as 1 from 0.00 to 1.99, it was valued as 2 from 2.00 to 2.49, 3 from 2.50 to 2.99, 4 from 3.00 to 3.49 and 5 from 3.50 to 4.00. The results of both intervention and control groups in terms of their cumulative GPA are in the following tables: Table 14, Table 15 and Table 16.

Table 14
The Pre-test Post-test and Delayed Post-test Results of the Intervention Group
in Terms of the Cumulative GPA

Tests	GPA	N	Mean	SD	Min	Max	p
Pre-test	2.00-2.49	5	5,40	,89	4,00	6,00	0,10
	2.50-2.99	18	8,22	2,71	4,00	13,00	
	3.00-3.49	7	8,57	3,45	4,00	14,00	
Post-test	2.00-2.49	5	14,20	7,72	7,00	23,00	0,32
	2.50-2.99	18	15,83	5,22	6,00	24,00	
	3.00-3.49	7	19,14	6,25	13,00	30,00	
Delayed post-test	2.00-2.49	5	13,40	6,34	7,00	22,00	0,16
	2.50-2.99	18	15,11	4,98	7,00	25,00	
	3.00-3.49	7	19,14	6,30	13,00	30,00	

Table 14 shows that there were 5 participants whose cumulative GPA was between 2.00 and 2.49, 18 participants whose cumulative GPA was between 2.50 and 2.99 and 7 participants whose cumulative GPA was between 3.00 and 3.49. According to the pre-test results, the highest mean was 8,57. That was the mean of the participants whose cumulative GPA was the most. In the post-test results, the highest mean was 19,14. That was the mean of the participants whose cumulative GPA was the most too. According to the delayed post-test results, the highest mean was 19,14. That was the mean of the participants whose cumulative GPA was the most. However, in the pre-test, post-test and delayed post-test, the p values were under 0,05. So, there is not a significant difference between the groups according to their cumulative GPA and the development of their lexical competence acquisition in the intervention group.

Table 15
The Pre-test Post-test and Delayed Post-test Results of the Control Group in
Terms of the Cumulative GPA

Tests	GPA	N	Mean	SD	Min	Max	p
Pre-test	2.00-2.49	16	7,18	3,83	2,00	15,00	0,61
	2.50-2.99	7	6,71	2,13	4,00	11,00	
	3.00-3.49	7	8,28	1,38	7,00	11,00	
Post-test	2.00-2.49	16	13,93	5,33	4,00	21,00	0,31
	2.50-2.99	7	17,71	6,47	9,00	26,00	
	3.00-3.49	7	16,14	5,17	11,00	25,00	
Delayed post-test	2.00-2.49	16	13,18	5,11	5,00	20,00	0,45
	2.50-2.99	7	15,71	6,52	7,00	24,00	
	3.00-3.49	7	15,85	5,69	9,00	24,00	

Table 15 shows that there were 16 participants whose cumulative GPA was between 2.00 and 2.49, 7 participants whose cumulative GPA was between 2.50 and 2.99 and 7 participants whose cumulative GPA was between 3.00 and 3.49. According to the pre-test results, the highest mean was 8,28. That was the mean of the participants whose cumulative GPA was the most. In the post-test results, the highest mean was 17,71. That was the mean of the participants whose cumulative GPA was between 2.50 and 2.99. According to the delayed post-test results, the highest mean was 15,85. That was the mean of the participants whose cumulative GPA was the most. However, in the pre-test, post-test and delayed post-test, the p values were under 0,05. So, there is not a significant difference between the groups according to their cumulative GPA and the development of their lexical competence acquisition in the control group.

Table 16
The Pre-test Post-test and Delayed Post-test Results of Both Groups in Terms of the Cumulative GPA

Tests	GPA	N	Mean	SD	Min	Max	p
Pre-test	2.00-2.49	21	6,76	3,43	2,00	15,00	0,23
	2.50-2.99	25	7,80	2,61	4,00	13,00	
	3.00-3.49	14	8,42	2,53	4,00	14,00	
Post-test	2.00-2.49	21	14,00	5,77	4,00	23,00	0,15
	2.50-2.99	25	16,36	5,52	6,00	26,00	
	3.00-3.49	14	17,64	5,73	11,00	30,00	
Delayed post-test	2.00-2.49	21	13,23	5,26	5,00	22,00	0,08
	2.50-2.99	25	15,28	5,31	7,00	25,00	
	3.00-3.49	14	17,50	6,02	9,00	30,00	

Table 16 shows that there were 21 participants whose cumulative GPA was between 2.00 and 2.49, 25 participants whose cumulative GPA was between 2.50 and 2.99 and 14 participants whose cumulative GPA was between 3.00 and 3.49. According to the pre-test results, the highest mean was 8,42. That was the mean of the participants whose cumulative GPA was the most. In the post-test results, the highest mean was 17,64. That was the mean of the participants whose cumulative GPA was the most. According to the delayed post-test results, the highest mean was 17,50. That was the mean of the participants whose cumulative GPA was the most. However, in the pre-test, post-test and delayed post-test, the p values were under 0,05. So, there is not a significant difference between the groups according to their cumulative GPA and the development of their lexical competence acquisition.

4.1.4 The Comparison of the Lexical Achievement Scores in Terms of the High School Type Scores

In the following 3 tables Table 17, Table 18 and Table 19, the comparison of the lexical achievement scores is analyzed in terms of the high school type scores. These are categorized under three headings which are Anatolian teacher training high school, Anatolian high school and other high schools.

Table 17
The Pre-test Post-test and Delayed Post-test Results of the Intervention Group in Terms of the High School Type

Tests	High School	N	Mean	SD	Min	Max	p
Pre-test	Anatolian T.	20	7,55	2,25	4,00	11,00	0,63
	Anatolian	8	8,12	3,90	4,00	14,00	
	Other	2	9,50	4,94	6,00	13,00	
Post-test	Anatolian T.	20	15,55	5,35	6,00	25,00	0,31
	Anatolian	8	18,50	6,32	11,00	30,00	
	Other	2	15,50	12,02	7,00	24,00	
Delayed post-test	Anatolian T.	20	14,85	5,03	7,00	25,00	0,43
	Anatolian	8	18,00	5,80	11,00	30,00	
	Other	2	16,00	12,72	7,00	25,00	

Table 17 shows that there were 20 participants from Anatolian teacher training high school, 8 from Anatolian high school and 2 from other high schools in the intervention group. According to the pre-test results, the highest mean was 9,50. That was the mean of the participants from other high schools. In the post-test results the highest mean was 18,50. That was the mean of the participants from Anatolian high school. According to the delayed post-test results, the highest mean was 18,00. That was the mean of the participants from Anatolian high school. However, the p value

was 0,63 in the pre-test, 0,31 in the post-test and 0,43 in the delayed post-test. In all of them, the p value was above 0,05. So, there was not a significant difference among the groups in terms of the high school types.

Table 18 The Pre-test Post-test and Delayed Post-test Results of the Control Group in Terms of the High School Type

Tests	High School	N	Mean	SD	Min	Max	p
Pre-test	Anatolian T.	7	8,57	4,11	4,00	15,00	0,09
	Anatolian	18	7,55	2,47	3,00	12,00	
	Other	5	4,80	2,16	2,00	7,00	
Post-test	Anatolian T.	7	16,86	5,08	10,00	23,00	0,31
	Anatolian	18	15,11	6,15	4,00	26,00	
	Other	5	14,33	4,74	8,00	21,00	
Delayed post-test	Anatolian T.	7	15,71	5,18	8,00	21,00	0,61
	Anatolian	18	14,44	5,98	5,00	24,00	
	Other	5	12,40	4,77	8,00	20,00	

Table 18 shows that there were 7 participants from Anatolian teacher training high school, 18 from Anatolian high school and 5 from other high schools in the control group. According to the pre-test results, the highest mean was 8,57. That was the mean of the participants from Anatolian teacher training high school. In the post-test results, the highest mean was 16,86. That was the mean of the participants from Anatolian teacher training high school. According to the delayed post-test results, the highest mean was 15,71. That was the mean of the participants from Anatolian teacher training high school. However, the p value was 0,09 in the pre-test, 0,31 in the post-test and 0,61 in the delayed post-test. In all of them, the p value was above 0,05. So, there was not a significant difference between them in terms of the high school type.

Table 19
The Pre-test Post-test and Delayed Post-test Results of Both Groups in Terms of the High School Type

Tests	High School	N	Mean	SD	Min	Max	p
Pre-test	Anatolian T.	27	7,81	2,80	4,00	15,00	0,39
	Anatolian	26	7,73	2,91	3,00	14,00	
	Other	7	6,14	3,53	2,00	13,00	
Post-test	Anatolian T.	27	15,88	5,22	6,00	25,00	0,78
	Anatolian	26	16,15	6,28	4,00	30,00	
	Other	7	14,42	6,29	7,00	24,00	
Delayed post-test	Anatolian T.	27	15,07	4,99	7,00	25,00	0,68
	Anatolian	26	15,53	6,04	5,00	30,00	
	Other	7	13,42	6,72	7,00	25,00	

Table 19 shows that there were 27 participants from Anatolian teacher training high school, 26 from Anatolian high school and 7 from other high schools in both groups. According to the pre-test results, the highest mean was 7,81. That was the mean of the participants from Anatolian teacher training high school. In the post-test results, the highest mean was 16,15. That was the mean of the participants from Anatolian high school. According to the delayed post-test results, the highest mean was 15,53. That was the mean of the participants from Anatolian high school. However, the p value was 0,39 in the pre-test, 0,78 in the post-test and 0,68 in the delayed post-test. In all of them, the p value was above 0,05. So, there was not a significant difference between the groups in terms of the high school type.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The main aim of learning a language is to communicate (Drobot, 2014:89). Hence, language teachers try to develop communicative competence of language learners. Communicative competence is comprised of many other kinds of competences. Among these, lexical competence is the main one as there is no language without words or phrases which convey meaning. It requires to be able to use the lexical items fully (Tanaka, 2012:2). All of these direct us to the strong bond between communication and the lexical knowledge.

As language teachers are aware of the importance of lexical competence, they use different techniques to present the lexical items. However, the presentation of them need to be taken a step further. The learners need to practice them for the comprehension and use them in the correct context. Among the lexical practice techniques, personalization is significant as the learners try to internalize the lexical item with their own lives.

The study aims at finding out whether personalization has an impact on the lexical competence acquisition or not. So as to investigate this, the participants were chosen by convenience sampling technique among senior students in the ELT Department at Dokuz Eylül University. There were 4 senior classes. Two of them were chosen as the control and intervention groups by drawing lots. Each group consisted of 30 participants.

Thirty lexical items were chosen from 4 different articles related to teacher education in different countries as the participants were taking the Comparative Education course. They had 80 minutes of the course in a week. A multiple choice lexical achievement test was created. For the reliability of the test, the other 2 classes answered the questions and some revisions were made. The reliability of the test was

0,82. The test was conducted on the control and intervention groups as a pre-test to see whether the participants knew the target lexical items or not.

After the pre-test, in the following 4 weeks, the participants were presented 30 target lexical items. The procedure in the presentation part of the target lexical items was same in both groups. But in the practice part, the participants of the intervention group answered the personal questions related to the target lexical items by making connections with their meaning and their own lives through personalization. The participants in the control group answered the general questions consisting of the target lexical items.

Two weeks after the treatment, the participants were given the lexical achievement test again to see how many lexical items they could remember. Three weeks later, the delayed post-test was conducted as the lexical retention test to see the long term effects.

5.2 Discussion

The main research question focused on the impact of personalization on the lexical competence acquisition. The following research questions were designed to find the effect of personalization in terms of gender, the cumulative GPA and the high school type.

5.2.1 The Effect of Personalization on the Lexical Competence Acquisition

The first research question was ‘Is personalization effective on the lexical competence acquisition?’. The data analysis results showed that there was a remarkable difference between the pre-test and post-test results of each group in itself. The mean of the pre-test in the intervention group was 7,83 while it was 16,33 in the post-test. The mean of the pre-test in the control group was 7,33 while it was 15,33 in the post-test. The comparison of each group in itself showed that there was an increase in the means. As both lexical practice techniques, personalization and answering general questions, are communicative activities, the increase in the means

have shown that participants improved their lexical competence acquisition through communicative activities. This result is consistent with the previous studies which have shown the improvement of lexical competence through communicative activities (Jones & Wang, 2001; Yaman, 2006; Büyükkarcı, 2010; Xia, 2010).

Based on the comparison of the post-test results, it can be concluded that the groups did not significantly differ from each other on the improvement of the lexical competence acquisition since the p value was higher than 0,05. This can be related to learner autonomy which means controlling the ways in which they learn (Benson, 2006:1). The participants of the study were advanced learners who did not depend on the teacher. Dafei (2007) conducted a study to explore the relationship between learner autonomy and English proficiency. The results showed that the higher proficiency the learners have, the more autonomous they are.

The comparison of the post-test and delayed post-test was to find out the retention of the lexical items. When these two tests were compared, it was seen that there was a significant difference in the control group. The mean of the post-test of the control group was 15,33 and the mean of the delayed post-test was 14,40. The p value was lower than 0,05. These results indicated that there was a significant decrease in the retention of the target items in the group which answered the general questions. However, in the intervention group, the mean of the post-test was 16,33 while the mean of the delayed post-test was 15,76. There was not a remarkable difference as the p value was higher than 0,05. The comparison of the delayed post-test of each group showed that there was not a significant difference between the groups in terms of the retention of the target lexical items. In other words, no group outperformed the other.

5.2.2 The Effect of Gender Difference on the Lexical Competence Acquisition through Personalization

The second research question was ‘Does gender have an impact on the lexical competence acquisition through personalization?’ According to the post-test results of the intervention group, the mean of the males was 17,75 and 16,11 for the females.

Although the mean of the males are higher than females, the p value was 0,61. As it was not under 0,05, there was no significant gender effect difference on the lexical competence acquisition through personalization. The findings of the previous studies which show that gender does not play an important role on the lexical competence acquisition are in parallel with the results of this study (Wang, 2005; Gorjian, Moosavinia & Shahramiri, 2011; Özen & Mohammadzadeh, 2012; Fernandez-Fontecha, 2014).

5.2.3 The Effect of the Cumulative GPA on the Lexical Competence Acquisition through Personalization

The third research question was ‘Does the cumulative grade point average (GPA) have an impact on the lexical competence acquisition through personalization?’. The post-test results of the intervention group showed that the highest mean of the participants was 19,14. That was the mean of the participants whose cumulative GPA was between 3.00 and 3.49. However, the p value was 0,32. It was higher than 0,05. So, this indicates that there was not a significant cumulative grade point average effect on the lexical competence acquisition through personalization. This result is in contrast to the previous studies which found out the impact of the cumulative grade point average on lexical competence (Wille, 2006; Roche & Harrington, 2013; Egcas, 2015). The reason of this can be that both in the intervention and control group, there were no participants whose cumulative GPA was in the minimum group, between 0.00 and 1.99, and in the maximum group, between 3.50 and 4.00. So, the cumulative GPA of the participants was between 2.00 and 3.49. The range of their cumulative GPA was not wide. All these show that the groups were homogeneous in terms of their cumulative GPA.

5.2.4 The Effect of the High School Type on the Lexical Competence Acquisition through Personalization

The last research question was ‘Does the high school type have an impact on the lexical competence acquisition through personalization?’. According to the post-test

results of the intervention group, the highest mean was 18,50. It was the mean of the Anatolian high school graduates. As the p value was higher than 0,05, the high school type did not have an important effect on the lexical competence acquisition of the participants. The other studies had the same findings with the present study (Gavcar, Ülkü & Ekmekçi, 2001; Yaman, Cansüngü Koray & Altunçekiç, 2004; Gerçek, Köseoğlu, Yılmaz, & Soran, 2006; Akay & Argün, 2010).

5.3 Conclusion

The development of lexical competence is essential in language learning. This can be achieved by practicing the lexical items. Personalization is one of these techniques. However, there are not studies related to the lexical competence acquisition through personalization. The present study was conducted to fill this gap. It aims at finding out the impact of personalization on the lexical competence acquisition. One intervention and one control group were chosen by convenience sampling technique. The intervention group practiced the target lexical items through personalization while the control group practiced by answering general questions related to the target lexical items. A paired samples t-test was used to compare the pre- and post-test results of the groups. An independent samples t-test was used to find the effect of personalization in terms of gender. A one way ANOVA was used to find the effectiveness of personalization in terms of the cumulative GPA and the high school type of the participants.

The participants of both groups improved their lexical competences. It is noteworthy that this finding is related to the significance of communicative activities as both personalization and answering general questions are the lexical practice techniques which assist the development of communicative competence. That is, communicative activities develop the retention of lexical items (Bridgman, 2005:126). As successful language learning places an emphasis on communication, this can be achieved only through communicative activities (Lightbown & Spada, 2006:191).

The communicative activities in the study were both effective, but not more effective than the other. The underlying reason of this can have a relation with the

learner autonomy. It means being responsible for one's own learning (Holec, 1981:3). It should be highlighted that autonomy is directly proportional to the language proficiency. So, it can be concluded that the participants of the study were autonomous because their level was advanced. As a result, autonomy affected the impact of personalization (Borg & Al-Busaidi, 2012; Sakai & Takagi, 2009).

Both groups had nearly the same performance on recalling the target lexical items. However, the group which answered general questions in the practice part was worse at remembering the items 3 weeks later. Personalization is effective on the retention of the lexical items.

According to the findings of the study, there were not considerable differences between the scores of males and females. So, it can be concluded that gender did not play an important role on the impact of the lexical competence acquisition of the senior students through personalization (Wang, 2005; Gorjian, Moosavinia & Shahramiri, 2001; Fernandez-Fontecha, 2014).

From the findings of the study, it is also possible to conclude that the cumulative GPA (grade point average) did not have an effect on the lexical competence acquisition through personalization (Wille, 2006; Egcas, 2015).

Last but not least, the effect of the high school type was investigated as well. But the impact of the high school type on the lexical competence acquisition through personalization was not found out (Gerçek, Köseoğlu, Yılmaz & Soran, 2006; Akay & Argün, 2010).

To sum up, personalization is an effective technique in itself, although it is not superior than answering general questions. Gender, the cumulative GPA and the high school type do not significantly affect the lexical competence acquisition.

5.3.1 Pedagogical Implications

The present study can guide language teachers who want to use personalization technique for the development of learners' lexical competence acquisition. However,

the implications of the study is not only for language teachers or researchers, but also for language learners.

Language learners need to develop their lexical competence if their aim is to communicate with the other people in the target language. Language teachers aid them in the learning process. They use lexical presentation techniques that are suitable for the meaning of the word/phrase and for the learners in the classroom. In the presentation stage, the important thing is not to teach the lexical items out of the context (Lawson & Hogben, 1996:101). On the other hand, teachers should allocate adequate time for the lexical practice techniques which are necessary to take feedback from the learners. This feedback shows whether the learners can accurately use the lexical items in the related context. The teachers should help the learners to use the target items in a meaningful way and with full sentences in the context so as to improve the acquisition of them. To sum up, first, learners need an exposure to verbal and written context. Next, they have the comprehension and then the production phase in order to develop their lexical competence (Bridgman, 2005:126).

The study showed that personalization can be a useful lexical practice technique, although the results of the study cannot be generalized. It assists the language learners recall the lexical item through the connection between the meaning of the word or phrase and anything related to their lives. All language learners have their own ideas, feelings and experiences. These can include their 'personal background, daily life, schooling, family, personal interests and activities, professional activities, personal beliefs, values,' etc. (Stern, 1992: 191-192). As these are unique and familiar to them, it can be easier to recall. So, language teachers and learners can save time through personalization. Furthermore, sharing a part of their lives can create a warm atmosphere in the classroom. In this way, every student can make a contribution to the lesson.

In the preparation of practice questions through personalization, the teacher should be careful about the content of the questions. If the learners do not have a relation with themselves, the teacher can change the question. So that the learners can make a connection with a person that they know. Before asking the questions to

the learners, the first question can be answered by the teachers themselves to guide them.

The other reason why personalization can be effective is because it is a kind of communicative activity. Communicative activities are 'the spontaneous interaction between teachers and students or among students themselves with the use of appropriate materials, communicative topics, or automatic question-response based on instant thinking and feeling or creativity' (Ramos, 2014:4). The learners are enthusiastic to communicate because there is an information gap. The focus is on meaning rather than form. Learning is promoted by meaningful language. The emphasis is on the learner, neither on the teacher nor on the material (Demirezen, 2011:64; Harmer, 2007:70). Since the learners are active in the classroom, this increases the effectiveness of learning (Klippel, 1985:5). In other words, communicative activities maximize learning. The learners are motivated while they are both learning and enjoying their time (Rohmah, 2000:1). Most of the time, the teachers listen to and observe the learners. This facilitates learners' learning (Banciu & Jireghie, 2012: 97). There is an emphasis on fluency over accuracy. The learners benefit from suitable strategies so as to improve their autonomous learning (Brown, 2000:43). Due to autonomous learning, the learners are capable of controlling their own learning. All of these features show the benefits of communicative activities and personalization as well.

As a result, these implications of the study can make a contribution to the language teachers and learners who want to benefit from the lexical practice technique, namely personalization. As lexical competence is principal in language learning, personalization can facilitate this. However, the limitations of the study should be kept in mind. In the following part, there are limitations of the present study and recommendations for further studies.

5.3.2 Limitations of the Study and Recommendations for Further Research

The present study was conducted on 60 advanced pre-service learners. This was one of the limitations of the study. So, further studies can conduct on more

participants. The higher number of the participants can give more generalizable results. On the other hand, the level of the participants was advanced. If the further studies conduct on other levels, the impact of personalization can be seen on lower levels as well. As the ages of the participants in this study change between 21 and 22, other studies can conduct on younger participants so as to show whether there is a relation between personalization and age.

The time of the study was limited. The treatment of the study lasted for 4 weeks and 30 words and phrases were presented. In order to see the long term effects, the time can be longer and more lexical items can be added.

The other recommendation is that the other studies can find the effect of personalization on the grammar practice as the impact of personalization was related to the lexical practice in the present study.

Last but not least, future studies can add a checklist including self-study skills so as to collect more on the learner autonomy and personalization relationship.

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APPENDICES

Appendix-1

The Lexical Achievement Test

Gender: Male/Female/Neutral

Graduated High School: _____

Cumulative GPA: _____

The aim of this test is to learn about the knowledge of the learners about the target words that are planned to teach for the thesis. Read the sentences and circle the best option to fill in the blanks.

1. The _____ of the school programs and state requirements would greatly facilitate the process.

A. deportation B. panacea C. alignment D. retaliation E. sediment

2. Schools must give _____ teachers 60 days notice before the end of the school year if their contract is not going to be renewed.

A. belligerent B. pervasive C. rigorous D. probationary E. altruistic

3. This country gives work permission to the children aged 12 or 13 if work does not _____ their school attendance and learning.

A. hamper B. arbitrate C. reenlist D. sate E. propitiate

4. If the problems _____ during the activity, the teacher must reorganize it.

A. wind up B. hang up C. draw up D. crop up E. clear up

5. Once the _____ decision to let the student go on his/her misbehavior, it is difficult for the teacher to manage the class well.

A. sanguine B. irrevocable C. fastidious D. insipid E. prodigal

6. Although it seems very obvious today that culture _____ a strong pressure on your thoughts and actions, this notion was largely overlooked in mainstream psychology for many years.

A. feigns B. exerts C. implies D. wavers E. venerates

7. After completing the _____ semester in 2013, students reported that they improved their skills and abilities and enhanced knowledge.

A. tyro B. anachronism C. fledgling D. praxis E. improvidence

8. 'No man can quite _____ himself from his age and country, or produce a model in which the education, the religion, the politics, usages, and arts, of his times shall have no share.' Ralph Waldo Emerson (1803–1882), U.S. essayist, poet, philosopher.

A. admonish B. wring C. spearhead D. rectify E. emancipate

9. One of the reasons why there is not a wide _____ is that there is not enough empirical data.

A. euphony B. consensus C. omen D. felicity E. alacrity

10. In her life, as a teacher, she searched and read a lot in different areas in order to be a _____ teacher.

A. gaudy B. decorous C. polyvalent D. belligerent E. extemporaneous

11. A college degree is supposed to _____ the way for a better life.

A. pave B. exalt C. defer D. elongate E. deploy

12. Workers' health insurance and _____ payments for lost work time, theoretically, should be covered by worker's compensation.

A. fervour B. chagrin C. affidavit D. exultance E. indemnity

13. Once you sign up to become a national _____, you can track your commissions on our website to see how you are doing.

A. edict B. avidity C. amputee D. enforcer E. affiliate

14. Teachers' _____ salaries at different points in their careers vary from one country to the other.

A. clandestine B. flimsy C. hubristic D. statutory E. dejected

15. Poverty and its _____ social problems affected everybody in the country.

A. alienation B. concomitant C. ammunition D. discrepancy E. dynasty

16. Critics say research and good teaching are _____ linked to each other and separating them does not make sense.

A. poignantly B. adamantly C. quaintly D. inextricably E. imperceptibly

17. Other collaborations between studio members are more _____, especially when somebody's got a lot to do in a hurry.

A. excruciating B. tardy C. blatant D. insidious E. ad hoc

18. These educators are seeking out your site with good intentions, but they can become frustrated if their search is _____.

A. ignited B. entreated C. harked D. thwarted E. howled

19. At the most critical _____ in my career, I decided upon part-time work.

A. detention B. jaundice C. juncture D. granary E. freight

20. A major _____ of the health care system was proposed.

A. overhaul B. matrimony C. oasis D. recrimination E. embroidery

21. The _____ call of 'quality' in education must be heard all around the world.

A. furnace B. pedlar C. clarion D. discrepancy E. refectory

22. These aspects of burnout lead to high rates of teacher _____. Teachers need to learn appropriate stress relief techniques to combat burnout.

A. residue B. solace C. haven D. reprisal E. attrition

23. This happens partly because politicians who abandon foreign policy for greener political pastures _____ power to colleagues whose interest in foreign policy arises from personal passion.

A. preclude B. relay C. exhilarate D. cede E. oust

24. Moving learning beyond the classroom into the _____ of knowledge and reality is what The Road Ahead is all about.

A. intestine B. realm C. exempt D. larceny E. amnesty

25. It is necessary to seek professional help in order to _____ the process.
- A. expedite B. dwindle C. gainsay D. invigorate E. enunciate
26. Utilities have no right to hold consumers hostage in a _____ system where the customers had no part of the decisions.
- A. atrocious B. monopolistic C. docile D. rudimentary E. intrepid
27. People who work in the same industry and have the same educational _____ and job experience receive wages that are increasingly unequal over time.
- A. grievances B. denunciations C. flaws D. disparities E. credentials
28. To cover all the widely scattered primary schools with a limited number of instructors and budget, the _____ model has been introduced. In this way, all primary teachers are trained on a step-by-step basis.
- A. cascade B. stamina C. regiment D. gluttony E. prodigy
29. A comparison of developed and developing nations is _____ and inappropriate.
- A. macabre B. weary C. prudent D. trite E. parsimony
30. Although public schools have had a large role in socializing our youth, students are getting to have _____ standardized behaviors and expectations to perform according to directives.
- A. laconic B. parsimonious C. indoctrinated D. wan E. loquacious

Thanks for your participation ☺

Appendix-2

Lesson Plan 1 (Intervention Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of Germany

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as 'Teacher Education in Germany' (Viebahn, 2003).

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

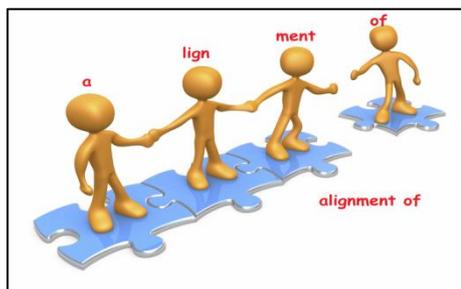
- The topic is 'The education system of Germany'. In order to familiarize the students the teacher asks what comes to their mind when they hear Germany. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation that she prepared to give some other general information about Germany (government, population etc.).
- She asks what they have searched about the German education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in Germany. But there are highlighted phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is 'alignment of'. She shows the picture for the phrase and then asks what they see in the picture. She gives the definition 'alignment of: a state of agreement or cooperation among persons, groups, nations, etc., with a common cause or an arrangement of systems'. She uses the phrase in the context by saying 'For example, the alignment of the teacher and the parents is very important for the development of the child'. Then she wants them to repeat the word for the correct pronunciation. Later, she writes the word on the board with the definition and asks the type. In parenthesis, she adds it. alignment of (n)



- In order to help students practice with the personalization technique, she asks the questions in the following:

Who were you in alignment of to pass the university exam?

Who were the people in alignment of for your education?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'For example, I was in the alignment of my English teacher in the private course to learn the test techniques to apply in the exam. With the help of her, I had high points in the university exam.'

- The second phrase is 'probationary teacher'. The teacher shows the picture and says that 'You can see probationary teachers in some countries. For example, in the USA, in Texas there are some steps you have to follow to be a probationary teacher and get a teaching certificate. As you see in the first picture, you have to graduate from university. Then, you apply for a teacher training program. Later, you pass the exam. Next, you complete the coursework. As the fifth picture shows, you receive a temporary teaching certificate. This allows you to be a probationary teacher. When you are a probationary teacher, you work with a mentor, the teachers and principal of the school where you are teaching. They report on the quality of your teaching and suitability of a teaching position. After successfully completing this, as a last step you receive your official teaching certificate. Every year you renew your public school contract.' Then she gives the definition 'probationary teacher: the teacher who is in a period of work which is tested to see whether they can do the job well and stay in the position'. She uses the phrase in the sentence 'In Texas, to receive your official teaching certificate, you have to sign your probationary contract and work as a probationary teacher. In our country, we do not have such a system in state schools, but in private courses.' She wants them to repeat the phrase for the correct

pronunciation. She writes the phrase and definition on the board. Then she asks the type and adds it. probationary (adj).



- In order to help students practice with the personalization technique, she asks the questions in the following:

What kinds of courses would be suitable for you as a probationary teacher?

What kinds of exam would be suitable for you as a probationary teacher?

- Before eliciting the answers, she answers the first question as an example to help the learners. ‘In my opinion, probationary teachers must take courses such as using games in teaching English, creating collaboration between the learners, etc. This kind of courses may help the teachers to make the lessons more enjoyable.’

- The third phrase is ‘praxis semester’. She gives the definition of it ‘praxis semester: a school term that includes practical application of a theory’. She gives an example: ‘In praxis semester, there are no lessons. But students can reflect about what they have learned in the lessons which they took. So students have an opportunity to see the use of theoretical knowledge. In Turkey, for teacher education, there is no praxis semester’. After clarifying the meaning of the word, she wants them to repeat for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. praxis (n)

- In order to help students practice with the personalization technique, she asks the questions in the following:

Would it be better if you had a praxis semester?

What kinds of advantages would you have?

How many praxis semesters would be adequate for English teachers?

- Before eliciting the answers, she answers the first two questions as an example to help the learners. 'I think it would be better if I had a praxis semester. So I could have an opportunity to develop the classroom management that I have. Because it may be difficult to manage the class well when you start to teach for the first time'.

- The fourth phrase is to 'hamper the attendance at classes'. She shows some pictures and asks 'Who are the people in the photos? What are they trying to do? What is the problem?'. She elicits the answers and says 'Weather conditions hamper the attendance of the students at classes'. She gives the synonym 'hamper the attendance at classes: to obstruct the attendance at classes'. She gives an example 'In Turkey this year, heavy snow hampered the attendance of both teachers and students.' She wants them to repeat the word for the correct pronunciation. Then she writes on the board with the definition and asks the type. In parenthesis, she adds it. to hamper (v).



- In order to help students practice with the personalization technique, she asks the questions in the following:

What are the factors that hampered your attendance at classes as a student?

Do you remember one day that hampered your attendance to the class? What happened?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'For example, I was in Bursa when I was in high school. The weather was generally windy in autumn and winter. So, one of the factors that hampered my attendance at class as a student was the heavy wind in Bursa. It was so heavy that I could not walk in that kind of weather to go to school.'

- The fifth phrase is to ‘exert social pressure’. The teacher gives examples: ‘For example, you go out with your friends and everybody in the group smokes. This exerts social pressure on you. So you feel that you must smoke, too. Or, the media show skinny models as signs of beauty. This exerts pressure on you. So you think to be beautiful, you must be skinny.’ She gives the definition ‘exert social pressure: to put/apply social pressure’. After the clarification of the meaning, she wants them to repeat the phrase. She writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. to exert (v)

- In order to help students practice with the personalization technique, she asks the questions in the following:

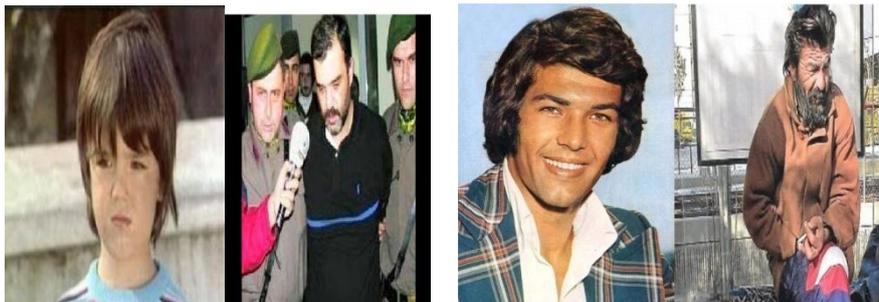
Has anyone exerted social pressure on you? How did you feel yourself?

Imagine someone exerted social pressure on you. How would you feel yourself?

Have you ever exerted social pressure on anyone? What do you think about the feelings of that person?

- Before eliciting the answers, she answers the first question as an example to help the learners. ‘For example, I went out with my high school friends on the last day of graduation from high school. All of them wanted to take alcohol. Although I had never tried in my life, I ordered too. But now I am thinking that it was just because my friends exerted social pressure on me.’

- The sixth phrase is to ‘crop up’. The teacher asks whether the students know these people or not. She wants them to compare their past and now. She elicits the answers and says ‘These people were successful and rich. But then some problems cropped up in their lives. The problems that cropped up in their lives were financial problems and taking drugs.’ She gives the definition of the phrasal verb ‘crop up: to happen/appear suddenly and unexpectedly’. She uses it in the context ‘There are not always ups in our lives. Sometimes there are downs. So there may be many problems that crop up in our lives’. She wants them to repeat the phrasal verb for the correct pronunciation. Then she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to crop up (v).



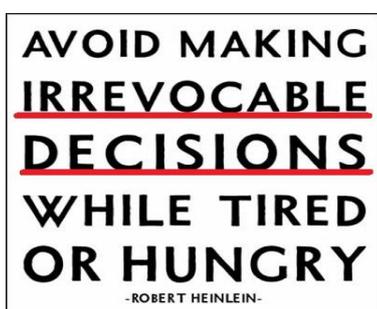
-In order to help students practice with the personalization technique, she asks the questions in the following:

What kinds of problems crop up in your school life? How do you cope with them?

Would you like to share if you remember one of them?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'For example, the biggest problem that cropped up in my school life was to take low marks in the maths exams. I studied with a friend who was good at maths. Due to her, I coped with the problem.'

-The last phrase is 'irrevocable decision'. The teacher gives the definition by stating 'irrevocable decision: the decision that cannot be changed'. Then she shows the quote on the picture and asks whether they agree or not. After the clarification of the phrase, she wants them to repeat for the correct pronunciation. She writes the phrase and definition on the board and asks the type. In parenthesis, she adds it. irrevocable (adj).



- In order to help students practice with the personalization technique, she asks the questions in the following:

Do you think carefully before you take an irrevocable decision?

Have you ever taken an irrevocable decision? Can you give an example?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'I always think carefully before I take an irrevocable decision. I make a list to see the results of it. For example, the choice of my university was an irrevocable decision for me. I spent a lot of time to make the list of my choices'.
- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and German teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the German education system. She gives homework and says goodbye.

Homework: Write one page summary about the German education system and search about the education system of France.

Appendix-3

Lesson Plan 1 (Control Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of Germany

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as 'Teacher Education in Germany' (Viebahn, 2003)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

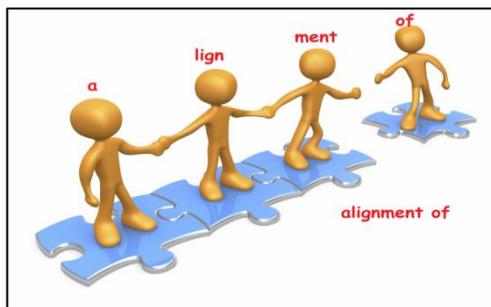
- The topic is 'The education system of Germany'. In order to familiarize the students the teacher asks what comes to their mind when they hear Germany. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation that she prepared to give some other general information about Germany (government, population etc.).
- She asks what they have searched about the German education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in Germany. But there are highlighted phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is 'alignment of'. She shows the picture for the first phrase and then asks what they see in the picture. She gives the definition 'alignment of: a state of agreement or cooperation among persons, groups, nations, etc., with a common cause or an arrangement of systems'. She uses the phrase in the context by saying 'For example, the alignment of the teacher and the parents is very important for the development of the child'. Then she wants them to repeat the word for the correct pronunciation. Later, she writes the word on the board with the definition and asks the type. In parenthesis, she adds it. alignment of (n)



- In order to help students practice, she asks the question in the following:

What country's education system must be alignment of ours?

- Before eliciting the answers, she answers the question as an example to help the learners. 'In my opinion, none of the other country's education system is totally suitable for our education. But we can adapt some parts. For example, the alignment of teacher education in Finland and Turkey may be suitable. In Turkey, the teachers have some courses only in the first year after they start working in state schools but in Finland every year they have. This creates well developed teachers. So the alignment of teacher education of Finland and Turkey can create positive results.'

- The second phrase is 'probationary teacher'. The teacher shows the picture and says that 'You can see probationary teachers in some countries. For example, in the USA, in Texas there are some steps you have to follow to be a probationary teacher and get a teaching certificate. As you see in the first picture, you have to graduate from university. Then, you apply for a teacher training program. Later, you pass the exam. Next, you complete the coursework. As the fifth picture shows, you receive a temporary teaching certificate. This allows you to be a probationary teacher. When you are a probationary teacher, you work with a mentor, the teachers and principal of the school where you are teaching. They report on the quality of your teaching and suitability of a teaching position. After successfully completing this, as a last step you receive your official teaching certificate. Every year you renew your public school contract.' Then she gives the definition 'probationary teacher: the teacher who is in a period of work which is tested to see whether they can do the job well and stay in the position'. She uses the phrase in the sentence 'In Texas, in order to receive your official teaching certificate, you have to sign your probationary contract and work as a probationary teacher. In our country, we do not have such a system in state schools, but in private courses.' She wants them to repeat the phrase for the correct

pronunciation. She writes the phrase and definition on the board and asks the type. In parenthesis, she adds it. probationary (adj).



- In order to help students practice, she asks the questions in the following:

Are probationary teachers necessary?

What may be the pros and cons to have probationary teachers?

- Before eliciting the answers, she answers the questions as an example to help the learners. ‘For example, I think probationary teachers are necessary. As they are novice teachers, they can see their weaknesses with the help of experienced teachers.’

- The third phrase is ‘praxis semester’. She gives the definition of it ‘praxis semester: a school term that includes practical application of a theory’. She gives an example ‘In praxis semester, there are no lessons. But students can reflect about what they have learned in the lessons which they took. So students have an opportunity to see the use of theoretical knowledge. In Turkey, for teacher education, there is no praxis semester’. After clarifying it, she wants them to repeat for the correct pronunciation. Later she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. praxis (n)

- In order to help students practice, she asks the questions in the following:

Is it necessary to have a praxis semester?

What may be the pros and cons of praxis semester?

- Before eliciting the answers, she answers the questions as an example to help the learners. ‘I think praxis semester is necessary for teachers. Most of the teachers have

the theoretical knowledge, but not the practical one. So during praxis semester, they can develop themselves more.'

- The fourth phrase is to 'hamper the attendance at classes'. She shows some pictures and asks 'Who are the people in the photos? What are they trying to do? What is the problem?'. She elicits the answers and says 'Weather conditions hamper the attendance of the students at classes'. She gives the synonym 'hamper the attendance at classes: to obstruct the attendance at classes'. She gives an example 'In Turkey this year, heavy snow hampered the attendance of both teachers and students.' She wants them to repeat the word for the correct pronunciation. Then she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. to hamper (v).



- In order to help students practice, she asks the questions in the following:

What kinds of problems hamper the attendance at classes?

What may be the solutions?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'For example, families of some children may have financial problems. They cannot buy school objects. These financial problems may hamper the attendance of students at classes.'

- The fifth phrase is to 'exert social pressure'. The teacher gives examples: 'For example, you go out with your friends and everybody in the group smokes. This exerts social pressure on you. So you feel that you must smoke, too. Or, the media show skinny models as signs of beauty. This exerts pressure on you. So you think to be beautiful, you must be skinny.' She gives the definition 'exert social pressure: to put/apply social pressure'. After the clarification of the meaning, she wants them to

repeat the phrase. She writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. to exert (v)

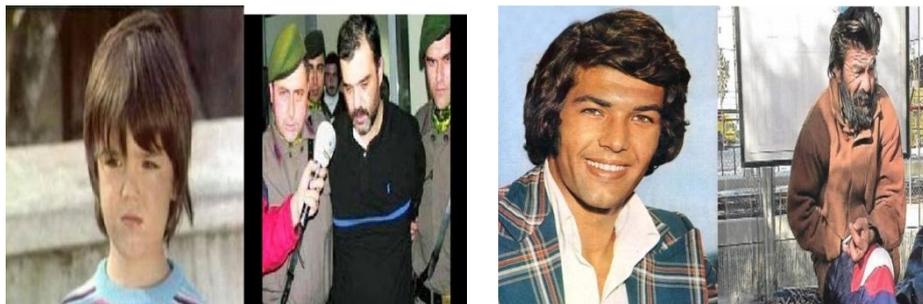
- In order to help students practice, she asks the questions in the following:

When do people exert social pressure?

What are the results of exerting social pressure?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'I think when the person feels that other people exert social pressure on him, he becomes one of them.'

- The sixth phrase is to 'crop up'. The teacher asks whether the students know these people or not. She wants them to compare their past and now. She elicits the answers and says 'These people were successful and rich. But then some problems cropped up in their lives. The problems that cropped up in their lives were financial problems and taking drugs.' She gives the definition of the phrasal verb 'crop up: to happen/appear suddenly and unexpectedly'. She uses it in the context 'There are not always ups in our lives. Sometimes there are downs. So there may be many problems that crop up in our lives'. She wants them to repeat the phrasal verb for the correct pronunciation. Then she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to crop up (v).

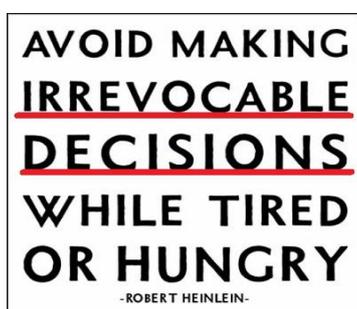


- In order to help students practice, she asks the questions in the following:

What kinds of problems crop up in people's lives?

What may be the reasons behind them?

- Before eliciting the answers, she answers the first question as an example to help the learners. ‘I think financial problems are one of the most common ones that crop up in people’s lives.’
- The last phrase is ‘irrevocable decision’. The teacher gives the definition by stating ‘irrevocable decision: the decision that cannot be changed’. Then she shows the quote on the picture and asks whether they agree or not. After the clarification of the phrase, she wants them to repeat for the correct pronunciation. She writes the phrase and definition on the board and asks the type. In parenthesis, she adds it. irrevocable (adj).



- In order to help students practice, she asks the question in the following:

Can you exemplify any circumstances that people have to take irrevocable decisions?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘For example, the students can take irrevocable decisions to choose their departments. Their choices affect all their lives.’
- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and German teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the German education system. She gives homework and says goodbye.

Homework: Write one page summary about the German education system and search about the education system of France.

Appendix-4

Teacher Education in Germany

Due to the **alignment of** the national higher education systems in Europe, teacher education in Germany is going to experience a radical change. It now appears necessary to raise the question of which aspects of the current education should be retained and which line of modification should be pursued. Dealing with reform concepts the analysis of their many sided implications is a crucial task.

An essential feature of German teacher education is that great importance is attributed to the idea of a scholarly education and as a result of that to the fulfillment of academic standards. Teacher education for all types of schools (from primary school to upper secondary level) is divided into the following two phases:

- The first scholarly phase of teacher education is carried out in an institution of higher education (e.g. a university). Depending on the teaching qualification being sought, the study duration is seven or nine semesters up to the final First State Examination (HRK, 1 1998).
- The second practical phase (**probationary teachers**) is conducted in the schools and supervised by a state-run 'study seminar' ('Studienseminar'), giving an opportunity for additional practical training. This phase of the teacher training takes 18 to 24 months and is completed with the award of the Second State Examination.

The division of teacher education into an academic and a practical stage of the courses of studies and to carry them out in two different institutions (university—school, 'study seminar') may turn out to be both useful and problematic. The *Hochschulrektorenkonferenz* (1998) suggested that there should be regular exchange of personnel in order to avoid a separation of the two 'cultures of education systems': Teachers of outstanding experience, particularly if participating in the practice training for post-graduate students, should receive an academic further education so that they can establish closer relations between theory and practice; Professors of the theory of teaching in a subject and of educational science should complete a **praxis semester** at an education related research project, approximately once in every four years, in a school.

From the multidisciplinary approach of teacher education results, particularly for big universities, a special demand for coordination among the departments. Students being involved with three or four different departments are faced with a variety of cultures in their disciplines and consequently with conflicting demands (e.g. with respect to theory and practice) and with the problem of overlapping schedules. The difficulty to adapt the different timetables produces coordination problems which **hamper the attendance at classes** for the individual students (Viebahn, 1999).

Based on qualitative interviews with students training to be primary school and secondary school teachers (*Grund- und Hauptschullehrer*) Henecka (1996) defined three types of students who change their courses of study (*Studienfachwechsler*): Alternative students give up studying for the teaching profession because they are able to take advantage of the opportunity to realise their original choice of career. The teaching profession had been their ‘second choice’. Teacher education becomes, as it were, a ‘waiting room’ for the course of study they really want. In such cases there are no profound processes of personal adaptation or decision making involved. The late developers are relatively firmly attached to their familiar surroundings and choose a teaching career at primary or secondary school because their parents and their social surroundings regard it as ‘the most natural thing in the world’ or even **exert social pressure** in this regard. In the beginning the self-confidence of these students is low and their ideas about their future career are rather vague, but they develop over time as they confront their studies.’ (p. 264) In this case, the liberalisation of campus life shows a positive effect. Having become independent, such students break with the teaching profession and the career it would lead to.

Pragmatism focuses upon the utilisation of things, upon finding practical solutions. From the pragmatic point of view the aim of training is to prepare people to be able to solve practical problems that **crop up** in their jobs. Training should be judged from the point of view of how useful it will be to the individual student in his later life: if a curriculum is to create job opportunities, provide skills that are useful for every day life, enhance careers, etc.

In some ways the reform concepts contain a certain amount of potential for improvement, in others there are questions to be answered and ways out of dilemmas to be found. This can be seen particularly clearly in the system of consecutive degrees. The bachelor programme with its general education leaves the way open for students to make a decision about their profession later on but it might hinder those students who have already made a clear-cut **irrevocable decision** in favour of the teaching profession.

So it seems necessary to provide with the open elements of teacher education (consecutive degrees, modularisation) a track of studies that prepare directly and professionally those student that are determined right from the beginning to become a teacher.

Adapted from Viebahn, P. (2003). *Teacher Education in Germany*. *European Journal of Teacher Education*. 26 (1), 87-100.

Appendix-5

Lesson Plan 2 (Intervention Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of France

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as ‘The State of Teacher Education in France: A Critique’ (Misra, 2014)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

- The topic is 'The education system of France'. In order to familiarize the students the teacher asks what comes to their mind when they hear France. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation that she prepared to give some other general information about France (government, population etc.).
- She asks what they have searched about the French education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

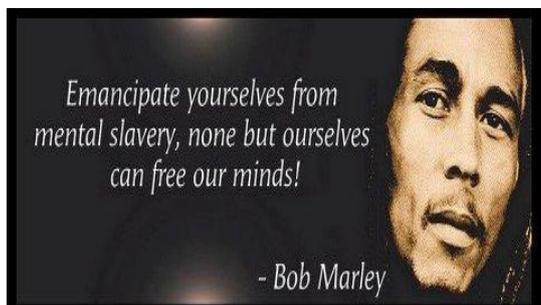
Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in France. But there are highlighted words and phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is to 'emancipate from'. The teacher shows the picture for the phrase and gives the definition 'emancipate from: to free from the control or the power of another'. She shows the quote and asks what Bob Marley meant. She elicits the answers. She gives an example 'As I was a teenager, I was thinking that the only way to emancipate myself from my parents was to move away. But then I thought emancipating myself from my parents was not an easy thing'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board

with the definition and asks the type. In parenthesis, she adds it. to emancipate from (v)



- In order to help students practice with the personalization technique, she asks the questions in the following:

Have you ever emancipated yourself from something or somebody?

What/Who do you want to emancipate yourself from?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'I tried to emancipate myself from my family when I was a teenager. But now, I think that being free does not mean to live without your family.'

- The second phrase is 'wide consensus'. The teacher shows the picture for the phrase and then gives the definition 'wide consensus: general/widespread agreement'. She uses the phrase in the context by saying 'By wide consensus, people are being more dependent on technology, especially mobile phones, computers and the internet'. She wants them to repeat the phrase for the correct pronunciation. Later she writes it on the board with the definition and asks the type. In parenthesis, she adds it. consensus (n)



- In order to help students practice with the personalization technique, she asks the questions in the following:

Can you give an exemplify a wide consensus that you agree with?

Can you give an exemplify a wide consensus that you disagree with?

- Before eliciting the answers, she answers the first question as an example to help the learners. ‘The wide consensus that I agree with is that there is moral degradation and changing values in younger generation’.

- The third word is ‘polyvalent’. The teacher shows the picture for the word and asks ‘What are the things that she can do at the same time?’. She elicits the answers and gives the definition ‘polyvalent: having various skills’. She uses the phrase in the context by saying ‘In primary school, I had a polyvalent teacher. She was able to speak French and German well. She was able to play the piano and the violin. She was good at team sports such as volleyball and handball’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. polyvalent (adj).



-In order to help students practice with the personalization technique, she asks the questions in the following:

Do you know a polyvalent person? What makes them polyvalent?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘My cousin is a polyvalent girl. She is a successful runner. She has many gold and silver medals. Moreover, she is good at maths and physics.’

-The fourth phrase is to ‘pave the way for sth’. The teacher shows the picture and gives the definition ‘pave the way for sth: to facilitate/to make sth easier’. She gives an example ‘In order to start master degree, I waited two years after I had graduated from university. My hardwork and enthusiasm paved the way for a master degree.’

Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to pave the way (v)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What paved the way for your entering university?

What will pave the way for your starting job?

- Before eliciting the answers, she answers the question to help the learners. ‘My determination to be a teacher of English paved the way for my entering university.’

- The fifth word is ‘indemnity’. The teacher shows the picture and gives the definition ‘indemnity: a payment for compensation’. She gives an example ‘Last year, my aunt broke her arm and her insurance company paid an indemnity for her health expenses.’ She wants them to repeat for the correct pronunciation. Later, she writes the word with the definition and asks the type. In parenthesis, she adds it. indemnity (n).



- In order to help students practice with the personalization technique, she asks the questions in the following:

Has any company paid you or a person that you know an indemnity? What for?

- Before eliciting the answers, she answers the question to help the learners. ‘Five years ago, my uncle had a car crash. He stayed in hospital for a week. The company paid an indemnity.’

- The sixth word is ‘affiliate’. The teacher shows the picture for the word and gives the definition of it ‘affiliate: an organization that is a member of a larger organization’. She uses the word in the context by saying ‘The affiliates of Pepsi Co are Cheetos, Ruffles and 7up’. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition of it and asks the type of the word ‘affiliate’. In parenthesis, she adds it. affiliate (n)



- In order to help students practice with the personalization technique, she asks the question in the following:

What organization would you choose if you had an affiliate?

- Before eliciting the answers, she answers the question to help the learners. ‘I would choose Instagram to be an affiliate of Facebook’.

- The last phrase is ‘statutory salary’. The teacher shows the chart and says that this shows the statutory salaries of teachers in some countries. She gives the definition ‘statutory salary: the kind of salary that is controlled or determined by a law’. She uses the phrase in the context ‘The statutory salaries of teachers in Turkey are lower than most of the countries’. She wants the students to look at the chart and find which countries these are. She elicits the answers. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. statutory (adj.)

Education: Key tables from OECD - ISSN 2075-5120 - © OECD 2012

Teachers' salaries
Annual statutory salaries in public institutions, minimum training
Equivalent USD converted using PPPs

	2011 or latest available year												
	Primary education			Lower secondary education			Upper secondary education						
	Salary	15 years	20 years	Salary	15 years	20 years	Salary	15 years	20 years	Steps to top	Ratio	25 years	Maximum
Australia	34 633	46 522	46 522	34 740	46 144	46 144	8	34 740	46 144	46 144	-	-	-
Austria	31 511	41 633	42 129	32 373	45 105	44 510	24	33 260	46 317	67 444	-	-	-
Belgium (Fl)	32 995	45 412	58 619	32 295	45 412	58 619	27	45 102	58 290	79 430	-	-	-
Belgium (Fr)	31 515	44 407	54 360	31 515	44 407	54 360	27	39 224	57 071	69 603	-	-	-
Canada	35 534	56 349	58 249	35 534	56 349	58 249	11	35 534	56 589	56 589	-	-	-
Chile	17 266	23 623	31 291	17 266	23 623	31 291	20	19 024	29 027	33 602	-	-	-
Czech Republic	16 660	20 165	22 226	16 472	20 260	22 455	27	17 244	21 732	24 130	-	-	-
Denmark	43 481	59 332	59 332	43 481	59 332	59 332	8	44 710	58 247	58 247	-	-	-
England	30 289	44 289	44 289	30 289	44 289	44 289	12	30 289	44 289	44 289	-	-	-
Estonia	11 621	12 206	16 985	11 621	12 206	16 985	7	11 621	12 206	16 985	-	-	-
Finland	35 267	27 886	49 190	33 224	49 917	43 272	20	34 008	43 202	45 900	-	-	-
France	30 466	31 162	49 616	30 653	36 169	52 265	34	38 662	36 266	52 265	-	-	-
Germany	47 488	58 662	62 286	53 028	64 481	70 232	28	57 267	69 715	79 980	-	-	-
Greece	22 603	29 164	34 037	22 603	29 164	34 037	13	22 603	29 164	34 037	-	-	-
Hungary	18 664	13 135	17 467	18 664	13 135	17 467	40	18 664	12 515	22 853	-	-	-
Switzerland	47 330	-	73 585	53 989	-	83 185	27	61 437	-	94 036	-	-	-
Turkey	23 484	26 189	27 281	-	-	-	-	24 653	25 747	27 758	-	-	-
United States	37 695	48 120	53 180	37 507	49 950	56 364	-	38 012	49 414	56 203	-	-	-

- In order to help students practice with the personalization technique, she asks the questions in the following:

How much statutory salary would be adequate for you as a teacher?

How much would you pay for a statutory salary for teachers, for doctors and for workers if you were the ministry of labor?

- Before eliciting the answers, she answers the question to help the learners. 'If we think about the living conditions in Turkey, minimum 3000 TL of statutory salary would be adequate for me as a teacher.'

- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and French teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the French education system. She gives homework and says goodbye.

Homework: Write one page summary about the French education system and search about the education system of Ireland.

Appendix-6

Lesson Plan 2 (Control Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of France

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as ‘The State of Teacher Education in France: A Critique’ (Misra, 2014)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

- The topic is 'The education system of France'. In order to familiarize the students the teacher asks what comes to their mind when they hear France. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation she prepared to give some other general information about France (government, population etc.).
- She asks what they have searched about the French education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

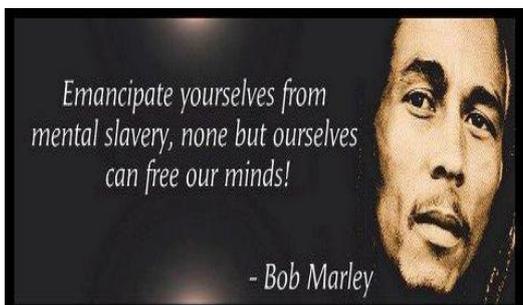
Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in France. But there are highlighted words and phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is to 'emancipate from'. The teacher shows the picture for the phrase and gives the definition 'emancipate from: to free from the control or the power of another'. She shows the quote and asks what Bob Marley meant. She elicits the answers. She gives an example 'As I was a teenager, I was thinking that the only way to emancipate myself from my parents was to move away. But then I thought emancipating myself from my parents was not an easy thing'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board

with the definition and asks the type. In parenthesis, she adds it. to emancipate from (v)



- In order to help students practice, she asks the question in the following:

What/Who do people emancipate themselves from?

- Before eliciting the answers, she answers the question as an example to help the learners. 'People may emancipate themselves from their parents, relatives or neighbors.'

- The second phrase is 'wide consensus'. The teacher shows the picture for the phrase and then gives the definition 'wide consensus: general/widespread agreement'. She uses the phrase in the context by saying 'By wide consensus, people are being more dependent on technology, especially mobile phones, computers and the internet'. She wants them to repeat the phrase for the correct pronunciation. Later she writes it on the board with the definition and asks the type. In parenthesis, she adds it. consensus (n)



-In order to help students practice, she asks the question in the following:

Can you exemplify a wide consensus?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘Believe you can and you are halfway there is one of the wide consensus examples.’

- The third word is ‘polyvalent’. The teacher shows the picture for the word and asks ‘What are the things that she can do at the same time?’. She elicits the answers and gives the definition ‘polyvalent: having various skills’. She uses the phrase in the context by saying ‘In primary school, I had a polyvalent teacher. She was able to speak French and German well. She was able to play the piano and the violin. She was good at team sports such as volleyball and handball’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. polyvalent (adj).



- In order to help students practice, she asks the question in the following:

What are the characteristics and qualities of polyvalent people?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘Polyvalent people can have variable qualities such as being energetic, sympathetic and sensible.’

-The fourth phrase is to ‘pave the way for sth’. The teacher shows the picture and gives the definition ‘pave the way for sth: to facilitate/to make sth easier’. She gives an example ‘In order to start master degree, I waited two years after I had graduated from university. My hardwork and enthusiasm paved the way for a master degree.’ Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to pave the way (v)



- In order to help students practice, she asks the question in the following:

What paves the way for a better university?

- Before eliciting the answers, she answers the question to help the learners. 'For example, being clever may pave the way for entering a better university.'

- The fifth word is 'indemnity'. The teacher shows the picture and gives the definition 'indemnity: a payment for compensation'. She gives an example 'Last year, my aunt broke her arm and her insurance company paid an indemnity for her health expenses.' She wants them to repeat for the correct pronunciation. Later, she writes the word with the definition of it and asks the type. In parenthesis, she adds it. indemnity (n).



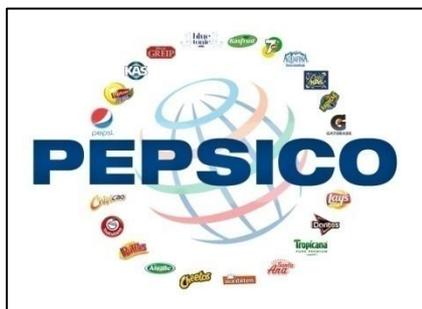
- In order to help students practice, she asks the question in the following:

In what circumstances do companies pay for an indemnity?

- Before eliciting the answers, she answers the question as an example to help the learners. 'If there is a health problem, companies pay for an indemnity.'

- The sixth word is 'affiliate'. The teacher shows the picture for the word and gives the definition of it 'affiliate: an organization that is a member of a larger organization'. She uses the word in the context by saying 'The affiliates of Pepsi Co

are Cheetos, Ruffles and 7up’. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. affiliate (n)



- In order to help students practice, she asks the question in the following:

Can you exemplify any affiliates?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘For example, Facebook bought Instagram for 1 billion dollars. So from now on Instagram is an affiliate of Facebook.’

-The last phrase is ‘statutory salary’. The teacher shows the chart and says that this shows the statutory salaries of teachers in some countries. She gives the definition ‘statutory salary: the kind of salary that is controlled or determined by a law’. She uses the phrase in the context ‘The statutory salaries of teachers in Turkey are lower than most of the countries’. She wants the students to look at the chart and find which countries these are. She elicits the answers. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. statutory (adj.)

Education: Key tables from OECD - ISSN 2073-5120 - © OECD 2012

Teachers' salaries
Annual statutory salaries in public institutions, minimum training
Equivalent USD converted using PPP's

	2008 or latest available year											
	Primary education			Lower secondary education						Upper secondary education		
	Salary	15 years	Minimum	Salary	15 years	Maximum	Salary	15 years	Minimum	Salary	15 years	Minimum
Australia	34 610	40 522	40 522	24 765	49 144	49 144	8	24 765	49 144	49 144		
Austria	31 051	41 633	62 129	32 973	45 105	64 610	34	33 366	44 317	67 444		
Belgium (Fl.)	32 295	40 413	50 819	32 095	40 413	50 819	27	40 302	50 260	70 420		
Belgium (Fr.)	24 516	44 487	54 360	24 516	44 487	54 360	27	28 226	37 871	68 803		
Canada	36 524	56 249	56 249	20 524	56 249	56 249	11	35 524	56 569	56 569		
Chile	17 385	23 623	31 261	17 385	23 623	31 261	36	19 524	26 027	33 562		
Czech Republic	56 900	20 180	22 206	64 472	20 390	22 450	27	19 244	21 752	24 730		
Denmark	43 481	50 332	50 332	43 481	50 332	50 332	8	44 710	50 347	50 347		
Egypt	50 295	44 200	44 200	30 289	44 200	44 200	12	30 289	44 200	44 200		
Finland	19 621	52 366	56 985	19 621	52 366	56 985	7	19 621	52 366	56 985		
France	30 587	37 096	46 190	33 024	48 817	43 372	26	34 000	43 302	45 900		
France	23 646	33 152	43 916	28 653	38 159	62 060	34	24 802	30 260	62 252		
Germany	47 488	56 962	63 286	53 028	64 491	70 332	28	57 387	69 715	79 088		
Greece	22 803	28 164	34 837	22 803	28 164	34 837	33	22 803	28 164	34 837		
Hungary	14 904	13 176	17 407	14 904	13 176	17 407	40	15 942	15 916	22 803		
Iceland	47 330	-	73 585	53 599	-	83 105	27	61 437	-	94 035		
Turkey	23 484	25 189	27 201	-	-	-	-	24 953	25 747	27 750		
United States	37 595	48 120	53 180	37 597	45 950	50 384	-	38 912	45 414	50 383		

- In order to help students practice, she asks the question in the following:

How much statutory salary is adequate for the teachers in Turkey?

- Before eliciting the answers, she answers the question. to help the learners ‘I think, at least 3000 TL is adequate for the teachers in Turkey.’
- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and French teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the French teacher education system. She gives homework and says goodbye.

Homework: Write one page summary about the French education system and search about the education system of Ireland.

Appendix-7

The State of Teacher Education in France: A Critique

A report from Organization for Economic Cooperation and Development-OECD (2005, p.96) underlines, “*Teacher education is high on the policy agenda in many countries. Countries are seeking to ensure that teacher education is attractive to high-quality entrants, and that it adequately prepares teachers for the demands of modern schooling.*” Beside these expectations, the teacher education systems have to also take into account the ever emerging changes and challenges **emancipating from** society, economy and technology.

We are living in an era of change that brings new demands and promises before teacher education at regular intervals. Today, we are confronted with the more radical and in many ways disturbing but seeming to be very promising prospect of excellence in an age where innovation is indeed the keyword to gaining access to all the promises and perils of a new world order. By **wide consensus**, a dramatic societal shift is underway, and the gradual emergence of a new technologically textured, knowledge based form of social existence and organization is becoming apparent. These changes in society place teachers, as well as school policy and teacher education, before new demands and challenges (Green, 2004, p.187).

The link between teacher recruitment and training is a core French specificity. Teachers are recruited by the State through national competitive examinations open to students having passed a bachelor degree, and then they are provided with a post in a school as civil servant. Secondary teachers usually teach what is commonly perceived as only *one* school subject, even if it is composite (like *history and geography, biology and geology, physics and chemistry*). Their professional identity is strongly marked by a sense of belonging to their subject: the competitive examination they pass principally certifies their competencies in this subject matter. By contrast, primary teachers have to be **polyvalent** and pedagogy is at the core of their professional identity (Baron and Harrari, 2003, p.36).

The legal use of the term *école normale* in France first appeared in a law of October 30, 1794, approved by the National Convention (1792- 1795). Educational historians have inferred the existence of the idea of teacher education in Rolland's Theory, History, and Practice of Education²³⁹ Report (1768) which "proposed a national system of education to replace both the schools of the Jesuits and those of the Brothers of the Christian Schools," and "a higher normal school to train teachers for the Colleges (secondary schools) (Cubberley, 1920a, p. 510). Incorporated with these ideas has been the proposition of Condorcet (1791) that teachers for each grade of school should be prepared in the school above (Cubberley, 1920b, p. 512). This proposition **paved the way** for a school higher than the *lycées* to prepare teachers for the *lycée*, and saw its fulfilment in Lakanal's bill submitted to the National Convention for the creation of a national normal school (*école normale*), where citizens of the Republic already schooled in the useful sciences should be taught to teach. These schools engaged distinguished teachers such as Laplace, Lagrange and Berthollet (Edwards, pp. 238-239).

Academic authorities are in charge of the Continuing Professional Development (CPD) or in-service teacher training of permanent teachers in France. CPD is organized within region by each DAFOR (*Délégation Académique à la FORMation*). The DAFOR is in charge of conducting a needs analysis in terms of staff training, elaborating training schemes for staff in both primary and secondary education, drawing up the local *Plan Académique de Formation continue*- PAF and list of courses offered, following up on the implementation of the PAF courses by the various actors (Universities, IUFMs, inspectors, external consultants, etc.), setting up more individualized training pathways for certain staff, and evaluating the PAF courses. According to the Law for the future of schools when a teacher seeks training for the purpose of personal advancement and receives approval from the *recteur*, it will be arranged in priority, outside of the required teaching hours and may qualify for an **indemnity** (Eurypedia, 2013).

Concerns has also been raised that teacher education for secondary school teachers mainly focuses on subject knowledge, and gives less emphasis on pedagogical aspects. Talking about this issue, Cros and Obin (2003, p. 43) observe,

“Only after passing the concours will trainee teachers start discovering the questions related to the Professional practice of teaching, i.e. to those concerning the organisation of teaching, the pedagogical link to learners, general education, teamwork and the role of parents.” Similarly, Gumbel (2012) claims, *“Teachers haven’t been trained to bring as many students as possible up to the sought-after level. What teacher training existed in the past was mainly focused on the teachers’ own knowledge of their subject, and not on how to convey it effectively to pupils.”* The teachers unions in France are also raising this issue, as evident from the comment of EI Secretary General Fred van Leeuwen, *“While intensive recruitment of teachers is crucial to achieving the Goals of Education for All by 2015, teachers should be given a high Standard of training to ensure they embark successfully on their careers and stay in the profession.”* An SNESFSU - an EI national **affiliate** in France – survey in October aimed at trainee teachers and completed by 400 people revealed that it is becoming very difficult for trainee teachers and school leaders to join the profession (Educational International, 2012).

According to the OECD, France is at the bottom of the league of member countries, when it comes to the ratio of staff to students (five to 100), far behind Portugal, Greece and Spain, but also Sweden, Belgium and Austria, countries where the rate fluctuates between six and 10. In 2011, the OECD also indicated that the country invested 14 per cent less than the average in OECD member countries, and that the **statutory salary** of primary and secondary school teachers with at least 15 years of experience declined in France between 1995 and 2009 (Carroue , 2012). This issue is certainly has a negative impact on those wishing to join teaching profession in future.

As a result, the good news is that teacher education is on the agenda of current government with a promise that new Teacher Training Colleges (ESPEs) will be opened at the start of the school year in 2013 and they will address the “professionalisation of both content and method” (Carroue, 2012). The academicians, practitioners and experts of teacher education view the present situation of teacher education from two different angles. One view is that present reforms will make it more significant and productive in terms of teacher preparation

and serving the society, and opposing voices claim that present reforms are merely eyewash and will not bring any significant changes in the vision and action of teacher education. France is in middle of new teacher education reforms. The new teacher training institutions (ESPEs) with new teacher training modalities will come into existence from current academic session that will begin from September 2013. What shapes these reforms will take and what impact they will have, only time and future researches will tell.

Adapted from Misra, P. K. (2014). *The State of Teacher Education in France: A Critique*. Foundation Maison des Sciences de L'homme. 1-24.

Appendix-8

Lesson Plan 3 (Intervention Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of Ireland

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as ‘Teacher Education Policy in Ireland and the Challenges of the Twenty-first Century’ (Harford, 2010)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

- The topic is 'The education system of Ireland'. In order to familiarize the students the teacher asks what comes to their mind when they hear Ireland. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation that she prepared to give some other general information about Ireland (government, population etc.).
- She asks what they have searched about the Irish education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in Ireland. But there are highlighted words and phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is 'concomitant of'. The teacher shows the picture for the phrase and gives the definition 'concomitant of: something that often or naturally happens with something else'. She gives examples 'Habitat destruction is the concomitant extinction of species. Climate change is the concomitant extinction of species. Pollution is the concomitant extinction of species'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. concomitant of (n)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What leads to the concomitant improvement of the lessons that you teach in the training course?

What leads to concomitant problems of your school life?

- Before eliciting the answers, she answers the first question as an example to help the learners 'For example, the course called as Teaching Language Skills led to concomitant improvement of the lessons that I taught in the training course as we learned how to prepare lesson plans'.

- The second word is to 'cede'. The teacher shows the picture for the word and then gives the definition 'cede: to give control or power of sth to another person, group or government etc.'. She uses the word in the context by saying 'My dad tried, but finally ceded control and let me have my piercing when I was at university'. She wants them to repeat the word for the correct pronunciation. Later she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to cede (v)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What circumstances did your parents cede control?

For what kinds of things will you cede control when you become a parent?

- Before eliciting the answers, she answers the first question as an example to help the learners ‘Letting me choose a university out of my hometown is an example that shows my parents ceded control’.

- The third phrase is ‘inextricably linked to sth’. The teacher shows the picture for the phrase and gives the definition ‘inextricably linked to sth: inseparably linked to sth’. She uses the phrase in the context by saying ‘When I broke my leg last year, I could not go out for a few weeks. I felt so bad that it affected my mental health. I felt lonely and useless. So in my opinion, physical health is inextricably linked to mental health’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. inextricably (adv).



- In order to help students practice with the personalization technique, she asks the questions in the following:

What is inextricably linked to being a good person in your opinion?

What is inextricably linked to being a good teacher in your opinion?

- Before eliciting the answers, she answers the first question as an example to help the learners. ‘Helping other people is inextricably linked to being a good person in my life’.

- The fourth word is ‘ad hoc’. The teacher creates a situation ‘Imagine that you finished the lesson earlier than you planned. As every minute of the valuable for us as teachers, you must have your ad hoc activity. This activity is not planned. This may include word games or working on the problematic parts for students.’ She gives the definition ‘ad hoc: not planned but done only when necessary’. She gives

an example ‘Last week, in the last lesson my students felt bored and could not follow the lesson anymore. So I created a kind of vocabulary game. This was my ad hoc activity. It helped them both to enjoy the lesson and to develop their vocabulary knowledge.’ Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. ad hoc (adj)

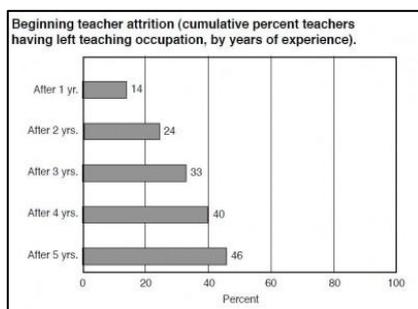
- In order to help students practice with the personalization technique, she asks the questions in the following:

Have you ever done something ad hoc in your presentations?

Have you ever done ad hoc changes in your holiday plans?

- Before eliciting the answers, she answers the first question to help the learners. ‘When I was at university, I had presentation techniques course. In the last part of the presentation, I had forgotten what to say. I created a different conclusion. It was an ad hoc conclusion, but nice’.

- The fifth phrase is ‘teacher attrition’. The teacher shows the chart and gives the definition ‘teacher attrition: a reduction or decrease in number of the teachers because of resignation, retirement and death’. She gives an example ‘One of the reasons of teacher attrition is less satisfaction with the curriculum and facilities.’ She wants them to repeat for the correct pronunciation. Later, she writes the phrase with the definition and asks the type. In parenthesis, she adds it. attrition (n).



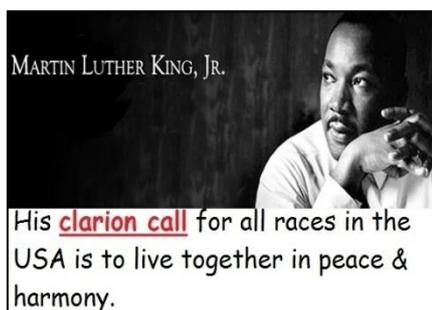
- In order to help students practice with the personalization technique, she asks the questions in the following:

How could you prevent the teacher attrition that is caused by resignation if you were the school principal?

Do you know anyone who caused teacher attrition? What was his/her reason?

- Before eliciting the answers, she answers the first question to help the learners. 'I would develop the working conditions by supporting financially to prevent the teacher attrition that is caused by resignation.'

- The sixth phrase is 'clarion call'. The teacher shows the picture for the phrase and gives the definition 'clarion call: a strong and clear request for people to take action'. She uses the phrase in the context by explaining the quote 'His words are a clarion call for equality and political reform'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. clarion call (n)



- In order to help students practice with the personalization technique, she asks the questions in the following:

Can you exemplify a clarion call that is necessary for the development of education system in your country?

Can you exemplify a clarion call that is necessary for a better world for you?

- Before eliciting the answers, she answers the question to help the learners. 'My clarion call for all teachers in Turkey is to leave their jobs if they are teachers just because of the state guarantee'.

- The seventh word is to 'thwart'. The teacher shows the picture and gives the definition 'thwart: to prevent the occurrence'. She uses the word in the context 'Discrimination between males and females thwarts good education'. Then she wants

them to repeat the word for the correct pronunciation. Later, she writes the word on the board with the definition and asks the type. In parenthesis, she adds it. to thwart

(v)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What has thwarted the quality of your education?

What are the things that thwart your plans related to the future?

- Before eliciting the answers, she answers the first question to help the learners. 'Inadequate materials thwarted my education. For example, we did not have any computers in high school.'

- The eighth phrase is 'at a critical juncture'. The teacher shows the picture and gives the definition 'at a critical juncture: at a very important point'. She uses the phrase in the context 'Choosing my department was at a critical juncture in my life as it has shaped all my life'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. at a critical juncture (adv)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What are/were the things that are/were at a critical juncture in your school life?

Can you exemplify a thing that is at a critical juncture in your country?

- Before eliciting the answers, she answers the question to help the learners. ‘Making a choice for the university was at a critical juncture in my school life’.

- The last phrase is ‘radical overhaul’. The teacher shows the picture and gives the definition ‘radical overhaul: a radical change in a system to improve it’. She says ‘Education needs a radical overhaul.’ and asks whether they agree or not. She elicits the answers. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. overhaul (n)



- In order to help students practice with the personalization technique, she asks the questions in the following:

Have you ever observed a radical overhaul in your own country’s education system?

Have you ever done a radical overhaul in your own life?

What kinds of radical overhaul would you like to have in your life?

- Before eliciting the answers, she answers the first question to help the learners ‘One of the radical overhauls in my country’s education system is smart boards.

- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and Irish teacher education systems.

Wrap up (5 minutes)

-The teacher asks them the things they remember about the Irish education system. She gives homework and says goodbye.

Homework: Write one page summary about the Irish education system and search about the education system of China.

Appendix-9

Lesson Plan 3 (Control Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of Ireland

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as ‘Teacher Education Policy in Ireland and the Challenges of the Twenty-first Century’ (Harford, 2010)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

- The topic is 'The education system of Ireland'. In order to familiarize the students the teacher asks what comes to their mind when they hear Ireland. While the students are brainstorming, she writes the ideas on the board.

- The teacher uses the powerpoint presentation that she prepared to give some other general information about Ireland (government, population, etc.).

- She asks what they have searched about the Irish education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in Ireland. But there are highlighted words and phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.

- The first phrase is 'concomitant of'. The teacher shows the picture for the phrase and gives the definition 'concomitant of: something that often or naturally happens with something else'. She gives examples 'Habitat destruction is the concomitant extinction of species. Climate change is the concomitant extinction of species. Pollution is the concomitant extinction of species'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. concomitant of (n)

Habitat destruction is the **concomitant** extinction **of** species.



- In order to help students practice, she asks the questions in the following:

What are the concomitant problems of poverty?

What are the concomitant problems of ignorance?

- Before eliciting the answers, she answers the first question to help the learners 'For example, the increase of crime rate is one of the concomitant problems of poverty'.

- The second word is to 'cede'. The teacher shows the picture for the word and then gives the definition 'cede: to give control or power of sth to another person, group or government etc.'. She uses the word in the context by saying 'My dad tried, but finally ceded control and let me have my piercing when I was at university'. She wants them to repeat the word for the correct pronunciation. Later she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to cede (v)

He **ceded** control to have her own facebook account.

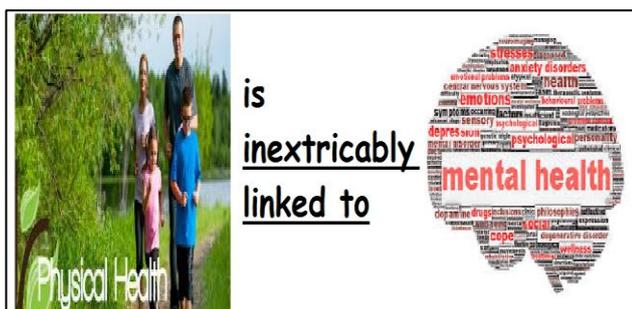


- In order to help students practice, she asks the question in the following:

In what circumstances do families cede control?

- Before eliciting the answers, she answers the first question to help the learners 'For example, if the child wants to have a mobile phone at an early age, families cede control'.

- The third phrase is ‘inextricably linked to sth’. The teacher shows the picture for the phrase and gives the definition ‘inextricably linked to sth: inseparably linked to sth’. She uses the phrase in the context by saying ‘When I broke my leg last year, I could not go out for a few weeks. I felt so bad that it affected my mental health. I felt lonely and useless. So in my opinion, physical health is inextricably linked to mental health’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. inextricably (adv).



- In order to help students practice, she asks the questions in the following:

What is inextricably linked to being a developed country?

What is inextricably linked to teaching English well?

- Before eliciting the answers, she answers the first question to help the learners ‘For example, getting high salaries is inextricably linked to being a developed country’.

- The fourth word is ‘ad hoc’. The teacher creates a situation ‘Imagine that you finished the lesson earlier than you planned. As every minute of the valuable for us as teachers, you must have your ad hoc activity. This activity is not planned. This may include word games or working on the problematic parts for students.’ She gives the definition ‘ad hoc: not planned but done only when necessary’. She gives an example ‘Last week, in the last lesson my students felt bored and could not follow the lesson anymore. So I created a kind of vocabulary game. This was my ad hoc activity. It helped them both to enjoy the lesson and to develop their vocabulary knowledge.’ Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. ad hoc (adj)

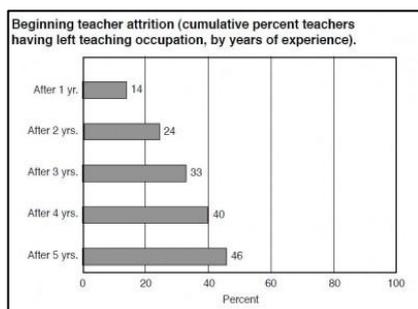
- In order to help students practice, she asks the questions in the following:

In what circumstances do teachers have ad hoc activities?

In what circumstances do office workers have ad hoc meetings?

- Before eliciting the answers, she answers the first question to help the learners 'For example, if the students get bored from the lesson, the teacher may have an ad hoc activity'.

- The fifth phrase is 'teacher attrition'. The teacher shows the chart and gives the definition 'teacher attrition: a reduction or decrease in number of the teachers because of resignation, retirement and death'. She gives an example 'One of the reasons of teacher attrition is less satisfaction with the curriculum and facilities.' She wants them to repeat for the correct pronunciation. Later, she writes the phrase with the definition and asks the type. In parenthesis, she adds it. attrition (n).



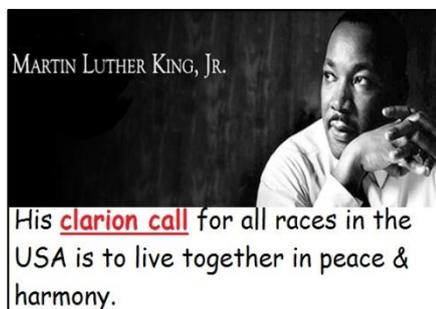
- In order to help students practice, she asks the question in the following:

What kinds of things may be the reason of teacher attrition that is caused by resignation?

- Before eliciting the answers, she answers the question to help the learners 'For example, the low amount of the salaries may be the reason of teacher attrition that is caused by resignation'.

- The sixth phrase is 'clarion call'. The teacher shows the picture for the phrase and gives the definition 'clarion call: a strong and clear request for people to take action'. She uses the phrase in the context by explaining the quote 'His words are a clarion call for equality and political reform'. Then she wants them to repeat the phrase for

the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. clarion call (n)



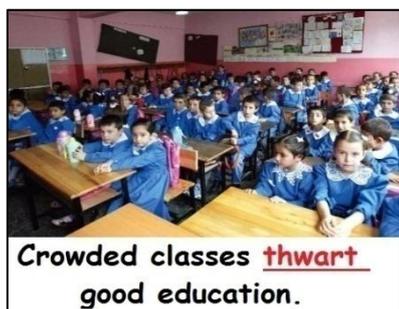
- In order to help students practice, she asks the questions in the following:

What kind of clarion call is necessary for the development of the education system?

What kind of clarion call is necessary for a better world?

- Before eliciting the answers, she answers the first question to help the learners 'For example, the kind of clarion call may be to publish high quality books'.

- The seventh word is to 'thwart'. The teacher shows the picture and gives the definition 'thwart: to prevent the occurrence'. She uses the word in the context 'Discrimination between males and females thwarts good education'. Then she wants them to repeat the word for the correct pronunciation. Later, she writes the word on the board with the definition and asks the type. In parenthesis, she adds it. to thwart (v)



- In order to help students practice, she asks the questions in the following:

What factors thwart literacy rate?

What kinds of things thwart welfare of a country?

- Before eliciting the answers, she answers the first question to help the learners ‘One of the factors that thwarts literary rate is to make a discrimination between males and females’.

- The eighth phrase is ‘at a critical juncture’. The teacher shows the picture and gives the definition ‘at a critical juncture: at a very important point’. She uses the phrase in the context ‘Choosing my department was at a critical juncture in my life as it has shaped all my life’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. at a critical juncture (adv)



- In order to help students practice, she asks the questions in the following:

What are the things that are at a critical juncture in people’s lives?

What are the things that are at a critical juncture for a country?

- Before eliciting the answers, she answers the first question to help the learners ‘Choosing job is at a critical juncture in people’s lives’.

- The last phrase is ‘radical overhaul’. The teacher shows the picture and gives the definition ‘radical overhaul: a radical change in a system to improve it’. She says ‘Education needs a radical overhaul’ and asks whether they agree or not. She elicits the answers. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. overhaul (n)



- In order to help students practice, she asks the question in the following:

Can you exemplify radical overhauls for a high quality of life?

- Before eliciting the answers, she answers the question to help the learners. 'Higher economic wealth is a radical overhaul for a high quality of life'.

- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and Irish teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the Irish education system. She gives homework and says goodbye.

Homework: Write one page summary about the Irish education system and search about the education system of China.

Appendix-10

Teacher Education Policy in Ireland and the Challenges of the Twenty-first Century

Over the past decade and prompted in large measure by the Bologna process, teacher education systems across European countries have converged along a common structural path. The universitisation of teacher education and the **concomitant professionalisation of** teaching have contributed in no small part to this process. The positioning of teacher education within the academy and the emphasis on core disciplines like history, sociology, philosophy and psychology of education have significantly strengthened the knowledge base of teacher education which today is regarded as a core strand of both the international higher education and research agendas and a key part of efforts to bring about a European Higher Education and Research Area. Teacher education has thus moved from representing a national concern towards becoming part of the discourse around Europeanisation. Nonetheless as Hudson and Zgaga (2008, 18) caution, ‘the Europeanisation and internationalisation of teacher education in particular is a much more complex and complicated process than Europeanisation and internationalisation in higher education in general’. While there has been an obvious shift in the discourse around teacher education towards greater convergence, a shift in the actual structures and processes is less in evidence. This is because of the way in which historically, education systems were formed as national not as universal systems and hence ‘a characteristic feature of EU education policy is that it has complemented, rather than competed with, national policies’ (Walkenhorst 2008, 568). The reluctance of national governments to **cede** power in the area of education policy reflects the complex manner in which education policy is **inextricably linked to** nationality, cultural identity, political stability, social mobility and economic prosperity (Green 1990, 1997).

Despite the recommendations of both the primary and post-primary teacher education review bodies, and despite the impact of the unprecedented educational change agenda, the reality of professional development for teachers at both primary and postprimary level remains largely unchanged. In many ways, the lacunae in

existing teacher education policy in Ireland mirror those at a wider European level. Teachers' experience of continuous professional development is fragmented and often **ad hoc** and CPD itself is narrowly defined, lacking in theoretical basis, and rolled out in stops and starts rather than in any coherent or sustainable way. Research internationally informs us that the absence of a clearly articulated professional development framework significantly impacts on the quality of teaching and learning in schools and on **teacher attrition** (Collinson et al. 2009; Latham and Vogt 2007; McCormack, Gore, and Kaye 2006; Thurston et al. 2008).

Ireland is one such country in which there is no systematic statutory system of induction. Despite the widely recognised value of induction as a 'time of complex behavioural and conceptual professional learning and thus a time of intensive Professional development' (Kelchtermans and Ballet 2002, 106), beginning teachers in Ireland are not systematically provided with a structured induction programme and it represents the 'weakest of the 3 I's' (Coolahan 2007, 21).² This situation obtains despite a very clear policy position on the importance of the continuum of learning and of what Sugrue (2002, 311) refers to as the '**clarion call** of lifelong learning' for teachers. The importance of bridging pre-service education with induction and continuous professional development is rehearsed in all key policy documents on education policy in Ireland as far back as 1984 (Government of Ireland 1984). Such support has become more important over recent years in light of the growing diversity of Irish classrooms, the resultant complexity of the teaching role and pressure to cope with the demands of the knowledge economy.

Efforts to establish a more coherent and sustainable teacher education policy have of course been **thwarted** by the country's dire financial position. The recent budget (October 2008) witnessed a huge cut in educational expenditure, this being the case despite the fact that the Irish education system is one of the most poorly funded in the OECD, relative to our economic wealth. The recently reconceptualised Department of Education and Skills has led to a number of changes, including a new generic and integrated cross-sectoral support service, the Professional Development Service for Teachers (PDST). This new service will encompass the supports previously provided by a range of programmes and support services.³ Other support

services/programmes will continue on a stand-alone basis and will not form part of the PDST.⁴ Again, this re-structuring may provide for a more comprehensive and effective CPD policy. However, there is growing concern that it is, at least in part, an economic response to the need to slash educational expenditure rather than an effort to bring about a more systematic and sustainable teacher education policy framework.

Looking to the future, teacher education policy in Ireland is **at a critical juncture**. The rapidity of social change across the country and pressures to conform to a wider international agenda have necessitated an unprecedented level of analysis and appraisal. The national economic crisis has resulted in a **radical overhaul** of public expenditure and education spending has been severely hit. The thrust of reform to date has been strongly weighted toward initial teacher education and while progress in this area has been significant, it needs to be sustained. Developments in the areas of induction and continuous Professional development have been slower to emerge, and the current economic climate is not favourable towards meeting a more comprehensive reform agenda. The lack of an effective policy on CPD is all the more anachronistic in light of the push for teacher professionalism

Adapted from Harford, J. (2010). *Teacher Education Policy in Ireland and the Challenges of the Twenty-first Century*. European Journal of Teacher Education. 33 (4), 349-360.

Appendix-11

Lesson Plan 4 (Intervention Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of China

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as ‘Teacher Education Changes in China: 1974-2014’ (Zhou, 2014)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

- The topic is 'The education system of China'. In order to familiarize the students the teacher asks what comes to their mind when they hear China. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation that she prepared to give some other general information about China (government, population, etc.).
- She asks what they have searched about the Chinese education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in China. But there are highlighted words and phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is 'in the realm of sth'. The teacher shows the picture for the phrase and then asks who the person is in the photo and what they know about him. She elicits the answers. She uses the phrase in the context by saying 'İlber Ortaylı is a Turkish historian and a professor of history. He is well-known in the realm of history'. She gives the definition 'in the realm of sth: at a particular area of knowledge'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. in the realm of sth (adv)



- In order to help students practice with the personalization technique, she asks the questions in the following:

In which realm are you trying to be successful? What have you done/ have you been doing for this?

In which realm would you like to be successful? How can you achieve this?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'For example, I am trying to be successful in the realm of American accent. I have still been listening to American people, watching videos and repeating the words many times'.

- The second word is to 'expedite'. The teacher shows the picture for the word and then gives the definition 'expedite: to speed up/accelerate the progress'. She uses the word in the context by saying 'I ordered a book related to my thesis topic from Amazon. I had to read it immediately. So I paid extra money to expedite the shipping of my order'. She wants them to repeat the word for the correct pronunciation. Later she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to expedite (v)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What are the things that you wish to expedite in your life?

Do you have any strategies to expedite learning new words?

- Before eliciting the answers, she answers the first question as an example to help the learners. 'I wish to expedite my thesis writing'.

- The third word is 'credentials'. The teacher shows the picture for the word and gives the definition of it 'credentials: sb's education, achievement, experience, etc. that prove they have the ability to do sth'. She uses the word in the context by saying 'The educational credentials that I have are adequate to work as an instructor but not as a researcher'. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. credentials (n)



- In order to help students practice with the personalization technique, she asks the questions in the following:

What credentials are you planning to have?

Do you have any relatives who have educational credentials? What are these?

- Before eliciting the answers, she answers the question to help the learners. 'I am planning to have educational credentials including an MA and a PHD'.

- The fourth word is 'monopolistic'. The teacher gives the definition 'monopolistic: used to describe the actions of a company that is able to control the supply and price of a particular product or service'. She uses it in the context 'When the company has a monopolistic power, it owns all or nearly of the market for a given type of product or service. So they can ask any price they want'. Then she wants them to repeat the

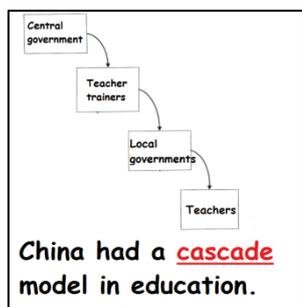
word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. monopolistic (adj.)

- In order to help students practice with the personalization technique, she asks the question in the following:

Over which industries does Turkish government have a monopolistic power? Do you support this?

- Before eliciting the answers, she answers the question to help the learners. ‘For example, the government has a monopolistic power over the industry of cigarettes’.

- The fifth word is ‘cascade’. The teacher shows the picture for the word and says ‘In the cascade model, the central government educates the teacher trainers, the teacher trainers help the local governments to educate the teachers’. She gives the definition ‘cascade: a number of things that happen in a series’. She uses the phrase in the context by saying ‘In China, there was a cascade model in education, but studies show that they did not work well as teachers were forced to accept new notions of teaching and learning. It was difficult for them to internalize these’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. cascade (n)



- In order to help students practice with the personalization technique, she asks the question in the following:

What is the cascade of events in your life to choose this department?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘The cascade of events in my life to choose this department is that firstly I

had so many *inspirational* teachers of English; secondly they said I was good at English, and thirdly I got high marks in the exams’.

- The sixth word is ‘trite’. The teacher shows the picture and gives the definition ‘trite: not fresh or original; ordinary, cliché’. She gives an example ‘There are millions of love songs. The lyrics are about loving forever, the unimportance of the distance, etc. These are all trite’. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. trite (adj)



- In order to help students practice with the personalization technique, she asks the question in the following:

Can you exemplify the trite speaking topics that you remember from your English lessons?

- Before eliciting the answers, she answers the question to help the learners. ‘For example, the comparison of city and country life was a trite speaking topic for me’.

- The last word is ‘indoctrinated’. The teacher shows the picture and gives the definition ‘indoctrinated: having full acceptance of the ideas and beliefs and no consideration of any others’. She gives an example ‘For example, in the USA obesity is a big problem. In this sense, the government wants to bring up indoctrinated children to make them have a healthy life.’ She wants them to repeat for the correct pronunciation. Later, she writes the word with the definition and asks the type. In parenthesis, she adds it. indoctrinated (adj).



- In order to help students practice with the personalization technique, she asks the questions in the following:

Do you think our society is full of indoctrinated people? Is it positive or negative?

Would you like to live in a country full of indoctrinated people such as Germany and France?

- Before eliciting the answers, she answers the question to help the learners. ‘I think there are many indoctrinated people in our society as we can be effected easily’.

- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and Chinese teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the Chinese education system. She gives homework and says goodbye.

Homework: Write one page summary about the Chinese education system and search about the education system of Japan.

Appendix-12

Lesson Plan 4 (Control Group)

School: Dokuz Eylül University

Department: English Language Teaching

Grade: Senior

Age: 21-22

English Proficiency Level: Advanced

Size: 30 students

Course: Comparative Education

Subject: The Education System of China

Time: 80 minutes

Aims:

1. Introducing target words
2. Using correct pronunciation of target words

Outcomes:

Students

- 1.1 distinguish the meaning of target words
- 1.2 use target words in grammatical grouping (noun, adjective, verb)
- 1.3 use target words in an appropriate context
- 2.1 pronounce the target words correctly

Materials: Board, boardmarker, OHP, powerpoint presentation, the handouts of the edited version of the article named as ‘Teacher Education Changes in China: 1974-2014’ (Zhou, 2014)

Procedure

Warm-up (3 minutes)

- The teacher greets the students and she establishes rapport with them by asking about their week.

Lead-in (40 minutes)

- The topic is 'The education system of China'. In order to familiarize the students the teacher asks what comes to their mind when they hear China. While the students are brainstorming, she writes the ideas on the board.
- The teacher uses the powerpoint presentation that she prepared to give some other general information about China (government, population etc.).
- She asks what they have searched about the Chinese education system. To clarify it, she goes on the powerpoint presentation. She both shares information and asks some questions to make them participate in the lesson.

Intro (2 minutes)

- The teacher introduces the topic 'Now, we are going to read a passage about teacher education in China. But there are highlighted words and phrases. Do you know them?'

Presentation (30 minutes)

- She elicits the answers. Then she starts with the first one.
- The first phrase is 'in the realm of sth'. The teacher shows the picture for the phrase and then asks who the person is in the photo and what they know about him. She elicits the answers. She uses the phrase in the context by saying 'İlber Ortaylı is a Turkish historian and a professor of history. He is well-known in the realm of history'. She gives the definition 'in the realm of sth: at a particular area of knowledge'. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes the phrase on the board with the definition and asks the type. In parenthesis, she adds it. in the realm of sth (adv)



- In order to help students practice, she asks the question in the following:

What do people do to be successful in different realms?

- Before eliciting the answers, she answers the question as an example to help the learners. 'People read a lot to be successful in different realms'.

- The second word is to 'expedite'. The teacher shows the picture for the word and then gives the definition 'expedite: to speed up/accelerate the progress'. She uses the word in the context by saying 'I ordered a book related to my thesis topic from Amazon. I had to read it immediately. So I paid extra money to expedite the shipping of my order.' She wants them to repeat the word for the correct pronunciation. Later she writes it on the board with the definition and asks the type. In parenthesis, she adds it. to expedite (v)



- In order to help students practice, she asks the question in the following:

What inventions expedited technological developments?

- Before eliciting the answers, she answers the question as an example to help the learners. 'Desktop computers expedited laptop computers because people needed more practical ones.'

- The third word is ‘credentials’. The teacher shows the picture for the word and gives the definition of it ‘credentials: sb’s education, achievement, experience, etc. that prove they have the ability to do sth’. She uses the word in the context by saying ‘The educational credentials that I have are adequate to work as an instructor but not as a researcher’. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. credentials (n)



- In order to help students practice, she asks the questions in the following:

What credentials do people need to work as a doctor?

What credentials do people need to work as a teacher in a private school?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘People need some educational credentials such as completing at least six-year bachelor degree to be a doctor’.

- The fourth word is ‘monopolistic’. The teacher gives the definition ‘monopolistic: used to describe the actions of a company that is able to control the supply and price of a particular product or service’. She uses it in the context ‘When the company has a monopolistic power, it owns all or nearly of the market for a given type of product or service. So they can ask any price they want’. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. monopolistic (adj.)

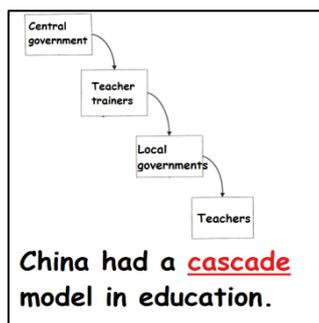
- In order to help students practice, she asks the question in the following:

What companies have a monopolistic power over chocolate?

What companies have a monopolistic power over cookies?

- Before eliciting the answers, she answers the question to help the learners. ‘Nestle has a monopolistic power over chocolate’.

- The sixth word is ‘cascade’. The teacher shows the picture for the word ‘cascade’ and says ‘In the cascade model, the central government educates the teacher trainers, the teacher trainers help the local governments to educate the teachers’. She gives the definition ‘cascade: a number of things that happen in a series’. She uses the phrase in the context by saying ‘In China, there was a cascade model in education, but studies show that they did not work well as teachers were forced to accept new notions of teaching and learning. It was difficult for them to internalize these’. Then she wants them to repeat the phrase for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. cascade (n)



- In order to help students practice, she asks the question in the following:

What is the general cascade of levels in education?

- Before eliciting the answers, she answers the question as an example to help the learners. ‘For example, pre-primary is the first one in the cascade of levels in education’.

- The sixth word is ‘trite’. The teacher shows the picture and gives the definition ‘trite: not fresh or original; ordinary, cliché’. She gives an example ‘There are millions of love songs. The lyrics are about loving forever, the unimportance of the distance, etc. These are all trite’. Then she wants them to repeat the word for the correct pronunciation. Later, she writes it on the board with the definition and asks the type. In parenthesis, she adds it. trite (adj)



- In order to help students practice, she asks the question in the following:

Are there any trite expressions that you know?

- Before eliciting the answers, she answers the question as an example to help the learners. 'For example, sad but true is a trite expression'.

- The last word is 'indoctrinated'. The teacher shows the picture and gives the definition 'indoctrinated: having full acceptance of the ideas and beliefs and no consideration of any others'. She gives an example 'For example, in the USA obesity is a big problem. In this sense, the government wants to bring up indoctrinated children to make them have a healthy life.' She wants them to repeat for the correct pronunciation. Later, she writes the word with the definition and asks the type. In parenthesis, she adds it. indoctrinated (adj).



- In order to make them practice, she asks the question in the following:

What are the characteristics of indoctrinated people? What are the positive and negative ones?

- Before eliciting the answers, she answers the question as an example to help the learners. 'For example, indoctrinated people are loyal'.

- After the presentation and practice of new lexical items, the teacher asks the students to read the passage quietly and find the similarities and differences between the Turkish and Chinese teacher education systems.

Wrap up (5 minutes)

- The teacher asks them the things they remember about the Chinese education system. She gives homework and says goodbye.

Homework: Write one page summary about the Chinese education system and search about the education system of Japan.

Appendix-13

Teacher Education Changes in China: 1974-2014

During the Cultural Revolution from 1966 to 1976, education in China, including teacher education, was severely damaged. Many teacher education institutions were closed, and the remaining institutions stopped admitting students for four years (1966–1970). In 1971, the university entrance examination was abolished and replaced by recommendation and nomination approaches. The candidates' political qualities were accounted for initially in admission, and students were first selected from the ranks of workers and peasants, and then from the intellectual class (Shaw 1979). Therefore, most students who graduated from junior high schools were recruited to higher institutions, including teacher education institutions (Liu and Xie 2002), these being known as 'Normal' (i.e. teachers') universities.

With the end of the Cultural Revolution, the Chinese Government shifted its focus to economic development, and then education and teachers were recognised as a key to the country's development. With the population increase in China during the Cultural Revolution, the number of school-aged students increased after this period. For example, the number of high school students increased from 9.338 million in 1965 to 67.799 million in 1977 (Liu 1993, 336). To meet the shortage of teachers, many individuals without 'professional' training were employed. The statistics show that in 1978, 46.8% of senior high school teachers and 90.2% of junior high school teachers graduated from secondary schools or lower schools (MOE 1984, 195). In this period, political quality was no longer the most important character for teachers. A good teacher was defined as possessing a comparatively broad **realm of** knowledge, a mastery of the art and science of education, and with a noble, moral character (Tan and Zhuang 1984).

In the 1980s, two important government documents were released: 'The Decision on the Reform of Education' (1985) and 'The Compulsory Education Act' (1986). These two documents required the nation to develop teacher education and **expedite** teaching force training. In response to the requirement, the State Education Commission published the document 'Suggestion on Strengthening and Developing

Teacher Education' in 1986. This document outlined the specific aims of each level of teacher education institutions. By the late 1980s, stable, closed, three-level and singlepurpose teacher preparation institutions had been established. In the early 1990s, the government required and set goals to improve teachers' **educational credentials**, which consolidated the three-level system.

From 1980 to 1997, the following historical argument was raised (it had previously been addressed five times, in 1904, 1922, 1932, 1947 and in the early 1960s). The issue was whether or not teachers should be trained at comprehensive universities instead of establishing single-purpose teacher education institutions to train teachers. Proponents of the comprehensive university-based teacher training approach argued that the closed system separated the normal universities and colleges from other comprehensive higher institutions; thus, teacher education could not receive excellent knowledge sources from outside, which decreased the quality of preparation and limited the development of teacher education (Yu 1989). The opponents argued that the closed or **monopolistic** system does not necessarily lead to a lower quality of teacher education. Quality relies on teacher educators' perspectives on teaching, learning and students, programme and curriculum design, and the preparation process. Comprehensive universities have their own purposes and would not emphasise teacher training as a priority if they set up teacher education programmes (Chen 1991).

To implement the new curriculum reform at the basic education level, the government policy for continuing teacher education focused on the new curriculum. The MOE required all teachers to be trained before teaching the new curriculum. Hence, a **cascade** model was adopted (Paine and Fang 2006), in which the central and provincial governments conducted national and provincial programmes to train support for teacher trainers, and these then helped local governments and schools train other teachers across the country.

The main purpose of the new curriculum for teacher training focused on changing the traditional conceptions of teaching to learning new concepts, such as changing from passive to active learning, from the accumulation of prescribed

content by memory to solving problems through inquiry and creativity, from isolated learning to collaborative learning, and so on (Zhong, Cui, and Zhang 2001, 6). However, studies showed that the top-down and cascade models did not work well (Feng 2003; Zhu 2005; Lai 2010). One study observed that during training, the teachers were forced to accept new notions of teaching and learning. These new notions were **trite** and lacked substance, and it was difficult for the teachers to internalise and understand the concepts (Lai 2010). The main form of training activities included listening to the introduction of government policy and regulations and lectures provided by outside experts, in which the content was too theoretical and did not have practical applications (Feng 2003). The outside experts assumed that after listening to the lectures, the teachers could understand and apply the concepts in practice. In fact, the outside experts did not themselves have elementary and secondary school teaching experience or close connections with schools; thus, their lectures remained separate from the teachers' experiences and were not helpful for the teachers to implement the concepts in the classroom (Zhu 2005).

As a conclusion, the Chinese Government has conducted a top-down reform of teacher education over the past several decades. This reform has established a relatively stable teacher education system, regulated teacher education programmes and curricula, and provided an opportunity for in-service teachers to be trained and to upgrade their educational credentials. However, at the micro level, the teacher education process did not change significantly, except for the introduction of some innovative approaches, and there have been many problems for several decades. These problems have influenced the quality of teacher education. Although the government has issued new policies establishing the suggested standards for teacher education and indicating the macroscopic direction for teacher education, improving the quality of teacher education will depend on revolutionary changes at the micro level, such as changing teacher education content from context-free knowledge and a knowledge of disciplines to disciplines' knowledge in practice, improving the quality of teacher educators and changing their **indoctrinated** instructional approach, joint help from the university faculty and cooperative teachers for student teachers to develop practical knowledge, using research-based evidence to evaluate and improve programmes, and empowering teachers to pursue self-directed professional

development. In addition, to these changes, teachers' beliefs and professional identities are recognised as two essential qualities of a good teacher (Korthagen 2004; Feiman-Nemser 2008). Therefore, teacher education institutions and teacher educators should consider how to support prospective teachers in forming their beliefs and professional identities.

Adapted from Zhou, J. (2014). *Teacher Education Changes in China:1974-2014*. *Journal of Education for Teaching: International Research and Pedagogy*. 40 (5), 507-523.

Appendix-14

The Official Permission of Dokuz Eylül University



T.C
DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ
Yabancı Diller Eğitimi Ana Bilim Dalı Başkanlığı



Sayı: 58032125/ 114
Konu: Tez Uygulaması Hk.

09.04.2015

DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İLGİ: Enstitü Müdürlüğü'nün 07.04.2015 tarih ve 764 sayılı yazısı.

Üniversitemiz Eğitim Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Begüm GÖKNİL'in tez çalışması kapsamında Bölümümüz İngiliz Dili Eğitimi Anabilim Dalımızda tez uygulaması yapma isteği çalışmayı kendilerinin yapması şartıyla uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.


Prof. Dr. Talat AKASLAN
Yabancı Diller Eğt. Anabilim Dalı Başkanı