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**THE INVESTIGATION OF SUMMER LEARNING LOSS AMONG
UNIVERSITY PREPARATORY STUDENTS**

**Gurbet KABADAYI
Master's Thesis**

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The Investigation of Summer Learning Loss Among University Preparatory Students

(A Master's Thesis)

Gurbet KABADAYI

ABSTRACT

Learning occurs when knowledge or behavior is constantly repeated and reinforced—just like in the learning processes of other information, learning a language is a process that requires constant repetition and practice. Just as it is inevitable that all unused information is forgotten, language is also forgotten when it is not used. Therefore, the frequency of repetitions and reinforcers, that is, time, is fundamental in language learning. In other words, the prolongation of the time interval leads to learning loss. Although there are many reasons for prolonging the time interval that causes learning loss, the longest break in a regular education process occurs during the summer vacation. In many countries of the world, university students have a summer break of about three months and take a long break from learning. Although studies since the 60s have shown that students experience significant learning losses after summer vacation, the studies have been carried out in the last ten years have revealed some changes regarding summer vacation learning loss, considering the changing world and education systems. In the light of this information, this study was conducted to examine whether university students forgot the language skills they learned during the year after the summer vacation.

The study was carried out with the students of the English preparatory school at Antalya Bilim University at the end of the 2018-2019 Spring term and at the beginning of the 2019 -2020 Fall term. Data were collected by means of applying a general English proficiency test consisting of 35 questions on grammar, vocabulary, and reading skills to a total of 95 students from three different language proficiency levels (intermediate, upper-intermediate and advanced) as a pre-test before and as post-test after the summer vacation, and a dichotomous questionnaire consisting of 10 questions asking students about how they had spent their summer holiday was also administered to 95 students.

Pre-post test and questionnaire results were analyzed by means of T-test comparisons, and One way ANOVA test. The analyzes show that the students do not experience a general learning loss after the summer vacation; however, they experienced a slight loss in the reading section. Although it is not statistically significant, the students' total scores who gained some knowledge in the vocabulary and grammar sections prevented the average from falling. As a result, there was a loss in reading skills in university preparatory class students in the study after the summer vacation.

Key Words: Grammar, Learning, Learning Loss, Summer Learning Loss, Reading, University Students, Vocabulary

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Üniversite Hazırlık Öğrencilerinin Yaz Dönemi Öğrenme Kaybının İncelenmesi

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ÖZ

Öğrenme bir bilginin ya da davranışın sürekli tekrar edilip pekiştirilmesiyle gerçekleşir. Tıpkı diğer bilgilerin öğrenilme süreçlerinde olduğu gibi, dil öğrenmek de sürekli tekrar ve pratik gerektiren bir süreçtir. Kullanılmayan her bilginin unutulmasının kaçınılmaz olması gibi dil de kullanılmadığında unutulur. Bu yüzden dil öğreniminde tekrar ve pekiştireçlerin sıklığı, yani zaman oldukça önemlidir. Diğer bir deyişle, zaman aralığının uzaması öğrenme kaybına yol açar. Öğrenme kaybına neden olan zaman aralığının uzamasının birçok nedeni olmasına rağmen, olağan bir eğitim öğretim sürecinde en uzun ara yaz tatilinde gerçekleşir. Dünyanın birçok yerinde üniversite öğrencileri yaklaşık 3 ay yaz tatili yaparlar ve öğrenmeye uzun bir ara verirler. 60'lı yıllardan beri yapılan çalışmalar öğrencilerin yaz tatili sonrası büyük öğrenme kayıpları yaşadığını gösterse de son 10 yılda yapılan çalışmalar, değişen dünya ve eğitim sistemlerini de göz önünde bulundurarak yaz tatili öğrenme kaybıyla ilgili bazı değişiklikler ortaya çıkarmıştır. Bu bilgiler ışığında bu çalışma, üniversite öğrencilerinin yıl içinde öğrendikleri dil becerilerini yaz tatili sonrasında unutup unutmadığını incelemek üzere yapılmıştır.

Bu çalışma; 2018-2019 Bahar dönemin sonu ve 2019-2020 Güz dönemin başlangıcında, Antalya Bilim Üniversitesi İngilizce hazırlık okulu öğrencileriyle gerçekleştirilmiştir. Veriler, dil bilgisi, kelime bilgisi ve okuma becerilerine yönelik 35 sorudan oluşan bir genel İngilizce yeterlik testinin üç farklı dil seviyesinden toplam 95 öğrenciye yaz tatilinden önce ön test olarak, yaz tatilinden sonra son test olarak uygulanması ve öğrencilere yaz tatillerini nasıl geçirdiklerini soran iki seçenekli kapalı uçlu ve 10 sorudan oluşan bir anket uygulanmasıyla elde edilmiştir.

Ön test, son test ve anket sonuçları T-test karşılaştırması ve Tek Yönlü ANOVA testi ile analiz edilmiştir. Yapılan analizler öğrencilerin yaz tatili sonrasında genel bir öğrenme kaybı yaşamadığını fakat okuma becerisinde çok az bir öğrenme kaybı yaşadığını göstermiştir. Buna ek olarak, istatistiksel olarak anlamlı bir fark olmasa da

yaz tatili sonrasında öğrenciler dil bilgisi ve kelime bilgisi bölümünde bir kazanım göstermişlerdir. Bu kazanım öğrencilerin genel not ortalamasının düşmesini engellemiştir. Sonuç olarak, üniversite hazırlık okulu öğrencilerinde yaz tatili sonrasında okuma becerisinde öğrenme kaybı gerçekleşmiştir.

Anahtar Kelimeler: Dil Bilgisi, Kelime Bilgisi, Okuma Becerisi, Öğrenme, Öğrenme Kaybı, Üniversite Öğrencileri, Yaz Tatili Öğrenme Kaybı

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LIST OF ABBREVIATIONS

CEFR: Common European Framework

EFL: English As a Foreign Language

ESL: English As a Second Language

L1: First Language

LL: Learning Loss

SLL: Summer Learning Loss

SOFL: School of Foreign Languages

YL: Young Learners



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CHAPTER I

INTRODUCTION

In this chapter, the statement of the problem, the purpose of the study, the significance of the study, assumptions, limitations, and definitions of key concepts will be introduced respectively.

1.1. Background of the Study

Throughout history, people have needed to communicate for educational, social, and financial reasons. With the necessity of a common international language, *lingua franca* term emerged. “*Lingua franca* is a language used widely for communication between people who do not share the same first (or even second) language.” (Harmer, 2001, p.13) Latin, the international language in the Middle Ages, was replaced by English at the end of the twentieth century. English has native speakers; however, with the becoming of *lingua franca*, non-native speakers of English have increased continuously. As stated in Braj Kachru (1983)'s study, the number of English non-native speakers will outnumber the native speakers of English by the year 2000 (p.3).

After the industrial revolution lost its influence, the use of English as a *lingua franca* in education became widespread and entered the school curricula. Parallel to these developments in the world, since the beginning of the 19th century in Turkey, second foreign language education, which can be reached only in certain schools and people from certain social classes, especially with the 1960 education reform it has started to become widespread in universities and high schools, in a way that more people from lower social class can reach (Özdemir,2006). Since the beginning of the 2000s in Turkey, foreign language education has gradually gone down to the second grade in primary education and has become compulsory in public and private schools. In

addition to using English to pursue the current developments globally and to use foreign resources, English preparatory schools became mandatory for some departments at universities.

When students start university in Turkey and parallel to the world, they have approximately two-and-a-half months of summer break, spanning from early June to early September. Before the summer break, they study intensively to maximize their performance for the university entrance exam that is a decisive step for their future path. Hence, this summer break allows students to rest, have a vacation with their families, work for the tuition fee, and explore extracurricular interests after intensive studying. However, summer is the time of most tremendous learning loss for students.

A survey conducted with 500 teachers by the National Summer Learning Association (NSLA) in 2013 revealing that almost 66 percent of teachers spend 3-4 weeks reviewing or re-teaching the same material after summer vacation. To conclude, the results show that during an academic year, teachers need to spend more than 10 percent of 40 weeks of the academic calendar to pull the students back up to where they had been before the summer learning loss. In addition, Alliance (2010) released a report stating 100 years of research shows that students generally score lower on tests when they come back from the summer holiday comparing the scores before the summer holiday (p.2).

Many of the investigations of student growth and achievement have used yearly measures of achievement (i.e., end-of-the-year standardized tests) to interpret the influence of the school environment on student learning. However, this type of assessment's drawback is that it cannot account for the summer, a time away from the school environment, apart from the school year (Patton & Reschly, 2013).

Until the 1900s, students' success and growth were measured by yearly tests such as end-of-the-year tests. However, with the investigation of the effects of the breaks on academic achievement, researchers noticed that students differed in their performance when they returned from summer vacation. In addition, almost all students had a minor decline in all academic fields (Patton & Reschly, 2013, p.738). In other words, the length of the breaks has an essential role in the growth of academic skills;

therefore, students' achievement should be measured both in the fall and spring to see the difference.

In 1996, Harris Cooper, Nye, Charlton, Lindsay & Greathouse conducted one of the most widely cited studies that have an important place in measuring summer learning loss in terms of both compiling previous studies and guiding future studies. This extensive meta-analysis revealed that, in general, most students lose information over the summer. To elaborate, students' social status was the primary determiner of their learning loss over the summer. The result showed that students from low-income backgrounds had lost the test scores while the students from middle- and higher-income backgrounds remained the same or showed some gain in reading. Harris Cooper et al. (1996) reviewed 39 studies, and this early study indicated that the summer loss equaled about one month on a grade level.

Interestingly enough, though summer learning loss has been vigorously studied, its theoretical aspects have been generally neglected. However, teachers' perceptions and experience confirm the presence of the phenomenon. To illustrate, the study conducted with 37 teachers by Kayır & Özçelik (2018) indicated that almost all the teachers observed loss over the summer holiday. The researcher, who works in the School of Foreign Languages of a private university, also observed the summer learning loss in her own teaching experience. Contrary to many studies, the researcher chose to measure summer learning loss in adults, not children or young learners, because of both the lack of studies in this field and the convenience of working at the institution with the sample of the study. When considering all these, the investigation of summer learning loss among university preparatory students was chosen as the purpose of this thesis.

1.2. Statement of the Problem

Although summer learning loss is a study subject for a long time in educational sciences, there has been limited research about English as a second language (ESL).

It would not be surprising for anyone the conceptual link between summer vacation and loss of academic skills. The absence of practice or a period of non-reinforcement concludes with learning loss as the acquisition of new information needs refreshing

and practice. Therefore, it is undeniable that there is a tight connection between time and learning loss (Mccombs et al., 2011).

University preparatory school students who have only English lessons during an academic year, have 32 weeks of learning and eight weeks of holiday in Turkey. Some universities divide these 32 weeks of teaching time into four modules to provide a language proficiency level-based education. When a student starts the preparatory school at the A2 level, s/he is expected to finish the academic year at the C1 level by succeeding in each module.

The researcher, who works in the preparatory school at a private university, observed that students forget some information they learned in the previous module. Regarding the semester holiday, she observed a higher loss in speaking, reading skills and some sub-skills such as vocabulary and pronunciation. Besides, she observed that the longer time between vocabulary repetitions, the rate of students' forgetting gets higher, so even a few weeks of non-refreshment or lack of instruction was adequate for students' learning loss. Therefore, the relationship between learning loss and time was the main reason for the researcher to start this study.

As a result, the researcher, who observed that the learning loss increased as the instructional time interval increased, wondered how the learning loss of the students would be over the summer vacation when the absence of instructions is the longest. Based on her seven years of teaching English to university preparatory school students, the researcher decided to investigate the summer learning loss among university preparatory school students.

1.3. The Purpose of the Study

The aim of the present study is to investigate the summer learning loss of preparatory class students in reading skill and two sub-skills -grammatical knowledge, vocabulary level - according to their level.

1.4. Significance of the Study

This study is significant as one of the first studies investigating summer learning loss among university preparatory students. Some studies measure the summer learning loss of children or young learners; however, the researcher could not find any study that focuses on young adults as the target group. Thus, in terms of conducting the study with university preparatory students, it also has importance for field.

The present study also differs from other studies by focusing on summer learning loss in English as a second language (ESL) lesson at the university level. The study measured summer learning loss in one language skill, reading, and two sub-skills; vocabulary and grammar. As it is a study measuring the summer learning loss of language skills in Turkey and worldwide, it is the first study in the field.

Lastly, contrary to many studies carried out as an article, this study becomes unique as it is a MA thesis. To conclude, this study becomes unique regarding to its main concern and target group.

1.5. Assumptions

As the primary assumption of this study, summer vacation has an effect on students' learning. Also, it is assumed that students did not cheat on both in pre-test post-test, and they did not find the answer key of the test, which is very important for the reliability of the process.

The hypothesis regarding this study are as follows:

1. The number of students who will take the post-test will decrease
2. The language learning loss will occur over the summer holiday
3. There will be differences among the results of skills and sub-skills
4. There will be differences in terms of students' proficiency level
5. How students spend the summer holiday will affect summer learning loss.

1.6. Limitations

The current study has several limitations related to the generalization and application of findings. First, it should be in mind that the study participants are limited to students

of only one university. If the study could have been applied to more than one university or a much larger group, the study results could differ. Also, the implementation of the study at different cities and universities would enable better generalizability of the findings.

Furthermore, the participants in this study were chosen from only three different language proficiency levels. There are five proficiency levels in terms of teaching English as a second language. This study included three high proficiency levels of students: intermediate, upper-intermediate, and advanced level of students with a relatively strong language background. If the study could have included students with lower proficiency language levels, the summer learning loss could be a higher ratio.

As the study only measured one language skill, reading, and two sub-skills; vocabulary and grammar, it may not be possible to comment on students' language loss in general.

The pre-test was applied to the entire preparatory school at the same time in order to reduce the risk of cheating and to use the time well. However, since the researcher will have to seek support from other instructors working in the department so that the tests can be conducted in all classes, the teachers' attitudes during the application of the exam may not be the same.

The timing of measurement also limits summer learning loss studies. In the current study, data collection occurred two weeks before the end of the academic year in the spring and one week into the academic year in the fall. Therefore, the interval of “summer” actually includes three weeks of schooling.

The study has been conducted with the students of SOFL. At the end of the academic year, students will start to study in their departments if they pass the proficiency exam. Since the researcher works in SOFL, it is highly possible that the number of students who will take the post-test will decrease in September.

Finally, since they know that they will not get any grades in the exams, they may not answer the questions by giving due importance even if they take the exams in the presence of a proctor.

1.7. Definition of Key Concepts

* The researcher made some definitions by herself because some terms were created and used by the institution where the researcher applied the test.

SOFL: School of Foreign Languages (SOFL) aims to teach English by providing an intensive preparatory language program. The program is prepared to help students gain essential language skills to be able to communicate in the target language, cope with their studies in their departments and follow the international scientific literature.

SLL: Summer Learning Loss is the learning loss experienced by students over summer vacation (“The Glossary of Education Reform”, 2013).

Module: The SOFL provides a one-year intensive program for students to acquire all integrated skills: reading, speaking, listening, and writing. One academic year consists of 4 modules, and each module consists of 8 weeks of teaching. In every module, students take a midterm and a final exam.

Proficiency Exam: A proficiency test measures a learner's level of language. The Proficiency Exam is administered three times in an academic year. The first test is done at the beginning of the year in September, the second one is done at the end of the first semester (second module) in January, and the last one is applied at the end of each academic year in June.

Mock Proficiency Exam: It is an exam that is prepared like a proficiency exam. The mock proficiency exam gives students information about the real proficiency exam and gives them a chance to try themselves. Participating in the test is not obligatory, so students do not receive any points that affect their academic achievement.

Midterm Exam: It is an exam that is applied in the fourth week/middle of the module and evaluates the topics taught during the first four weeks.

Final Exam: It is an exam applied at the end of the module and evaluates the topics taught during the whole module.

Pre-Test: Pre-test and post-test research is one form of quasi-experimental design to compare the results of the same tests applied to the same group of participants at a different time (Stratton, 2019). It is also used in pre-test post-test experimental design with or without a control group. A pre-test is the first implemented test in an experimental design. (See appendices A)

Post-Test: A post-test is the second implemented test in an experimental design (see Appendix 1).

Questionnaire: A questionnaire contains a set of questions used to collect information from people for a research reason (see Appendix 2).

Language Proficiency Level: In 2001, the Council of Europe published an widely used international language ability standard, the Common European Framework Reference (CEFR), which describes language proficiency in six levels, A1 to C2. Since then, most language books, publishers, schools, teachers, and learners have used this six-point scale, from A1 for beginners up to C2 for those who have mastered a language, both in language teaching and testing. (Council of Europe, 2021)



CHAPTER II

LITERATURE REVIEW

This chapter aims to describe the learning, learning theories, learning loss, and causes of learning loss to indicate the impacts on the summer loss as the research subject. Finally, the chapter provides insight into the summer learning loss and its brief history.

2.1. Learning and Learning Theories

This chapter provides an overview of "learning." First, learning will be defined in detail, and as following that, different learning theories will be examined to establish the groundwork of the study.

2.1.1. Definition of Learning. Schunk (2012) defines learning as "an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" (p.3).

Learning takes place in many ways, which can be described as intentional and unintentional. Intentional learning focuses on obtaining information in a learning environment, a physical setting in which teaching, and learning occur, such as in a classroom. On the other hand, unintentional learning focuses on learning that takes place without any effort or intention but is somehow exposed to the information. Brown (2014) explains the learning based on seven principles in his book as follows:

1. Acquisition or “adding”
2. The retention of information or skills
3. The involvement of storage systems, memory, and cognitive organization
4. The application of active, conscious focus, and subconscious attention

5. Relatively permanent but subject to forgetting
6. The result of practice, perhaps reinforced practice
7. A change in behavior (Brown, 2014, p.8).

Intentional learning is the matter of the case mostly when it comes to search into the school context; therefore, it can be inferred that these seven principles direct the path of educators to deeper learning.

While reviewing the literature, a wide range of studies has been encountered stating taxonomies of learning strategies; however, one of the most commonly referred sources was those of Rebecca Oxford. She defined the learning strategies as "learner's goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier" (Oxford, 2011, p. 167). Subsequently, Mitchell, Myles & Marsden (2013) detailed Oxford's taxonomy in their comprehensive study and cited it as follows:

Memory strategies, e.g., 'creating mental images.'

Cognitive strategies, e.g. 'analyzing and reasoning', 'practicing' (both repetition and natural practice)

Compensation strategies, e.g., 'guessing intelligently', 'adjusting the message.'

Metacognitive strategies, e.g. 'setting goals and objectives, 'self-evaluating

Affective strategies, e.g., 'taking risks wisely', 'rewarding yourself' (p.22).

Additionally, Kupfermann (1975) states that "a typical learning task involves a motivated organism that perceives a stimulus, reacts to it, and subsequently modifies its behavior" (p.1). As a term, learning can be defined in several ways based on several theories, disciplines, and concepts. However, analysis of neurophysiology has a crucial role and should be included in studies to have a better understanding of learning. Since learning is an information processing system, reflections on the brain should be stated necessarily. Schunk (2012) stated information processing system simply as follows:

Information processing system includes sensory registers, short-term (STM) or working (WM) memory, and long-term memory (LTM). The sensory registers receive input and hold it for a fraction of a second, after which the input is discarded or channeled to WM. Most sensory input is

discarded since at any given time we are bombarded with multiple sensory inputs (p.43).

As it can be inferred from the literature, most studies about learning have been done in the schooling context in which the evaluation process is also a significant component. During the examination, educators evaluate the learner according to some variables. Peker (2010) explains the variables as "Whatever the learning type actualizes, there are some external factors that can be seen either as physical or sensational variables. These variables are called stimuli in the literature" (p.9). Therefore, presenting the right stimuli for each learner based on their mental and physical ability and desire is a significant decision that should be made by the teachers carefully.

While the researcher was reviewing the literature on the field, she noticed that various objectives and/or concerns exist affecting the definition of learning. Therefore, learning theories are analyzed with the need for guidelines to choose and apply the appropriate definition of learning.

Learning theories can be explained as a set of principles explaining how individuals acquire, retain, and recall information. Thus, studying different learning theories enables educators to understand better how learning occurs and which learning principles can be used for the target group. Having defined the learning, the most influential learning theories will be explained in detail below.

2.1.2. Behaviorism. In the early 1900th, the studies for the understanding of learning were dominated by behaviorism which explains learning as a change resulting from external interventions that shape human and animal behavior. Behaviorist theory, primarily a psychological theory/discipline, is considered to be founded by J.B. Watson. According to this theory, the environment is a vital component of the learning process in which learning takes place by intervention and experimental methods. Behavior is acquired through conditioning as a result of interaction with the environment (Krapfl, 2016). That is, in behaviorism, learners are in a passive position. Our responses to external intervention through practice result in adjustment on the behavior, and the theory seeks the observable phenomena to define the learning based

on measurability. Three pioneers of behaviorism in the educational field are Thorndike (1921), Watson (1925), and Skinner (1957), whose theories will be explained below in detail. They defined the core concepts of learning in terms of the stimulus-response association through habit formation, contiguity, operant conditioning, contingency, and reinforcement with trial and error learning in planned stages. The primary claim of behaviorism in the linguistic field is that language learning/acquisition occurs as the other behaviors do. Hence, learning is a process of habit formation consisting of stimulus, response, and punishment; those are defined briefly as follows:

Stimulus: It can be defined as a signal from the environment that arouses a reaction.

Response: It is the learner's reaction to the stimulus

Reinforcement: It is a reward for the desired response

2.1.2.1. Pavlov's classical conditioning. Classical conditioning, also known as Pavlovian Conditioning, was discovered by Ivan Pavlov, a Russian psychologist. He conducted a series of experiments in which he trained a dog to salivate to the ring of a bell which is defined as classical conditioning. In classical conditioning, people or animals learn through the association of two stimuli that occur together. The existing response is transferred to the new stimuli, and the aim is to elicit a reflexive response as a result of that association. As it is known, certain stimuli elicit certain responses, which can be defined as reflexes as well, and sometimes those visual reflexes do not occur directly related to the stimuli. Pavlov's experiment indicated the significance of constructing an association between two naturally unrelated stimuli (Schunk, 2012,p.78-79).

2.1.2.2. Skinner's operant conditioning. At the beginning of the 1930s, B. F. (Burrhus Frederic) Skinner, a preeminent psychologist, published his laboratory studies with animals in which he analyzed their behavior according to operant conditioning. Operant conditioning is learning formulated by Skinner, based on strengthening a response by recurring an event or a stimulus (see Figure 1).

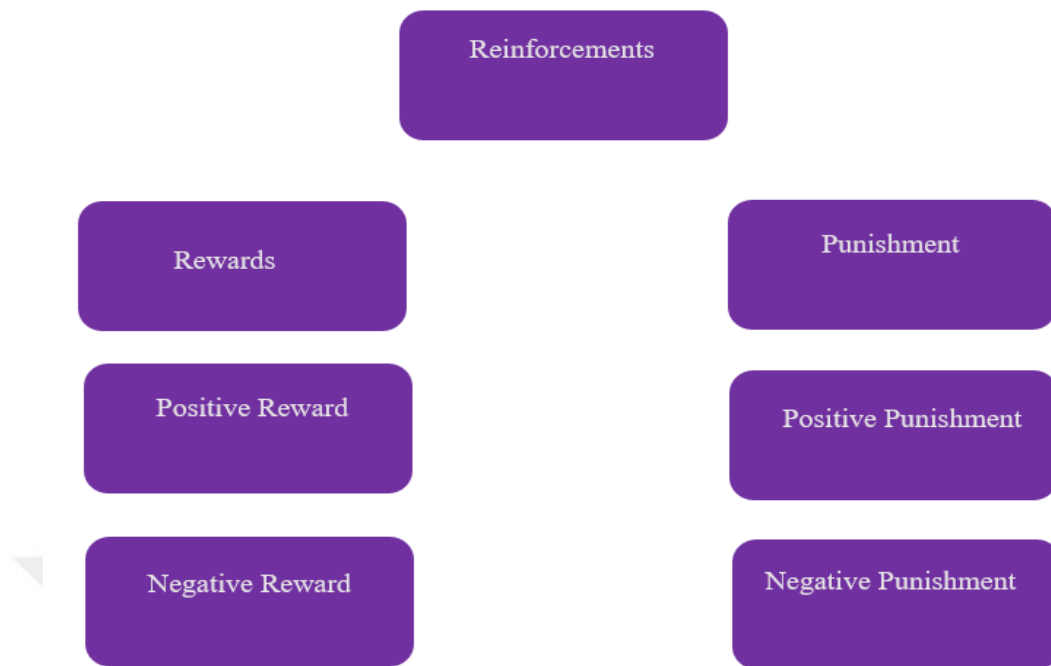


Figure 1. Skinner's Operant Conditioning

According to Skinner, learning occurs with the result of an association between a particular behavior and response. The association between response and stimulus' work evokes Palov's experiment in which the learner transfers the existing responses to new stimuli, however in operant conditioning; the learner produces new responses. Skinner is regarded as the founder of Operant Conditioning; however, his work was based on Thorndike's (1898) law of effect, in which a learner's behavior is based on a trial and error process. Through the process, the learner remembers desired and undesired behaviors then eliminate the negative ones (Schunk, 2012, p.88-89).

2.1.3. Constructivism. Constructivism is a psychological and philosophical theory that explains how individuals acquire and/or construct knowledge. Bada and Olusegun explains how this theory affects the field of education as "constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It, therefore, has direct application to education" (Bada & Olusegun, 2015, p.66). As the fundamental principles of Constructivism are assimilation and accommodation, the theory assumes that people acquire knowledge

from new experiences, and they learn through constructing new knowledge upon previous learning. Contrary to behaviorism, the learner takes place actively in the procedure of learning in Constructivism. Behaviorism perceives the individuals as "tabula rasa"- the term was used first by John Locke (1989) - that is needed to be filled with knowledge acquiring from the environment, whereas Constructivism emphasizes that individuals can learn only through active engagement with the world (Schunk, 2012) While acquiring knowledge from the environment requires a passive role to receive the external input, constructing knowledge requires engagement to experiments and making meaningful connections between previous knowledge.

2.1.3.1. Autonomous learner. Adult learners are supposed to be taking responsibility for their own learning experience. With the guidance of the teachers, they can process the information their own way. Since the current study participants are adults, and the measured time is out of school time- summer vacation- it is important to include the autonomous learners. The word "autonomous" derives from two Latin words, which are auto ("self") and nomos (law) ("Autonomous," 2018). Although the most common definition has been done by Henry (1981), learner autonomy is "the ability to take charge of one's own learning" (p. 3).

Another definition based on the work of Little in 1991 is that autonomous learner is the one who can able to reflect their own learning to make necessary changes needed to maximize their learning. From this definition, it can be inferred that an autonomous learner is the one who is psychologically ready to make decisions to choose and use the most appropriate skills in their process. This decision-making process can take place through deciding what tasks to carry out, which methods or strategies to use and how to evaluate her/his learning process. From this point of view, it can be safe to assume that how autonomous the students are at a time when there is no school is highly effective on learning loss. Students who do not go to a course during the summer break or are not guided by any outside force; the more autonomous they are, the less they forget.

2.2. The Language Learning Process and Second Language Acquisition

Linguists distinguish the learning process as learning and acquisition. However, there is a fundamental difference between these two processes; since learning is explained above, this part will focus on the acquisition mainly.

The main difference between learning and acquisition is based on whether the process occurs consciously or subconsciously. McLaughlin, Rossman and McLeod (1983) bases the origin of the distinction on Krashen's Monitor Model (1978) of second language performance. Krashen's Monitor Model consists of five hypotheses indicating how the second language (L2) is acquired.

1. Acquisition-Learning Hypothesis: There is a difference between learning and acquisition. While learning is a conscious process in a particular setting such as the classroom, the acquisition is a subconscious process that involves the innate language used by children to develop the first language.
2. Monitor Hypothesis: Learner's learned system acts as a monitor to observe and check what is produced.
3. Natural Order Hypothesis: The hypothesis assumes that the learner acquires the rules of SL in a predictable order determined by the linguistic complexity of the language filter
4. Input Hypothesis: Learner acquires the language if only the input is comprehensible and enough.
5. Affective Filter Hypothesis: Krashen claimed (1985) that language acquisition is affected by the learner's emotions if the learner experiences negative emotions, such as fear, the input may not be processed, and the affective filter might prevent learning in the brain.

Krashen (1985) summarizes his five 'hypotheses' as an automatic and unavoidable process when suitable conditions arise. According to him, people acquire a second language only when there is a comprehensible input that they allow in with their effective filters. "When the filter is 'down' and appropriate comprehensible input is presented (and comprehended), the acquisition is inevitable" (Krashen, 1985, p.4).

Though their propositions differ from each other, in terms of the nativist approach, Krashen's theory is based on Chomsky's LAD. Krashen (1985) theorized that all

human beings have direct access to Universal Grammar (UG), to which Chomsky (1965) argued that all native children but no adults could access it. Krashen contended that even adults have full access to UG; however, various affective factors such as motivation and anxiety prevent adults from absorbing comprehensible input in the second language. When the input is just a little higher than the learner's current language proficiency level and is available in a sufficient amount, language learning will happen automatically. Krashen (1985) compared his theory with Chomsky's LAD as follow:

The learner (acquirer) has no 'reason for acquiring the language; he does not choose to learn(acquire) under normal conditions, any more than he chooses(or can fail) to organize visual space in a certain way—or, for that matter, any more than certain cells in the embryo choose (or can fail) to become an or the visual center of the brain under appropriate environmental conditions (p.4).

In the twentieth century, one of the most controversial issues about the language learning- acquisition process is between the views of two pioneers on the field; behaviorist psychologist B.F. Skinner and the linguist Noam Chomsky. Based on his behaviorist perception of learning, Skinner claimed that the language is taught to the children like the way they are taught any knowledge. According to him, learning occurs with the habit formation process through a trial- error- reward mechanism. Ultimately language learning is based on imitating the speech, which is needed to be reinforced in a way.

On the other hand, based on his nativist perception of learning, Chomsky asserts that children cannot acquire the language entirely from the imitation of the environment; language can be learned through access to the knowledge that is processed innately. He proposed an innate core of abstract knowledge about all human language forms, known as Universal Grammar (Marsden et al., 2013). Even though the number of phonemes and morphemes is limited, human beings can produce infinite word combinations that explain the "generativity" of the language grammar from a Chomskyan point of view. For that reason, he claimed that language acquisition should not be reduced to developing an observable response to stimuli (Rao, 2018).

2.3. Learning Loss and Reasons

With the most cited definition, the term learning loss (LL) refers to the loss or decline of any academic knowledge and skills most commonly due to long gaps or discontinuities in education ("The Glossary of Education Reform", 2013).

Since learning, as explained in detail above, is simply a process that takes place through repetition and reinforcement of knowledge, disuse of knowledge, known as Thorndike's disuse law, will result in a learning loss.

In the psychological context, Thorndike stated in his theory, "when a modifiable connection is not made between a situation and response over a length of time, the connection's strength is decreased" (Thorndike, 1913, p.4). Thus, the law can also be interpreted as the strengthening of knowledge with use and weakening when not used, which can also be applied to learning. Therefore, it is inevitable that information that is not used or reinforced for a certain period of time is lost.

Learning loss has been a natural process and has been studied for many years by different fields from psychology to education. Even though the topics below are not directly related to this study, they are explained to provide a better understanding of summer learning loss.

2.3.1. Reasons for learning loss. While learning loss can occur in various ways and for many reasons, the researcher will only focus on learning loss in an educational context due to its relevance to the subject of the study and word limitation.

2.3.1.1. Senior year. In the United States, senior year is the final year of high school. The American education system, which is based on a credit system, reduces the course load of high school seniors and provides a time for them to apply to the universities they want to enter in the second semester of high school. Since students have few courses and spend most of their time on university applications, the senior year is often considered a high potential source of learning loss. ("The Glossary of Education Reform", 2013)

Although there is no senior year in the country's education system where the study was carried out, the students here are experiencing similar processes due to the university entrance exam. As a result, students focus on only exam-based subjects during the last year of high school, which are essential to take a place in a university. That is why they reduce or erase the time for some of the subjects they have taken before. In addition, if they do not get the score they want in the university entrance exam, which takes place after graduating from formal education, or they cannot get into the university which they want, they prepare for the exam for one more year. Therefore, this one year can be considered similar to the senior year in that they do not receive any education at school.

2.3.1.2. Interrupted formal education. When students experience interruptions in their formal education for an extended period, which is caused by many reasons, learning loss emerges. The most commonly cited examples of school interruption learning loss are the ones experienced by refugee students who recently immigrated often due to societal unrest in their home countries and students from low socio-economic status (SES) who have to take some adulthood responsibility (earning money, babysitting siblings, etc.) to support their families. Besides, students' opportunities to practice academic skills could also be related to income differences ("The Glossary of Education Reform", 2013).

2.3.1.3. School absence. Although it is compulsory to continue formal education up to certain levels in many countries, it is sometimes impossible for students to continue their education. The absence of school can be emerged for many reasons, as well as long-term health problems, quitting the school with the family decision, school suspension, and not being able to reach school due to economic or geographical reasons. In particular, the method of expulsion from school, which was chosen to solve disciplinary problems, continued for a long time, ignoring learning loss. However, the absence of school due to the reasons mentioned earlier has caused severe learning losses in students. ("The Glossary of Education Reform", 2013)

- **Covid 19.** As face-to-face education was suspended due to the Covid 19 pandemic, the researcher felt the need to open this title. With the coronavirus (COVID-19) pandemic emerged, the whole world went through challenging times economically and socially. Since the pandemic closes schools worldwide, almost 551 million students have suffered from interrupted education for an unknown time (Engzell, & Verhagen, 2021). In addition, suspension of face-to-face teaching in schools has arisen concern about the consequences of the pandemic on students' learning. As the pandemic continues and it is not clear when it will end, sufficient information has not been collected for the time being, but the effects of the pandemic on students will be seen more clearly in the following years. Kuhfield and Tarasawa (2020), drawing attention to the similarity between the lack of face-to-face education due to the covid 19 pandemic and the summer vacation, which is the longest school absence, they stated that summer learning loss data could be used to predict the possible consequences of the pandemic for students. The study results were compatible with summer learning loss, showing that the biggest loss was experienced by disadvantaged groups and students with low socioeconomic levels, just like summer learning losses.

2.3.1.4. Summer break. Even though the length and season of the break differ, a significant number of schools all around the world take extended education breaks up to two or two and a half months in the summertime, which leads to students lose academic ground during the summer.

2.4. Summer Learning Loss

Summer learning loss (SLL), also referred to as summer setback or summer slide, is the learning loss experienced by students when school is not in session. SLL occurs when students lose or forget learned academic skills throughout the summer ("The Glossary of Education Reform", 2013).

As explained above in detail, learning is an active process including frequent reinforcement, refreshment, and practice. In the absence of practice or reinforcement, learning loss is inevitable. Most teachers observe that the students need time to relearn

the information after a long break or absence of refreshment (Kayır & Özçelik, 2018). Considering that the summer holidays are two and a half months, the highest learning losses occur during the summer holidays. As a significant number of the schools in the world has summer break with different periods; without bias, summer learning loss is a pretty universal issue.

Custers (2010) states that laboratory experiments of knowledge retention started in the 1880s for medical education. However, from the 1950s through the 1980s, studies were carried out mainly in noneducational fields, such as the military and industrial sectors. The military's concern was which training would be remembered after the absence of practice and how often refreshment is needed. (Mccombs et al., 2011, p.17).

Even though the summer learning loss research goes far back to 1906, since it is the most comprehensive study, Cooper et al. in 1996 is accepted as the first and foremost study in the field of education. Cooper et al.'s study has shown that during the summer break, the learning process stops for students at best, and they lose approximately 1 to 3 months of learning at worst. Furthermore, summer break was more detrimental for math than reading and most detrimental for math computation and spelling. Details of the study are discussed in more detail later in the chronology below.

Since most studies focus on other skills in education rather than ESL, and there are not sufficient data on the adult learner, the researcher preferred to provide chronological knowledge about summer loss for an overall understanding below.

2.5. Previous Studies on SLL

As stated above, Cooper et al. (1996) have conducted the most comprehensive study on summer learning loss; therefore, the researcher benefited from it to outline this chapter. Furthermore, considering Cooper et al.'s study as the primary resource, she expanded the literature review with the recent studies and finalized it by including the studies conducted in the country she lives. Finally, while the researcher tried to follow a chronological order, she chose not to include studies that would not be useful for her study. Therefore, a periodic time interval between studies should not be expected.

William White (1906) conducted the first known example of a summer loss study. In the study, seven students were evaluated with pre-test (in June) and post-test (in September) in a mathematics competition. As a result of the study, summer loss was detected for the problem-solving speed (Cooper et al., 1996).

After the study of William White, Garfinkel (1919) published a study indicating math competition scores of 747 students over the summer break. Students from fifth to seventh grades were tested in June and September with pre and post-test. He reported a general decrease in both speed and accuracy. The decrease in speed was not more than a year's work. However, the obtained results of accuracy decrease were equal to almost years' work with slight exceptions.

Five years later, Brueckner and Distad (1924) investigated a study to determine the effects of summer vacation on first-graders' reading ability. Three hundred fifteen students were chosen from twelve different classes and four schools. In June, they classified the students according to the time that they had been to Minneapolis school. The pre-test applied in June indicated that there is little difference between the reading ability of children. However, after the post-test in September, they reported no general summer loss but did suggest a more significant variation in September scores than in June scores. Therefore, "This was the first empirical test of possible differential effects of summer vacation on children with different abilities" (Cooper et al., 1996, p.233).

Patterson and Rensselaer (1925) conducted a study investigating summer loss in reading and math of a group of 149 students from fourth to eighth-graders (Cooper et al., 1996). The results of the study recorded a decrease in math scores of all grades. While reading comprehension scores declined for fourth and fifth graders, they increased for sixth, seventh, and eighth-graders. Besides, three groups of students classified the basis on IQ scores in the study, and the students with the lowest IQ scores recorded an increase in reading scores over the summer. On the other hand, students of average and above-average IQ experienced loss in reading scores. The greatest loss was detected on computing scores of the fourth and sixth graders with the highest IQs. Although math gain was recorded at the seventh and eighth graders with the highest IQs, the other students recorded loss.

During the 1930s and 1940s, only six investigations were conducted on summer learning loss (Cooper et al., 1996), and the researcher was able to reach only one of them. In 1936, Schrepel & Laslett tested one-hundred-twenty-five students from junior high school, eighth and ninth grade. They applied pre and post-test before and after the summer vacation. The results presented that the summer loss differs from the students' intelligence or mental age accordingly.

Beggs and Hieronymus (1968) conducted a comparative study over spring and fall scores of fifth and sixth graders. Results indicated losses found in math - problem-solving-, reading comprehension, vocabulary, spelling, and English use. In addition, the results showed that almost all concepts diminished over summer, but the highest loss score was recorded on reading.

In 1996, Cooper et al. conducted one of the most influential and cited studies in the literature. They revised 39 studies conducted between the years 1906 to 1981 about summer loss (See Appendix 3 for the early studies of the effects of summer vacation on academic achievement), revealing that learning loss occurs over summer vacation on the field of reading skill and mathematic. The meta-analysis results showed that experienced summer loss equaled about one month on a grade-level or one-tenth of the spring test scores (Cooper et al., 1996, p.227). The study did not detect any significant effect on gender or race difference; however, obviously, as student's grade levels increased, the negative effect of summer increased. Cooper et al. interpreted from their study that "...studies conducted before 1975 would suggest that summer vacation had a detrimental effect on the math computation and spelling skills of students in middle grades" (p.241). Considering the IQ variable included studies, it was stated that intelligence does not have a consistent impact on summer loss. The results indicated that low socioeconomic status had a negative effect on students and caused losses in reading and vocabulary over the summer. However, Cooper et al. (1996) warned the study's audiences about the study's unequal quality that may cause defective perceptions and results as most researchers did not use statistical tests. Therefore, the study's conclusion was based on basic synthesis procedures (Cooper et al., 1996).

As Bracey (2002) stated in his article, "Summer Loss: The Phenomenon No One Wants to Deal With", few articles were dealing with summer learning loss from 1996

to 2002, as the researcher accessed none of them related to the aim of the study, they were omitted.

In 2004, Şahin investigated the summer holiday's effect on primary school students from second and third grades in Turkish and math lessons. The study aimed to reveal significant differences in terms of variables of gender, class, manner of vacation, socio-economic level of families. The study that compared the scores of students before and after the three-month holiday proves the summer learning loss. Regarding Turkish and mathematics courses, it was found that there was more learning loss in mathematics lessons than in Turkish. There is no difference in learning losses reported in terms of gender. The study indicated that the way the students spent their holiday also changed the results of the summer learning loss. Helping the family with household chores has been found to have a more significant impact on learning loss in mathematics. When the learning losses of the students' families in terms of socio-economic levels were examined, a significant difference was found between students who come from different SES. Besides, whether there was a library at home or not affected the summer learning loss in the Turkish lessons.

Using data from 20,000 children, Downey, von Hippel, and Broh (2004) examined the learning rates of students from different income levels in the areas of mathematics and reading skills during the year and the summer holidays. By comparing test scores before and after the summer vacation, this study showed that low-income students score lower than high-income students when they start the new academic year. In short, students experienced a learning loss in mathematics and reading skills during the summer vacation, and this difference continued throughout the year.

In 2005, Arı conducted a study on the learning losses of primary school students during the summer holidays in Turkish and math lessons. In terms of gender, male students' scores were found slightly different from female students' scores; in both Turkish and math lessons, male students' summer learning loss was higher than female students'. Furthermore, in terms of the socio-economic level of families, the students coming from low SES recorded almost three times more summer learning loss compared to the students coming from middle or higher SES. Also, it has been observed that children whose mothers and fathers come from higher education experience less learning loss in Turkish and mathematics lessons over the summer.

In 2007, Sally E. conducted a correlational study to determine the summer learning loss in English and math and the relation between Limited English Proficiency status. The finding showed that students with limited English proficiency (LEP) lost more learning in math over the summer than non-LEP students did. On the other hand, there was not no significant relationship was found between summer learning loss in English and LEP. Another finding of the study was that while summer school had no significant contribution to English summer learning loss, a meaningful difference was detected in math.

Alexander, Entwisle, and Olson did a fairly extensive study in 2007 on summer learning loss. In the study, 790 school children from the first grade to the age of 22 were monitored and measured summer learning loss. The researchers administered reading comprehension tests to the same students twice a year, in the fall and spring term of each academic year, to investigate the learning loss over the summer vacation. The study noted that while the reading skills of high-income students continued to improve over the summer, low-income students experienced learning loss. Thus, this study, which was conducted among students with unequal ways of spending the summer term, revealed that there is an essential link between learning loss and income status.

Şen (2009) carried out research intending to find out whether there is a significant learning loss during the summer holidays in Turkish, mathematics, and social science lessons in primary school third graders. The study results presented a significant loss of learning in Mathematics and Social Science lessons among the third-grade students during the summer holidays. The highest loss was detected in Mathematics lessons and then in Social Science and Turkish lessons, respectively. Besides, upon comparing Turkish and mathematics lessons in private and public schools, a significant amount of summer vacation learning loss was found according to the type of school. Summer holidays for public school students caused more loss than for private school students.

Kayır & Özçelik (2018) carried out a study to find the opinions and solutions offers by English teachers on summer learning loss in English lessons. The study was conducted with 37 teachers from different school levels and had at least three years of experience. The study's findings showed that almost all of the teachers in the study group observed that students returning from the summer holidays experience learning

loss in English lessons. Most teachers think that learning losses in English lessons should be evaluated differently than losses in other lessons as language will be forgotten easily when it is not used actively. Summer schools and learning clubs were among the frequently used applications to prevent summer loss; therefore, teachers suggested the same applications to Turkey. However, no teacher made any statements regarding the extension of school periods. According to the teachers, the best way to minimize summer learning losses in English lessons is to keep students' relationships with the language alive and to offer them activities that will lead them to use and be exposed to the language.

Osborne and Shaw (2020) conducted a study in a public school and an independent school in the United States of America to investigate summer learning loss. The study was implemented on 116 students from sixth grades, and the summer learning loss was measured on math and science content that they covered before summer vacation. In addition, they used an online intervention consisting of one math and one science lesson per week over ten weeks to investigate the summer learning loss. The data indicates 82% of the students who participated in the online intervention lesson for two or more did not show summer learning loss. Although it is known that the study will continue in the next year, the data obtained are sufficient to show that there is a loss of learning in the summer period when there is no introduction for a certain period.

Sezgin, Erdoğan, and Sinan (2020) researched to determine the learning losses experienced by ninth-grade students in mathematics, literature, and English during the summer vacation and whether these losses differ according to their family education level. One hundred ninety-one ninth-grade students were chosen as the sample of the study. In order to collect the data, academic achievement tests developed by the researchers were applied to the students in May and September 2018. Whether the students experienced learning loss or not was determined by the t-test for the related samples, and the one-way analysis of variance was used to determine whether the learning losses differed according to the educational status of the family. The study results revealed that students experienced significant learning loss in mathematics, literature, and English classes during the summer vacation. However, the learning losses experienced by the students in literature and English classes differed significantly according to the educational status of the mother.

CHAPTER III

METHODOLOGY

This chapter includes six main sections: research design, research questions, participants, instruments, implementation process, and data analysis. The titles will be described respectively.

3.1. Research Design

In this study, the researcher aims to investigate the summer learning loss in English without introducing an intervention among university preparatory school students. A pre-test post-test design was applied to investigate the summer learning loss among university preparatory students in this study. With this research method, it was aimed to determine whether there is a significant relationship between summer vacation and learning loss. The researcher did not intervene in the process as she would obtain a result by comparing the scores of the students before and after the summer vacation. For this reason, an achievement test consisting of 35 questions from one language skill, reading, and two sub-skills, vocabulary and grammar, was applied to the same students as a pre-test before the summer vacation and as a post-test after the summer vacation and the difference in scores before and after the vacation was examined. In other words, the study does not include control and experimental groups. After the pre-test and post-test implementation, a dichotomous questionnaire consisting of 10 questions was administered to the same students asking how they spent their summer vacation. In some of the early studies, an experimental group and a control group were chosen because the researchers had specifically measured the effect of a summer program; they had an intervention in the process. However, this is a case-detection study without any intervention; pre-test post-test design without a control group was used.

The analysis started with the Independent Sample t-test analysis was used to obtain the bivariate results to compare the pre-test and the post-test mean scores results. In order to increase the validity and reliability of the study, homogeneity test (see appendix 4) and normality test were performed, and finally, the descriptives of the study were obtained. One-way ANOVA was used to check if there was a significant difference among participants in terms of different variables such as students' proficiency level, skills and sub-skills. Lastly, a binomial test and frequency tests were applied to measure the questionnaire's results (see appendix 5). Based on obtained information, comments were made about learning loss.

3.1.1. The design of the present study. This study aims to investigate summer learning loss among university preparatory class students in one language skill, reading, and two sub-skills; vocabulary and grammar. As the context is based on university preparatory class students, the study was conducted in the School of Foreign Languages (SOFL) at a private university in Antalya, where the instructor works as an ESL instructor. In this context, a multiple-choice achievement test from one language skill and two language were applied to the students at the end of June 2019 and the beginning of September 2019. In addition to the achievement test, a dichotomous questionnaire asking how students spend their summer vacation was also applied in September 2019. Since the study compares the test scores of the students before and after the summer holiday, there will be no experimental and control group in the study.

At the beginning of each academic year, students take a placement test and are divided into classes according to their proficiency level. Most of the students start from the elementary level (A2) and reach up to the upper intermediate (B2) level at the fourth module. The number of students starts from the higher levels differs every year, but it can be generalized as less than elementary starters. The students, who reach the advanced level (C1) at the fourth grade due to the previous information, constitute the minority of total students. As the pre-test was implemented at the end of the fourth module, there were only pre-intermediate, upper-intermediate, and advanced level students. Advanced students are written as Prefaculty students for the study since it is the last class before starting the faculty. Also, the school where the study was conducted categorized them as Prefaculty students.

For the 2018-2019 academic year, the SOFL had 304 students: 11 of them were pre-intermediate, 90 of them intermediate, 168 of them upper intermediate, and 35 of them advanced level students. The participants of this study are 95 preparatory students from three proficiency levels as following: intermediate, upper intermediate and advanced. To identify whether summer loss would differ by the proficiency level, the result of the study is analyzed level based. Since there were only 11 students from pre intermediate level the researcher did not include them to the study because of the validity concern.

The university preparatory school program consists of 32 weeks. Two months is one module that equals one proficiency level, and at the end of each module, they pass an upper class if they succeed. During the one level of a time period, they have reading, writing, listening, and speaking lessons. They do not have separate vocabulary and grammar lessons, so these sub-skills are taught during the reading, listening, and speaking lessons. For each module, students are tested periodically as following;

Week 3: Writing exam (Process Writing 1)

Week 4: Midterm exam (consists of vocabulary, grammar, reading and listening sections),

Week 5: Speaking exam,

Week 6: Mock Proficiency

Week 7: Writing exam (Process Writing 2)

Week 8: Final exam (consists of vocabulary, grammar, reading, listening, writing, and speaking sections)

At the end of the 4th module (generally late June): Proficiency test

* Mock proficiency is held only in the last module to give the students a chance to get familiar with the proficiency exam, and students do not get any points at the end of the exam. So that is the mock proficiency out of the assessment system.

Since the researcher did not want to interfere with the natural process and not to allow the students to be under any influence while answering the test, she deliberately preferred to use an exam that the students would take during the year. For this reason, she made sure that the exam she would choose was held at the end of the year, that is,

at a time when there was no teaching. At the same time, she also paid attention to the fact that the exam duration should not be too long, as she will apply the same test in September. Considering all these, the researcher has three exams to measure summer learning loss; the final exam, mock Proficiency Exam, and the Proficiency exam. She chose Mock Proficiency Exam as the material of the study since the duration of the final and Proficiency exams are long, and the students may not pay the necessary attention when they take the post-test in September.

46 ESL instructors work at the School of Foreign Languages, and each of them has got undergraduate and graduate education in order to be an English teacher. While 41 instructors at the school teach between 18-22 hours, 5 of them work in the Testing Office. The Testing Office consists of 5 instructors who specialize in assessment and evaluation, and the instructors in this office prepare all the exams used throughout the year. Since the researcher used a test from the school curriculum, it is prepared by the test office as usual.

There was normally a Listening and a Writing section in the Mock Proficiency exam, but the researcher excluded these sections due to time management and reliability concerns. Since the listening section used in Proficiency Exam usually lasted about 45 minutes, the researcher would have to do the exam twice a longer time than she did. It would not be possible to keep students in the exam for two hours, as students would not receive a grade and would only take the exam to test themselves. Especially considering the post-test, the researcher chose to exclude this section to manage the time well.

Grammar, Vocabulary, and Reading sections consisted of multiple-choice questions and were graded according to the answer key. However, if the writing section was included in the study, the reliability of the exam might decrease. Even though there is a rubric for grading the exam papers, factors such as the person's mood who will grade the exam and the time of the day s/he grades the paper, can affect the score given. Considering all these, the researcher chose to exclude the writing section.

Although the Mock Proficiency Exam does not include the speaking part, the researcher did not consider including it, too, because it would not be possible to administer the speaking test to the whole school simultaneously by herself, so she

would need support from different instructors. Although there is an assessment rubric for the speaking exam, the researcher did not include the Speaking assessment in her study, as the score given by the examiner would not enable a standard assessment.

Since the researcher chose to use Mock Proficiency to not interfere with the process, she applied the test at the time in the academic calendar to all students who came to school that day. However, she did not include exams for the pre-intermediate level students, as she would only measure summer learning loss at three levels. Due to the high number of students included in the study, the researcher got help from her colleagues to implement the tests. During eight months of instruction time and 50 minutes of examination time, neither the instructors who will apply the tests nor the students receive an intervention about the study. Instead, they follow the syllabus of the preparatory class as usual.

3.2. Research Questions

This research seeks to address the following main question: Does summer vacation cause summer learning loss among university preparatory students?

In specific, the research questions are:

1. Does summer vacation affect students' reading skill?
2. Does summer vacation affect students' grammatical knowledge?
3. Does summer vacation affect students' vocabulary level?
4. Does summer learning loss differ in terms of students' level?
5. Does the way students spend the summer holiday affect summer loss?

3.3. Participants

The participants of this study are 95 preparatory students from the School of Foreign Languages (SOFL) at Antalya Bilim University. Their age varies between 18 and 25, and although most students are from Antalya, there were students from different cities and different counties. That is, they had different cultural and socio-economic backgrounds. Besides, since the university has international students, some of the participant's first language is not Turkish. However, first language difference is not

measured in the study due to the low number of international students among participants.

Although their academic background differs, which is not the study's main concern, they all have had English lessons as a second language since 4th grade because of the Turkish Education Policy. In other words, when the students started the preparatory school, they had studied English for a certain period of time and knew English at a certain level. Therefore, there are not any beginner students in the study.

All participants studied English, as a regular university preparatory school program, for eight months (32 weeks) and completed 704 hours (22 hours per week). Participants were from different departments from engineering to business administration, but they are in the same classes due to the mandatory preparatory class. In the study, they were categorized based on their proficiency level; 23 students from the intermediate level, 56 students from upper-intermediate, and 16 students from advanced level (see Table 1). Forty-two of the participants defined themselves as female and 53 as male. However, since the study did not aim to measure distribution based on gender and sexual orientation, this distinction was not made in the analysis part.

Table 1.

Number of the students and the levels

Proficiency Level	Number of the Students
Intermediate (B1)	23
Upper-intermediate (B2)	56
Pre-Faculty (C1)	16
Total	95

3.4. Procedure

The implementation process started in the spring semester of the 2018-2019 academic year and ended in the fall semester of the 2019-2020 academic year. Before the tests were implemented, the researcher explained the details of her research to the administration of SOFL where she worked. Later, she talked to the instructors who would conduct the exams of the study's sample group one week before the application and gave information about her study. It was essential to meet with the instructors

because students could not pay the necessary attention to the mock proficiency exam as they did not get any grades. To avoid this, she asked the instructors to encourage students to get the exam with due care, without saying that the exam results would be used in research.

By obtaining the necessary permissions and making the relevant inquiries, the researcher informed the head of the Testing Office about her research. After taking the test to be administered from the head of the Testing Office, they eliminated the questions according to the skills she wanted to measure. Moreover, since the test had to be administered to all students at the same time for reliability, it had to be designed to fit into a class hour of 50 minutes. The researcher completed the questions' elimination process with the support of her thesis advisor.

The university where the researcher works has multiple campuses. While SOFL is located in the city center, the departments are located on the main campus outside the city. Therefore, students who took the pre-test in SOFL would go to the main campus to study their departments if they passed the Proficiency Test administered at the end of the year. Due to this distance barrier, the researcher sought support from the instructors, who gave the professional English course on the main campus in the implementation of the post-test.

Another point to be considered while applying the post-test was to apply the test to the students before the lessons begin. In terms of the reliability of the analysis results, the post-test needed to be applied before teaching. Since the starting date of teaching SOFL and the departments differed, the Post-test and the questionnaire was applied on two different dates and places. While students who succeeded in the Proficiency exam in June and started to study at their department took the exam on 25th September at the main campus, students who failed the Proficiency exam and studied for one more year of the preparatory school took the post-test on 18th September at SOFL. Again, to avoid interfering with the natural flow of the process, the Post-test was administered to all first-year students on the main campus and all repeat students in SOFL. The researcher then matched the student papers who took both tests and reached 95 test results to use in her research.

The implementation process (see Table 2) took two weeks in total:

1. The mock proficiency exam applied as a pre-test on 24th June.
2. The same test was applied as post-test at the beginning of the new academic year (late September).
3. Right after the post-test, a questionnaire was conducted with the same students as the last step of the study (See Figure 2).

Table 2.

Implementation Schedule

Instrument	Date	Duration	Place
Pre-test	26.06.2019	50 minutes	SOFL
Post-Test & Questionnaire	18.09. 2019	65 minutes	SOFL
Post-Test & Questionnaire	25.09. 2019	65 minutes	Departments

Like in the pre-test, no information about the research was given to the students in the post-test either. In addition, the answers to the questions were not published anywhere so that the students did not reach the answer key of the test. Students who remembered that they had answered the same test before, were informed that a quiz was conducted to measure how much they remembered their knowledge from the last year.

The pre-test was administered simultaneously to a total of 178 students on 26 July within a lesson time. The exam given to the students consisted of a total of 35 questions, including 13 vocabulary questions, 12 grammar questions, and ten reading questions, and the students were given 50 minutes to solve the test (see Table 2).

Table 3.

Distribution of Questions

Grammar		Vocabulary		Reading	
Tenses	3	Fill in the Blank	5	Main Idea	2
Noun Clause	1	Cloze Deletion Test	8	Comprehension Questions	6
Relative Clause	1			Contextual Questions	2
Active- Passive	2				
If clause	1				
Infinitives	2				
Conjunctions	2				
Total	12		13		10

Since this exam is administered to students at the end of the year and students at all levels take the same test, questions with a medium and high level of discrimination

were preferred in the test. Accordingly, in the Grammar section, three questions from tenses, 1 question from Noun clause, 1 question from relative clause, two questions from active-passive, 1 question from if clauses, and two questions from conjunctions were asked. In the vocabulary part, five questions were asked from the fill in the blank and eight questions were asked from the cloze deletion test. And finally, in the reading section, two main idea questions, six comprehension check questions, and two contextual questions were asked (see Table 4).

The Post-test, which was applied in two different places and times, was applied in the same way in 50 minutes. In addition, students were given 15 minutes for the questionnaire given right after the post-test. Thus, the post-test was completed in 45 minutes in total. In both phases, the students performed the exam in a real exam environment, under the observation of a proctor, and they were not allowed to leave the classrooms during the exam.

3.5. Data Collection Instruments

The instruments used in the study are a general English language test covering one language skill and two sub-skills and used as a pre-post test and a questionnaire consisting of 10 dichotomous questions.

3.5.1. Pre- test. The mock proficiency exam (See Appendix 1 for the pre-test and post-test), normally in the syllabus of the preparatory school, was used as a pre-test to measure students' proficiency level before the summer vacation. Since the study focuses on one language skill, and two sub-skills, only vocabulary, grammar, and reading sections were included. According to the 2018-2019 academic year syllabus, the test was prepared by the Testing Office, so the researcher had no intervention in this process.

Since the students were familiar with the exam type already and practiced English for eight months in preparatory school, the instructions were given in English. However, only questionnaire questions were prepared bilingual (English-Turkish) so that students could give the details of the questions comfortably.

Each question in the pre-test offered four possible answers with only one correct answer, and each correct answer was graded as one point in the evaluation phase. The pre-test was also used as a post-test at the end of the study in order to compare the scores before and after summer vacation.

3.5.2. Post-test. The test used as pre-test was applied to the same students as post-test at the beginning of the new academic year before the instructional process. Post-test was used to see if there is any statistically significant difference after the summer break.

3.5.3. Questionnaire. A questionnaire (See Appendix 2) prepared by the researcher was applied right after the post-test. It included ten questions to analyze whether students carry out any activities preventing summer loss or increasing the information level of tested concepts during the summer holiday. Several items used in other studies were reformulated for this questionnaire to meet its purpose. After the researcher completed preparing the questions, the first draft of the questionnaire was sent to a group of ESL instructors to determine its relevancy and validity. The instructors suggested minor changes. Upon re-examination, she sent the second draft to her supervisor. With the consensus of the supervisor, the design of the questionnaire was completed.

The questions of the questionnaire had been prepared as dichotomous. However, to enable the students to give some details, they were provided some space between the questions. For the same reason, the questions were prepared bilingual so that the researcher could collect more detailed data.

3.6. Data Analysis

After the implementation process, the researcher matched the student papers who took pre-test, post-test, and the questionnaire. As a result, she reached 95 test results to use in her study. A total of 190 exam papers, 95 of which were matched pre-tests and 95 post-tests, were graded as one point for each correct answer and zero for the wrong

answer. After the pre-test and post-test scores were obtained, the grades were entered in the Excel 2017 program separately as Grammar, Vocabulary, Reading, and total grades. After the entry of grades, the questionnaires were also entered in Excel, and the results were categorized according to the language levels. The obtained data were quantitatively analyzed by IBM SPSS Statistics 24. The Independent Sample t-test analysis was used to obtain the bivariate results to compare the pre-test and the post-test mean scores results. ANOVA analysis, which is used to analyze more than two variables, was used to measure according to levels and exam sections. Finally, the frequency of the yes and no answers given by the students to the questionnaire questions was analyzed for each question separately. In addition, a comparison was made between the questionnaire results and both in the pre-test and post-test.

CHAPTER IV

FINDINGS

This chapter presents the current study's findings, which aims to investigate the summer learning loss among university preparatory students. First of all, the general score comparison between the pre-test and the post-test will be made. Afterward, the pre-test and post-test differences in grammar, vocabulary, and reading scores will be examined, respectively, and then both overall scores and will be compared according to proficiency levels. Finally, the effect of the student's answers to the questionnaires on the differentiation in the pre-test and post-test will be analyzed.

4.1. The Analysis of The Pre-Post-Test Results

In this section, quantitative data gathered from the pre-post-tests will be presented in tables and figures. This research seeks to find out whether the summer vacation causes summer learning loss among university preparatory students. The main research topic is if summer vacation causes summer learning loss among university preparatory students, so the first analysis started with comparing the pre-test and post-test results. In the analysis made according to the total grades of the pre-test and post-test scores of the students, it was seen that there was no significant difference before and after the summer vacation. In other words, according to the analysis made by looking at the total grades of the students, no learning loss occurred over summer vacation (see Table 4).

Table 4.

Comparison of pre-test and post- test results

			statistic	df	p	Mean Difference	SE difference
Pre-test Grammar	Post-test Grammar	Student's t	-1650	95.0	0.102	-0.354	0.215
Pre-Test Vocabulary	Post-test Vocabulary	Student's t	-1.147	95.0	0.254	-0.313	0.272
Pre-Test Reading	Post-test Reading	Student's t	1.354	95.0	0.179	0.271	0.200
Average Pre-test	Average Post-Test	Student's t	-0.890	95.0	0.376	-0.132	0.148

The result can be explained by the high rate of those who answered yes to the question 7 in the questionnaire asking whether they repeated the subjects that they studied during the academic year. As it can be seen in the table below, 59% of the students repeated the subject during the summer break (see Table 5), (Figure 2). This revision has prevented students from experiencing learning loss after the summer holiday.

Table 5.

Frequencies of Q7: I studied the subject/s which I learnt during preparatory class

Levels	Counts	% of Total	Cumulative %
No	24	28.9 %	28.9 %
Yes	59	71.1 %	100.0 %

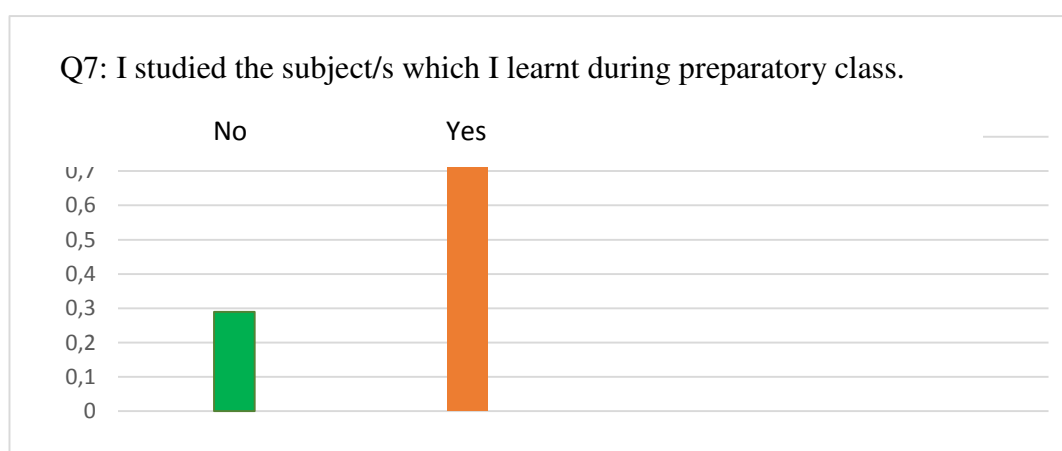


Figure 2. Q7: I studied the subject/s which I learnt during preparatory class.

Thus, although the general results of the students show that they did not experience learning loss during the summer vacation, when we look at the levels and sections of the exam, some meaningful results were obtained that are compatible with the literature. Analyzes made separately according to the exam sections show that students lost learning in the reading section during the summer vacation. However, although they had a learning loss in the reading section, they gained knowledge in the grammar and vocabulary sections during the summer vacation, which explains why the total score did not decrease.

4.1.1. Analysis of grammar, vocabulary and reading sections based on questionnaire results. This study investigates whether there is a learning loss in the summer period in general, but also in particular whether there is a loss of learning in specific language skills. For this reason, the answers given by the students to the three different sections were analyzed separately, and these results are listed below. Besides, the sections' results are compared with the questionnaire results to make a comprehensive analysis.

4.1.2. Analysis of reading section based on questionnaire results. One way ANOVA test was applied to obtain the results of the pre-test and post-test sections separately. When we look at the table 5, there is a slightly significant difference in the reading part. While students' mean score in the pre-test reading section is 4.52, the mean score of reading section in the post-test is 3.6 (Table 6).

Table 6.

One-Way ANOVA (Fisher's)

	F	df 1	df 2	P
Pre-test Grammar	1.37	2	93	0.259
Pre-test Vocabulary	19.61	2	93	<.001
Pre-test-Reading	4.52	2	93	0.013
Post-test Grammar	8.34	2	93	<.001
Post-Test Vocabulary	20.00	2	93	<.001
Post-Test Reading	3.06	2	93	0.052
Average Pre-test	13.79	2	93	<.001
Average Post-test	15.98	2	93	<.001

In order to understand the obtained data in more detail, the reading section results in the pre-test and post-test were analyzed separately according to the proficiency levels. In the reading pre-test, there is only a significant difference between the intermediate and pre-faculty levels. Prefaculty is significantly higher than intermediate (see Table 7).

Table 7.

Pre- Test Reading

		Upper	Intermediate	Prefaculty
Upper	Mean Difference	—	0.645	-1.03
	P-Value	—	0.300	0.088
Intermediate	Mean Difference		—	-1.68 **
	P-Value		—	0.010
Prefaculty	Mean Difference			—
	P-Value			—

Although there is a significant difference according to the levels in the pre-test, there is no significant difference between the levels in the post-test (see Table 8). However, when we look at the average of all students who participated in the post-test, a learning loss was detected, as stated above.

Table 8.

Post- Test Reading

		Upper	Intermediate	Prefaculty
Upper	Mean Difference	—	0.209	-1.13
	P-Value	—	0.890	0.072
Intermediate	Mean Difference		—	-1.34
	P-Value		—	0.063
Prefaculty	Mean Difference			—
	P-Value			—

In order to make sense of this result, the answers to the question asked about the reading skill in the questionnaire were also analyzed in connection with this section. When we look at the student questionnaires, the rate of those who said yes to question 1, which was asked to measure their reading skills, was considerably higher

than those who said no (see Table 9, Figure 3). Based on this, we can say that those who read materials such as magazines, books in English during the summer vacation have less learning loss than those who do not.

Table 9.

Frequencies of Q1: I read book, magazine or news in English.

Levels	Counts	% of Total	Cumulative %
No	38	39.6 %	39.6 %
Yes	58	60.4 %	100.0 %

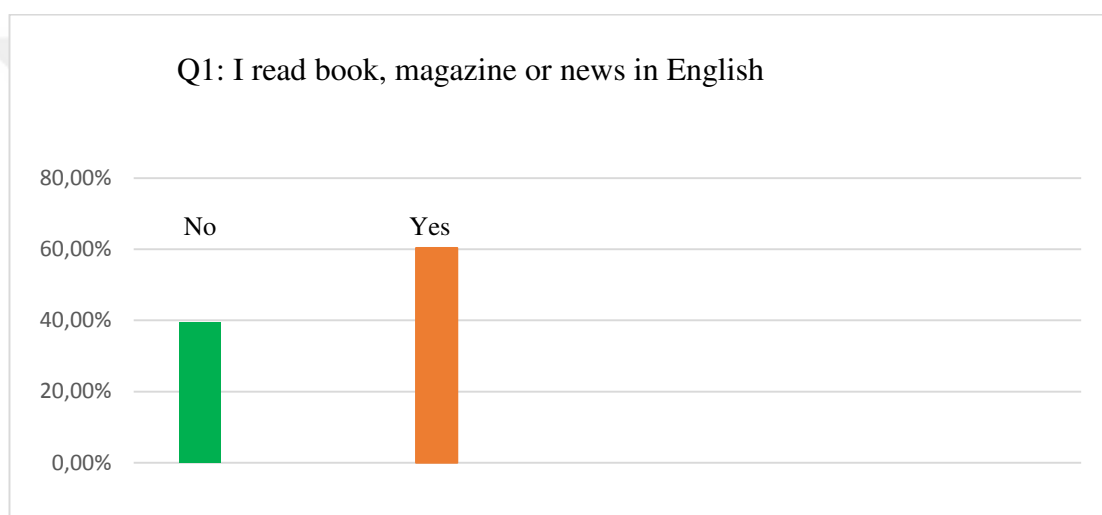


Figure 3. Q1: I read book, magazine or news in English.

4.1.3. Analysis of vocabulary section based on questionnaire results. The one-way ANOVA analysis in Table 6 shows that there was little knowledge gain in the vocabulary section after the summer vacation. According to the table, the Pre-test vocabulary mean score is 19.61, while the post-test vocabulary mean score is 20.00 (see Figure 4). Although this growth is not meaningful statistically, it was found worthy of evaluation because there was no learning loss in the section.

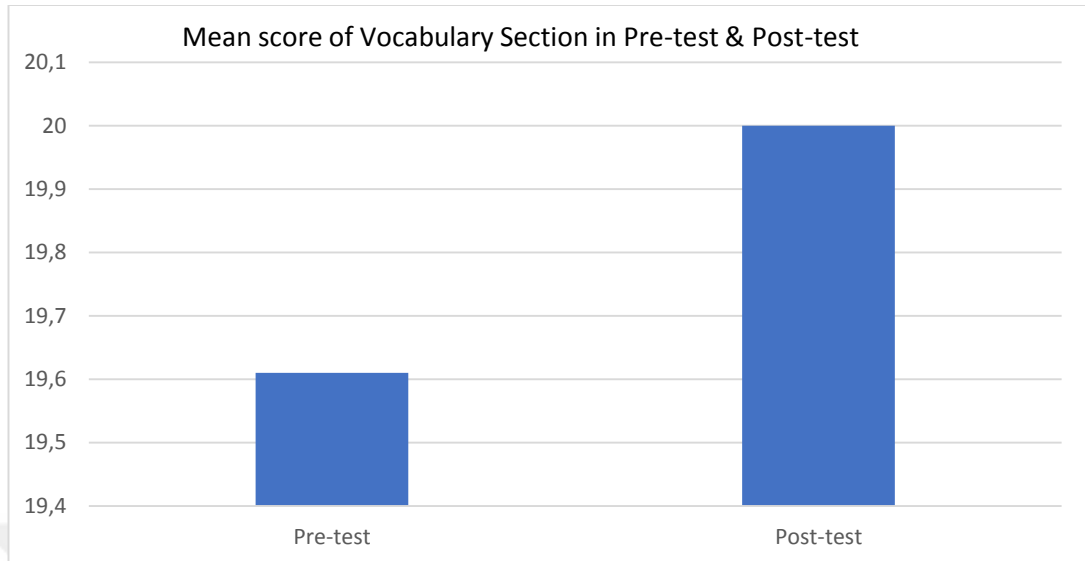


Figure 4. Mean score of Vocabulary Section in Pre-test & Post-test

Based on this result, a comparison was made according to the levels, and then the related questionnaire questions were analyzed. The results show significant differentiation between upper and intermediate in the vocabulary pre-test. The pre-test results of the students at the upper-intermediate level are significantly higher than the students' results at the intermediate level. There is also a significant difference between the pre-test vocabulary results of intermediate and pre-faculty students. Finally, the results of the pre-faculty students were significantly higher than intermediate students (see Table 10). The results show that before the summer vacation, as the students' proficiency level increased, the vocabulary level also increased.

Table 10.

Pre-Test Vocabulary

		Upper	Intermediate	Prefaculty
Upper	Mean difference	—	3.88 ***	-1.18
	p-value	—	< .001	0.299
Intermediate	Mean difference	—	—	-5.06 ***
	p-value	—	—	< .001
Prefaculty	Mean difference	—	—	—
	p-value	—	—	—

* $p < .05$, ** $p < .01$, *** $p < .001$

In Vocabulary's post-test, the upper-intermediate level is significantly higher than the intermediate level. There is also a significant difference between intermediate and prefaculty. The prefaculty level is significantly higher than the intermediate' level(see Table 11). Therefore, when we evaluate the pre-test and post-test results of the vocabulary test, there is consistency between the results. Vocabulary knowledge increased as the levels increased both before and after the summer vacation.

Table 11.

Post- test Vocabulary

		Upper	Intermediate	Prefaculty
Upper	Mean Difference	—	4.00 ***	-0.694
	P-Value	—	< .001	0.641
Intermediate	Mean Difference		—	-4.698***
	P-Value		—	< .001
Prefaculty	Mean Difference			—
	P-Value			—

* P < .05, ** P < .01, *** P < .001

Further analysis has been made in order to find out the reason behind the gain over summer vacation. When the questionnaire questions related to vocabulary knowledge were examined, some meaningful results were obtained. Although the students did not study vocabulary directly, they did some activities where they used existing vocabulary information and learned new words. The percentages of yes answers to the following questionnaire questions provide some clues about vocabulary gain. Questionnaire 5 asked, "I have been to a place where I needed to speak English with people". When the researcher made an analysis according to this result, she found that the average of those who said yes to q5 is significantly higher than those who said no (see Table 12, Figure 5).

Table 12.

Q 5: I have been to a place where I needed to speak English with people

		Statistic	Df	p
Post-test Grammar	Student's t	-2.313	93.0	0.023
Post-test Vocabulary	Student's t	-2.174	93.0	0.032
Post-test-Reading	Student's t	-0.402	93.0	0.688
Average Post-Test	Student's t	-2.211	93.0	0.029
Pre-test Grammar	Student's t	-1.081	93.0	0.282
Pre-Test Vocabulary	Student's t	-1.440	93.0	0.153
Pre-Test Reading	Student's t	-0.283	93.0	0.777
Average Pre-test	Student's t	-1.364	93.0	0.176

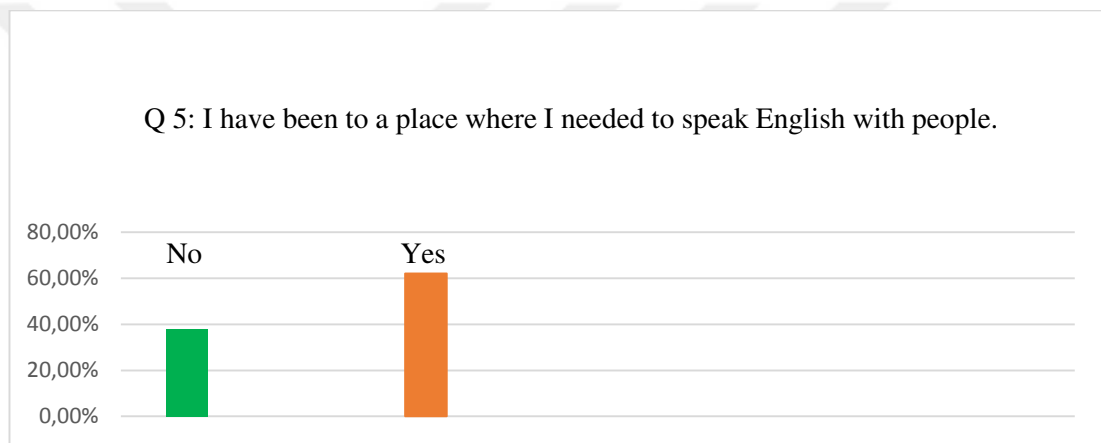


Figure 5. I have been to a place where I needed to speak English with people

Furthermore, the analysis of results of question 2 (see Table 13) and question 3 (see Table 14), which asked whether students do any activity to prevent learning loss in the grammar and vocabulary sections other than reading, also give some meaningful results. The rate of those who answered yes to both questions is relatively high compared to those who answered no. The high rate of yes answers to these questions can indirectly be considered as a reason for vocabulary gain.

Table 13.

Frequencies of Q2: I watched Tv series, movies or videos in English.

Levels	Counts	% of Total	Cumulative %
No	1	1.0 %	1.0 %
Yes	95	99.0 %	100.0 %

Table 14.

Frequencies of Q3: I listened music in English.

Levels	Counts	% of Total	Cumulative %
No	6	6.3 %	6.3 %
Yes	90	93.8 %	100.0 %

4.1.4. Analysis of grammar section based on questionnaire results. Finally, the general results of the grammar section and their comparisons according to the levels will be analyzed, respectively. While students have 1.37 mean score in the pre-test grammar section, they have 8.34 mean score in the post-test grammar section (see Table 6). Although there is no statistically significant difference, it is an important finding that students do not experience loss.

While there was no significant difference between the levels in the grammar pre-test, some meaningful findings were obtained in the grammar post-test according to the levels. In the post-test of grammar, there is a significant difference between upper and intermediate. The upper intermediate level is significantly higher than the intermediate. There is also a significant difference between intermediate and Prefaculty. Prefaculty is significantly higher than intermediate (see Table 15).

Table 15.

Post Test Grammar

		Upper	Intermediate	Prefaculty
Upper	Mean Difference	—	1.72 **	-0.380
	P-Value	—	0.001	0.747
Intermediate	Mean Difference		—	-2.102 **
	P-Value		—	0.002
Prefaculty	Mean Difference			—
	P-Value			—

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter, the findings will be discussed with the help of previous research done in the field, and conclusions will be drawn based on the present study. The chapter will end with recommendations.

5.1. Conclusion and Discussion

The purpose of the study was to investigate whether summer vacation causes a learning loss among university preparatory students. Specifically, the study also seeks to determine if the results differ according to students' proficiency level and language skills. Lastly, a questionnaire was carried out if the way students spend their summer vacation affects the learning loss. In order to reach the data, the pre-test and post-test measuring general English knowledge in the general Grammar, Vocabulary, and Reading areas were administered to 95 preparatory school students. A questionnaire consisting of two answers was applied to measure the effect of the way they spend their summer vacation on summer learning loss.

To provide a better understanding of the conclusions, the answers to the research questions of this study will be discussed in the light of the results of this study and the relevant previous studies'. The main research question of this study is: Does summer vacation cause summer learning loss among university preparatory students? Findings from this research reinforce and extend the information available on summer learning loss and have specific implications for young adults. In addition, the previous studies conducted to prevent learning loss during the summer vacations are also compatible with the answers given to the questionnaire questions; that is, students who studied English during the summer holiday loss less.

Although there was no significant difference in the general results (see Table 5), in the analyzes made according to the parts of the test, it revealed that the students experienced a slight learning loss in the reading section (see Table 8). Namely, the findings of this study parallel with the previous research on summer learning loss in terms of language skills. The overall results of this study showed that, as independent learners who do not need a carer or family, university students, unlike children, do not experience learning loss during the summer period except for slight loss in reading. Furthermore, only 95 of the 178 students who participated in the pre-test also participated in the post-test and survey. A different result could have been obtained if all 178 students who participated in the pre-test had also participated in the post-test. Lastly, although the current study does not directly measure the income status, considering that the participant students are studying at a private university, it can be inferred that non-low-income students experience less summer learning loss in parallel with previous studies (Bowers & Schwarz, 2018; Cooper et al., 1996; Hayes & Grether, 1969)

To clarify the results for the main question better, the next 5 parts will be presented according to the following sub-questions:

1. Does summer vacation affect students' reading skill?
2. Does summer vacation affect students' grammatical knowledge?
3. Does summer vacation affect students' vocabulary level?
4. Does summer learning loss differ in terms of students' level?
5. Does the way students spend the summer holiday affect summer loss?

5.1.1. Does summer vacation affect students' reading skill? In the study, one of the areas where summer learning loss was measured was the reading skill. The main reason for choosing this skill is that reading is one of the primary skills measured on summer learning loss in studies conducted to date. Although a topic parallel to the literature has been studied, it should be noted that the group whose reading ability was measured in this study was adults, unlike previous studies. For this reason, the obtained information will be compared in light of the literature by considering this distinction.

When we examine the literature, results from earlier studies demonstrate that students experience learning loss in reading skills during the summer vacation (Patterson & Rensselaer, 1925; Beggs & Hieronymus, 1968; Cooper et al., 1996; Downey et al., 2004; Alexander et al., 2007). As seen in the analysis results in the previous section, the students participated in the study, also suffered from learning loss in the reading skill after the summer vacation. Cooper et al.'s (1996) reviewed 39 studies measuring summer learning loss between 1906 and 1981, and the meta-analysis revealed learning loss in reading skill over the summer. This comprehensive study showed that as students' grade levels increased, the negative effect of summer increased. The impact of grade level could be based on the involvement in the reading of parents/caregivers with children of different grade levels. However, students in upper grades can read independently and maintain reading skills without parent/caregiver involvement. Although this study was not a two-sample study with children and adults, the results showed that adults who do not need the intervention of a carer or a parent also experience learning loss in reading skills after summer vacation.

Another exciting result of Cooper et al.'s (1996) study is that the analysis pointed out a loss for poorer readers, gain for better readers. The fact that the current study participants were students from higher proficiency levels, they experienced a slight but not higher loss in line with this result.

Lastly, the current study measures the reading skill of English as a second language. However, reading measured in Cooper et al.'s (1996) study is reading ability in the first language (L1). For this reason, according to the study of Cooper et al., although reading loss in adults is expected to be less than in children, reading that does not occur in the L1 is not compatible with this assumption.

Of course, this situation cannot be explained only by the L1 difference. Cooper, Charlton, Valentine, & Muhlenbruck (2000) conducted another meta-analysis of 93 studies of this time investigating the effects of summer school programs. They found out that the students who attended a summer school program gained about five to 10 percent on standardized reading and math tests compared to students who did not participate in summer school.

In 2010, Allington, McGill-Franzen, Camilli, Williams, Graff, Zeig carried out a research providing 12 self-selected books to 852 students for summer vacation over three years period. The results showed that the reading scores of students provided with books were significantly higher than the students who didn't receive books.

It has been shown that reading activities during the summer holidays improve students' reading skills and reduce summer learning loss (Allington et al., 2010; Terzian et al., 2009; White & Kim, 2008; Chaplin & Capizzano, 2006; Lundstrom, 2005; Viadero, 2004).

The questionnaire question 5 in the current study asking whether students read in English during the summer vacation also provides us some findings of the reading skill. As figure 3 shows, 60.4 % of the students who participated in the study said that they read publications such as English books and magazines during the summer vacation. The result of this questionnaire also shows that students have done some work not to lose their reading skills during the summer vacation. The results of the questionnaire analysis also show that in accordance with the literature, the more students read, the more the summer learning loss will decrease (Eidahl, 2011; Gambrell, 2008).

Despite all this, there was a slight difference in the reading post-test. Therefore, researchers have suggested that teachers should encourage students to read over the summer. As a result, even if the participants are adults who can read independently and, actually did read during the summer vacation, summer learning loss is inevitable, however, it can be reduced.

5.1.2. Does summer vacation affect students' grammatical knowledge?

Although grammar has been rarely included in summer learning loss studies, the researcher decided to include the grammar section to make up for the lack of work in this area. The obtained results showed no loss in the grammar section after the summer vacation, contrary to expectations. Even though it is not a significant difference statistically, the students gained grammar knowledge during the summer vacation. However, no findings were found supporting this result in the questionnaire. The final comment to be made about this section is that the result obtained by analyzing the

grammar part according to the levels shows that the loss increases as the level decreases, in line with the literature. Furthermore, the results point out the highest difference in the grammar section in the post-test is between the prefaculty and intermediate levels (see Table 15).

5.1.3. Does summer vacation affect students' vocabulary level? The result of Paris's study (2005) indicated that students' summer setback in general vocabulary might have been larger than that in academic vocabulary due to word-level characteristics of target words tested. In our case, vocabulary loss, in general, was one of the expected results. In specific, more learning loss was expected at higher levels. As a result, there was no general loss in vocabulary knowledge, and a gain was detected, although it was not statistically significant. Although the general loss of words turned out to be contrary to what was expected, a result compatible with the literature was obtained. Furthermore, post-test results showed that intermediate-level students experienced less vocabulary loss (Cohen, 1986; Paris, 2005).

Some studies show that although vocabulary is expected to be the area that is expected to be forgotten the most, some special situations prevent learning loss in the vocabulary area and cause gains. However, before moving on to the causes, it is necessary to take a look at the results of the studies on this hold. Kuhfeld (2019) states in her study that the summer learning loss research made so far do not fully reflect the current situation. She emphasized that what we know about summer learning loss may change, especially with the change in the education system and assessment and evaluation methods. In particular, few early studies have administered the same test to students before and after summer vacation. Instead, only the similar test results before and after the holiday were compared in most studies. Besides, students were administered more complex versions of tests in the fall than in the previous spring. With the advances in testing methods, the problem has mostly been eliminated (Kuhfeld, 2019; Sandberg Patton, & Reschly, 2013).

The new insights on summer learning loss can better explain the gain of vocabulary knowledge in the current study. Although students may experience learning loss in the reading skill, they can experience gains in vocabulary (Soar & Soar, 1969; Hayes

& Grether, 1969; Parsley & Powell, 1962; Bender, 1944). Being exposed to the words in real settings may have reduced the loss because the questionnaire results (see Table 11, 12 and 13) revealed that the students did some activities such as listening to music in English, reading books, watching TV series, and being in English-speaking places during the summer vacation. As their use and exposure to language continued in various ways during the holiday, they had a small gain, although statistically insignificant.

5.1.4. Does summer learning loss differ in terms of students' level? Some

studies have determined grade level to be a factor in reading loss; however, the direction of the differential effect was inconsistent. That is, some studies found more loss in the lower grades, whereas other studies found more loss in the upper grades (Smith & Brewer, 2007; Fitzsimmons, 1969; Elder, 1927).

In Cooper et al.'s (1996) meta-analysis, increases in grade level were associated with greater summer loss.

In the current study, since the learning loss was detected only in the reading skill, the analysis was made only for this section according to the levels. As a result, the obtained results did not show any significant difference between the levels in reading learning loss. However, when the pre-test and post-test results of the sections were analyzed separately, it was found that high-level students scored more in both the pre-test and post-test in all sections, except for the grammar pre-test and the reading post-test. In other words, as the level increased, the student achievement score also increased.

5.1.5. Does the way students spend the summer holiday affect summer loss?

The purpose of this question is to measure whether the activities of the students during the summer vacation directly or indirectly affect the summer term learning loss. Since most of the studies on summer learning loss focus on learning loss prevention methods, the way students spend their summer vacation will give some clues about learning loss. Therefore, 5 out of 10 questions asked in the questionnaire contain

essential findings for this research. In the study, it was revealed that the students did not experience any learning loss in general. The situation that reinforces this result is the course repetitions made during the summer vacation, which emerged with the questionnaire question. The students' repeating the information they learned before the summer vacation during the vacation prevented them from experiencing learning loss. Consistent with the literature, this result showed that the way students spend their summer vacation affects summer learning loss (Borman & Boulay, 2004; Mikulecky, 1990).

In addition, questions 2 and 3, which asked whether students use the language actively during the summer vacation, give a clue as to why there is a slight loss in the reading section but not in the vocabulary section. Questions 2 and 3 show that students continue to be actively exposed to language by watching TV series and listening to music. Likewise, the high rate of yes answers for the question that was asking whether they read in English during the summer vacation could be interpreted as helping to prevent vocabulary loss.

5.2. Recommendations

The present study aimed to explore the summer learning loss among preparatory students at university. The study results indicate that summer activities such as listening to music, speaking with natives, reading publications in the target language can help students maintain or even increase their language skills over vacation. Furthermore, the questionnaire results show that various language-related activities can prevent summer learning loss even if the students do not study directly during the summer break or attend a systemized summer school. Thus, active use of language, revision of the lessons learned throughout the academic year, continuing exposure to the language, and summer programs are emerging as essential strategies to prevent summer learning loss.

Considering the changing world and the demands of the new generation, reading activities that appeal to a wider variety of learners should be added to the school curriculum and summer programs. In addition, introducing online and public libraries should be prioritized and supported for the future. As a final suggestion, since the study participants are adults and are solely responsible for their own learning during the

summer vacation, students should be encouraged to be autonomous to avoid summer learning loss (Park, 2014).

This study also has several limitations, as mentioned earlier, and future studies on the current topic are therefore recommended. The study is limited to 42 female and 53 male students in a private university. So, in order to have more results on this topic, a similar study can be done with a bigger group of students in a different setting; in that case, the results can also be generalized. Furthermore, the participants in this study were chosen from only three different language proficiency levels. Including participants from all five proficiency levels would give a different result.

Due to not having enough international students, the study was not focused on the first language difference. So, similar research can also be done with a homogeneous group consisting of both Turkish speakers and non-Turkish speakers to see whether there is a significant difference when English is the only means of communication.

The study was conducted only with preparatory school students of a private university. In order to reach a larger sample, a comparative study can be conducted with preparatory school students of a state university and a private university. In addition, a more comprehensive result can be obtained by investigating the effect of students' socio-economic status on summer learning loss. Also, implementing the study at different cities and universities would enable better generalizability of the findings.

The study could not measure listening language skills due to time constraints. However, to broaden the scope of the study, the same test can be done in a different setting, including listening. Furthermore, to comment about student's language loss in general over the summer, all four language skills could be included in the further studies.

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Türkçe Genişletilmiş Özet

Giriş

Dünyaya paralel olarak Türkiye’de öğrenciler üniversiteye başladıklarında, Haziran ayının başından Eylül ayının başlarına kadar uzanan yaklaşık iki buçuk ay yaz tatili yaşıyorlar. Ulusal Yaz Öğrenimi Derneği (NSLA) tarafından 2013 yılında 500 öğretmenle yapılan bir anket, öğretmenlerin neredeyse yüzde 66'sının yaz tatilinden sonra yıl içinde öğrettikleri aynı materyali yeniden öğretmek için 3-4 hafta harcadığını ortaya koyuyor. Ayrıca Alliance (2010) 100 yıllık bir araştırmanın öğrencilerin yaz tatilinden döndüklerinde yaz tatilinden önceki puanlara kıyasla sınavlarda genellikle daha düşük puan aldıklarını belirten bir rapor yayınlamıştır (s.2). 1996 yılında Harris Cooper, Nye, Charlton, Lindsay & Greathouse, bu alanda yapılmış 39 farklı araştırmanın derlemesinden oluşan kapsamlı bir meta-analiz çalışması yapmıştır. Cooper vd.’nin yaptığı çalışma genel olarak çoğu öğrencinin yaz boyunca bilgilerini kaybettiğini ve bu kaybın neredeyse bir aylık sınıf zamanına eşit olduğunu göstermiştir. Özel bir üniversitenin Yabancı Diller Yüksekokulunda görev yapan araştırmacı, kendi öğretmenlik deneyiminde de yaz öğrenme kaybını gözlemlemiştir. Tüm bunlar göz önüne alındığında, bu tezin amacı olarak üniversite hazırlık sınıfı öğrencilerinde yaz öğrenme kayıplarının araştırılması seçilmiştir.

Problemin Durumu

Yaz dönemi öğrenme kaybı, eğitim bilimlerinde uzun süredir çalışılan bir konu olmasına rağmen, İngilizce dersindeki kayıpları ölçen çalışmalar oldukça sınırlıdır. Öğrenilen bilgiler pratik ve pekiştirme yapılmadıkça öğrenme kaybıyla sonuçlanır. Dolayısıyla bilgileri sürekli kullanmak, sık sık tekrar ve pratik yapmak unutulmasına engel olacaktır. Bu nedenle zaman ve öğrenme kaybı arasında sıkı bir bağlantı olduğu yadsınamaz (Mcombs vd., 2011).

Özel bir üniversitenin hazırlık okulunda görev yapan araştırmacı, öğrencilerin dönemin başında öğrendikleri bazı bilgileri unuttuklarını gözlemlemiştir. Öğretime ara verilen iki haftalık sömestr tatilinde ise konuşma, okuma becerileri, kelime ve telaffuz gibi bazı dil kavramlarında ciddi bir kayıp gözlemlemiştir. Ayrıca, kelime tekrarları arasındaki süre uzadıkça öğrencilerin unutma oranlarının arttığını, bu nedenle birkaç haftalık pratik ve tekrar bile öğrencilerin öğrenme kaybı yaşaması için yeterli olmuştur. Bu nedenle öğrenme kaybı ve zaman arasındaki ilişki, araştırmacının bu çalışmaya başlamasının temel nedeni olmuştur. Üniversite hazırlık okulu öğrencileriyle çalıştığı yedi yıllık gözlemine dayanarak, araştırmacı, üniversite hazırlık okulu öğrencileri arasında yaz öğrenme kaybını araştırmaya karar vermiştir.

Problem Cümlesi

Bu araştırma şu ana soruyu ele almayı amaçlamaktadır: Yaz tatili üniversite hazırlık okulu öğrencilerinde yaz öğrenme kaybına neden olur mu?

Alt Problemler

Ana soruya ek olarak da araştırmacı aşağıdaki sorulara odaklanacaktır:

1. Yaz tatili öğrencilerin okuma becerisini etkiler mi?
2. Yaz tatili öğrencilerin gramer bilgilerini etkiler mi?
3. Yaz tatili öğrencilerin kelime dağarcığını etkiler mi?
4. Yaz öğrenme kaybı öğrencilerin seviyesine göre farklılık gösteriyor mu?
5. Öğrencinin yaz tatilini geçirme şekli yaz kaybını etkiler mi?

Araştırmanın Amacı

Bu çalışmanın amacı, hazırlık sınıfı öğrencilerinin İngilizce dil bilgisi, kelime bilgisi, okuma becerisi olmak üzere üç alandaki yaz öğrenme kayıplarını dil seviyelerine göre incelemektir.

Araştırmanın Önemi

Bu çalışma, üniversite İngilizce hazırlık okulu öğrencileri arasında yaz dönemi öğrenme kaybını araştıran ilk çalışmalardan biri olması açısından önemlidir. Alanda yapılmış çalışmaların çoğu çocukların veya ergenlerin yaz dönemi öğrenme kaybını ölçmektedir; ancak araştırmacı hedef kitle olarak genç yetişkinlere odaklanan herhangi bir çalışmaya rastlamamıştır. Bu nedenle çalışmanın üniversite hazırlık okulu öğrencileri ile yürütülmesi alan açısından önem arz etmektedir.

Bu çalışma aynı zamanda üniversite düzeyinde yabancı dil olarak İngilizce dersinde yaz dönemi öğrenme kaybına odaklanarak diğer çalışmalardan farklılaşmaktadır. Çalışma öğrencilerin; dil bilgisi, okuma ve kelime alanlarındaki öğrenme kaybını ölçmeyi hedeflemektedir. Bu yönüyle Türkiye'de ve dünyada dil becerilerinin yaz dönemi öğrenme kaybını ölçen ilk çalışmalardan birisi olacaktır.

Son olarak makale olarak yapılan pek çok çalışmanın aksine bu çalışma bir yüksek lisans tezi olması nedeniyle özgünlük kazanmaktadır. Sonuç olarak bu çalışma ana problemi ve örneklemini açısından benzersizdir.

Yöntem

Araştırmanın Yöntemi: Bu çalışmada üniversiteye hazırlık öğrencilerinin yaz

dönemi öğrenme kayıplarını araştırmak için ön-test son-test deneysel desen uygulanmıştır. Bu araştırma yöntemi ile yaz tatili ile öğrenme kaybı arasında anlamlı bir ilişki olup olmadığının belirlenmesi amaçlanmıştır. Araştırmacı, öğrencilerin yaz tatili öncesi ve sonrası puanlarını karşılaştırarak bir sonuç elde edeceği için süreçte hiçbir müdahalesi olmamıştır. Bu nedenle 35 sorudan oluşan bir başarı testi; aynı öğrencilere yaz tatili öncesi ön test, yaz tatili sonrası son test uygulanmış ve tatil öncesi ve sonrası puanlarındaki fark incelenmiştir. Ön test ve son test uygulamasından sonra aynı öğrencilere yaz tatilini nasıl geçirdiklerini soran 10 sorudan oluşan ikili bir anket uygulanmıştır. Dolayısıyla çalışmada deney grubu ve kontrol grubu bulunmamaktadır. Bu çalışmada, bağımsız Örneklem t-testi analizi ile başlayan analiz, ön test ve son test ortalama puan sonuçlarını karşılaştırmak için kullanıldı. Araştırmanın geçerlik ve güvenilirliğini artırmak için homojenlik testi ve normallik testi yapılmıştır. Öğrencilerin yeterlilik düzeyi, dil kavram ve becerileri gibi farklı değişkenler açısından katılımcılar arasında anlamlı bir farklılık olup olmadığını kontrol etmek için ise tek yönlü ANOVA

testi kullanılmıştır. Son olarak, anket sonuçlarını ölçmek için bir binomial testi ve frekans testleri uygulandı. Elde edilen bilgilerden hareketle öğrenme kaybı ile ilgili yorumlar yapılmıştır.

Çalışma Grubu: Bu çalışmanın katılımcıları Antalya Bilim Üniversitesi, Yabancı Diller Yüksekokulu'nda okuyan ve yaşları 18 ile 25 arası olan, 42 kadın 53 erkek olmak üzere toplam 95 hazırlık okulu öğrencisidir. Öğrencilerin çoğu Antalya'da yaşamasına rağmen farklı il ve ilçelerden katılımcılar da vardır. Yani, katılımcılar farklı kültürel ve sosyo-ekonomik geçmişlere sahiptir. Öğrencilerin akademik geçmişleri farklılık gösterse de hepsi hazırlık okuluna başladıklarında belli bir süre İngilizce eğitim almış ve belli bir düzeyde İngilizce bilmektedirler. Bu nedenle çalışmada İngilizce dersini ilk kez gören herhangi bir öğrenci bulunmamaktadır. Tüm katılımcılar, sekiz ay boyunca 704 saat İngilizce dersi almıştır. Fakat dil yeterlilik seviyeleri farklıdır. Araştırmaya; B1 seviyesinden 23, B2 seviyesinden 56 ve C1 seviyesinden 16 öğrenci katılmıştır. Katılımcılar mühendislik, işletme gibi farklı bölümlerin öğrencileri olmalarına rağmen zorunlu hazırlık eğitimi nedeniyle aynı sınıftadırlar.

Veri Toplama Araçları: Çalışma 2018-2019 akademik yılında toplam 3 haftada uygulanmıştır. Araştırmacı sürece müdahale etmemek için müfredatta olan bir sınavı yaz tatili öncesi ve sonrası akademik takvime göre uygulayarak test sonuçlarını karşılaştırmıştır. Çalışmada kullanılan test, araştırmacı tarafından değil Yabancı Diller Yüksekokulu'nun Ölçme ve Değerlendirme Birimi tarafından hazırlanmıştır. Çalışmanın birinci aşaması 26 Haziran'da hazırlık okulunda o gün derse gelen bütün öğrencilerle gerçekleşmiştir. Dil bilgisi, kelime ve okuma becerisini ölçen toplam 35 çoktan seçmeli soru ön test olarak toplam 178 öğrenciye uygulanmıştır. Test için öğrencilere bir ders saati, yani 50 dakika verilmiştir ve bir gözetmen eşliğinde normal sınav prosedürüne uygun olarak gerçekleşmiştir. Müfredatta yer alan bir test çalışma için kullanıldığı için test İngilizce olarak uygulanmıştır. Haziran'da uygulanan ön test, yaz tatili öncesi ve sonrası puanları karşılaştırmak Eylül ayında son test olarak kullanılarak aynı öğrencilere uygulanmıştır. Son olarak da, Eylül ayında uygulanan son testin hemen ardından, öğrencilerin yaz tatilinde yaz dönemi öğrenme kaybını önleyen veya test edilen kavramların bilgi düzeyini artıran herhangi bir etkinlik yapıp yapmadığını analiz etmek için on sorudan oluşan bir anket uygulanmıştır. Anket

araştırmacı tarafından hazırlanmıştır. Anket soruları öğrencilerin evet/hayır şeklinde cevaplayabilecekleri iki seçenekten oluşmakta olup, daha detaylı veri toplayabilmek için İngilizce ve Türkçe, iki dilli olarak hazırlanmıştır. Anket soruları için öğrencilere 15 dakika verilmiştir.

Bulgular

Sonuç, Tartışma ve Öneriler

Elde edilen sonuçlar, üniversite hazırlık sınıfı öğrencilerinin önceki çalışmalarla uyumlu olarak yaz tatili sonrasında genel bir öğrenme kaybı yaşamadığını fakat okuma becerisinde öğrenme kaybı yaşadığını göstermiştir göstermektedir (Patterson ve Rensselaer, 1925; Beggs ve Hieronymus, 1968; Cooper ve diğerleri, 1996; Downey ve diğerleri, 2004; Alexander ve diğerleri, 2007). Buna ek olarak, istatistiksel olarak anlamlı bir fark olmasa da yaz tatili sonrasında öğrenciler dil bilgisi ve kelime bilgisi bölümünde bir kazanım göstermişlerdir. Bu kazanım öğrencilerin genel not ortalamasının düşmesini engellemiştir. Sonuç olarak, üniversite hazırlık okulu öğrencilerinde yaz tatili sonrasında okuma becerisinde öğrenme kaybı gerçekleşmiş ve yaz tatilini geçirme biçimleri öğrencilerin öğrenme kaybını etkilemiştir.

Çalışma sonuçları, müzik dinlemek, iletişim dili olarak İngilizce konuşan insanlarla konuşmak, İngilizce yayınlar okumak gibi yaz etkinliklerinin öğrencilerin tatil boyunca dil becerilerini korumalarına ve hatta artırmalarına yardımcı olabileceğini göstermektedir. Ayrıca, anket sonuçları, öğrenciler yaz tatilinde doğrudan çalışmasalar veya bir yaz okuluna gitmeseler bile, dil ile ilgili çeşitli etkinliklerin yaz öğrenme kaybını önleyebileceğini göstermektedir. Bu nedenle, dilin aktif kullanımı, akademik yıl boyunca öğrenilen derslerin gözden geçirilmesi, dile sürekli maruz kalma ve yaz programları, yaz öğrenme kaybını önlemek için temel stratejiler olarak ortaya çıkmaktadır.

Bu kapsamda; değişen dünya ve yeni neslin talepleri dikkate alınarak okul müfredatına ve yaz programlarına daha geniş bir öğrenci kitlesine hitap eden okuma etkinlikleri eklenmesi önerilebilir. Ayrıca, üniversitelerde çevrimiçi ve halk kütüphanelerinin tanıtımına öncelik verilmelidir. Son bir öneri olarak da, çalışma katılımcıları yetişkin olduklarından ve yaz tatili boyunca kendi öğrenmelerinden kendileri sorumlu

olduklarından, yaz öğrenme kaybını önlemek için öğrenciler özerk öğrenenler olmaya teşvik edilmelidir.



APPENDICES

APPENDIX 1.
PRE-TEST- POST-TEST

Name:

Surname:

Class:

Grammar Part

1. I can't tell you my opinion about the book yet because I _____ only two chapters so far.

- a. have been reading
- b. had read
- c. had been reading
- d. have read

2. Sunny has been working really hard. She _____ definitely _____ the job.

- a. will/ get
- b. is going to/ get
- c. will be/ getting
- d. gets/ --

3. I know it's too late but I wish I _____ the other company's job offer. The salary wasn't good but the people were nicer.

- a. have accepted
- b. accept
- c. had accepted
- d. was accepting

4. I wish I _____ the necessary documents with me now, but unfortunately I left them in the office.

- a. had had
- b. have
- c. had
- d. is having

5. If she _____ in our team, we would have finished our project earlier. We just finished it yesterday.

- a. has been

b. had been

c. was

d. is

6. The project _____ by Ibrahim's team received the first place medal in the competition.

a. being prepared

b. was prepared

c. have prepared

d. prepared

7. Those of you _____ names are called out should fill in the forms.

a. whose

b. which

c. that

d. who

8. This book is based on a study _____ lasted for 3 years.

a. where

b. whose

c. ---

d. which

9. After the company's policy changes, lunch breaks _____ from an hour to 45 minutes.

a. reduce

b. will be reducing

c. have reduced

d. will be reduced

10. The lecturer _____ the guest speakers to introduce themselves briefly.

a. had been asked

b. was asked

c. asked

d. has been asked

11. Next time your assignment will be different. It _____ into parts so that it's easier.

- a. will be divided
- b. has divided
- c. is going to divide
- d. will divide

12. Normally Sally is a lively girl, but she seems quiet today. Do you know why she _____ really quiet today?

- a. will be
- b. is being
- c. had been
- d. is going to be

Vocabulary Part

Fill in the text with the word from the box. There are **TWO** extra words.

products severe permit innovative despite
assemble currently consumers protection avoid

Big businesses are often seen as the enemy or the ‘bad guy’ when it comes to saving the environment. They are seen as not caring about the **13.**_____ of the environment, and as having no methods for reducing their negative effect on the environment. They are often thought of as only caring about making money. **14.**_____ this negative image, some big companies really are trying to reduce their carbon footprint. They are getting creative and are coming up with **15.**_____ ideas that combine cutting-edge technologies with sustainable, environmentally friendly practices. As these companies are becoming leaders in good environmental practices, more and more **16.**_____ are choosing to buy from them, especially if those shoppers are environmentally friendly themselves. If people spend a lot of their own time trying to help the environment by walking or riding a bike instead of driving, or

trying to use less water and energy, then they probably want the
17. _____ that they buy to come from companies with similar
environmental values and practices.

Today, one such company is Ford Motor Company. Ford is
18. _____ one of the most environmentally friendly car-
manufacturing companies because of what they use to make their cars. They
19. _____ their cars using parts that contain as much renewable
material as possible. For example, their car seats are made mostly out of soy beans,
which is a renewable plant material, instead of the non-renewable plastic foam that
most other car companies use. By using these soy-bean seats, as well as the other plant-
based materials Ford uses in their cars, they are able to 20. _____
creating extra harm and destruction to the environment.

Fill in the text with the word from the box. There are **TWO** extra words.

surface

destructive

imported

occur

spread

specialist

strain

21. My brother studied plant biology and has been working on a vegetable farm for
the past twenty years. Many people consider him a/n _____ in
growing vegetables because he knows so much about them.

22. I like to swim in the sea when the _____ of the water is very smooth
and flat. If there are big waves on the top, it's difficult to swim.

23. Be careful! If you lift that heavy box by yourself, you might
_____ the muscles in your back. Please let me help you so you
don't hurt yourself.

24. Apricots do not grow very well in North America, so they have to be brought in
from other countries. These _____ apricots are more expensive due
to the cost of shipping them from overseas.

25. To play this card game, you should all sit in a circle and you should _____ the cards in the middle of the circle so that each person can see each card.

Reading Part

Now the Internet can translate for us, what's the point in learning a language?

(1) Technology has improved significantly over the past few years. Before the computer-age, people needed to take notes by writing, using a pen and a pencil. Listening to meetings and lectures and taking accurate notes were very important. Researching a subject took longer due to limited resources. Trying to get as much information as possible from a text in a foreign language without losing anything in translation* was challenging.

(2) Since the start of dictation* services, human dictation has been needed to create and maintain digital records of notes, meetings, lectures and other official events. Beginning in 2001, a well-known search engine, Google, launched an online translation program called Google Translate. At first, the program was only able to translate a webpage from one language to another, but it did not have the ability to translate with correct grammar and spelling. It's a well-known fact that in order to have a good translation, a real person must take part in the translation process. Since 2001, human translation has still been an **integral** part of making translated documents sound professional, native, and free of grammar mistakes. It is almost impossible to have a good translation without the help of a native-speaking person. However, new applications and computer programs are starting to change this.

(3) We had Google Translate first and now we have Skype Translator. It allows real-time translation of both spoken and written languages for people. This means that two people who speak completely different languages can communicate through Skype Translator without a barrier to understanding. Even though it has some problems in translation, experts have been working on it. It will continue to improve its ability to recognize and translate words and phrases as the program builds a database from the informal conversations of native speakers.

(4) Although Skype Translator is promising, the demonstration of this new software on BBC is not amazing. For starters, the two people in the demonstration are not

having a real time conversation. One person speaks, the system provides a translation, and then the other person answers. It's slow, but that's not the biggest problem. More importantly, it often produces a translation that has no meaning or can't be understood. An intermediate level Spanish speaker tested the system with "What is your cat called?" and the system translated it as "Your cat is so cold." But clearly the program has potential and an improved version of this could be very useful.

(5) And Skype Translator isn't the only one - there are also other examples of translation services. An app called Word Lens will translate signs and menus in real time. If you point your phone at a menu in a foreign language, it will show you the translation as reality, as you look through the screen in real time. Again, the quality of the translation is not perfect and the number of languages available in the app is small – but it's not hard to see where this could go in the future. Why would I take an evening course in Spanish to help me read menus on my holidays, when I can use this app?

(6) If machine translations become faster and better in the future, and still free, it could change our lives, especially at the university level. Most English-speaking universities have departments providing English Language Training Programs, courses and support programs for foreign students. In a world where a student could automatically translate lectures and text books, and also have their own writing easily translated into English, why would a student need to learn English? Learning a language would be unnecessary.

(7) These translation programs, such as Google and Skype Translate, raise some big issues for universities and education in general, though. If a student needs to write an essay in a foreign language, she will be more likely to write the paper in her native language, and then use Google Translate. This will be even more true in the future, as the translations become more and more accurate. How should professors grade these translated papers? Who wrote the final translated paper – the student or Google? These are questions that universities are dealing with more and more every day. However, the student still needs to know how to write a good essay. Translation software cannot turn a badly organised piece of writing into a well-organised one. It can't turn a poorly justified argument into a well-supported one. It can only work at the level of the sentence – it cannot turn those sentences into well-organised and effective essays, at least not yet.

(8) The question still remains, then – why learn a language when automatic translation is becoming more and more powerful and correct? The answer can be found in the person's motivation. People's motivation for learning a language has always been divided. Firstly, their motivation to learn a language may come from their own wants- because the learner is interested in the language itself, perhaps for cultural or family reasons. The other motivation is that they see language as a tool which will help them achieve something else. For example, they may want to learn English in order to have better job or to be more successful in their business. As long as people continue to feel these kinds of motivation, foreign language departments and classes will continue.

(9) It is clear that translation software is already having a significant effect on language learning. If we can learn how to use it, the technology can help us travel and explore the world and understand one another better. It can also remove the foreign language obstacle for a lot of students who want to study in a different country, but who don't speak the language. Translation software might one day make language learning unnecessary, but as long as humans remain curious about the world, people will want to study, learn, and speak the languages of others.

translation(n): the process of changing the words form one language to another.

dictation(n): when someone speaks or reads something for someone else to write down

Choose the correct answer according to text.

26. In paragraph 1, the writer talks about the meeting and lectures to show ...

- a.** how the research techniques started
- b.** the difficulty of translating accurately
- c.** the importance of note-taking in the past
- d.** what helped people to take accurate notes

27. The word **integral** in paragraph 2 is closest in meaning to ...

- a.** complex
- b.** necessary
- c.** unsuitable

d. uneducated

28. According to paragraph 2, the first time Google Translate was used it ...

- a.** changed the way meetings were held
- b.** wasn't perfect because of some problems
- c.** improved the translation made by the humans
- d.** didn't get help from humans to correct the mistakes

29. Skype Translator ...

- a.** is used mostly for informal conversations
- b.** was created by foreign language experts
- c.** allows people with different languages to talk
- d.** has a great amount of data for perfect translation

30. The main idea of paragraph 4 is that Skype Translator has some problems, ...

- a.** but could be beneficial in the future
- b.** specifically in translating Spanish
- c.** but works well in real-time situations
- d.** specifically because of its slowness

31. What does "**this**" refer to in paragraph 5?

- a.** the screen in real time
- b.** trying to learn a language
- c.** number of available languages
- d.** using translation services

32. According to paragraph 6, machine translations might ...

- a.** cause all text books to disappear
- b.** be used for perfecting the lectures
- c.** increase the benefits of the support programs
- d.** end the need for English Language Training programs

33. According to the text, grading essays in the future will be...

- a.** problematic because the author won't be clear
- b.** done by translation web sites such as Google
- c.** harder because they won't be well organized
- d.** unnecessary because texts will be more accurate

34. The motivation of the language learners...

- a. isn't related to the need of language learning
- b. isn't strong so people will stop learning languages
- c. will help people to continue learning new languages
- d. will become stronger with improved translation services

35. According to the writer in paragraph 9, translation software ...

- a. hasn't had a significant impact on language learning yet
- b. won't change the fact that people want to learn languages
- c. should only be used for limited purposes such as travelling
- d. will help to improve the quality of university



APPENDIX 2.

QUESTIONNAIRE

Name/Ad:

Surname /Soyad:

Age/Yaş:

Department/Bölüm:

Country/Ülke:

Nationality/Milliyet:

First Language/Anadil:

Gender&Cinsiyet:

Female/Kadın ()

Male/Erkek ()

Others/Diğer (Please specify/Lütfen tanımlayınız):

	Questions/ Sorular :	Yes/Evet	No/Hayır
1.	I read book, magazine or news in English. /İngilizce kitap, dergi veya haber okudum. (If so, please specify with some examples./ Eğer okuduysanız örneklerle belirtiniz.)		
2.	I watched Tv series, movies or videos in English./ İngilizce dizi,film veya videolar izledim. (If so, please specify with some examples. / Eğer izlediyseniz örneklerle belirtiniz.))		
3.	I listened music in English. /İngilizce müzik dinledim. (If so, please specify with some examples/ Eğer dinlediyseniz örneklerle belirtiniz.))		
4.	I worked in a place where I needed to speak English. (e.g. in a hotel) /İngilizce konuşmanın gerekli olduğu bir yerde çalıştım. (örn: otel) (If so, please specify the place/ Eğer çalıştıysanız nerede çalıştığınızı belirtiniz.)		

5.	I have been to a place where I needed to speak English with people. / İnsanlarla İngilizce konuşmam gereken bir yerde bulundum. (If so, please specify with some details / Eğer bulundaysanız detaylandırınız.)		
6.	I have been abroad. / Yurtdışındaydım. (If so, please specify the country/city/ Eğer bulunduysanız ülke veya şehir belirtiniz.)		
7.	I studied the subject/s which I learnt during preparatory class. / Hazırlık okulunda öğrendiğim konu/larda ders çalıştım. (If so, please specify with some details / Eğer çalıştıysanız detaylandırınız.)		
8.	I went an English course. /İngilizce kursa gittim. (If so, please specify the duration/ Eğer gittiyseniz, süresini belirtiniz)		
9.	I played game in which I needed to use my language skills/information. / İngilizce bilgimi/dil becerimi kullanmam gereken oyunlar oynadım. (If so, please specify with some examples/Eğer oynadıysanız örneklerle belirtiniz.)		
10.	I spent time with people whom I needed to speak English. /İngilizce konuşmam gereken insanlarla zaman geçirdim. (If so, please specify with some details. /Eğer geçirdiyseniz, lütfen detaylandırınız)		

APPENDIX 3.

A chronological table of the study by Cooper et al., analyzing 39 studies to see the impact of summer vacation on students

First author	Year	Sample size	Grade	Metric	Findings	Content area	Moderators
White	1906	7	2, 7	Abs	Loss	Math computation	
Garfinkel	1919	747	5–7	Abs	Loss	Math computation	Less loss among employed students
Brueckner	1924	315	1	Abs	Loss	Reading comprehension	No relation to IQ
Patterson	1925	149	4–6	Abs	Loss	Math computation	More loss in math comp for higher IQ
			7–8		Loss	Math computation	Gain in math comp for higher IQ only
			4–5		Loss	Reading comprehension	Gain in read comp for lower IQ only
			6–8		Gain	Reading comprehension	
Noonan	1926	124	5–6	Abs	Loss	Math computation	
					Gain	Reading comprehension	
					Loss	Spelling	
Elder	1927	203	3–6	Abs	Gain	Reading comprehension	Loss for poorer readers Gain for better readers
Kramer	1927	150	5	Abs	Loss	Math computation	More loss for higher IQ
Nelson	1928	123	5	Abs	Loss	Math computation	
			7		Loss		
			3		Loss	Spelling	
			5		Loss		
			7		Loss		
First author	Year	Sample size	Grade	Metric	Findings	Content area	Moderators
Bruene	1928	69	4–6	Rel	Loss	Math computation	Gain in reading occurred for higher IQ only
					Loss	Math reasoning	No relation in math to IQ
					Gain	Reading comprehension	
			5–6		Loss	Spelling	
					Loss	Language usage	
					Gain	Science	
Irmina	1928	841	2–7	Abs	Loss	History	
					Gain	Language	
					Loss	Literature	
					Gain	Science	
Morgan	1929	38	6	Rel	Loss	History	
					Loss	Math computation	
					Loss	Math problem solving	
Kolberg	1934	163	7	Abs	Gain	Reading comprehension	
						History	Gain for higher IQ Loss for lower IQ
Schrepel	1936	121	8–9	Abs	Loss	Math computation	More gain or less loss for students with higher mental ages on 16 of 22 subtests
					Gain	Reading comprehension	
					Gain	Language	
					Gain	History, geography	
					Loss	Math reasoning	
			8		Gain		
			9		Loss		

Keys	1937	164	4–6	Rel	Loss Loss Gain Loss Gain Gain	Math computation Math problem solving Reading comprehension Spelling English, literature History, science	
Lahey	1941	229	9	Abs	Loss Gain	Math fundamentals Math problem solving	More retention for higher IQ
Cook	1942	52	1–2	Abs	Loss	Reading comprehension	Less loss for higher IQ More loss for less study
Bender	1944	1,592	3–8	Abs	Loss Gain Gain Gain Loss Loss	Math fundamentals Math reasoning Reading comprehension Word knowledge Composition Spelling	No relation to IQ
Parsley	1962	1,080	2–7	Rel	Loss Gain Gain Loss Gain Gain	Math fundamentals Math reasoning Reading comprehension Spelling Vocabulary English mechanics	No relation to student gender or grade level
Botwin	1965	768	2–7	Abs	Loss Gain No pattern Loss No pattern Gain	Math fundamentals Math reasoning Reading comprehension Spelling Vocabulary English mechanics	More gain in English mechanics for higher IQ

First author	Year	Sample size	Grade	Metric	Findings	Content area	Moderators
Scott	1967	1,306	1–6	Abs	Loss Loss	Math computation Math concepts	
Arnold	1968	115	3	Abs	Loss No effect	Reading comprehension Vocabulary	
Beggs	1968	2,160	5–6	Rel	Loss Loss Loss No pattern Loss	Math concepts Reading comprehension Spelling Vocabulary English usage	More loss in reading for lower ITBS Loss in vocabulary for lower ITBS Gain in vocabulary for higher ITBS
Hayes	1969	370,000	2–6	Rel	Gain Gain	Reading comprehension Vocabulary	Loss in both reading and vocabulary for lower SES, gain for higher SES
Fitzsimmons	1969	440	4–5	Abs	Loss Loss Gain Loss Gain	Reading comprehension Spelling Vocabulary English usage Maps, graphs, tables	Generally greater losses for higher achievement No difference in loss based on IQ No difference between sexes
Soar	1969	189	6	Abs	Gain Gain Gain	Math concepts and problems Reading comprehension Vocabulary	
Mousley	1973	3 classes	3	Abs	No effect No effect	Reading comprehension Vocabulary	

First author	Year	State or country	N	SES	Grade(s)	Other	Content area	Test	Metric	+/-	No. ds	No. DGLEs
Grenier	1975	GA	154		7 to 8		Math computation Math concepts Math application Math application	CTBS CTBS CTBS LSMA	Rel Rel Rel Rel	– + + +	4	4
Pelavin	1977	NE CA	2,627 515 432 248	Low	3 to 8 4 to 8 7 to 8	Pub Pri Pub	Reading comp	GMRT	Rel	– – – –	29	29
NIE	1978	USA	296 435 305 178 344 97 512 306	Mid Low	1 to 2 3 to 4 1 to 2 3 to 4		Math total Reading total Math total Reading total Math total Reading total Math total Reading total	CTBS CTBS	Rel Rel	+ + + + + + – +	0	8
Heyns	1978	GA	1,127 513	All	5 to 6 6 to 7		Word knowledge	MAT	Abs Rel Abs	– + +	12	8
Gastright	1979	OH	295 175	Low	2 to 3 3 to 4 3 to 4 4 to 5		Reading total	MAT	Rel	– – – –	4	0
Hawn	1981		324 272 324 301	Low	1 to 2 2 to 3	Males Females Males Females	Math total	MAT	Rel	– + – –	4	0

Klibanoff	1981	USA	≈39,000	Mix	1, 2, 3, 4, 5		Math total	CTBS	Rel	+	10	0
							Reading total			+		
McCormick	1981	Canada	59	Mix	K to 1		Reading total	LWRT	Abs	+	1	0
Shaw	1982	CA	128 108 58	Mixed		Reg ed Res sp Spec cl Reg ed Res sp Spec cl	Math total	WRAT	Abs	-	6	0
							Reading recog			+		
										-		
Johns	1984		322 318	Mid	1 to 7	Males Females Males Females	Reading comp	GMRT	Rel	-	28	28
							Vocabulary			+		
										+		
Wintre	1986	Canada	182	Mid	1, 3, 5		Math computation	MAT	Abs	-	0	0
							Math concepts			+		
							Reading comp			+		
							Vocabulary			+		
Allinder	1992		48 80 47 100		2 to 3 4 to 5		Math computation	CBM	Abs	-	4	0
							Spelling			-		
							Math computation			-		
							Spelling			-		
Entwistle	1992, 1994	MD	313	Mix	1 to 2 2 to 3 1 to 2 2 to 3	Black White	Math concepts	CAT	Rel	-	16	0
										-		
										-		

Retrieved from: Cooper H, Nye B, Charlton K, Lindsay J, Greathouse S. The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*. 1996;66(3):227-268. doi:10.3102/00346543066003227

APPENDIX 4.

HOMOGENEITY OF VARIANCES TEST (LEVENE'S)

	F	df1	df2	P
Pre-test Grammar	0.00391	2	93	0.996
Pre- test Vocabulary	0.84825	2	93	0.431
Pre-test Reading	2.99439	2	93	0.055
Post-test Grammar	1.35843	2	93	0.262
Post-test Vocabulary	2.78108	2	93	0.067
Post-test Reading	1.61873	2	93	0.204
Average Pre-test	2.24718	2	93	0.111
Average Post-test	3.04557	2	93	0.052

APPENDIX 5.
BINOMIAL TEST

	Level	Count	Total	Proportion	P
q1	No	38	96	0.396	0.052
	Yes	58	96	0.604	0.052
q2	No	1	96	0.010	< .001
	Yes	95	96	0.990	< .001
q3	No	6	96	0.063	< .001
	Yes	90	96	0.938	< .001
q4	No	77	96	0.802	< .001
	Yes	19	96	0.198	< .001
q5	No	36	95	0.379	0.023
	Yes	59	95	0.621	0.023
q6	No	74	96	0.771	< .001
	Yes	22	96	0.229	< .001
q7	No	24	83	0.289	< .001
	Yes	59	83	0.711	< .001
q8	No	62	83	0.747	< .001
	Yes	21	83	0.253	< .001
q9	No	40	83	0.482	0.826
	Yes	43	83	0.518	0.826
q10	No	49	83	0.590	0.124
	Yes	34	83	0.410	0.124

H_a is proportion $\neq 0.5$

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