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WHAT IS QUIZLET?

Gamification Applied in English Language Teaching

OYKU KIY

Gamification is a technique used to make learning more effective, long-lasting, and fun. It is called gamification since; it turns traditional techniques into a game in moderation of its adapted traits to the classroom. Those can include narrative, scoring, mastering, teamwork, peer competition, boosting the learning environment, student engagement and participation. Teachers can employ well-designed digital, and non-digital games to stimulate learners' language, critical thinking, problem-solving abilities, and develop their literacy skills (collectively known as 21. Century skills).

Imagine you are playing an arcade game. You have to achieve some game-based elements like scoring and progress indicators. First, you need to learn the story behind your game's adventure. This is the part when you put your play onto a reasonable ground. When you are playing, you are gaining points. Moreover, there will be some progress indicators on the road and your character will get new abilities to win. After you pass all the challenges and get enough points, you are allowed to pass to another level. If you are playing it with the multiplayer choice, you are communicating as well as cooperating. At the end of the game, you see the score chart where you can see your friends' achievements. After all, this cycle is pretty

entertaining to a child. The most important cause of it is that it constantly motivates and stimulates the player. This is what the gamification technique does when it is adjusted to be used in learning, here are some examples of gamification applied in ESL lessons: Giving learning badges instead of points or grades.

1. The ones who are coming to class prepared are the ones who will be awarded in this case. For example, if they have studied the new grammar rules or new terminology, they will be active throughout the course with a feeling of accomplishment. At this point teacher awards them with badges, motivating them even more.

2. Creating competition in the classroom. Every game has a tiny bit of a rivalry in it. This what makes them so popular amongst children, so why not apply it to ELT classes? Just be careful not to create a tension that cannot be taken by children therefore, minimalism is better in this respect.

3. Creating playful barriers. Students should feel safe and be relaxed in the classroom to be participants. Creating this positive atmosphere is in the teachers' hands. You can have students brainstorm about project ideas and help each student to make them feel valued for instance.



4. Giving points for non-academic objectives.

Education is not always about going with the curriculum. If students are curious about something in English, answer it, reward them and always encourage them to be more attentive and caring.

5. Using levels, checkpoints and other methods of 'PROGRESSION'.

Many of the games have their own indicator of improvement. Those signs are the ones that make the game more addictive in the way it repays the children their efforts. You can use that kind of approvals in your lessons as well.

6. Stepping back.

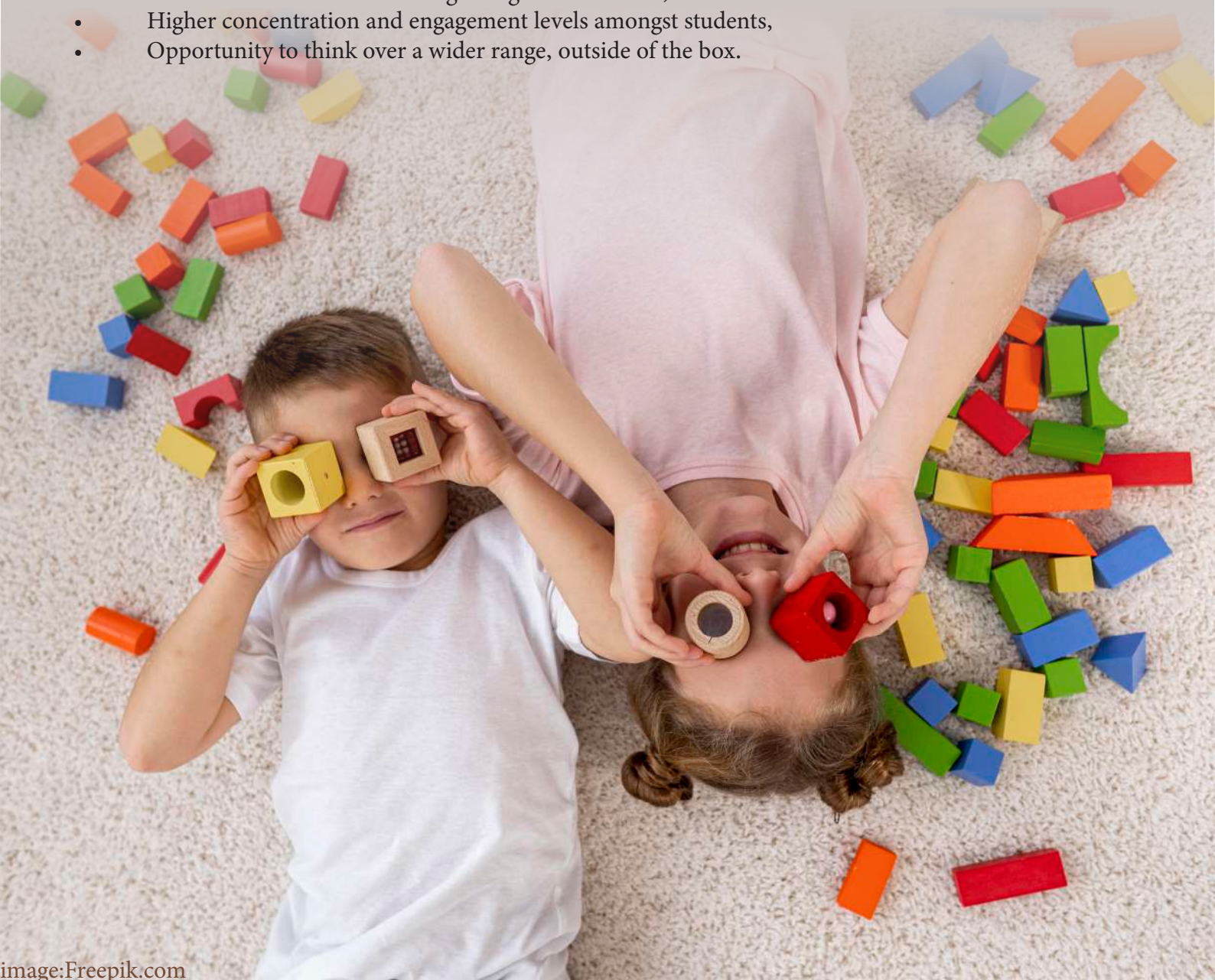
Do not intervene when students are figuring something out unless they really need help. It is all part of the gaming experience in understanding games as systems. This is the part when students will feel self-confident and enhance their critical thinking.

7. Encouraging creativity.

The game Minecraft is a game that is pretty popular since it enables children to create their own space. You should do this in your classroom either. Let your students scratch something on their own. Inspire them to write down some stories and role-plays in English.

I hope these ideas gave you some useful clues about gamification in ELT. Remember there are many proven benefits to using it in the classroom such as:

- Student ownership over their learning,
- A more relaxed approach to failure as they know that they can try again,
- Visible learning traits through progress indicators,
- More comfortable students in gaming environments,
- Higher concentration and engagement levels amongst students,
- Opportunity to think over a wider range, outside of the box.



How to Handle with Negative Attitudes of EFL Learners

ZUMRE TOSUN

Students' attitudes and motivation to learn the target language are important factors for second language acquisition (Dörnyei, 2001; Oxford & Ehrman, 1995). Apart from these two features, foreign language learning is affected by many other factors such as age, ability, intelligence, cognitive style and personality. Moreover, Dörnyei (2008) suggests that foreign language learning embodies "situation-specific motifs related to the immediate learning environment and experience" (p.106). Among all these factors, attitude occupies an important place in the SLA literature and has been a controversial topic. For example, Du (2009) summarizes how the attitude affects SLA as follows:

- While learners with positive attitudes tend to learn L2 easily and quickly, those with negative attitudes progress slowly.
- Attitude determines commitment. Those who quit halfway are passive, with low commitment, probably lower in success than positive and persistent students.
- Attitude affects class participation. Students with positive learning attitudes perform actively and can get high marks. (p. 163)

All negative behaviours serve a purpose for students. It can be avoiding failure, getting attention from adults or peers, or meeting other unmet emotional needs. These negative attitudes should not be taken personally. Let's give an example of such a situation. Alice comes late every day since the beginning of school. Although sometimes willing to study, she is resilient most days, saying that she does not understand the purpose of the school and does not want to be a scientist, so she does not see the purpose of science. She says it doesn't matter when you put pressure on her about graduation. She doesn't want to graduate. As a caring teacher, you try to spend more time with her. But instead of getting into a power struggle over getting the work done, you know her as a person. You found out that she is in a foster family with her father when her mother died from

an overdose last year. It seems like Alice isn't trying to be hard, just in a really tough situation that feels overwhelming. Other students may have failed many times at school, refusing to try. Trying means they can, and in their opinion, they will likely fail again. To avoid failure and the associated negative feelings, they give up altogether.

As a teacher, how will you deal with these great challenges? The best strategy is to build relationships with your students. Often, students who have a negative attitude towards school and learning have few, if any, positive relationships with adults. However, this will not happen overnight. Students with this type of problem will be resilient at first and slow to trust you.

There is a strategy called two to ten. In this strategy, you spend two minutes for ten days in a row talking to a student at risk. The key is that this cannot be related to schoolwork. Talk to them about their life, interests, and listen. You will see your relationship improve and most likely their attitude in your classroom will increase as well.

Another way to improve student attitudes is to apply socio-emotional questionnaires. Students with negative attitudes often have underlying socio-emotional needs that are not met. Students love to feel heard and have some control in the classroom. At the end of each unit, consider conducting a questionnaire asking students how the class is going for them. If they think you care or what you can do better for them, you can ask if they feel like they are learning. Allowing them to write down their thoughts can often raise issues they hesitate to talk about.

Based on these definitions, we can conclude that negative attitudes will adversely affect second language learning. Teachers should know how to deal with negative attitudes. Therefore, problems which occur can be reduced and a more motivational and better learning environment can be created.



DISTANCE LANGUAGE EDUCATION

HILAL BAYRAM

Distance education is a method of learning system for learners who are not physically available as they are in traditional classes. From time to time, “Hybrid” learning is divided into a kind of distance program in which learners must be available online at a certain time. This type of learning system mostly depends on technological advancements. So, in order to maximize the amount of participation, a new range of emerging technologies are used now.

With the development of new technologies, distance education has shown itself as a crucial part of education in general. The way distance education is implemented can be divided into two categories such as synchronous and asynchronous learning. Each category has its own advantages. In synchronous language learning, all participants are simultaneous, though not in the same location, connected to each other through a shared network. For instance, this approach can be put into practice by video conferencing and live programs. The synchronous type of education is a well-known way of instructional technology. Additionally, it provides a real sense of being inside a class as each participant can dynamically engage in the learning/teaching process.

On the other hand, asynchronous instruction provides the chance of benefitting the classroom at any time regardless of time restrictions. A good example

is podcasting in which students can download the recorded materials and use them in their available time. Learners can watch/listen to the teachers’ lectures as much as wanted. This offers awareness for students to identify the potential problems if any exists.

However, effective distance education includes obstacles such as domestic distractions and unreliable technology besides students’ program costs, adequate contact with teachers and support services, and a need for more experience. Some students attempt to participate in distance education without proper training with the tools needed to be successful in the program. Students have to be provided with training opportunities on each tool that is used throughout the program. The lack of advanced technology skills can lead to an unsuccessful process.

All in all, distance education is when students are separated from teachers and peers. This means that students learn remotely and do not have face-to-face learning with instructors or other students. It has both advantages and disadvantages. If you are available for distance education, the opportunities it offers are priceless for all learners across the world. By using online tools, you can reach any kind of information, certificate and seminar from your home. If we consider these, we can clearly infer that distance education is very useful for today’s education system.



THE EVALUATION OF CULTURE PRESENTATION IN FOREIGN LANGUAGE TEACHING

HAYRUNISA ORAL

What is culture? What is the definition of culture? How do we define it? According to the dictionary of Merriam Webster, culture is “the customary beliefs, social forms, and material traits of a racial, religious, or social group.” (Merriam-Webster, 2021). To explain further, culture is the societal norm that people of a country grow up in, or get accustomed to, if they migrate to another country. Another topic that influences a culture greatly is language. It can easily be said that culture and language go hand in hand, and are inseparable because a language changes based on a country’s beliefs, norms, and daily habits. Just like different societies in a country can have different cultural formations, they can have different uses for the same word or phrase. Furthermore, while this is a great example of cultural diversity amongst countries and social groups, this causes one problem in the world of language: How can one teach a language while teaching the culture at the same time?

What is meant in this statement is not learning a language and being able to communicate, but understanding the cultural messages in a language. Learning and teaching a language is not just learning and teaching grammar, words, or phrases. It requires learning and teaching the culture of a specific language as well. A study from Kırıkkale University details this subject by stating, “ The forms of address, greetings, formulas, and other utterances found in the dialogues or models our students hear and the allusions to aspects of culture found in the reading represent cultural knowledge.” (Çakır, 2006). In light of this information, it can be said that teaching the culture

is as important as teaching reading or grammar in a language because, without the culture, the learner is unable to communicate and form a connection with a native speaker. An article published at the University of Minnesota touches on the importance of teaching the culture by stating: “The role and importance of the learning of culture in language courses have evolved in response to several trends. The growth of communicative approaches to the teaching of languages and the movement toward establishing content and performance standards for the learning of foreign languages has made the teaching of culture a requirement rather than refinement.” (Lange, 1998).

In conclusion, one cannot separate learning a language from learning the culture, as both affect each other. Additionally, the speed of learning a language can be increased by encouraging the learner to research the culture of the given language, maybe by reading, watching interviews, or listening to conversations. This approach of action-oriented learning can greatly increase the efficiency of the process and teach the learner more about the culture of the language, so the learner does not struggle when communicating with a native speaker.

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Staying Motivated and Organized During the Pandemic

ERAY BAKBAK

Many people had been accustomed to their regular life and enjoying the moments of their lives or making plans for the future until Coronavirus emerged and turned into a pandemic. More than fourteen months have passed so far; and except for a few restricted and controlled times, people have been spending their times at home. Moreover, this case does not seem to positively change or disappear for good soon. The physical conditions and effects are obvious to everyone.

But what can be said about the psychological effect of this pandemic? It can be clearly said that many people have suffered from major or minor psychological problems due to losing their motivation or the will to stay happy until figuring out how to deal with these changing conditions of life. Indeed, this problem has not faded away yet and people still easily lose their motivations for their jobs or education.

Motivation is such an important factor that it directly determines how long or how hard a person will stand to a challenging situation or an action. Once the motivation is lost, the will to complete a task or keep up with the current conditions will start to decrease.

So what can be done for staying motivated?

- **Organization:** First of all, one should try to plan the day or the week. Once a timeline is available, it will be comforting to know or predict what the future will bring. Because an unclear future is likely to cause negative psychological problems such as losing motivation or even causing anxiety. (Indeed, this was thought to be a common case at the beginning of the Covid-19 pandemic since no one could know or predict what might happen in the near future.) There might be some problems with keeping up the plan at first. But once the plan starts to turn into a routine, then it will increase the motivation and eliminate the

possibility of the feeling of being distracted as long as possible.

Well, “organizing the day” in this context actually means setting goals rather than just the planning itself. For example; even waking up at the previously planned time will help one feel success.

The frame of an organized timeline might change from one person to another. But at least, determining the time to wake up and the time to sleep will help while creating the plan. Then, the details can be added according to the factors such as assignments or daily works. But adding the times for breaks into the plan should not be forgotten. Because the breaks will help to refresh the mind and motivation.

Physical Health Care: Of course taking care of one’s physical health should never be neglected. But during the pandemic, its importance has been more apparent to everyone.

- Sleeping for nearly 8 hours a day is a very influential factor. Also, keeping a healthy eating habit and walking outside in the open air will be helpful to this attempt.
- Adopting a Habit: Lastly, adopting a new habit or improving the existing habits will be very helpful to stay motivated. The habit could be about the forms of visual arts, music or literature. It could be a kind of sports that is proper to current conditions. Thanks to the online courses, one can take art classes at home or even training videos about sports. There are many options, either free or paid.

To sum up, there are three major categories of tips to stay organized and motivated. The list might include more options according to the available conditions. But even these basic tips can make life more bearable during this time of chaos and stress.





FOREIGN LANGUAGES AND GLOBAL CITIZENSHIP

TUGBA CALISIR

The philosopher Ludwig Wittgenstein said, “The limits of my language mean the limits of my world.” In this sense, the ability to communicate and comprehend the meanings of words determines how much people understand their environments. There is no doubt that learning foreign languages is highly essential in an increasingly interconnected world. Learning a new language not only provides people with new opportunities but also expands their “limits.” As people learn new languages, form friendships from all over the world, engage with diverse cultures, and cultivate an intercultural mindset, they benefit from a significant aspect of language learning: global citizenship.

Global citizenship is considered a difficult concept to define since it is interpreted differently by each individual. The United Nations (n.d.) defines global citizenship as “the umbrella term for social, political, environmental, and economic actions of globally-minded individuals and communities on a worldwide scale.” Based on this definition, it could be argued that the key to becoming a global citizen is to learn foreign languages as languages facilitate the communication that is needed to act globally. Having the ability to speak a language other than one’s native language

allows one to have a greater understanding of the world and global challenges. As the world’s lingua franca, English is “chosen as the means of communication among people from different first language backgrounds, across linguistic boundaries” (Seidlhofer, 2005). Therefore, being able to communicate in English, which is the current dominant language on the globe, is a requirement to become an effective global citizen.

Apart from communication, learning a foreign language gives people the experience and understanding of different cultures as it eliminates a one-dimensional worldview. Learning a foreign language makes one more aware of cultural differences and enables one to understand why these differences exist and the significance of respecting other cultures, thereby fostering one’s cross-cultural intelligence and global mindset. Moreover, language learning stimulates senses of unity, tolerance, and empathy, which are essential to overcome racial intolerance and cultural prejudices and thus become a global citizen. Since global citizens value unity as well as diversity, they endeavour to become more integrated into the international society, and it can only occur by means of foreign languages.

Foreign language teachers should instil intercultural skills into students and educate them to be global citizens who act to solve the problems plaguing humanity. Due to the lack of formal education in global citizenship or intercultural interaction, students might not be able to develop their intercultural knowledge and skills on their own. In order to promote global citizenship in the language classroom, discussing controversial global issues, such as migration and war, can be suggested since it will also build empathy in students and assist them in recognizing alternative perspectives. Thus, students can apply their language learning to global issues, and their confidence when speaking the target language will increase as well. English teachers, in particular, should foster global citizenship more since English being a lingua franca makes English language teaching an ideal way to promote global citizenship.

To summarize, global citizenship is a set of skills and attitudes that establish an identity that extends beyond geographical boundaries to improve the whole world. Learning foreign languages helps people overcome language barriers, appreciate diverse cultures, and become global citizens who try to make the world a better place. Since education has the power to change the world and it shapes the future, teachers, particularly foreign language teachers, should ensure that their teaching methods reflect and reinforce the essential values for global citizenship.

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Mert Yazıcıoğlu

Interview
with

DİLEK CAN TÜFEKÇİ



1. Could you introduce yourself and your academic career?

I began working as an English teacher at MEB, in Erzurum voluntarily :) in 1996. I obtained my undergraduate degree (1996) and my MBA degree (2001) in English Language and Literature from Atatürk University. Then, I received my Ph.D. (2012) in Turkic World Literatures from Ege University under the supervision of Prof. Dr. Metin Ekici with a thesis entitled “Children Literature: Definitions, Genres and Theories”. Luckily, I have just completed another Ph.D. (2021) in English Language and Literature from Istanbul Aydın University under the supervision of Prof. Dr. Günseli Sönmez İşçi with a thesis entitled “Gender Blurring in E. M. Forster’s Novels”. My research interests lie in the field of English literature, teaching English to young language learners, and pre-service teacher training. My research in academic literacy has focused on theoretical approaches to language, culture, and literature. I have authored several book chapters and research papers published in national and international journals and conducted research

studies in ELT. My current interest is gender and identity both in language education and literature. I have been working at Balıkesir University since 2001.

2. How can literature be integrated into English Language Teaching?

If you had asked me this question one year ago, most probably, I would have answered as the Communicative Language Teaching, which emphasizes the interaction of the learners. But nowadays, is it possible to say so? Of course not! Because of the COVID-19, the humanity is passing through one of the hardest times in history. Let alone interaction and communication among the learners, everyone is running away from each other! Consequently, rather than the techniques and activities employed in Communicative Language Teaching for the integration of literature, it seems to me that autonomous learning, or in other words, self-directed language learning, which gives the learners an opportunity to regulate and control their own learning processes, can be much more adaptable for on-line learning.

3. Today, we all have experience in online education because of the pandemic. Depending on your own experience, which one do you think is better: online education or face-to-face education? Why?

Honestly, neither of them. My own experience has taught me that neither on-line nor face-to-face education is helpful alone! For my part, I believe that we should get the most benefit from both of them equally and purposefully. It is difficult to say that on-line education is worthless! On the other hand, face-to-face education should not be considered as the only solution as we all have experienced the bad effects of pandemic. In my view, hybrid education that meets not only the needs of the students but also the teachers and all the other shareholders can be a flexible solution for the digital age that we are living through.

4. Do you think teaching English to young learners in online education can be as effective as it is in face-to-face education?

In my opinion, practising in a genuine language teaching setting such as kindergartens, primary schools and secondary schools will be much more effective than having all the theoretical knowledge on the issue in a classroom setting for the pre-service ELT teachers. Indeed, we know that practice makes perfect. But it does not mean that on-line teaching is disadvantageous or inefficient in language teaching. If appropriate methods, techniques, applications and web-tools are used and additionally, applicable modifications are made, language teachers can make language learning much more engaging than it is expected.

5. What should an English teacher avoid doing while teaching English to young learners?

An English teacher should avoid losing temper. S/he should not shout or get angry! Wearing an angry face or a mask in a class setting where particularly, all the participants are young learners is the first thing an English teacher should refrain from. None of the students in the class should have, even the slightest, assumption that their teacher is angry, furious or unhappy today! All of the English teachers at the primary level should wear a smiling face to make their learners feel safe and reduce their anxiety, remarkably, whatever the condition is! By taking their students' affective states into account, English teachers should make the class itself a place of joy for the young language learners.

6. Do you have any suggestions about teaching English to young learners?

Teaching English to young language learners is the first and the utmost step for language teaching. If the learners do not meet with the appropriate methods, strategies and techniques at the very beginning of their learning processes, they will most probably become losers at the end. Moreover, a famous saying goes on, "If you don't want to teach young learners a foreign language, just begin with grammar! You will succeed at the end!" Shortly, using appropriate methodologies will be helpful in teaching English for the young language learners.

7. What are your expectations of future English teachers?

I have always trusted the youth! I believe that the prospective English teachers will be much more familiar with the importance of the pedagogical goals of the Turkish education system. I believe that they will always support the benefits of their country. And I also strongly believe that they will do their best when they become English teachers by the current methodologies they used and the national and international projects they carried out. The last words, as Atatürk says, "Turkish youth, struggle, trust and work!"

The background is a vibrant, abstract collage. It features stylized, overlapping shapes in shades of blue, green, pink, and purple. Interspersed among these shapes are faint, light-colored outlines of jazz instruments: a trumpet on the left, a saxophone on the right, and a double bass at the bottom. The overall aesthetic is modern and artistic, evoking the energy of jazz music.

A Fun Way to Practice: Jazz Chants

Gülnehan Altınay

Jazz Chants are defined as repeated beats of everyday spoken English which are linked with the rhythms of traditional American jazz. Rather than repeating the same structure over and over again without any motivation, many teachers prefer to use jazz chants to make repetition more engaging and meaningful. It illustrates the natural stress and intonation patterns while reinforcing the natural language structures that speakers/ learners face every day. Jazz Chants provides a chance to introduce and practice structures in an innovative and exciting way.

It is important to remember that jazz chanting is not like rapping, nursery rhymes, or songs, which distort the spoken language for poetic effect. The rhythms, stress and intonation pattern of the chant should be an exact replica of what the student would hear from a native speaker like in a natural conversation. (Zhang, 2015) Keeping this in mind, a teacher can use Jazz Chants in a variety of ways and for a variety of purposes. One can focus and stress and intonation while working with Jazz Chants. Furthermore, students can study different structures and vocabulary through them. A teacher may employ them to review some important parts or focus on parts that students need further studying and practicing. It is also possible to use Jazz Chants in different ways to enjoy more. For example, teacher can divide students into two groups and make each group sing a different part. That will make the students more engaged and

focused. Also, teacher can clap her/his hands in time to the beat to emphasize the stress and rhythm and encourage students to do the same. It will be an effective way to focus on stress and rhythm. For someone who wants to try it out, there are plenty of choices on the Internet with a plenty of different focus. Yet, a teacher by himself/herself can easily create one according to the students' needs and interests. Moreover, s/he can combine them with many themes such as national holidays, fairy tales, animals or even a movie that will foster cultural awareness.

Nowadays jazz chants can be heard in ESL and EFL classrooms around the world since they appeal to students of all ages, and work with large classes, and stimulate pair work and role-playing activities. (Graham, 1978) Jazz Chants can be used effectively with the guidance of a creative and willing teacher. Keep in mind that these should be fun enough to repeat them many times. The class should be lively, motivating and fun and do not forget to have students join singing.

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WHAT IS Quizlet?

Fatma Akbas

Quizlet is a web-based application which was created by a high school sophomore Andrew Sutherland in 2005. It aims to improve study habits by using its interactive wide range of tools and games. Quizlet's mission is to help especially students and teachers practice and master what they are learning.

At its most basic, Quizlet is a kind of digital pop-quiz application. It provides its users more than 300 million study sets. Also, it is sectionalized by subject so users can easily find a specific study target.

In Quizlet, information is organized into "study sets" that users like teachers or students add to their accounts. When using Quizlet, students log in and choose the appropriate study set for the concepts they need to review. These can be created by a teacher or generated by other users.

When the users decide to utilize this app, there are various options to select for learning. Each of these selections can help users to understand.

Quizlet methods

- **Flashcards:** This method similar to paper flashcards. In one side of cards can be written the terms that have to be learnt, in other side of cards definitions, images or examples can be used.
- **Learn:** In this method, a term is shown to users to make users write true definitions. After completing the answer, users can see if their answers were correct or not.
- **Spell:** In this mode, the term is read out loud and users must type in the term with the correct spelling. If the user gets every answer correct, they are rewarded with a video of a monster truck doing a jump, wheelie, and flip("Quizlet,"2021).
- **Match:** In this method, users are presented with a grid of scattered terms. Users have to match terms with their definitions and clear the screen as fast as possible.
- **Gravity:** In this mode, definitions scroll vertically down the screen in the shape of asteroids. The user must type the term that goes with the definition before it reaches the bottom. It is one of the 'Play' study modes. Gravity was adapted from a previous game, Space Race. The user can pick the level of difficulty and game type("Quizlet"2021).
- **Live:** This is a game mode that allows for multiple students to work collaboratively.

Is Quizlet free or not?

Users can register for free for a fun study experience with activities such as cards, study questions, interactive visuals and games. The above-mentioned features can be used with a free membership.

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May Activities of ESS

