



Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

**THE EFFECTS OF COOPERATIVE LEARNING STRATEGIES ON
VOCABULARY SKILLS OF 4th GRADE STUDENTS**

Didem Bilen

Master's Thesis

Ankara, 2015

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KABUL VE ONAY

Didem Bilen tarafından hazırlanan "İşbirlikçi Öğrenme Stratejilerinin 4.sınıf öğrencilerinin kelime becerileri üzerindeki etkisi" başlıklı bu çalışma, 09.06.2015 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylıyorum.

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Didem Bilen

To my beloved family

I thank you very much for your love, patience, and support

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ABSTRACT

THE EFFECTS OF COOPERATIVE LEARNING STRATEGIES ON VOCABULARY SKILLS OF 4TH GRADE STUDENTS

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This study was carried out to investigate the effects of cooperative learning strategies on the vocabulary skills of 4th grade students. The study was also designed to ascertain the attitudes of the students in the experimental group towards cooperative learning. Out of 96 4th grade students enrolled in the private school where the study took place, 48 participated in this study. In order to find out whether there was a significant difference between the vocabulary scores for the experimental group and the control group, a pre-test and a post-test were administered to both groups. The data gathered from the students' lesson diaries was used to find out what they thought about cooperative learning strategies. In addition, the teacher of the experimental group was interviewed to verify the results obtained from the lesson diaries. The data gathered from the pre and post tests, lesson diaries and the teacher interview was analyzed both quantitatively and qualitatively. The data obtained from the pre and post tests was analyzed with the Mann-Whitney U test and the Wilcoxon Signed-Ranks Test, while the data gathered from the lesson diaries and the teacher interview was subjected to content analysis.

The findings revealed that there was a significant difference between the results of the experimental group and the control group on the post-tests. The experimental group had a higher score on the post-test than the control group.

The analysis of the lesson diaries also indicated that the students' positive attitudes towards cooperative learning strategies increased progressively during the study. Lastly, the analysis of the teacher interview confirmed that the students' positive attitudes towards cooperative learning strategies during the study were genuine.

Keywords: Strategy, Structure, Learner-centred learning

ÖZET

İŞBİRLİKÇİ ÖĞRENME STRATEJİLERİNİN 4.SINIF ÖĞRENCİLERİNİN KELİME BECERİLERİ ÜZERİNDEKİ ETKİSİ

Didem BİLEN

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Bu çalışma işbirlikçi öğrenme stratejilerinin 4.sınıf öğrencilerinin kelime öğrenimini üzerindeki etkisini incelemek için yapılmıştır. Bu çalışma, ayrıca denek grubundaki öğrencilerin işbirlikçi öğrenmeye tutumlarını öğrenmeyi amaçlamıştır. Özel bir okulda 4.sınıfta okuyan 96 öğrencinin 48'i araştırmaya katılmıştır. Denek grubu ve kontrol grubunun kelime öğrenme başarısında önemli bir fark olup olmadığını tespit etmek için, her iki gruba da ön test ve son test uygulanmıştır. Öğrencilerin işbirlikçi öğrenme stratejilerine karşı tutumlarını öğrenmek için toplanan veri ders güncelleri ile toplanmıştır. Ayrıca, ders güncellerinden elde edilen sonuçları onaylamak için denek grubunun öğretmeni ile görüşme yapılmıştır. Ön ve son testlerden, ders güncellerinden ve öğretmen görüşmesinden elde edilen verilerin hem nicel olarak hem de nitel olarak analizi yapılmıştır. Ön ve son testlerden elde edilen veri Mann-Whitney U ve Wilcoxon Sıralı İşaretler testleri ile incelenmiştir. Ders güncellerinden ve öğretmen görüşmesinden elde edilen veriler ise içerik analizine tabi tutulmuştur.

Araştırmanın bulguları denek grubunun ve kontrol grubunun son testteki sonuçları arasında önemli bir fark olduğunu ortaya koymuştur. Son testte, denek grubu kontrol grubuna göre daha yüksek puan almıştır. Ayrıca, ders güncellerinin analizi öğrencilerin işbirlikçi öğrenme stratejilerine karşı pozitif tutumlarının araştırma süresince dereceli olarak arttığını göstermiştir. Son

olarak, öğretmen görüşü analizi öğrencilerin işbirlikçi öğrenme stratejilerine karşı pozitif tutumlarını doğrulamıştır.

Anahtar Sözcükler: Strateji, Yapı, Öğrenci Merkezli Öğrenme

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CHAPTER I

INTRODUCTION

1.1. Presentation

This chapter provides context related to the background information about cooperative learning, previous studies related to cooperative learning, the problems with the study, and the significance of the study. In addition, it also states the aim of the study, the scope of the study, research questions related to aforementioned problems, and the methodology. The researcher also discusses the limitations of the study and gives the definitions of related terms.

1.2. Background of the Study

Teachers in state schools have recently started to become aware of the importance of interaction in language learning in Turkey. The reason for this increased awareness was the development of the new curriculum by the Turkish Ministry of Education. According to the Council of Europe (as cited in the national curriculum by the Turkish Ministry of Education, 2001), the classroom interaction is emphasised in order to help the learners become a language user, rather than a learner of the language. Teachers in private schools have understood the significance of classroom interaction and taken it into consideration while designing their syllabi, since the course books from which these syllabi are derived use the framework of communicative approaches and introduce many activities based on student-student interaction. Traditional methods that teachers implement in the classroom in previous years did not help them achieve the aims found in the curriculum. They sought new methods and approaches based on communicative activities and student-student interaction, ones they had not used before in the classroom. At this point, teachers can benefit from social learning theories to understand how

learners actually learn through social interaction (learning from each other). Vygotsky (1962), a Russian teacher and psychologist, stated that we learn by interacting and communicating with others. Vygotsky (1962) also studied how social environments influence the learning process of the students. He pointed out that learning appears through the interactions with their peers, teachers, and other experts. Regarding Vygotsky's views about social interaction, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals"(Vygotsky, 1978:57). This means that a child first learns new information through interaction with others on a social level, and then s/he masters the new knowledge or skill on an individual level. Vygotsky's social learning views have inspired both linguists and educationalists in terms of how they view the effect of interaction on the learning process. Recently, it has been supported by the educationalists that teachers should create an effective teaching environment, which includes interaction with the help of a learner-centred approach, not a teacher-centred one (Nunan, 1992; Van Lier, 1996; Richards & Rodgers, 2001; Swain, 2001; Swain & Lapkin, 2001; Swain & Lapkin, 2002). The capability of the learners to use the language fluently increases gradually if the teacher introduces an effective teaching environment to the learners. Nunan (1992) indicates that interaction with other learners in a learner-centred classroom helps the learners to promote their language skills. According to Van Lier (1996), interaction is more than a source of comprehensible input. Interaction also offers learners many opportunities to use the target language that is the output (cited in Swain, 2005:478). Some of the studies conducted by Swain (2001) and Lapkin (2002) found out that collaborative interactions offer the teachers and the students to work together, produce intellectual activities, and create the appropriate conditions for

language learning. As they stated above, the teacher should use interaction with appropriate activities in a learning environment so the students can master the language effectively.

As the communicative approach started to gain popularity in language teaching circles, a student-centred approach in which interaction plays a big role has started to inspire teachers. Unlike traditional methods, this new approach emphasizes the importance and necessity of communication rather than grammar. Whereas learning was teacher-centred in traditional methods, in classrooms where the communicative approach was implemented, student-centred learning was given priority. Following the communicative approach, new approaches based on it started to appear in teaching circles. Cooperative learning is one of these approaches; it is also based on interaction between students in a learner-centred classroom environment. Kessler (1992) emphasizes that cooperative learning is a kind of approach that focuses on structured group works in which student-student interaction plays a big role. The application of cooperative learning to classroom teaching started in the 1970s when Israel and the United States began to study cooperative learning models for the classroom. We also can define cooperative language learning as an extension of communicative language teaching (CLT). Like CLT, it is a learner-centred approach and emphasizes learner interaction. CLL provides this interaction among learners in the classroom and helps students acquire the target language naturally. Richards & Rodgers (2001) state that if the learners work cooperatively in the classroom, this cooperation creates a positive atmosphere in which the learner's stress is reduced and motivation is increased. It also introduces a cooperative learning environment instead of a competitive environment. Richards & Rodgers (2001) point out that traditional methods in language teaching were not learner-centred and that these methods created a competitive classroom atmosphere for the learners.

With the rise of cooperative language learning, teachers have started to apply cooperative learning strategies while teaching the four main skills, grammar, and vocabulary in their classroom. There have been many studies on the effect

of cooperative learning on language teaching. Liang (2002) studied the effects of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English as a foreign language, and the high- and low-achievers' academic achievements in a heterogeneous language proficiency group. The major findings of this study suggested that cooperative learning significantly enhanced the junior high school learners' oral communicative competence and their motivation toward learning English. Bayat (2004) investigated the effect of cooperative learning on reading skills and student attitudes. She states that cooperative language learning has a positive and motivational effect on learners' language learning process. Ghorbani (2012) investigated whether cooperative language learning positively affected the teaching of grammar. The findings showed that the interaction which the learners had during the grammar sessions affected their learning environment positively. Zarei & Gilani (2013) examined the effects of selected collaborative techniques on second language (L2) vocabulary comprehension and production. The researcher found out that word webbing was the most effective technique for both vocabulary comprehension and production. The findings of the present study may have theoretical as well as practical implications. Tekeli (2013) investigated the effects of cooperative learning in developing students' writing performance and their ability to produce grammatically coherent work. The results showed that cooperative learning was effective on developing students' general writing performance and grammar skills.

Vocabulary teaching is one of the most important parts of language teaching because the words in a sentence play an important role in conveying the meaning. In a classroom in which traditional methods are implemented, the learners have difficulties in learning new vocabulary words. The underlying reason for this problem is the fact that most teaching techniques, such as using dictionaries and getting definitions lead learners to memorize words. Scrivener (1998) states that acquiring words is a difficult process since our memory may not allow us to acquire all necessary words. Even if we acquire the words, we may not be able to use them meaningfully. Using dictionaries, reading

definitions, and listening to examples from teachers are not effective ways to deal with this problem. As teachers, we should find systematic ways of helping children with vocabulary. Akar (2010:5) reminds us, "Long-term memory (LTM) can accommodate an unlimited amount of information. However, we need to work hard to store information in LTM. Repetition may not be adequate; we may need to apply through processing and systematic organisation". For years, teachers have been trying to find out how to get vocabulary words to stay firmly ensconced in long-term memory. Cooperative learning strategies presents many activities to be able to teach vocabulary. Kagan (2009) developed many structures. The word 'structure' means systematic instructional strategies. He designed these structures to increase student engagement and cooperation. They can be effective in vocabulary teaching too since the activities may help the learners to plant the words in their long-term memory and use them appropriately. Since there are some gaps in the study of the effects of cooperative language learning on vocabulary teaching, the researcher can extend the scope of the study by looking at different contexts.

1.3. Statement of the problem

Whereas grammar was emphasised in traditional methods in previous years, vocabulary has recently started to gain prominence in language teaching. "Building up a useful vocabulary is central to the learning of a foreign language at primary level. While opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities" (Cameron, 2005:72). As teachers, we cannot ignore the significance of grammar, but we should also consider that grammatical information depends on the words. "If we give a high priority to vocabulary development, we are not thereby abandoning grammar. Rather, vocabulary learning can serve as a stepping stone to learning and using grammar" (Cameron, 2005:72). Teaching vocabulary to young learners using traditional methods is not generally useful because the words are placed in their short-term memory. They memorize the

words, keep them in their short-term memory for a while, and then promptly forget them because they do not use them in context and internalize the meaning. To be able to internalize the words, they have to practice using them while interacting with each other. Cooperative learning strategies introduce many student-student interaction activities for the recognition and the production of vocabulary items and help the learners convey the meaning easily.

1.4. Significance of the study

There is not much research on the effect of cooperative learning strategies on vocabulary learning. This study will contribute to the literature in this area. The results of this study may also be applied to different skill sets in language learning such as reading, writing, and speaking in order to make broad generalizations from these results. It would also be prudent to carry out this study in different kinds of schools with students who have widely varying skill levels in different regions of Turkey.

The study may also introduce teaching alternatives to the teachers who work in the private school in which the researcher carried out the study. Teachers who have never used cooperative learning strategies in language teaching might be encouraged when they see the positive results of the study.

1.5. Aim of the Study

The aim of this study is to investigate the effects of cooperative learning strategies on vocabulary teaching to 4th grade students in a private school in Ankara. The researcher intends to find out whether cooperative learning strategies have a positive effect on teaching vocabulary. The researcher aims to obtain the results by using pre-test and post-tests comparing the results of the experimental group and the control group. The study also aims to investigate the learners' attitudes towards cooperative learning strategies. Furthermore, the

researcher believes the study will serve as a guide for other teachers to help them implement these strategies while teaching other language skills in their classrooms.

1.6. Scope of the Study

This study was carried out with forty-eight 4th grade students in a private school in Ankara. The researcher chose this level on purpose because vocabulary teaching is more essential for young learners, as they are in the beginning stages of language learning. The researcher selected 30 vocabulary items keeping the course book objectives in mind. The students had not learned the vocabulary items before the study was carried out. The researcher established whether or not the students knew these vocabulary items by conducting pre-test. Since the researcher carried out this study with only 48 students in a private school in Ankara, it would be difficult to apply the results of this study to other educational settings.

1.7. Research Questions

The aim of this study is to investigate the effects of cooperative learning strategies (Kagan Structures) on 4th grade students' vocabulary learning and their attitudes towards cooperative learning. In light of this goal, the researcher will try to answer the following questions:

1. "Is there a significant difference between vocabulary skills and retention of the learners who practice with cooperative learning strategies (Kagan Structures) and the achievement on vocabulary learning of the learners versus those who practice traditional method activities?"
2. "What are the learners' attitudes towards cooperative learning strategies?"

1.8. Methodology

The researcher divided 48 students into two groups (the experimental group and the control group) to carry out the study. Both groups had 24 students. The researcher administered a pre-test before the study. One of the teachers implemented cooperative learning strategies (Kagan Structures) to teach the selected vocabulary items in the experimental group, while another teacher implemented the traditional method to teach these vocabulary items in the control group. The study lasted five weeks. After the study, the researcher administered a post-test to investigate the effects of cooperative learning strategies on vocabulary teaching comparing the results of these two groups. The researcher prepared a completely different post-test to provide the validity of the test. There was a possibility that the learners could remember some words from the pre-test while taking the post-test. Therefore, the researcher uses the same vocabulary items with different types of question types in the post-test. The vocabulary items in the pre-test and post-test are the same.

1.9. Limitations

Although some positive findings were identified in this study, some limitations should be noted before the results can be generalized. Firstly, this study was carried out with 4th grade students. The effects of cooperative learning strategies on vocabulary learning may vary when applied to learners from different levels. This means that the results of the same study on adults may be different from this study. Another limitation of this study is the sample size. There are 48 students in total (24 students from the experimental group and 24 students from the control group) in this study. If sample size were larger, the results of the study would be more reliable and applicable to a variety of learners and environments. Instruments may be another limitation of this study. Two instruments (pre-post test, student's diary, and interview) were used for this study. Using different instruments may affect the results of the study. Lastly, the length of the treatment may be another limitation of this study. The researcher implemented the activities in the classroom for five weeks. She started the study at the beginning of the second term and it lasted until the

middle of March. A longer study might have obtained different results.

1.10. Key Terminology

Strategy: Strategy is defined as a high-level plan to achieve one or more goals under conditions of uncertainty. It is also stated on a website: “Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources)” (<http://en.wikipedia.org>).

Structure: Kagan (2000) defines a Kagan structure as “... a content-free, repeatable sequence of steps designed to structure the interaction of students with each other and/or the curriculum in ways which align with basic principles and efficiently realize specific learning outcomes”. Kagan (2009) also defines the word ‘structure’ as simple, systematic instructional strategy, which is designed to increase student engagement and cooperation in the classroom environment. Structures are used to explore the curriculum. They are not designed to belong to one type of curriculum. They can be used for any subject. There are 150 Kagan structures in total. Structures have different functions.

Learner-centred learning: Student-centred learning means inverting the traditional teacher-centred understanding of the learning process and putting students at the centre of the learning process. In student-centred classrooms, active learning is strongly encouraged. Learner-centred learning is also defined as follows:

“In original usage, student-centred learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centred instruction focuses on skills and practices that enable lifelong learning and independent problem solving. Student-centred learning theory and practice are based on

the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience”(<http://en.wikipedia.org>).

To ensure that the students retain the material, teachers should create certain conditions in the classroom. Sample (2000:25) introduces some basic principles which are crucial for teaching and learning:

- ✓ Knowledge is built by the experience of the learner.
- ✓ Knowledge lies in the mind.
- ✓ Learning is a personal interpretation, which is made by the learners by themselves.
- ✓ Learning is an active process of making meaning from experience.
- ✓ Learning occurs in contexts, which are relevant to the learners' life.
- ✓ Reflection is necessary for learning.
- ✓ Learning is a collaborative process.

CHAPTER II

REVIEW OF LITERATURE

2.1. Presentation

This chapter includes a brief overview of the literature by explaining cooperative learning, theories underlying cooperative learning, basic principles of cooperative learning, types of cooperative learning groups and some popular cooperative learning strategies. This chapter also presents an overview of vocabulary learning and techniques to help educators teach vocabulary. This chapter also emphasizes teaching vocabulary through cooperative learning strategies and presents some previous research on the implementation of cooperative learning.

2.2. Cooperative Learning

The history of cooperative learning starts with John Dewey. John Dewey (1966) claims that education can be a tool for people to learn how to live cooperatively. After they learn how to live cooperatively, they can create a democratic society. His beliefs about education's role had an important effect on the development of cooperative learning strategies in the field of education. In Gillies & Ashman (2003), the history of the cooperative learning is given as follows: "One of the most influential educators of the early twentieth century was the philosopher, John Dewey. He believed that education was a process of living and that schools had a responsibility to capture children's interests, to expand and develop their horizons, and assist them in responding appropriately to new ideas and influences. Dewey's ideas were quite revolutionary at the time and they had a profound influence on education, particularly as the effects of developments in the field of group dynamics began to be realized". For many years, key researchers such as Robert Slavin, Spencer Kagan, David and

Roger Johnson, Shlomo Sharan, Richard Smuck, Elizabeth Cohen, Don Brown and Charlotte Thomson have been carrying out many studies about cooperative learning strategies. Their studies find out that teachers can benefit from cooperative learning. Unlike traditional method, cooperative learning increases achievement, improves higher-level thinking, self-esteem, and takes advantage of learner diversity in the classroom. Each learner has a different learning style, interest, and talent in the classrooms. Moreover, gender, culture, and age differences can affect the learning environment. Regarding these differences, cooperative learning does not try to deny and repress them; rather, implementing cooperative learning can be a useful way for the teachers and the students to benefit from this diversity.

2.2.1. What is Cooperative Learning?

Cooperative learning is defined as a set of instructional strategies "which employ small teams of pupils to promote peer interaction and cooperation for studying academic subjects" (Sharon, 1980:242). Among all the aims of cooperative learning, promoting student-student interaction and cooperation are by far the most important ones. All the group members in a cooperative group achieve the objectives of a subject working cooperatively. Johnson & Johnson defines cooperative learning as "the instructional use of small groups so that the students work together to maximize their own and each other's learning" (Johnson & Johnson, 1999:336). While working in cooperative groups, the learners not only encourage their learning but also help other group members to master the subject. Slavin (1988) defines cooperative learning as a set of several instructional methods in which the learners master a language in small groups of 4-6. According to Slavin (1988), the teachers should reward the group in terms of group performance in different ways.

"There is a difference between "having students work in a group" and structuring students to work cooperatively. A group of students sitting at the same table doing their own work, but free to talk with each other as they work,

is not structured to be a cooperative group as there is no positive interdependence”(Johnson & Johnson, 1988:34). It is very important to understand the difference between group work and working cooperatively. Learners can sit together but learn individually while working in groups. In cooperative learning, they work together to encourage each other to promote their own learning and that of others. In cooperative learning activities, the teachers want the group members to participate equally. Cooperative learning comprises some basic elements, which will be discussed in this chapter. We should take these elements into consideration to be able to implement a real cooperative learning activity in the classroom.

Kessler (1992:1) defines the concept thusly: “Cooperative Learning (CL) is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement”.

Similarly, Cohen (1994) states that “Cooperative learning is well recognized as a practice that promotes learning, higher level thinking, prosocial behaviour, and a greater understanding of children with diverse learning, social and adjustment needs”(In Gillies & Ashman, 2003:13).

Cooperative learning is defined on a Wikipedia as follows:

“Cooperative learning is an educational approach, which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.” (http://en.wikipedia.org/wiki/Cooperative_learning).

2.2.2. Theories Underlying Cooperative Learning

There are some significant learning theories on the roots of cooperative learning. The principles of these learning theories overlap with the basic elements of cooperative learning, which will be discussed in this chapter.

2.2.2.1. Vygotsky

One of the most well-known theoretical perspectives on interaction with others is based on the social interaction theory of Vygotsky (1978). As previously stated in Chapter I, a child first learns at the interpersonal level where they internalize the knowledge, and then transforms to the intrapersonal level where s/he masters the new knowledge or skill. He also focuses on mediation. In Vygotsky's theory, teaching, coaching, and tutoring is called mediation. According to Vygotsky, we learn by being taught. Successful learning takes place when the instruction is given within the Zone of Proximal Development (ZPD). ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. For example, two 8 yr. old children may be able to complete a task that an average 8 yr. old cannot do. Next, more difficult tasks are presented with very little assistance from an adult. In the end, both children were able to complete the task. However, the styles methods they chose depended on how far they were willing to stretch their thinking process" (Vygotsky, 1978:86). Before the children learn the information individually, they need assistance from an adult, their parents, or a more experienced peer. In cooperative groups, ZPD theory is supported by creating heterogeneous groups, which consist of both high-achievers and low-achievers. Especially in difficult tasks, low-achievers can be supported by the high-achievers before they complete the tasks presented by the teacher individually.

Some researchers who support the social interaction theory of Vygotsky points out that interaction and peer mediation plays a big role in successive learning.

Gillies and Ashman (1998) note that when children work cooperatively, they provide information, encouragement, and assistance to the other learners who need help. Webb & Farivar (1994) also emphasise that children realize when other children do not understand, and help them solve the problem. They can introduce the steps necessary to understand the solution in a way that other children can understand easily. Furthermore, they have an opportunity to observe each other's problem solving and thinking skills through the interaction. Wittrock (1990) states that when children teach the information or a skill to their friends, they reorganise and cement their own understanding of the subject. This has a positive effect on learning and performance.

2.2.2.2. Piaget

Another noticeable theoretical perspective that played a big role in the development of cooperative learning theory was Piaget's views on intellectual and moral development. Although he dismissed idea that society affected learning, he called attention to social interaction on some points such as his intellectual and moral development. Piaget (1932) criticized traditional schools using whole-class instruction, competitive examinations, and individual homework. He also believed that "the procedure seems to be contrary to the most obvious requirements of intellectual and moral development" (Piaget, 1932:412). He stated that group work can "correct" the problem and that "cooperation is ... essential to intellectual progress" (Piaget, 1932:413).

Piaget (1964) focuses on the effect of the experience on the intellectual development. According to Piaget (1964), experiencing learning individually is not enough for proper learning. The learners have to be active in the process of learning. In his words, "Knowledge is not a copy of reality. To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it. To know is to modify, to transform the object, and to understand the process of this transformation and as a consequence to understand the way the object is constructed" (Piaget, 1964:8). Piaget

explained in this way: “When I say “active,” I mean it in two senses. One is acting on material things. However, the other means doing things in social collaboration, in a group effort. This leads to a critical frame of mind, where [learners] must communicate with each other. This is an essential factor in intellectual development. Cooperation is indeed co-operation” (cited in Duckworth, 1964:4). To be able to be active in a task, a learner should first have experience in a group and interact with the group members. Working in groups decreases egocentrism among the learners. The learners know that success cannot be achieved individually in cooperative learning activities. The success of the group is important. One of the basic elements of the cooperative learning known as positive interdependence, which will be discussed in this chapter, is related to Piaget’s view on this subject.

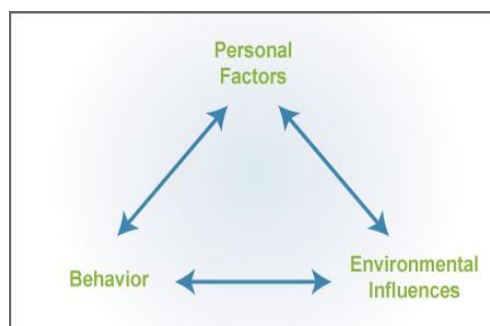
According to Piaget’s theory of cognitive development, children develop schemes. These schemes can be changed through assimilation and accommodation. Assimilation is defined by Piaget as the information we already know. Accommodation involves adapting one’s existing knowledge to what is perceived. Piaget (1932) points out that the learning can be developed by the process of equilibration. Equilibrium is the state when learners can explain new events with existing schemes. Equilibration covers assimilation and accommodation. During the assimilation process, the learners should interact with the teachers or their peers to learn the information or a skill. They also need to interact with teachers and peers in order to test their thinking, to receive feedback, and to watch how others work out problems. Piaget (1926) claims that teachers should assess learners’ cognitive strengths and weaknesses in order to implement appropriate teaching approaches in the classroom. They should give individual instructions to help learners have more opportunities to interact with others during learning tasks. According to Piaget, teachers are facilitators of student learning. Among their roles, instructing and encouraging the students to do their work and to learn from working with others are major ones.

2.2.2.3. Bandura

Bandura's social cognitive theory is another one of the theories, which forms the basis of cooperative learning. According to Bandura's social cognitive theory, an individual acquires the knowledge by observing others within the context of social interactions and experiences. "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action" (Bandura, 1977:22). In his social learning theory, observational learning plays a significant role. We watch others. If they are successful, we can be successful too. We observe and imitate others. This observational learning is important in explaining the benefits of cooperative learning. When we form cooperative learning groups, we make heterogeneous groups that include both high achievers and low achievers. In these heterogeneous groups, low achievers observe and imitate high achievers. Bandura (1986) suggests that not only does environment cause behaviour; behaviour causes environments as well, through interaction. He also points out that the personality is developed through the interaction between three components: the environment, behaviour, and one's psychological processes (Figure 2. 1). These interactions affect the learner's self-efficacy, which in turn determines their goals, and their ability to bounce back from failure and setbacks (Bandura, 1997). Therefore, the learners' self-efficacy will affect their learning as well.

Figure 2.1: Bandura's personal development

(Bandura, 1986)



2.2.3. Basic Principles of Cooperative Learning

Cooperative Learning is not putting students together in groups and giving them tasks to complete. Cooperative learning introduces an environment in which teachers have to guarantee that the subsequent elements transpire. Johnson and Johnson (1999) identified five key features of cooperative learning. If teachers do not set these five elements into motion the classroom, the students cannot achieve the aim of the task.

2.2.3.1. Positive Interdependence

Positive interdependence is the most well established principle in the study of cooperation. If we observe the existence of positive interdependence in a learning environment, that means that learners do cooperate. Johnson and Johnson (1998) state thusly: “This principle is directly related to the sense that “we sink or swim together”. Sharon (1980) explains that it is the sense of working together for a common goal. The learners care about each other’s learning. When a task is given to the cooperative groups, all the members in that group should take a different role or responsibility equally in that task. The success of the group is dependent on the contributions of all the group members. Cohen (1994) tells that if positive interdependence isn’t set in a cooperative group, one of the learners will take all the responsibilities for the whole group; this situation is called “hitchhiking”.

Johnson & Johnson (2002) specify that positive interdependence offers an environment in which students work together in small groups to maximise the learning of all members, to share their resources, to provide support for each other, and to celebrate their groups’ success. Positive interdependence takes place in a group when the group members think that they are linked to each other in such a way that they cannot succeed if they do not coordinate their efforts with each other. Kagan (1985:4) expresses that “positive interdependence can be created by task structure (giving a task to complete) or by reward structure (giving a reward to the students who reach the

predetermined criterion)".

Nunan (1993:34) states: "A team environment where learners celebrate each others' successes and provide assistance to each other is likely to promote more positive peer relationships, social support, and, partly for that reason, higher self-esteem and academic achievement". Students can achieve great things by building positive interdependence.

2.2.3.2. Group Processing

Group processing is a very important element of cooperative learning. According to Johnson (1998), "Students do not learn from experiences that they do not reflect on". This element takes place in a cooperative group when group members discuss their performance to achieve their goals and create effective working relationships. They should evaluate their group's actions. They describe which decisions are helpful and which ones are not. They make decisions about what behaviours should be changed or kept on. Johnson & Johnson (2012) express that the main purpose of group processing is to improve the effectiveness of group work by analyzing the group members' performances in order to reach the desired outcome. For this process, teachers must allocate some time to the students to evaluate their groups. They also need an adequate amount of time to discuss how well they are achieving their goals. The students evaluate their effective working relationships. "Instructors structure group processing by assigning tasks such as (A) list at least three member actions that helped the group be successful and (B) list one action that could be added to make the group even more successful tomorrow" (Johnson & Johnson, 2006: 30). The learners can identify their strengths and weaknesses for future activities. They can keep doing actions which are useful for the group and change the actions which do not contribute to the success of the group.

2.2.3.3. Individual Accountability

Johnson and Johnson (1998) expresses that both group and individual accountability are necessary for cooperation: “Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in learning. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they subsequently can gain greater individual competency”.

This element exists in a cooperative group when the learners believe that learning their materials is vital for a successive learning. All group members have to be responsible for their own learning as well as their friends' learning. Teachers should keep the size of the group small. The smaller the size of the group is, the greater the individual accountability will be. Individual accountability takes place when teachers assess the performance of each student individually and the results are given to the group and the individual. Groups become aware of who needs more support and encouragement during the learning process. Among the aims cooperative learning, making each member a stronger individual in the learning environment is vital. After participating in a cooperative lesson, group members should complete the similar tasks individually. They learn to do something together so that they can do it more easily when they are alone.

Kagan states (1985:4:9) “Students can be made individually accountable by having each student receive a grade on his or her portion of the team essay or project; by having each student responsible for a unique portion of a team learning material, presentation, or product; or by instituting the rule that the group may not go on to another learning centre until everyone finishes his/her task at the present learning centre. Whatever the form of individual accountability, the contribution of each individual is made known to the team”.

2.2.3.4. Social Skills

Social skills can be defined as interpersonal skills, which the learners need for a successful cooperation. We need social skills to be able to complete the tasks in a cooperative lesson. Social skills include leadership, decision-making, trust building, communication, conflict-management skills, and so on. Johnson and Johnson (1998) state that forming a group with unskilled learners and telling those learners to cooperate does not mean that they will be successful. Social skills must be taught and teachers should use those skills to motivate the learners during the cooperation. If teachers give feedback about their social skills performances during the cooperative lessons, the academic performance of the students promotes gradually. The more attention teachers pay to teaching social skills, the more positive relationships among group members take place. Many students realise that working together is not always easy. They can make a list for the behaviours and the actions, which the group work easier and more effective. Most of the students recognise the talents and skills of their peers. What many students cannot realise is that they can learn the skills to work more effectively with others.

2.2.3.5. Face-to-face Interaction

After teachers establish positive interdependence in the different groups, they have to promote success by helping, assisting, supporting, and encouraging everyone. We can achieve all of this using face-to-face interaction. For face-to-face interaction, teachers should put the learners in small groups where students can see each other. In such a way, group members have to explain how to solve problems, share their own knowledge, check for understanding, and discuss concepts that teachers taught them.

2.2.4. Types of Cooperative Learning Groups

There are three commonly recognized types of cooperative learning groups.

Each type of group has its own particular purpose and application. Johnson & Johnson (1999) identified these three types as formal cooperative learning groups, informal cooperative learning groups and base groups.

In formal cooperative learning groups, the students work together to achieve common learning goal. They complete specific tasks and assignments cooperatively. Formal cooperative learning groups can take one class period to several weeks. Teachers complete the following tasks to build this kind of group.

1. The teachers identify one or more academic objectives. Those objectives include the concepts and the strategies which will be learned during the lesson.
2. They make lots of preinstructional decisions. They decide the size of the group, the method that will be used, the roles of the students, and the materials needed.
3. They explain both the task and positive interdependence among the students. A teacher describes the assignment and the outcome and describes the five elements of cooperative learning.
4. They monitor students' learning activities and provide assistance when necessary.
5. They evaluate students' learning. The students are carefully assessed. The teachers administer individual tests to see the evidence of their personal development.
6. The teachers give feedback. Teachers should encourage their students and point out their strengths in order to motivate them to complete more activities. In this way, the students can find out what they should improve or change for future group activities.

Johnson and Johnson (1999) state that informal cooperative learning groups occur when the students work together to achieve a common learning goal in temporary ad-hoc groups. This type of group can last anywhere from a few minutes to one class period. The teachers organise informal cooperative learning groups to make the students engage in three to five minute focused discussions. The purpose of these groups is to focus student attention on the material that is taught by the teacher, to ensure that students cognitively process the material being taught and to provide closure to an instructional session.

Johnson and Johnson (1991) define base groups as long-term, heterogeneous cooperative learning groups with stable membership. The purpose of the base group is to give support, help, encouragement and assistance to each member. They last anywhere from one to several years. The implementation of base groups improves attendance, personalises the work and the school experience and improves the quality and quantity of learning. Base groups may also be useful when one of the group members do not come to that lesson and miss the session. The members interact everyday. They discuss the tasks together and support each other to out with their homework.

2.2.5. Some Popular Cooperative Learning Strategies

Cooperative learning introduces many cooperative learning strategies developed by key researchers in this area (Kagan, 1985; Sharon, 1990; Slavin, 1995; Johnson & Johnson, 1999). “Cooperative learning strategies refer to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss issues and argue with each other, to assess each other's understanding of the topic, and fill in gaps in each other's learning” (Slavin, 1995:2). Cooperative learning strategies have been developed regarding the five fundamental elements and were previously discussed in Chapter II before.

2.2.5.1. Student-Team Achievement Division

This method was developed by Robert Slavin. Teams usually consist of four members who are mixed in terms of gender, ability, and ethnicity. The teacher presents the lesson and then students work in teams to ensure that all the members master the objective. The teachers test the students individually and then teachers average the scores for teams to compare with past scores. Slavin (1994, 1995) mentions the four steps necessary to implement STAD in the classroom. Firstly, the teacher introduces new material in a lecture or class discussion. Secondly, team members cooperate on worksheets, which the teachers design to build on the material taught by the teacher. Then, students take individual quizzes on the assigned material. Teammates do not help each other. Finally, teachers awarded high-scoring teams by giving gifts, prominent signs, or posters detailing their success or certificates of achievement.

2.2.5.2. Learning Together

This cooperative learning method was developed by Johnson (1999). Students work together for a shared learning goal. They help each other and become familiar with the topic, which is introduced by the teacher. They are awarded with the marks given by the teacher for their group performance. The groups are evaluated for their levels of collaboration as well. This method emphasizes team-building activities before students begin working together and regular discussions within groups about how well they are working together.

2.2.5.3. Group Investigation

Group investigation was developed by Shlomo Sharan. This method helps students develop their thinking skills by having them compare, contrast, and integrate different ideas. Students form their own groups. They choose the topics from a specific unit, and then the entire class starts to study. The groups break their topics up into individual tasks. They complete the activities to

prepare group reports. Each group makes a presentation or display its findings to the whole class. This method includes four elements: investigation, interaction, interpretation, and intrinsic motivation. In the investigation stage, the teacher should guide the whole class to carry out their own inquiry into the topic, which they select for the study. Then, the groups interact with each other to investigate the different aspects of the main topic during the interaction stage. This interaction may take place both socially and intellectually. After the interaction stage, the students share the information, which they have gathered from different sources. This is called the 'interpretation stage'. They interpret the information and synthesize the ideas. The last stage of group investigation is intrinsic motivation. The students determine what and how they will learn by themselves. They are active to make decisions. This makes the students feel more motivated.

2.2.5.4. Jigsaw

The jigsaw technique was developed Elliot Aronson. When implementing the jigsaw method, students are arranged into heterogeneous groups, which are mixed in race, sex, and academic ability. Each member of the groups must learn a unique piece of information. Because each member has a different piece of information, all the members are dependent on each other. They work together for a common goal. Grades are based on individual examination performance. However, the students are not awarded for achievement or for the use of cooperative skills. Aronson (2011) introduces 10 steps to help implement the jigsaw technique into classroom practice. Firstly, teachers form small heterogeneous groups. The group members should have multiple abilities. Then, the teacher chooses a group leader to be in charge of the group's tasks. Next, the teacher presents the tasks. The number of tasks depends on the number of students in each group. Each student has the responsibility of completing a separate task. The teacher sets a time limit for students to complete their tasks or become familiar with the material. Then, students from different groups who have the same tasks work together temporarily to become

“experts” on their topic. They fill in any gaps in their information. The original group members come back together and each member presents his/her own information and provides an opportunity for rest of group to ask questions. While students are teaching each other about the topic, the teacher moves around the classroom to monitor the progress and answer any questions asked by the students. Finally, the teacher assesses the students on the material they have all learned through their cooperative learning.

2.2.5.5. Think-Pair-Share

The think-Pair-Share strategy was developed by Lyman (1981). This strategy encourages students to communicate with others. It also offers an opportunity for the students to develop their cognitive skills. In this teaching method, the teacher poses a discussion topic or an open-ended question. The teacher gives students “thinking time”, and then students work in pairs to share their ideas with each other. Lastly, they share their responses with other partners or with the whole class. This cooperative learning strategy promotes classroom participation because it encourages all the students to respond individually. Furthermore, all students have an opportunity to share their thinking with at least one other student. The teacher can also use Think-Pair-Share as an information assessment tool. Students discuss their ideas, and the teacher can listen to the conversations taking place in the classroom and respond accordingly.

2.2.5.6. Kagan Structures

Kagan (2002) describes the Kagan Structures as easy-to-learn and easy-to-use instructional strategies designed to promote second language learning. Kagan & High (2002) points out, “In classrooms in which the Kagan Structures are used regularly, students for whom English is a second language learn both English and academic content far more quickly and far more thoroughly than when traditional instructional strategies are used. These structures also

promote language and content learning far more than does group work”. Structures have different functions. Kagan designed these structures to master dense content, produce thinking skills, and improve communication skills. Kagan (2003) states that the steps of these structures are like rules of a game. The students like these structures because they are familiar with their rules. “Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work” (Wright, Betteridge, & Buckby, 1984). Kagan structures may be an effective instructional tool to teach a foreign language to young learners. “Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation” (Ersöz, 2000). Among the purposes of these structures, increasing motivation is the main priority. Kagan Structures make the learners feel more motivated because the rules are used just as they are in games.

2.2.5.6.1. Fan-N-Pick

Fan-N-Pick is a highly structured team process. The teacher prepares a set of question cards for each team. Students play a card game and respond to questions. Fan-N-Pick is generally done with open-ended questions and discussion questions. Roles change with new questions. Teacher gives each team a set of question cards. Student A holds question cards in a fan and says, “Pick a card, any card”. Student B picks a card and reads the question. S/he gives some time to think. Student C answers the question. Student 4 responds to the answer. Students change the roles. The most effective part of this structure is that everyone is actively involved in the activity.

2.2.5.6.2. Inside-Outside Circle

Inside-Outside Circle is a kind of technique that gets students move around the classroom. It provides an environment in which the students can interact with each other. It is an especially great structure for kinaesthetic students. It is also useful to have the students summarize or review information. The teacher prepares questions, or provides a question card for each student. Students work in pairs. One of the pairs moves to form a big circle in the class facing outward. Other pairs find and face their partners. They stand in two circles. The students in the inner circle ask a question from their question cards and the students in the outside circle answer the question. The students in the inner circle give feedback to their partners, and then the partners change the roles and question cards. The students in the inner circle rotate clockwise to pair up with a new partner.

2.2.5.6.3. Jot Thoughts

Students have many slips of paper. The teacher presents a topic and sets a time limit. The teacher should give some time for the students to think. Students write as many ideas as they can during that time. They write one idea on each slip of paper. They place each slip of paper in the centre of the table. Students cover the table with the slips of paper.

2.2.5.6.4. Mix-Pair-Share

This structure offers students the chance to interact with different students in the classroom. Because they are mixed repeatedly during the activity, they interact with classmates. It is a perfect energizer for the students who have been sitting for a long period in the classroom. The teacher prepares questions for the students. Students mingle around the classroom. The teacher calls "Pair" loudly. Students find the closes person to them and give a high five. Students who have not found partners raise their hands and find each other. The teacher

asks a question and gives the students some time to think. Students share their thoughts with their partners using a Round Robin structure.

2.2.5.6.5. Numbered Heads Together

Numbered Heads Together is a kind of cooperative learning strategy that holds each student accountable for learning. It offers an alternative to the competitive approach of whole-class question-answer sessions. This strategy promotes discussion and ensures that the students are held accountable as an individual and as part of a group. Numbered Heads Together is one of the best cooperative learning strategies to revise the previous knowledge. Teachers can use this structure at a variety of levels. This strategy offers students the opportunity to engage with their peers. Firstly, they practice their responses in a small group. Then, they talk to the whole class with the confidence of representing a group rather than being on their own. The teacher makes groups of four and numbers each student 1, 2, 3, or 4. Questions are asked of the group. Groups work together to answer the question. Teacher calls out a number (two) and each two is asked to give the answer. Because each member knows the right answer, none of the students feel nervous.

2.2.5.6.6. One Stray

When the teacher calls a number randomly, the student who has that number from each group stands up. The students who sit raise their hands. The teacher then says "Stray!". Standing students stray to a group that has their hands up. Groups lower their hands when a member joins them. Students work in their new groups to share information. Students can return to their home group to share what they have learnt when they are in different groups.

2.2.5.6.7. Rally Coach

This is an excellent pair-work activity. It helps students to figure out how to work

together to complete worksheets given by the teachers. Students work in pairs. Partner A solves the first problem. Partner B watches, listens, and checks. Partner B solves the next problem. Partner A watches, listens, and checks. They repeat changing roles to solve the problems. It can be especially useful for worksheet problems.

2.2.5.6.8. Round Robin

Round Robin offers students the opportunity to express their own ideas and opinions while learning more about their group work. It also provides group members, who remain silent during the activity an equal opportunity to share their ideas. Group members develop their ideas through brainstorming activities. The teacher introduces a problem, which has multiple possible responses and allocates some time for the students to think. Students state their responses in turn.

2.2.5.6.9. Round Table

This activity can be used for brainstorming, revising or practicing. The group is given a writing task or question. The teacher asks a question. Each student writes a response. After they write their responses, they pass it to the next person. This activity can be carried out with one piece of paper per group or with one piece of paper per group member. This structure improves the students' creativity and deeper thinking because the students try to introduce multiple answers during the activity. This activity also builds positive interdependence among the students because of the shared writing surface.

2.2.5.6.10. Showdown

This is an interactive and fun way to practice language skills. It is not a competitive activity. Teachers do not score points for correct answers or penalize for incorrect answers. Both groups have a set of question cards set

face down on the table. The teacher chooses a student from each team to be the Showdown Captain for the first round. The Showdown Captain gets the top card and read the question. S/he should give some time to think. Students write their answers down individually. They raise their hands when they finish writing their answers. The Showdown Captain yells, "Showdown!". All the students show and discuss their answers. The Showdown Captain is in charge of checking answers. If their answer is correct, the group celebrates; if not, group members figure out the right answer, and then celebrate. For the next round, the person on the left of the Showdown Captain becomes the Showdown Captain. Each member becomes the Showdown Captain at least once during the activity.

2.2.5.6.11. Three-Step Interview

This technique developed by Kagan (1989) is commonly used as an icebreaker or a teambuilding exercises. Three-Step Interview offers the opportunity to develop listening skills and helps students learn how to extract information from others. Each member of a group chooses another member as a partner. During the first step, individuals interview their partners by asking questions. During the second step, partners switch the roles. Lastly, members share their partner's answers with the group.

2.2.6. Teacher's Role

The teacher's role in cooperative learning differs from traditional classroom settings. The student is active in a cooperative learning activity, whereas the teacher is in the centre of the class, in which traditional methods are implemented. Zhang (2010) expresses that teachers are facilitators who guide the students to achieve educational objectives during a cooperative learning activity. Teachers decide on objectives, size of groups, how to group students, group roles, organization of the classroom and the materials which will be used during the activity. Then teachers explain the task. During the activity, they

monitor the students and help them when it is necessary. Lastly, they evaluate the quality and quantity of the achievement. Jacob (2006) points out that teacher talking time should be less than student talking time. Student-student interaction is of primary importance in cooperative language learning. The teacher is a guide for the students, a person who helps them interact with each other.

2.2.7. Student's Role

According to Zhang (2010), learners are active participants and autonomous learners. Jacob (2006) introduces five EFL student roles during a cooperative learning activity. According to Jacob (2006), the learner is the facilitator, who coordinates the group's works. The learner has the recorder's responsibility by recording what the group has accomplished. The learner is the reporter, who tells others about the group's work. The learner is the timekeeper, who helps the group be aware of time constraints, keeps the group on tasks and fills in for missing group members. Lastly, the learner is the observer of collaborative skill, who checks if group members are using a particular collaborative skill to see. Jacob (2006) states that the roles which belong to the teacher in traditional classrooms belong to the student in a cooperative classroom. The students organize the activities, give feedback and observe each other.

2.2.8. Advantages of Cooperative Learning

Cooperative learning has been the subject of a lot of research in the field of education. As stated before, Kagan is one of the key researchers who focus on cooperative learning in this area. Kagan (1999) lists many advantages to using cooperative learning strategies. They include

1. Cooperative learning contributes to cognitive growth because it is based on important cognitive theories: Piagetian, Vygotskian, and Banduran learning theories.

2. Cooperative learning makes the learners feel more motivated. In the cooperative learning classroom, a relaxed and comfortable atmosphere is formed and the members respect each other. Because group work is more important than individual work, the members feel relaxed

3. Cooperative learning develops learners' interaction and communication skills. During a cooperative learning activity, learners have the chance to learn many social skills. Cooperative learning strategies are structured for students' interaction. In all strategies, the learners work together, which maximizes the interaction.

4. Cooperative learning enhances learners' achievement. In many studies done on cooperative learning, results have shown that the academic achievement of the learners increases gradually through cooperative learning activities.

5. Cooperative learning introduces an opportunity to the students to control their own learning processes. They feel more responsible for the outcomes in their life because they make more choices during the activities, and make their own decisions. They take responsibility of everything, positive and negative.

6. In cooperative learning activities, it is not allowed to just sit and observe the others. The learners should participate equally. Kagan Structures are designed to ensure equal participation.

7. As a result of working in heterogeneous groups, students learn how to work with others who are different from them. Cooperative learning turns the classroom diversity into a plus.

Groarty, as cited in Richards and Rodgers (2001), stressed six benefits of cooperative learning in EFL/ESL settings:

- ✓ Cooperative learning increases the variety of L2 practice through different types of interaction.

- ✓ Cooperative learning supports cognitive development and develops language skills.
- ✓ It offers an opportunity to integrate language with content-based instruction.
- ✓ It also offers an opportunity to include a greater variety of curricular materials to stimulate language production.
- ✓ It offers freedom for teachers to master new professional skills.
- ✓ It creates an environment in which students can act as resources for each other.

2.3. Vocabulary Teaching in Second Language Teaching

2.3.1. Definition of the Vocabulary

Graves (2000, as cited in Taylor, 1990) describes vocabulary as the words, which belong to a branch of knowledge or the words, which are known by an individual. Krashen (1998, as cited in Herrel, 2004) states that a lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon represents that person's total knowledge of vocabulary. Miller (1999, as cited in Zimmerman, 2007) defines that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. Vocabulary is also defined as a list or collection of the words or phrases of a language, technical field, etc.

(<http://dictionary.reference.com/browse/vocabulary>).

We can divide vocabulary into two categories: Passive vocabulary and Active vocabulary. Passive vocabulary is the set of lexical items which are recognized in a text or in a speech. It belongs to reading and listening aspects of the language. It is also known as receptive vocabulary. To be able to teach passive vocabulary items, teacher should introduce the words in a meaningful context or

give example sentences using them to make the learners understand the meaning. Active vocabulary is the set of lexical items which are used in speaking or writing aspects of the language. It is also known as productive vocabulary. Passive vocabulary covers active vocabulary as well. To be able to use a word actively, you need to be able to understand it in its context..

2.3.2. The Importance of Vocabulary in Language Learning

Vocabulary teaching has been a sub-skill for linguists over the years. While developing new approaches or methods, they have generally focused on four language skills. Grammar Teaching Method, Direct Method, or Audio Lingual Method have focused on different language skills such as listening, reading, or grammar and ignored the importance of vocabulary. Learners in the classrooms where traditional methods are implemented generally pushed to focus on the grammar. When they focus on the grammatical structures, they ignore the vocabulary items and the meaning, which these vocabulary items build in the sentence. Paulston and Bruder (1976) believe that vocabulary is the most ignored area among in language research. However, many studies on language teaching showed that the semantic field is more important than the syntactic field to communicate. Nunan (1999) states that vocabulary is not just lists of target language words. Vocabulary is interconnected with grammar. Vocabulary teaching is one of the most significant units of language teaching. The communicative approach has increased the importance of vocabulary since this approach claims that all language units, including grammar and vocabulary, are crucial for language learning. Nunan (1998:116) points out, "It suffered significant neglect during the 1950s and 1960s when audio-lingualism had a dominant influence on methodology, but made something of a comeback during the 1970s under the influence of communicative language teaching". "The advent of the communicative approach in the 1970s set the stage for a major re-think of the role of vocabulary" (Thornbury, 2002: 14). Wilkins (1972: 111) wrote, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". According to Wilkins, vocabulary is much more

important than grammar to convey the meaning in a sentence. Lewis (1993: 89) went further to argue, "Lexis is the core or heart of language". It is clear that we cannot communicate without words. We cannot make sentences without words and we cannot develop the four main skills of language learning without words either. Allen (1965:207) states "For years language teaching placed heavy emphasis upon early and extensive vocabulary learning. With the more recent change in emphasis, fewer articles have dealt with vocabulary acquisition and its problems". Although there are many other elements that convey meaning such as grammar, intonation, stress, tone of voice, pauses, and silences. Vocabulary plays the largest role among those elements. Learners in particular should acquire a broader vocabulary and develop their own personal vocabulary learning strategies to be able to express themselves fluently in the target language. Teachers can adapt and use teaching strategies, which are generally used for teaching language skills to teach vocabulary based on lessons as well.

2.3.3. Vocabulary development in young learner's language learning

Cameron (2005:73) stated that vocabulary development is not only learning words but also learning phrases or chunks and recognising words inside them. Vocabulary development is also learning even more about the words. While learning their first language, words are the main tools that children use to communicate. Firstly, they use the words to express their wants and needs. For infants, the words are just names for the things around them. They name the things around them by seeing and touching. Vygotsky (1962) stated that children can use the same words as adults but they might mean something different than what an adult means by using the same words. This means that children acquire the spoken form of the words earlier than the meanings of the words. Acquiring the meaning of the words may be confusing because of cultural and other differences between the first language and the second language. During the acquisition process, there are many ways to make it easier. For example, parents should provide more interaction for the children to

be able to get the meaning of the words easily. The more interaction children have, the quicker they acquire the different meanings of the words. Interaction plays a big role during the vocabulary learning process. Vocabulary development isn't something that is done and completed. It is a continuous process. It goes on during the life of a person. You see the same word again and again with different meanings. Vocabulary capacity of a learner develops during the interaction. Learners need activities in the classroom that are based on interaction in order to improve their vocabulary.

2.3.4. Vocabulary Teaching Techniques

A technique is a procedure used to complete a task. During the teaching process, a teacher should be careful while trying to choose the right technique. A technique must be based on an educational method or an approach. Vocabulary should be presented with the activities based on a method. Thus, the learners can interpret what they learn easily during the lesson. Rivers (1983: 127) states, "Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations....but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area. We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way". Teachers cannot teach a foreign language using just one method or technique. They should use different strategies and techniques to capture the attention of the learners. It is a given that all learners have different learning styles. The more teaching techniques a teacher uses, the more learners can master that lesson. These techniques should be useful for vocabulary teaching as well.

Brown (2007: 436) introduces five principles for vocabulary teaching.

- ✓ Allocate specific class time to vocabulary teaching.
- ✓ Help students to learn vocabulary in context.

- ✓ Play down the role of bilingual dictionaries.
- ✓ Engage in “unplanned” vocabulary teaching.
- ✓ Encourage students to develop strategies for determining the meaning of words.

This last point is important in terms of different techniques in the classroom. If a teacher uses many kinds of techniques in the classroom, the learners can develop their own strategy to be able to get the meaning of the words. “We should remember that the more we employ VAKOG type of teaching, the better will the vocabulary be understood... and we should address all the five senses of the learners as often as possible” (Akar, 2010: 27). A teacher can enrich his/her lesson using different techniques and activities. The most important point is to choose a technique that is on the level of the learners. The wrong technique does not help the learners to achieve the task. There must be a balance between the level and the difficulty of the technique. Akar (2010) categorized vocabulary teaching techniques as visual techniques, aural techniques, and verbal techniques.

2.3.4.1. Visual Techniques

Some children learn better visually. For these children, teachers should introduce the lesson using visual materials so that their learning process is not always fraught difficulty. “These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids”(Zebrowska, 1975:452). Visual techniques give language teachers an opportunity to present concrete items of vocabulary. By using visual techniques, learners are able to relate the materials to the words and internalize them in their language values. There are lots of visual materials and activities, which can be used for visual learners.

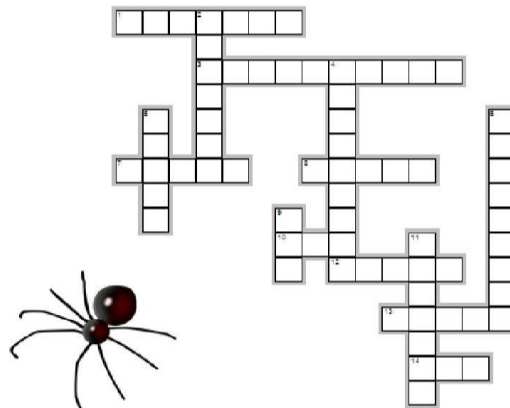
- ✓ Teacher can bring real objects such as tickets, magazines, posters, flashcards, pictures, photos, and drawings to present some words. These

- ✓ Akar (2010) states that films, plays, videos and TV programmes are useful visual materials for a well-designed vocabulary class. While watching these videos, the learners can learn both the words that are taught by the teacher and the words they acquire unconsciously. The advantage of these kinds of materials is that the teacher can stop and make the learners watch it repeatedly to help them to elicit the meaning.
- ✓ Crossword puzzles, board games, and card games are especially enjoyable vocabulary teaching activities for young learners. Since these kinds of activities motivate the learners, they will to learn more vocabulary and do their best in similar activities.
- ✓

Figure 2.4: An example of a crossword puzzle

(<http://simpleesl.com>)

Animals Crossword



Across

1. What bird can't fly and eats fish?
3. What animal starts with "r" and has a horn on its nose?
7. What animal has humps on its back?
8. What animal is small, with big ears and a long tail?
10. What bird sleeps in the day and is awake at night?
12. How many legs do spiders have?
13. What animal has black and white stripes?
14. What insect starts with "a"?

Down

2. What is the tallest animal in the world?
4. What reptile has lots of teeth and a long tail?
5. What reptile is long and thin and has no legs?
6. What country do kangaroos live in?
9. What animal says 'moo'?
11. What is the fastest mammal in the world?



- ✓ Facial expressions, body language, miming, and demonstration are useful for both visual and kinaesthetic learners. Meaning is not only conveyed verbally, but also through facial expressions and body language. The learners see the teacher's movements and some of them repeat it to drive the point home.

Figure 2.5: An example of using facial expressions to teach emotions

(Matsumoto, 2008)



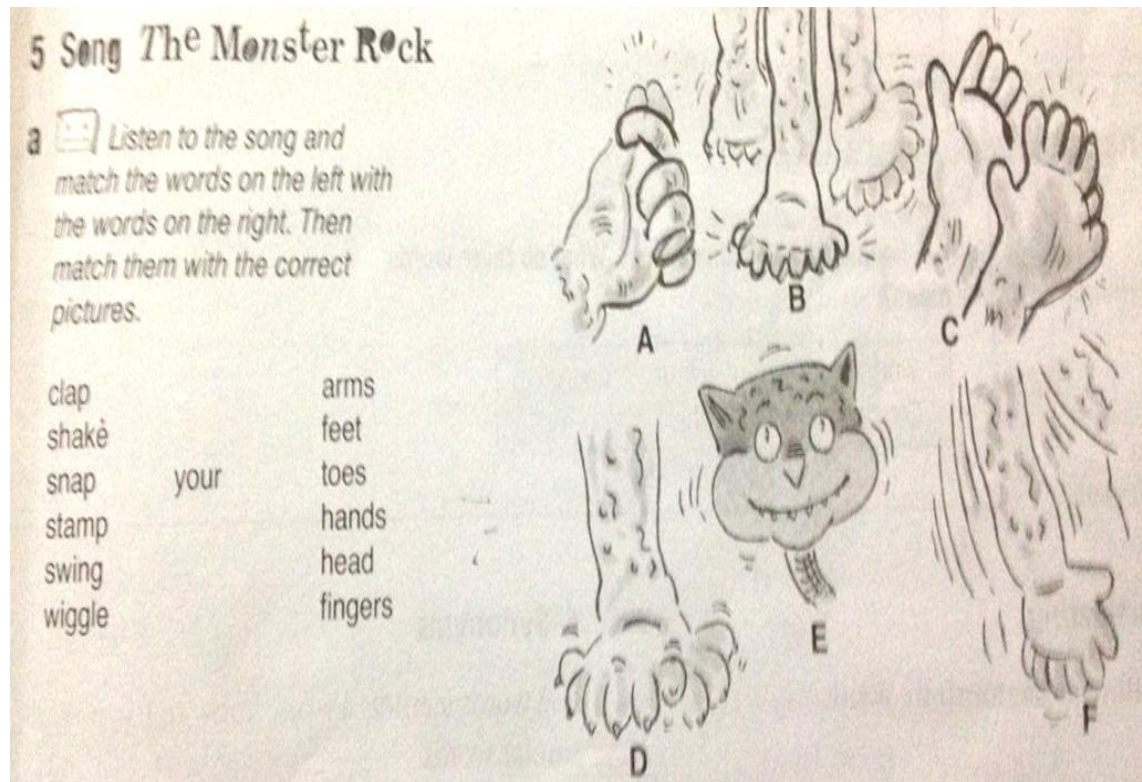
2.3.4.2. Aural Techniques

Akar (2010) mentions sounds from nature, poems, nursery rhymes, recorded anecdotes, interviews, commercials, and songs as aural activities for vocabulary teaching. While choosing these kinds of materials, teachers should be careful to choose the appropriate materials that are not too difficult or taxing. The advantage of aural materials is that they offer an opportunity to the

teacher can pause, rewind, or skip certain sections and still have enough time to monitor the learners.

Figure 2.6: An example of vocabulary teaching through songs

(Tanner & Green, 2003)



2.3.4.3. Verbal Techniques

Verbal techniques are the most frequently used techniques. They cover definitions, synonyms and antonyms, cognates, semantic fields, scales, games, using dictionaries, subordinate, hyponyms and translation.

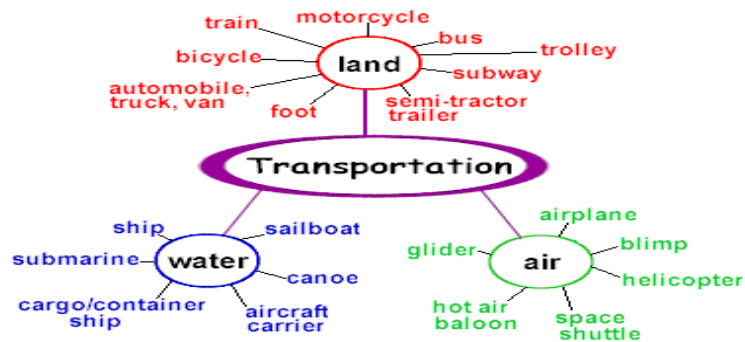
- ✓ Gairns & Redman (1986: 74) state that “Definition alone is often inadequate as a means of conveying meaning and clearly contextualised examples are generally required to clarify the limits of the item. For example, “to break out” in “a fire broke out” has the sense of “to start”, but this would be a misleading definition for a learner and might

encourage him to think that “the lesson broke out” was acceptable English.” Using definitions is not appropriate for young learners because they do not have the capacity to understand the definition. Even at higher levels, definition can be inadequate so the teacher can give examples using these words. The main aim is to contextualize the word. The teacher may create a situation combining it with the definition of the word so that the learners can convey the meaning in a contextualized situation.

- ✓ Using synonyms and antonyms are useful for all levels while teaching vocabulary. Teachers often use synonymy with low-level students, where inevitably they have to compromise and restrict the length and complexity of their explanations. A new item like ‘sour’ is easily illustrated by contrasting it with ‘sweet’, which would already be known by intermediate level students (Gairns & Redman, 1986:74). The advantage of this technique is to revise the words the learners have already known. It is easy to learn something new using previous knowledge. This technique is a useful one, especially for young learners.
- ✓ Akar (2010) expresses that true cognates are the words, which are similar in form and meaning in both the first language and the second language such as ‘modern, train, radio, walkman’. Those kinds of words can be taught easily because they have the same meaning and form in the first language. There are also false cognates, which are much more difficult to learn because they have different roots even though they are similar in form and meaning. While teaching false cognates, the learners need more practice.
- ✓ Using semantic fields, we can teach words that are related each other. The words, which are categorized in their own semantic fields, are more memorable.

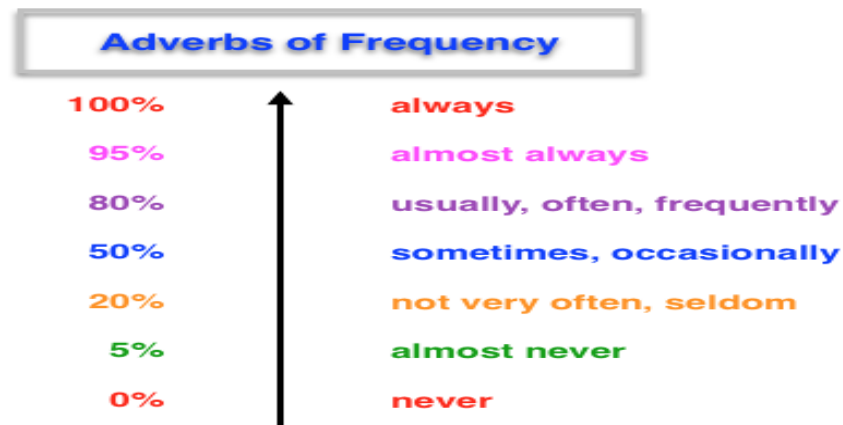
Figure 2.7: An example of semantic fields for transportation

(<http://leverwealth.blogspot.com.tr/>)



- ✓ Scales are related words too, but they are gradable. Among a few related words, you can grade them. Using this technique, you can review previous work as well.

Figure 2.8: An example of the scale used to teach frequency of adverbs



- ✓ Games are very helpful tools to teach vocabulary. The learners have easier time learning, when the activities are fun because they get more excited and motivated. Some experts have figured out that games make vocabulary learning more effective. Lee (1995) suggests that there are a lot of advantages to using games as teaching tools in the classroom, including "a welcome break from the usual routine of the language class", having classes that are "motivating and challenging" "effort of learning", and help promote "language practice in the various skills"(Lee, 1995:35). Ersoz (2000) states that games are highly appreciated thanks to their amusement and interest. Teachers can use games to help their students practice and improve their communication skills. The aim of a vocabulary game is not only to have fun but also to introduce certain

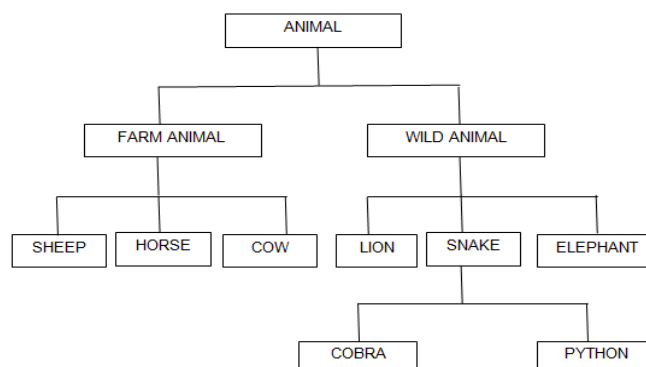
words unconsciously. While choosing games for learners, teachers should take the aim of the lesson into consideration. If you are teaching the students about different type of fruits, they should practise words related to this semantic field during the game.

- ✓ Using dictionaries can be useful for adult learners during the vocabulary learning process but not for young learners. To be able to understand the meaning of the word, they need prior experience in terms of grammar structures and vocabulary items. Even some linguists and theorists do not believe that dictionaries benefit students in language learning classrooms; some of them think that teachers can benefit from them. By teaching some strategies about how to use a dictionary, the teacher can help the take the initiative when they want to learn something new.

Scriverener (1994) states that using monolingual dictionaries prevents L1 interference problems: “Such dictionaries usually offer sentences exemplifying typical usage, notes on common sentence patterns, pronunciation, relationships with other words, etc. learner training in the effective use of dictionaries give students a valuable skill that they can in and out of the classroom”. (Scriverener, 1994:73)

- ✓ Using subordinates and hyponyms are a useful technique to teach vocabulary. Subordinate is an umbrella term, which contains many items. Hyponyms are those items under the umbrella term. For example; “flower” is an umbrella term / subordinate. “Rose”, “tulip”, and “daisy” are hyponyms of the word “flower”. In other words, to be able to teach the word “tulip”, the learners should know the word “flower”.

Figure 2.9: An example of using hyponyms to teach animals



- ✓ Translation is another vocabulary teaching technique although some methods strictly reject it because of its negative effects on language learning. At some points, the teacher can use these techniques, such as when h/she teaches false cognates or low-frequency items, but the teacher should not overdo it.

Gairns & Redman (1986) expresses that “It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention”(Gairns & Redman, 1986:75). “If teachers rely too heavily on the use of translation and deliver most explanations in the mother tongue, their students are surely losing some of the essential spirit and atmosphere of being in a language learning classroom” (Gairns & Redman, 1986:76). To sum up, as long as teacher adjusts the teacher does not overuse this technique, it can be helpful for vocabulary teaching.

2.3.5. Testing Vocabulary

Nation (2001:344) states, “Testing vocabulary is similar to testing in other areas of language knowledge and use. The same criteria of reliability, validity, practicality, and washback need to be considered when designing and evaluating vocabulary tests”. Language teachers should decide which words will be tested, what types of test will be used, and which level of student will be tested, and prepare vocabularys according to these critieria. Why do teachers need to test vocabulary? Thornbury (2002:129) answers this question; “There is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers”. Teachers who use special vocabulary teaching techniques should test learner vocabulary to understand whether or not they have learned the words, which were taught by that techniques. According to Thornbury (2002), testing is a perfect motivational tool for learners to review vocabulary while preparing for a test.

Before teachers prepare vocabulary tests, they should decide which aspect of vocabulary need to be tested. Thornbury (2002:13) states, "Whether to test with or without a context, or to test for recognition or for production, are issues that are best resolved by taking into account the purpose of the test...". Teachers generally use multiple choice tests to test recognition ability. Although those kinds of tests are practical to test vocabulary recognition ability, it is better to use these tests in a context. Hughes (2003) states that vocabulary should be tested in a context. "In practice, items set on traditional tests have mainly been selective and context-independent, while the tests themselves have tended to be discrete. But the more test writers wish to measure learners' ability to actually use words in real world situations, the further the tests need to move toward the embedded, comprehensive, and context-dependent ends of the continuums"(Schmitt, 2000:174). According to Hughes (2003), it is quite difficult to test vocabulary skills productively. Some test activities can be prepared by using clue pictures or by giving the first letter of the words. Those kinds of activities make the tests measuring vocabulary production ability easier, especially young learners.

2.3.6. Teaching Vocabulary Through Cooperative Learning

"Cooperative Learning refers to a variety of teaching methods in which students work in small groups to help one another content. In cooperative classrooms, students are expected to each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps each other's understanding"(Slavin, 1995:2). In cooperative classrooms, the learners are grouped in a heterogeneous way. There might be both high-achievers and low-achievers in a cooperative group. When a learner has difficulty learning something, her/his group mates can help. Student-student interaction is always an effective way to encourage learners. As discussed before, there are many cooperative learning strategies that a teacher can apply in the classroom. The vocabulary teaching techniques mentioned above can be integrated into cooperative learning techniques to improve learners' vocabulary acquisition.

Cooperative activities facilitate vocabulary learning. Many language teachers are aware of the significant role of cooperative interaction in vocabulary learning. They present more than one technique and strategy while in the classroom. Allen (1983:57) states, "Using tasks with cooperative learning for the purpose of teaching vocabulary seems to be especially effective with intermediate and advanced learners who already have at least a basic grasp of language skills. Teachers can introduce the tasks to be completed through different cooperative learning strategies to make learning more effective".

For many years, there have been many studies, which have focused on the effects of cooperative learning on different aspects of language learning. Bayat (2004) investigated the effects of cooperative learning activities on student attitudes towards English reading courses and cooperative learning. According to the results of the study, cooperative learning had positive effects on students' attitudes towards English reading courses. Bölükbaş (2011) carried out her study to investigate the effects of cooperative learning strategies on the reading skills of students who learn Turkish as a second language. In this study, it was found that cooperative learning strategies are obviously much more effective than traditional teaching methods. Ghorbani (2012) compared cooperative learning with the Grammar Translation Method (GTM) while teaching grammatical structures by using the experimental design. The findings of this study suggest that cooperative learning is superior to GTM. Furthermore, the low-achievers in the classroom got better grades on grammar exams during the study. Tekeli (2013) investigated the effects of cooperative learning strategies on students' writing performance and grammar abilities in writing. According to the results of the study, it was found that cooperative learning strategies had a positive effect on the students' writing skills. Al- Yaseen (2014) studied the effectiveness of cooperative learning in EFL classes. This study proved that cooperative learning strategies have lots of benefits for both teachers and students. It was also noted that the students improved their social skills as much as their language skills during the study.

There are other studies which focus on vocabulary teaching through

cooperative learning. Newton (2001) investigated vocabulary learning through communication tasks. One of the options was cooperative learning in pre-task activities. Students looked for word meanings in a dictionary cooperatively. The finding showed that cooperative learning helped to improve vocabulary-learning process in pre-task. Huong (2006) investigated learning vocabulary in collaborative groups at a university. The results showed that learning vocabulary was affected in a positive way by working in groups. Ercan (2009) studied vocabulary teaching through cooperative learning strategies such as 'Numbered Head Together' and 'Think-Pair-Share'. In this study, findings have shown that learners learn best when interacting and learning from each other.

This short historical perspective on cooperative learning shows that there are some gaps in the research on cooperative learning techniques. Researchers have studied different cooperative techniques, different aspects of language, and done studies on different levels in their research, but they have not focused on teaching vocabulary to young learners through cooperative learning strategies. The present study is an attempt to fill this gap.

In this study, Kagan structures will be used as cooperative learning strategies to teach vocabulary to 4th grade students. The researcher chose Kagan structures because of the age of the students. Since the study will be conducted with young learners, cooperative learning strategies should be suitable for this age group. Kagan (2011) refers to the structures as step-by-step, simple activities. According to Kagan, the instructions of the structures are short, clear and easy to understand for both the teacher and the students. Kagan (2011) also states that Kagan structures can be used during any stage of the learning process. "RallyRobin can be used as a set for any lesson (name things you already know about the topic; name things you would like to learn about the topic), for practice (take turns inserting colorful adjectives into a sentence frame), or for closure (name things you have learned)" (Kagan, 2011). Kagan (2011) also points out, "The structures are flexible, powerful tools which make teaching easier and learning more engaging and successful across the range of grades and academic content areas".

Kagan structures ensure equal participation of all group members. Whereas the roles of the group members differentiate in other cooperative learning strategies, group members' responsibilities are similar in Kagan structures. As previously stated in chapter II, one of the Kagan structures called 'Showdown', which will be used in this study, gives leadership responsibility to each group member in turn. Kagan (2011) notes that, "Using the Round Table structure in place there is no need for the roles or group processing – the structure equalizes the participation; everyone participates about equally. Using Kagan Structures radically reduces the need to assign roles and process group interaction".

The instructions for the structures resemble the instructions of a game. They are fun, especially for young children. Kagan (2003) also talks about their appeal for young learners: "The Kagan Structures make teaching and learning more fun, more engaging, and more successful".

Kagan structures positively affect social skills in addition to their use as a way to improve academic performance. As Davoudi & Mahinpo (2012) indicate, "Kagan structures introduce a long list of social skills, including listening, taking turns, speaking, conflict resolution skills, leadership skills, and teamwork skills. Students coming from cooperative learning classrooms are more polite and considerate of others. They can make team learning in language learning and they say their ideas and attitudes to second language".

A learner-centred strategy is a major part of all Kagan structures. Teachers provide the instructions. Then they let students work in groups. During the activities, the students do all the talking and all the work. They become more engaged in the learning and more eager to learn.

Kagan structures are content-free. Teachers can adapt these structures to any topic that is introduced in the curriculum. Kagan (2000a) states:

"Kagan Structures are in contrast to simply telling pairs or groups to work

together. They emphasize a highly structured sequence of steps designed to implement basic principles or visions such as equal participation or stretching the kinaesthetic intelligence. Telling students to work together without providing structure is wishful thinking; the students may or may not participate equally or develop the target intelligence. Kagan Structures ensure success by structuring for desired outcomes”.

To sum up, regarding the age group of the study, Kagan structures satisfy both the necessities of cooperative learning and introduce a fun way to learn for children.

CHAPTER III

METHODOLOGY

3.1. Presentation

This chapter provides information about the methods, which were used to collect and analyze the data and the participants in the study. In addition to this, this chapter also states which instruments were used during the study. The researcher also describes the data collection and data analysis procedures in detail.

3.2. Research Design

Whereas cooperative learning, which was based on student-student interaction, was implemented as an instructional technique to teach and practice target vocabulary items in the experimental group during the treatment, a traditional method based on teacher-student interaction was implemented as an instructional technique in the control group. The researcher selected Kagan Structures (among other cooperative learning strategies) to implement in the classroom. The researcher selected two of her colleagues to help conduct the study. During the study, the researcher observed the experimental group while the teacher was implementing Kagan Structures. As stated before, this study was conducted in a private school, which offers 15 hours of English lessons a week. Two hours of English lessons a week were used to teach and practice vocabulary. The study lasted five weeks. While new vocabulary items were being taught during the study, the teacher implemented different kinds of Kagan structures in the classroom. In each session, the teacher used different structures and made different groups of four for cooperative activities. The teacher selected the group members for each cooperative group based on their individual academic achievement, social skills, and gender. Both quantitative

and qualitative methods were used to realize the goals of the study. A mixed and experimental design was used during the research process. Creswell (2006) defines mixed method as a method, which “focuses on collecting, analyzing, and mixing both qualitative and quantitative data in a single study or series of studies” (Creswell, 2006:5). The researcher has used the mixed method to obtain better and more reliable results.

The researcher used the experimental research design, using quantitative analysis in both a pre-test and a post-test. Before the study was conducted with the experimental group and the control group, a pre-test was administered to two different groups, which included 48 students who were not part of either the experimental group or the control group. This pre-test was administered in to test the reliability of the questions. After confirming the reliability with the pre-test, it was also given to the experimental group and the control group. After the treatment, a post-test that included same items as the pre-test was administered. The results of this study were obtained by comparing the pre and post-test data sets.

Lesson diaries were given to the experimental group to complete after each session and were used as the main source of qualitative analysis. The researcher got an idea of the learners’ attitudes towards cooperative learning activities. The participants wrote about what they liked and what they did not like during the study. The researcher also interviewed the teacher who used Kagan Structures with the experimental group to confirm their ideas about learners’ attitudes.

3.3. Participants

The researcher chose to select participants for the study from the private school where she works; she therefore had the advantage of observing the experimental group at any time. The study includes 48 participants, all of whom are primary school students in two different classes in that private school. They are 4th grade students, who are at A1 level according to the Common European

Framework. The participants have English classes for 15 hours in a week. They are taught core language skills (reading and listening) for 13 hours and productive skills (speaking and writing) for 2 hours. They have never been exposed to any cooperative learning instructions before. The experimental group included 13 female and 11 male students. The control group included 10 female and 13 male students. This information is summarized in table 3.1.

Table 3.1: Characteristics of the participants in terms of gender

Groups	Female	Male	Total
Experimental	13	11	24
Control	11	13	24

The ages of the participants were between 9 and 10. Their social and educational backgrounds were not taken into consideration. The pre-test and the post-test were administered to both the experimental group and the control group. The participants in the experimental group answered the questions in the lesson diaries after each session. They wrote about their attitudes towards the cooperative groups. The participants worked in groups of four during the study. The researchers also interviewed the teacher who implemented Kagan structures with the experimental group to confirm the validity of answers that the learners had written in their diaries. The teacher who implemented Kagan structures was 30 years old, and she has been teaching English to young learners for 8 years. She had not implemented any cooperative learning strategies in the classroom before this study.

3.4. Instruments

Three different instruments were used to collect data for this study. Because an experimental research design was used for this study, the participants were

divided into two groups: the experimental group and the control group. Quantitative data was collected from the pre-test and the post-tests and qualitative data was collected from the lesson diaries and the interview with the teacher who implemented Kagan structures in the classroom with the experimental group.

The pre-test was piloted with other two groups of 4th grade students for reliability. It consisted of the new vocabulary items, which will were taught by the teacher during the study. The pre-test consisted of 30 vocabulary items, and it was pieced together from different kinds of vocabulary tests. It consisted of four main parts. Two of the parts with 15 items were formed to test vocabulary recognition and the other two parts with 15 items were formed to test vocabulary production. The vocabulary items, which were used in the pre-test, were selected from the reading and listening texts in the participants' course books. The same reading and listening texts used for the experimental group were also used for the control group. After the study was completed, the post-test was administrated to both the experimental group and the control group to be able to compare the two groups in terms of how well they learned vocabulary. The post-test covered the same vocabulary items, which were used in the pre-test with different kinds of activities. The researcher did not use the same pre-test as the post-test in case the participants remembered the questions. The researcher administered a different test as the post-test to increase the reliability of the study.

The researchers used the lesson diaries to learn about the attitudes of the participants towards the cooperative groups. The lesson diaries were only used by the participants in the experimental group. The participants stated why they liked the cooperative activities or why they did not like these groups in the lesson diaries. The researcher learned the participants' views on vocabulary lessons after each study. The researcher aimed to find out whether vocabulary teaching with different techniques got the attention of the participants or not.

Another tool, which the researchers used for this study was interviews. The

researcher interviewed the teacher who taught the experimental group to confirm the views the participants had about the lessons. The researcher asked about the learners' attitudes towards Kagan structures. The researcher also confirmed what the learners said about the cooperative learning activities by interviewing the teacher.

3.5. Data Collection Procedure

At the beginning of the study, the researcher obtained the related documents for the literature review through university libraries and the internet using the key words "Cooperative Learning", "Kagan structures", and "vocabulary teaching". After completing the literature review, the researcher got the necessary permission from the school administration and selected the experimental group and the control group from 4th grade students without discriminating based on their gender and social-educational background. The experiment was conducted at a private school, at the beginning of the second term of the 2014-2015 academic year. Thirty target vocabulary items, which to be taught during the experiment, were selected from the reading and listening texts in the learners' course book. Those vocabulary items were grouped according to the curriculum. In the curriculum, those words were key words for the unit, which would be presented during the study. The researcher prepared a vocabulary test covering these vocabulary items to be sure that the participants did not know the words beforehand. Before she administered the pre-test to the experimental and the control group, the researcher piloted the test with forty-eight different 4th graders at the same primary school to ensure the test's validity. According to the test was valid. The vocabulary items were tested in a contextual way through the pre-test and post-test. Both the recognition and the production aspects of vocabulary teaching were taken into consideration.

Lesson diaries were written by the experimental group after each session of vocabulary teaching. The samples wrote about their feelings, comments about the lesson, and attitudes towards group work. 112 lesson diaries were written

by the experimental group students during the study. The lesson diary was designed by the researcher and carried out by the teacher of the experimental group. After the lesson diaries were analyzed, the researcher interviewed the teacher of the experimental group to confirm what the students wrote in the lesson diaries. The researcher also benefited from the teacher's observation during the study. The researcher used the following to collect the data: a pre-test and post-test, lesson diaries and a teacher interview.

3.5.1. The Pre-test and the Post-test

Both the pre-test and the post-test were prepared by the researcher to identify the differences between the experimental group and the control group before and after the treatment. The pre-test was administered by the researcher to both the experimental group and the control group at the beginning of the term. The participants had the pre-test in their regular class hours. The duration of the pre-test was thirty-five minutes. The subjects answered 30 target items from four parts of the vocabulary test, which measures both vocabulary recognition and vocabulary production. The items were selected from the listening and reading texts in the coursebook, which the participants had been studying throughout the year. Both the pre-test and the post-test had four parts. The items were categorized in a balanced way to measure both vocabulary recognition and vocabulary production as follows:

Table 3.2: The Grades and Weighed Scores of Each Part in Pre-test and Post-test

PARTS	VOCABULARY RECOGNITION		VOCABULARY PRODUCTION	
	PART A	PART B	PART C	PART D
GRADE (points)	8	7	5	10
WEIGHED SCORE	15		15	

As can be easily understood from Table 3.2, both vocabulary recognition and vocabulary production were given equal value and given a value of 15 points. The exam worth 30 points total.

There are different types of questions including guessing from context, unscrambling, and completing a puzzle. The researcher tested all the items in context regarding vocabulary-testing strategies. Read and Chapelle (2001) state that the decontextualized formats present students with words in isolation and require them to select meanings for the words without reference to any linguistic context. The context affects the results of vocabulary tests in a positive way.

All of the parts were graded by two graders to confirm the results. Firstly, the teacher of the experimental group graded the tests, and then the teacher of the control group confirmed the results by grading the parts again. The researcher prepared test keys and a checklist in Microsoft Excel for the evaluators to enter the results.

3.5.2. Lesson Diaries

A lesson diary is a very practical way to collect data about the students' opinions after the studies. It is also suitable for this age group. The researcher designed a lesson diary, which is easy to write, keeping the level and the age of the students in mind. There were two parts in total where they could write both positive and negative comments. The students wrote comments about the lesson, activities, and the group work. It was essential to know their opinions. The teacher gave the lesson diaries immediately after the sessions had finished to obtain data that was more reliable. Otherwise, the students might have forgotten what they experienced during the study. Since the students were not able to express themselves adequately in English, they wrote in Turkish. The researcher preferred individual comments rather than group comments. The numbers of the lesson diaries is summarized in table 3.3.

Table 3.3: The numbers of lesson diaries

	FEMALE	MALE	TOTAL
1 st Session	13	11	24
2 nd Session	10	11	21
3 rd Session	12	10	22
4 th Session	13	9	22
5 th Session	12	11	23
TOTAL	60	52	112

3.5.3. Teacher Interview

The teacher of the experimental group was interviewed to obtain qualitative data to support the analysis of the lesson diaries. The researcher prepared the questions after considering the comments in the lesson diaries. The researcher aimed to collect data about the key points related to cooperative learning strategies found in the comments. The researcher also aimed to elicit the opinions and the ideas of the teacher about Kagan Structures and its implementation in the classroom, which she wanted to share with the researcher. The teacher also aimed to triangulate the data obtained from the lesson diaries by interviewing the teacher. The triangulation of the data obtained from the lesson diaries was done to increase the reliability of the results.

3.6. Data Analysis Procedure

The data, which was gathered through three different instruments during the study, was analyzed both quantitatively and qualitatively. The quantitative data was collected by means of pre and post-tests in order to find out whether there was a significant difference between the pre and post-tests in either the control or the experimental group. The researcher used some programmes such as Microsoft Excel and SPSS to analyze the data quantitatively. The data was

collected qualitatively through diaries and interviews with the teacher and analyzed to discover the perceptions of the participants during the implementation in the class in which Kagan Structures were used.

Before analyzing the pre-test and post-test data, all of the parts from both tests were assessed by two different teachers. The correct answers in the pre-test were counted. The vocabulary pre-test involved 30 1-point questions. The maximum score on the pre-test was 30 points. The post-test was graded in the same way. After the assessment part, the researcher calculated the points and prepared a table using Microsoft Excel. The researcher then made the necessary calculations. The data gathered through the pre-test and the post-test was analyzed by a statistician to find out whether there was a significant difference between the pre and post-tests from both control and experimental groups. The analysis of the tests was completed using SPSS.

The diaries, the participants filled out during the study, were subjected to content analysis. The diaries were read by the researcher. The researcher got the key points related to the study and put the items in the diaries into different categories. The researcher prepared a table for the diary results using Microsoft Excel. Then the researcher entered the data to prepare graphics for the comments obtained from the lesson diaries.

The interview with the teacher was also analyzed qualitatively. It was transcribed and subjected to content analysis. After that, the analysis of the diaries and the analysis of the interview were compared with one another to see if there were similarities between the lesson diaries of the students and the opinions of the teacher of the experimental group.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

4.1. Presentation

This study was carried out to investigate whether there is a significant difference between the learners who received cooperative learning implementation and the ones who received traditional teaching implementation in the process of vocabulary learning. This study also investigates the learners' attitudes towards cooperative learning strategies. In this study, Kagan Structures and traditional teaching implementations were compared in terms of 4th Grade students' vocabulary learning. The Mann-Whitney U test and the Wilcoxon Signed-Ranks Test were used to compare the data, which was obtained from the pre-tests and the post-tests from both the control group and the experimental group. This chapter provides the analysis of the research, which was conducted with two main questions in mind. The researcher interpreted and discussed the results according to these research questions:

1. "Is there a significant difference between vocabulary skills and retention of the learners who practice with cooperative learning strategies (Kagan Structures) and the achievement on vocabulary learning of the learners versus those who practice traditional method activities?"
2. "What are the learners' attitudes towards cooperative learning strategies?"

The results obtained from the pre-test and the post-test have been analyzed, and calculated with the Statistical Package for Social Sciences (SPSS). According to the distribution of the data, different kinds of tests were used for this study. The results obtained from the lesson diaries have been analyzed qualitatively recorded in Microsoft Excel. Then the researcher prepared the graphics of the comments obtained from the diaries by separating the weeks

into three sections: the first week, the middle weeks, and the last week. Lastly, the researcher also analyzed the interview with the teacher qualitatively. The researcher interpreted the data obtained from the interview using the key points. The researcher has presented the results in tables and charts to ensure that the findings can be easily interpreted.

4.2. The Analysis of the Pre-Test and the Post-Test

4.2.1. The Normal Distribution Analysis of Data

Before starting a statistical analysis for a study, the data needs to be checked in order to determine if it has a normal distribution or not. If the data is normally distributed, the analysis is done using parametric tests. If the data is not normally distributed, the analysis is done using non-parametric tests.

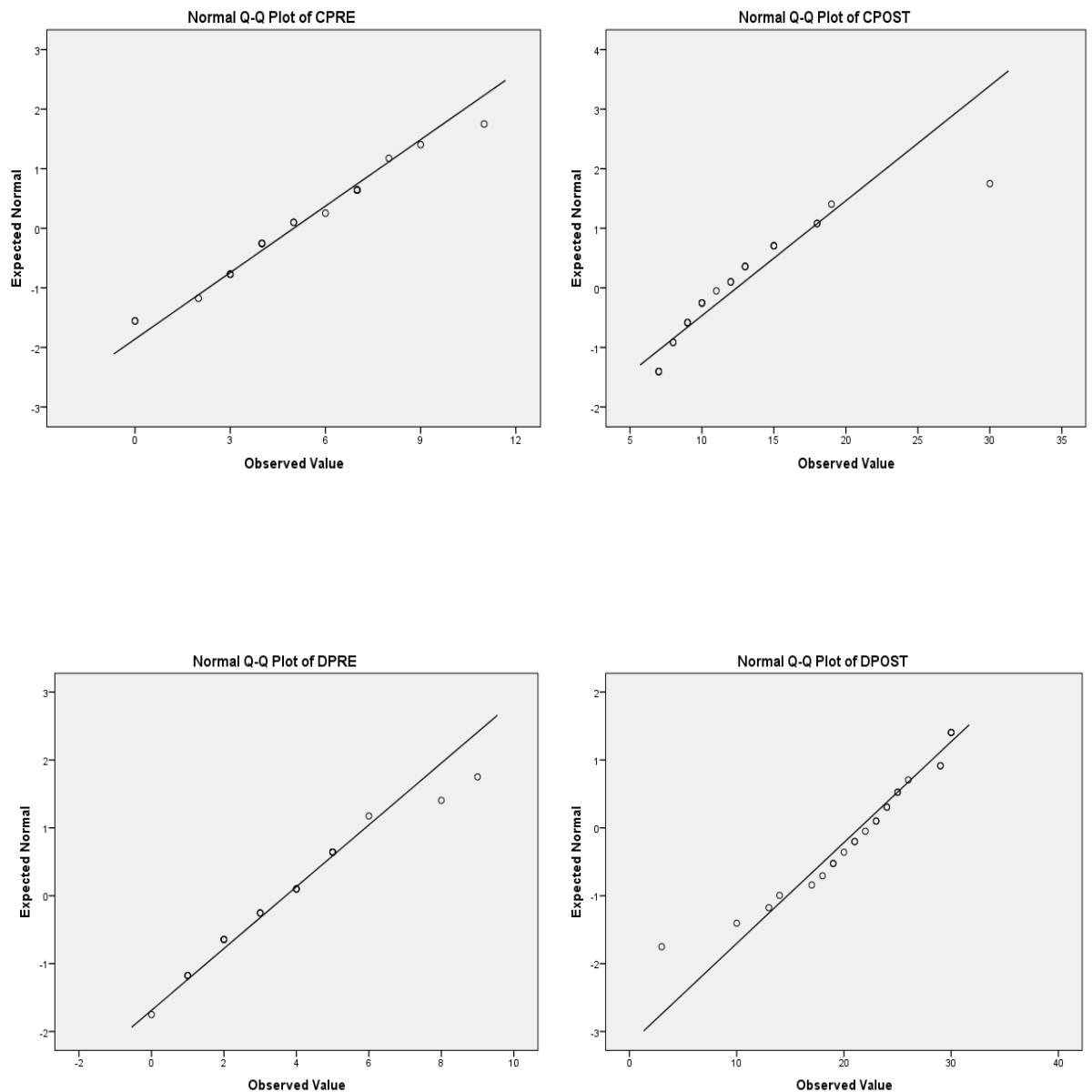
Since it is $n \leq 50$ in data set, the Shapiro-Wilk test is used for normality distribution. According to this test, if it is $p \geq 0.05$, the researchers accept that distribution is normal (Field, 2011, Büyüköztürk, 2012). The tables and histograms related to this test are shown below:

Table 4.1: The Normal Distribution Analysis of the Data

Values	Statistic	sd	p
ControlPRE	,961	24	,461
ControlPOST	,840	24	,001
ExperimenaPRE	,948	24	,249
ExperimentalPOST	,932	24	,106

As shown in the table, among four different variables, which have been processed, the p value of three variables is over 0.05, while only one of them is less than 0.05. Because of these results, non-parametric tests were used to complete the analysis of this study and answer the research questions. The scatter plots related to the normality are given as follows:

Figure 4.1: The Scatter Plots of the Normality



4.2.2. Mann-Whitney U Analysis of the Data

The Mann-Whitney U test, which is one of the non-parametric groups, is used to

find out whether there is a statistically significant difference between the pre-tests and the post-tests, which have been administered to two independent groups.

The results of pre-tests analysis are as follows:

Table 4.2: The Results of Mann-Whitney U Test for the pre-tests

This table states whether or not there is a difference between the pre-tests of the control group and the experimental group.

Group	n	Mean Rank	Sum of Ranks	U	p
ControlPRE	24	27,90	669,50	206,500	0.09
ExperimentalPRE	24	21,10	506,50		

The Mann-Whitney U test was used in order to find out whether there is a statistically significant difference between the pre-tests of the control group and the experimental group. As seen in the table, the mean rank of the experimental group is 21.10 while the mean rank of the control group is 27.90. The sum of the ranks of the experimental group appears to be 506.50 while the sum for the control group is 669.50. According to the results of the test, there was not a statistically significant difference between two groups, which included 48 students in total ($U=206,500$; $p>0.05$).

When the mean ranks of the two different groups were analyzed, it was clearly understood that the students in the control group had much higher than the students in the experimental group. It also means that the students in the control group knew more vocabulary items before the study was carried out.

Table 4.3: The Results of the Mann-Whitney U Test for the post-tests

This table states whether or not there is a difference between the pre-tests of the control group and the experimental group.

Group	n	Mean Rank	Sum of Ranks	U	p
ControlPOST	24	15,77	378,50	78,500	0.00
ExperimentalPOST	24	33,23	797,50		

The Mann-Whitney U test was used in order to find out whether there is a statistically significant difference between the post-tests of the control group and the experimental group. According to the results of the test, there was a statistically significant difference between the two groups, which included 48 students in total ($U=78,500$; $p<0.05$).

When the mean ranks of two different groups were analyzed, it was clearly understood that the students in the experimental group scored significantly higher on the post-test than the students in the control group. It means that the students in the experimental group knew more vocabulary items after the study was carried out. According to the results of the post-test, it can be stated with certainty the vocabulary knowledge of the experimental group improved much more than the vocabulary knowledge of the control group.

In the next stage of the analysis, the Wilcoxon Signed-Ranks test for paired measurements was used to find out whether or not cooperative learning strategies had a positive effect on the subjects. If the data was normally distributed, a paired-samples t-test would be used. Because the data was not normally distributed, the non-parametric version of the same test was used.

4.2.3. Wilcoxon Signed-Ranks Test

The Wilcoxon Signed-Ranks test was used to find out whether there is a

statistically significant difference between the pre-test and the post-tests, which were administrated to the experimental group.

Table 4.4: Analysis of Wilcoxon Signed-Ranks Test between the Pre-tests and the Post-tests of the Experimental group

PRE-POST TEST	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	0	0.00	0.00	4.202*	0.00
Positive Ranks	23	12.00	276.00		
Equal	1				

*Based on negative ranks

The Wilcoxon Signed-Ranks test was used to test whether there is a statistically significant difference between the tests, which were administrated to the experimental group before and after cooperative learning strategies were implemented. The results of Wilcoxon Signed-Ranks test were given in Table 4.4.

As seen in table 4.4. the negative ranks gained from the pre-post test of experimental group are 0, while the positive ranks are 23, and 1 equal. In addition, the mean rank of the negative ranks is 0,00 and 12,00 for positive ranks. There appears to be 0,00 sum ranks for negative and 276,00 for positive ranks. The results of the analysis have shown that there is a significant difference between the vocabulary knowledge of the students in the experimental group before cooperative learning strategies were implemented and their vocabulary knowledge after the treatment, $z=4.202$; $p<0.05$. Regarding the mean ranks and sums of difference points, this difference clearly comes out in favour of the post-test.

According to the results, the students who learn vocabulary items using cooperative learning strategies score significantly higher on the post-test than

the students who learn vocabulary items through traditional methods.

4.3. The Analysis of the Lesson Diaries

The researcher analyzed the lesson diaries qualitatively. There were 112 diary sheet in total, which were filled by the students in the experimental group. The researcher identified the most frequent ones among the comments in the lesson diaries and divided them into two main categories as positive and negative. Both positive comments and negative comments were categorized in accordance with the three sub-scales as English, Group work and Activities. The researcher identified 162 positive comments. In English section, there are 4 different comments. In Group work section, there are 7 different comments. In Activities section, there are 7 different comments. The most frequently encountered positive comments are shown in table 4.5.

Table 4.5: Most frequent positive comments from the experimental group

POSITIVE COMMENTS (I liked the class because...)	fr
ENGLISH	
1. English is very fun.	23
2. English is a very important subject.	5
3. I wish all the subjects were English.	4
4. I love English so much.	17
GROUP WORK	
1. It was fun to work with my best friends.	9
2. We had fun together.	16
3. I liked working together because it was like a game.	6
4. When I had difficulty, my friends helped me.	6
5. I wish we worked together in all the lessons.	5
6. I worked with my friends I liked.	9
7. I helped my friends for some activities.	7
ACTIVITIES	
1. Activities were fun.	12
2. Activities were like games	7
3. The vocabulary games were fun.	5
4. The card games were fun.	5
5. It was fun to learn vocabulary through the cards.	8

6. Questions cards were fun.	7
7. Topics were interesting.	11
TOTAL	162

The researcher identified 67 negative comments. In English section, there are 2 different comments. In Group work section, there are 4 different comments. In Activities section, there are 2 different comments. The most frequently encountered negative comments are shown in table 4.6.

Table 4.6: Most frequent negative comments from the experimental group

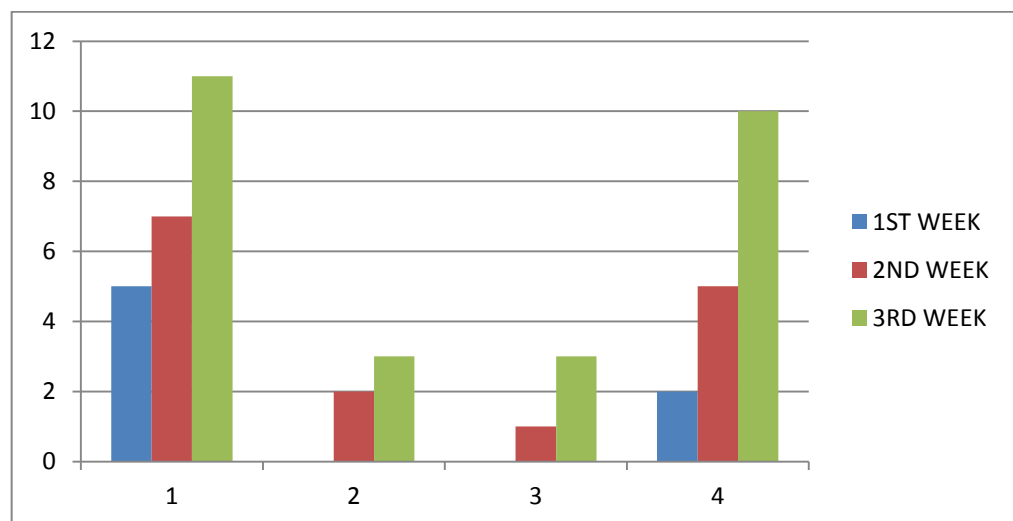
NEGATIVE COMMENTS (I did not the class because ...)	fr
ENGLISH	
1. I do not like English.	9
2. English is difficult.	9
GROUP WORK	
1. I wish I worked in a different group.	11
2. I wish I worked with my friends I liked.	13
3. I did not like group work.	7
4. I prefer working individually to working in a group.	8
ACTIVITIES	
1. Activities were boring.	2
2. Activities were difficult.	8
TOTAL	67

The researcher divided the data collection into three distinct periods: the first week, the middle weeks, and the last week. The comments of the second, the third, and the fourth weeks were categorized under middle weeks. The most frequent comments gathered from these periods were compared. The results of the analysis were given as follows:

When we look at the English section, there are four different positive comments. It can be easily understood that positive comments, which were done on the English section increased during the weeks. The range of the comments in the English section was given in Figure 4.2. In the first week, five of the students stated that English is very fun. In the middle weeks, seven of the students

stated the first comment. In the last week, eleven of the students repeated the first comment. The second comment was not cited in the first week but cited twice in the middle weeks and three times in the last week. None of the students cited the third comment in the first week. The third comment was stated once in the middle weeks and three times in the last week. Lastly, two of the students stated the fourth comment in the first week. It was cited five times in the middle weeks and ten times in the last week.

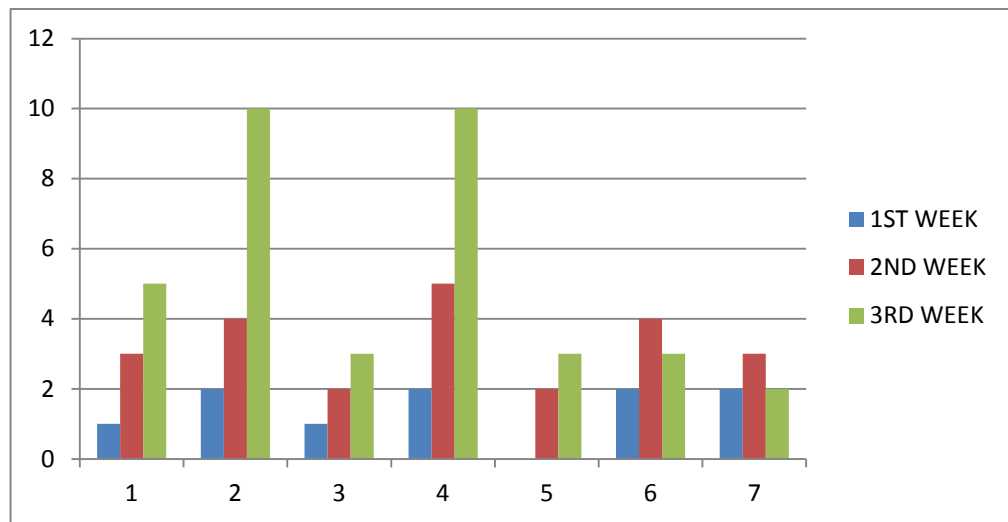
Figure 4.2: The range of positive comments on the English section during the study



When the Group work section was analyzed, there were seven different comments. The range of the comments in the Group work section was given in Figure 4.3. Regarding the results in Figure 4.3, it was noted that the frequencies of positive comments concerning the Group work dimension increased as the study went on. In the first week, one of the students stated that it was fun to work with their best friends. Three of the students stated the first comment in the middle weeks and five of them cited a similar comment in the last week. Two of the students cited the second comment twice in the first week. In the middle weeks, this comment was cited four times, and it was noted ten times in the last week. The third comment was stated once in the first week, twice in the middle weeks and three times in the last week. One of the students stated that when she had difficulty, her friends helped her. This comment was cited three

times in middle weeks and twice in the last week. The fifth comment was not stated in the first week but was cited twice in the middle weeks and three times in the last week. Two of the students reflected on their experience, saying that they wished they had worked with the friends they liked in the first week. This comment was noted four times in the middle weeks and three times in the last week. Two of the students stated that they liked helping their friends during the activity in the first week. This comment was noted three times in the middle weeks and twice in the last week.

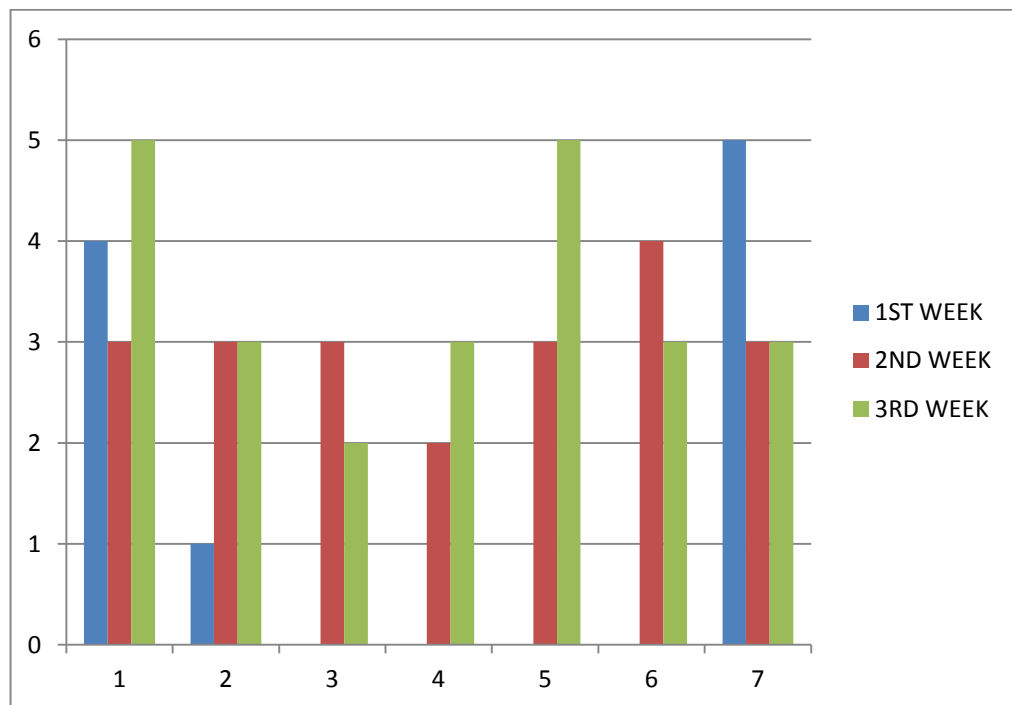
Figure 4.3: The range of positive comments regarding the Group work section during the study



In terms of the Activities section, there are seven different comments in total. The range of the comments in Activities section was given in Figure 4.4. When we look at the results of this section, it can be seen that the frequencies of positive comments in the middle weeks and in the last week are higher than in the first week. In the first week, four of the students stated that activities were fun and they like them. The first comment was stated three times in the middle weeks and five times in the last week. The second comment was cited once in the first week, three times in the middle weeks, and three times in the last week. None of the students stated the third comment in the first week. Three of the students stated the third comment in the middle weeks. This comment was cited twice in the last week. The fourth comment was not stated by any of the

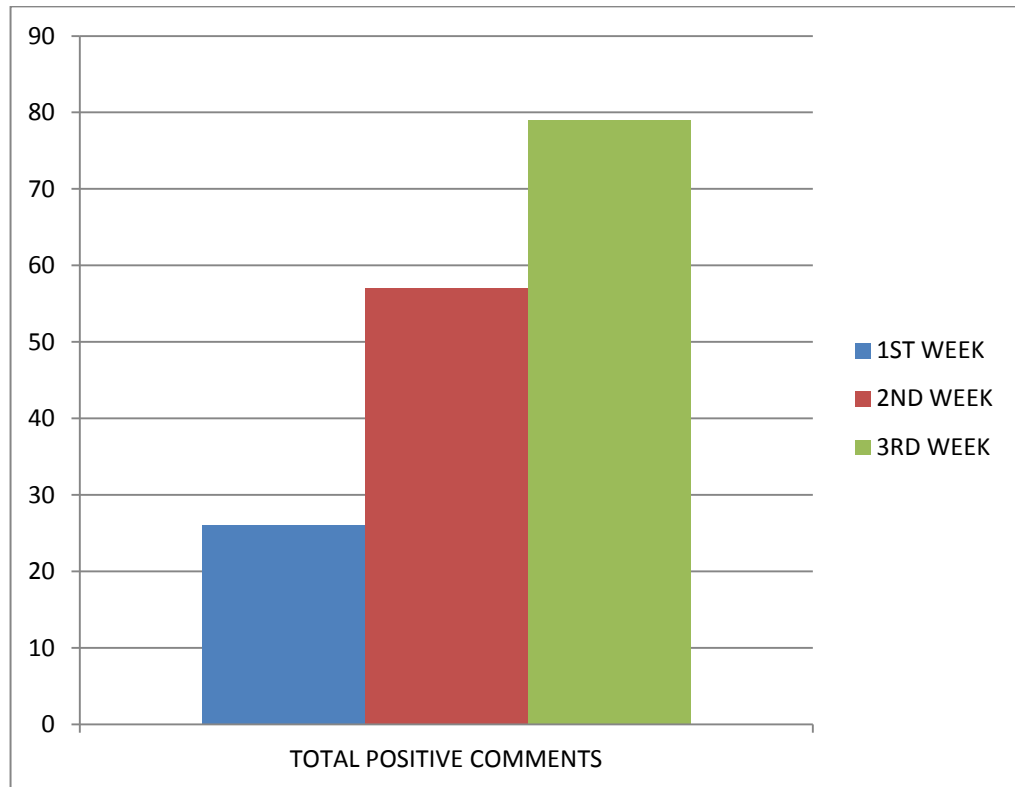
students in the first week, but it was stated twice in the middle weeks and three times in the last week. The fifth comment was not stated in the first week but it was stated three times in the middle weeks and five times in the last week. None of the students cited the sixth comments in the first week but it was cited four times in the middle weeks and three times in the last week. Five of the students reflected that topics were interesting in the first week. This comment was cited three times in the middle weeks and three times in the last week.

Figure 4.4: The range of positive comments on regarding the Activities section during the study



According to the results shown in figure 4.5, twenty-six positive comments were stated by the students in the first week. In the middle weeks, fifty-seven students cited positive comments in their lesson diaries. In the last weeks of the study, seventy-nine students stated positive comments in their lesson diaries. Regarding the results, it can be seen that the number of positive comments increased as the study progressed. These results reveal that the students' attitudes towards English, group work, and the activities changed in a positive way.

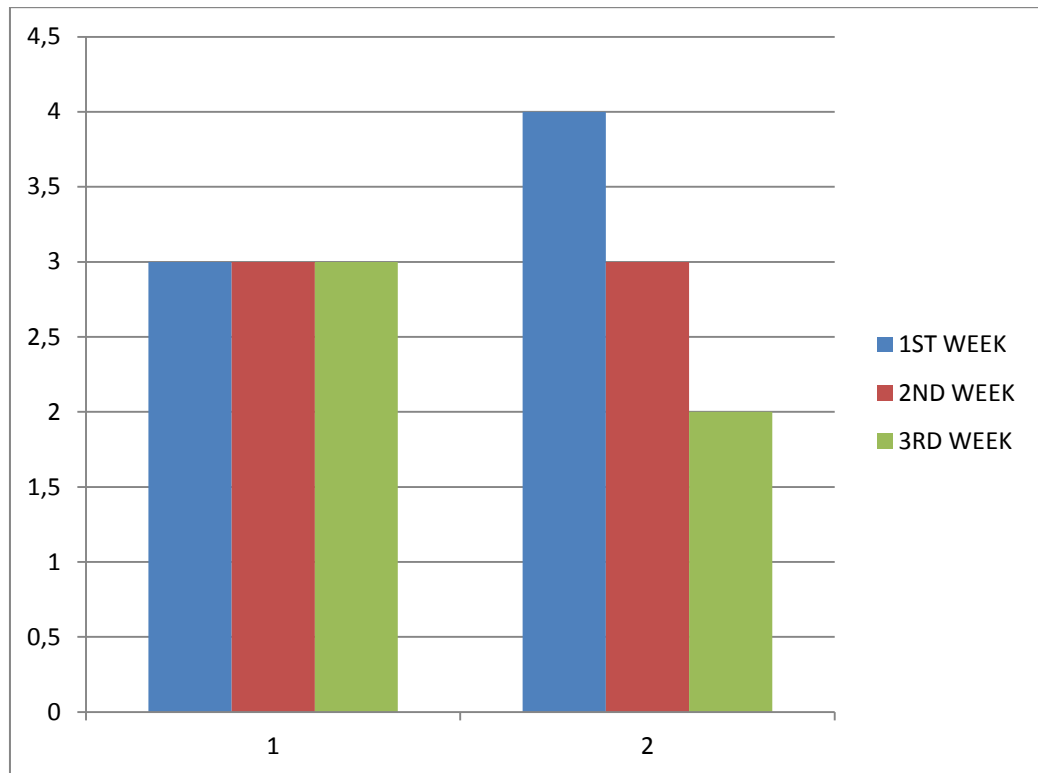
Figure 4.5: The range of total positive comments during the study



As the second stage of the diary analysis, the negative comments were subjected to content analysis and the frequency of the comments was entered into the computer to prepare the graphics. The results for the negative comments are found below:

In terms of the English section, there are two different comments in total. In the first week of the study, three of the students reported that they did not like English. The first comment was cited three times during the middle weeks and three times in the last week. In the first week, four of the students stated that English is a difficult subject. During the middle weeks, three of the students cited the same comment in their diaries. In the last week, two of the students reported that English is difficult. According to the results, the frequency of the second comment decreased during the study. It can be seen that the number of the students who had difficulties during English lessons decreased as the study went on and that group work activities can help change attitudes.

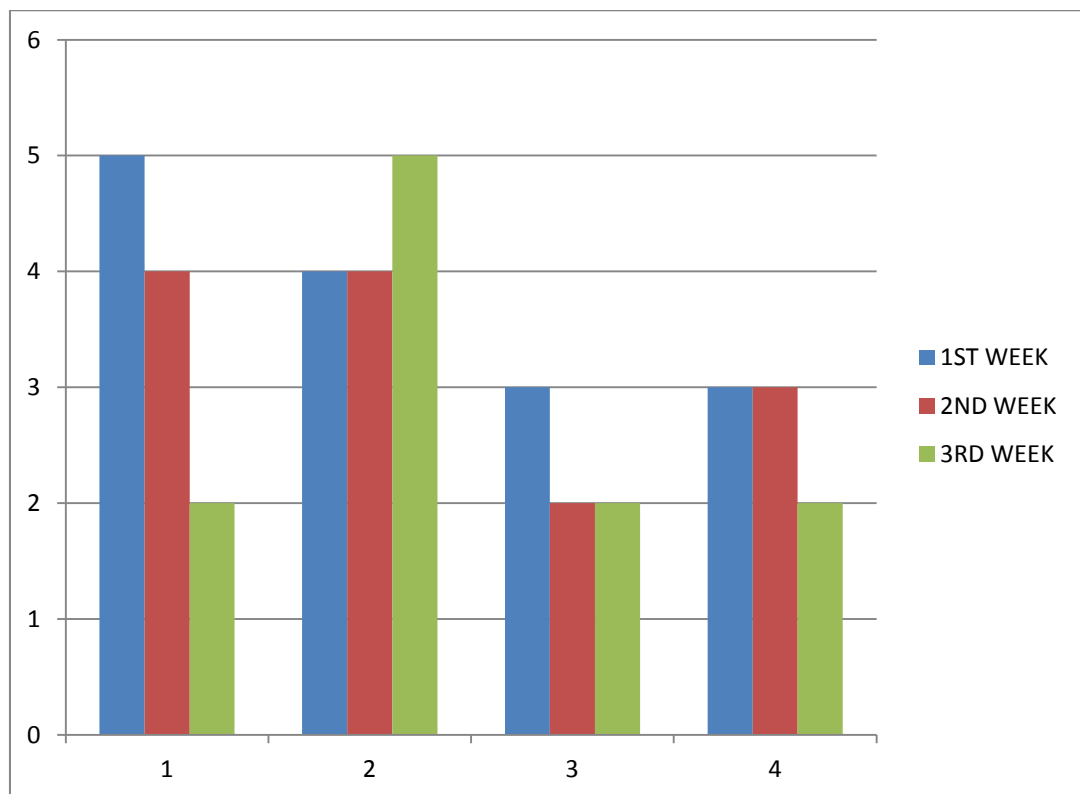
Figure 4.6: The range of negative comments concerning the English section during the study



Regarding the group work section, there are four different comments. In the first week of the treatment, five of the students reported that they wanted to work in a different group. During the middle weeks, four of the students stated the same comment in their diaries. In the last week, the first comment was cited twice. According to the results, it can be stated that the students wanted to work in another group. Since the teacher changed the groups in each session, the frequency of this comment decreased during the study. In longer treatment periods, all the students would have a chance to work the group of their choosing. In the first week, four of the students reflected on the fact that they did not like the lesson because they did not work with their friends. The second comment was stated four times during the middle weeks and five times in the last week. According to the results, there was no decline in the frequency of the second comment. Three of the students stated that they did not like the group work in the first weeks of the study. This comment was stated twice in the middle weeks and twice in the last week. The fourth comment was stated by

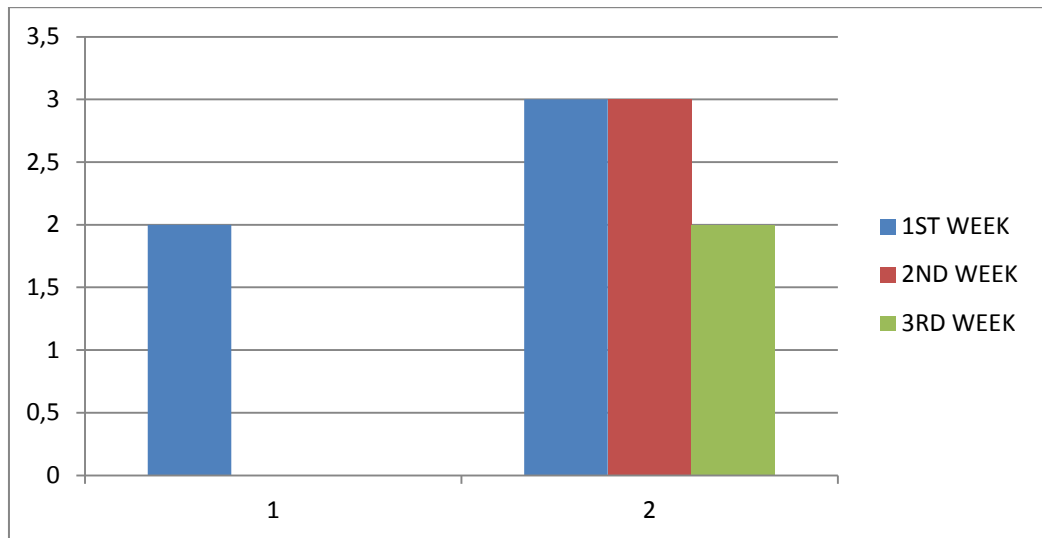
four students in the first of the week. They reported that they preferred working individually to group work. This comment was stated three times in the middle weeks and twice in the last week. Regarding the results, the frequencies of the three comments (except for the second comment) decreased during the weeks. There was an increase in the frequency of the second comment.

Figure 4.7: The range of negative comments concerning the Group work section during the study



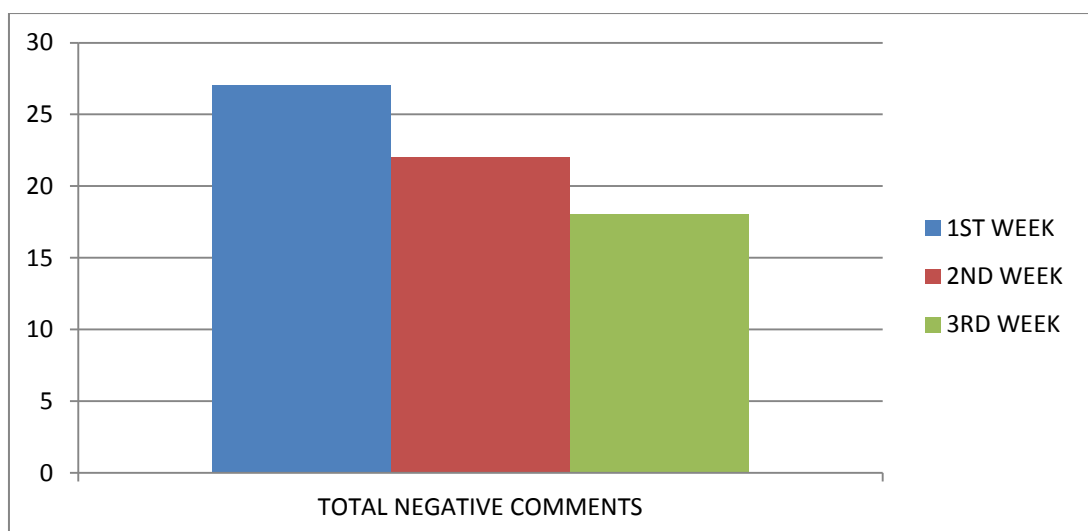
In terms of the Activities section, there are two different comments in total. In the first weeks of the treatment, two of the students reported that the activities were boring. During the middle weeks and the last week, none of the students stated the first comment in their diaries. Three of the students stated that activities were difficult in the first week of the study. The second comment was reported three times during the middle weeks and twice in the last weeks. According to the results, it can be seen that there was a decrease in the frequency of the second comment.

Figure 4.8: The range of negative comments concerning the Activities section during the study



According to the results shown in figure 4.9, twenty-seven negative comments were stated by the students in the first week. In the middle weeks, twenty-two students cited negative comments in their lesson diaries. In the last weeks of the study, eighteen students stated negative comments in their lesson diaries. Regarding the results, it can be reported that the frequencies of total negative comments decreased during the study. These results reveal that the students' initial negative attitudes towards English, group work, and the activities became more positive over time.

Figure 4.9: The range of total negative comments during the study



4.4. The Analysis of the Interview with the teacher

An interview was conducted by the researcher with the teacher who implemented Kagan Structures with the experimental group. The researcher interviewed the teacher after the analysis of the lesson diaries to verify the results obtained from the lesson diaries by asking questions to the teacher. There were nine questions asked in total. The major themes, which were identified by perusing the lesson diaries, were discussed with the teacher in the interview. The teachers' reflections helped show a statistical gain in the comments in the lesson diaries, which were written by the experimental group. The researcher transcribed the interview many times in detail and identified patterns and themes related to the aim of the interview.

Firstly, the researcher asked about the students' attitudes towards English before the teacher implemented cooperative learning strategies in the classroom. The teacher stated that most of the students liked English. She also pointed out that a few students generally have negative attitudes towards English lessons. According to the teacher, the attitudes of the students depend on whether or not they like the activities used in that lesson. She noted:

“Most of the students have positive attitudes towards English lessons. Nevertheless, there are still some students that keep saying that they do not like English ever. Some of my lessons may be enjoyable for them; some of them may be boring. When they enjoy the lesson, they generally state that they love English. However, I sometimes observe displeasure on their face because they do not enjoy the activities. What I mean is that their attitudes change from time to time”.

Secondly, the researcher asked how the students' attitudes towards English changed during the study. The teacher explained that she was more active in the classroom before the study and she noticed some bored students. She also pointed out that the students might be interested in different things because

they were bored. She said:

“To be honest, I was at the centre of the lesson before the study. I was presenting everything. I was helping them when they had difficulties. The students were just completing worksheets and checking the answers as a whole class. I can understand now why some of them were bored. They were not active enough. They were asking what time they had for break time or they were interested in different things such as drawing, writing something or reading a book under their desks”.

While talking about the period during the treatment, the teacher noted that she faced a little conflict in the first week of the treatment and still observed some displeased students in the classroom. She also stated that the students started to express their pleasure over the new lessons. She went on to say:

“In the first week of the study, they could not understand what they were going to do. To tell the truth, there was a little bit of conflict in the classroom. I still heard some voices saying “I do not like this, I do not want to do that, etc”. However, during the other weeks, I saw the pleasure on their faces. Except for one or two students, I did not any bored students. Even in other lesson in which I did not implement cooperative learning strategies they were asking whether they would work in groups or not”.

Another one of the questions focused on how the students used to feel while working in groups before the treatment. The teacher explained that the students did not divide the tasks equally. Low-achieving students lacked of self-confidence during the group work. She stated:

“Before I implemented Kagan structures in the classroom, the students worked in groups. To be honest, I learnt the difference between group work and cooperative learning while implementing

cooperative learning strategies. While working in the groups, there were not any criteria to take into consideration. They were just working in the groups. In fact, high-achievers were taking more responsibility during the group work. They were contributing academically to the groups. Low-achievers were contributing by writing or drawing. They were not so active in the learning process. They preferred standing in the background to contributing. For example, they were choosing the group leaders among the high-achievers because those kinds of students represented their groups better than others”.

The researcher also asked how the students felt while working in groups and whether or not they had fun. She mentioned that they started to have fun in groups after the first week. They particularly enjoyed the teamwork and sense of camaraderie. The teacher stated:

“In the first week, there were some students who grumbled about working in groups. They had participated in just a few group works until Kagan structures were implemented. There were some complaints, which I heard from the students: They did not want to sit on others’ chairs. They did not want to use their friends’ desks. They did not to share their materials with their group members. However, the frequency of the complaints started to decrease over time. They got excited to work in groups. They liked answering the questions together. They internalized teamwork psychology. I believe this psychology promoted their motivation. They were sure that their groups were going to respond correctly to the question because they decided what they would say in advance”.

The researcher also asked about the difficulties the students had during the activities, and the attitudes of the students towards those difficulties. The teacher specified that some of the students had some difficulties while completing certain activities, although most of them did not have any difficulties.

She mentioned:

“Regarding my observation in the classroom, most of the students did not have difficulty while completing the activities. In my opinion, Kagan structures were suitable for this level. The instructions given through the activity recalled the games, which we used in the classroom from time to time. Although the activities were easy for most of them, I also observed some students who experienced difficulties. The students who were not good at English had some difficulties during the structure ‘Round Table’. They were tasked with a spaghetti recipe for a cooking programme as a group. It seemed difficult for those students. The best part of the activity was that all the group members checked each other’s sentences. During this stage of the activity, I observed some students who were extremely polite while correcting their group members’ mistakes. That made me really happy”.

For the next question, the researcher asked whether the students liked their group members so the teacher could learn about their attitudes towards the other members of their groups. The teacher indicated that because of their age groups, they had complaints about their group members. She also stated that some of them preferred working with their best friends. The teacher pointed out:

“Forming the groups for the structures was the most tiring part of this study for me. According to the requirements of this study, I had to arrange to cooperative learning groups according to their gender, abilities, and achievement level on English. As you might guess, it is not easy to satisfy the students in some ways. They are sensitive about friendship at that age. They usually want to do everything with their best friends. During the study, some of the students were satisfied with their group members but some of them kept complaining about the members in their groups. One of the solutions for this problem was to change the groups before each session every

week. Until the end of the study, one student had a chance to work in five different groups. Changing the groups decreased the displeasure of the students”.

As a seventh question, the teacher asked about which activities the students liked most. The teacher stated:

“As far as I could see during the study, they liked most of the activities. To be honest, I enjoyed the lessons as a teacher. I had fun while teaching. I have been teaching these kids for two years. They love playing games, making crafts and singing songs. They thought that they were playing games while I was implementing Kagan structures. I saw the pleasure on their faces. If you asked me which activity they liked most, I would say ‘Showdown’ and ‘Fan-N-Pick’ structures. During the implementation of these structures, I saw that they were highly motivated”.

As the next question, the researcher asked about the changes on students’ attitudes towards group work during the study. The teacher explained that whereas the students needed time to adapt in the first week of the study, they felt more relaxed the following weeks. She also stated that low-achievers benefited greatly from the study. The teacher mentioned:

“The course books which I use for my students include many group work and pair work activities. To tell you the truth, I do not prefer using group works because those kinds of activities take lots of time. As you know, I have to follow a curriculum during the year. I have to teach most of the subjects in the curriculum. What I am trying to say is that I have not offered such a kind of classroom atmosphere to them until the implementation of this study. Thus, it was normal for them to have negative attitudes towards group work. At the beginning, they could not adapt to the group work activities. In the previous group work, high-achievers used to take on the

responsibility of the group, while preferred observing and taking on smaller responsibilities such as writing and procuring necessary materials. They tried to do same thing in the first week activity. Low-achievers preferred standing back. When I explained the steps of the structures, they started to understand what they were expected to do. I observed that the students who were not good at English started to feel more relaxed because they had other friends to help them whenever they needed. In short, they loved being a team. They loved doing something together, making decisions together, and answering questions together”.

Lastly, the researcher asked about the students’ performance during the study and the teacher’s general opinions about the study. She stated that she loved teaching Kagan structures too and that these structures helped her motivate the students during the study. She expressed:

“The first thing I really want to say is that I loved teaching using cooperative learning strategies. I knew a little bit about cooperative learning before you told me about it. Nevertheless, I learnt the details about this approach while implementing Kagan structures. During the study, I did some research about these structures, cooperative learning, basic principles of this approach, etc. I went over information I already knew; sometimes learnt something new. The most important thing was that I saw the pleasure of the students. As you know, it is very difficult to motivate young learners during lessons. At that point, Kagan structures helped me by attracting the students with their game-like instructions”.

Regarding the interview with the teacher, it can be inferred that there is a correlation between the data obtained from the lesson diaries and the data obtained from the interview with the teacher.

CHAPTER V

CONCLUSION AND DISCUSSION

5.1. Presentation

This chapter gives us a summary of the study, implications for teachers, and some suggestions for further studies. This chapter also discusses the findings and includes a brief conclusion.

5.2. Summary of the Study

The integration of four skills in one lesson has been emphasized by language experts over the years but vocabulary teaching has recently become quite prominent in the field. Vocabulary learning is very important, especially for young learners. Nation (1993) claims that vocabulary knowledge promotes language use, language use promotes the increase of vocabulary knowledge, knowledge of the world promotes the increase of vocabulary knowledge and language use, and so on. This is an important cycle for language teaching. They have to build a strong base by means of vocabulary items to be able to integrate those items with the structures they learn.

This study investigated the effects of cooperative learning strategies on the vocabulary abilities of 4th grade students. It also informed us of the history of cooperative learning, underlying theories, and basic principles of cooperative learning, some popular cooperative learning strategies, the significance of vocabulary teaching, and vocabulary teaching techniques. The study was conducted with two different 4th grade classes in a private school: the control group and the experimental group. The researcher administered the pre-test to both the experimental group and the control group before the implementation of cooperative learning strategies to ensure that the students in both groups did

not know the vocabulary items. After the study, the post-test was administered to both groups to see the difference between the results from the experimental group and the results from the control group. According to the analysis of the pre and post tests, it was reported that there is a significant difference between the results of the experimental group and the control group. During the treatment, the teacher of the experimental group gave a lesson diary to the students after each treatment to learn their attitudes towards the lesson and the group work. The researcher analyzed these diaries qualitatively and categorized the comments under three sub-categories: English, Group work, and Activities. The frequency of the comments were entered into the computer and shown in the graphics. The results of the diary analysis reveal that the attitudes of the students towards both English and group work changed during the treatment in a positive way. Lastly, the researcher interviewed the teacher of the experimental group to confirm what the students stated in their lesson diaries. The analysis of the interview confirms the attitudes of the students. Consequently, the study reveals that teaching vocabulary through cooperative learning strategies is more effective than teaching vocabulary through traditional methods.

5.3. Discussion of the Findings

As mentioned in Chapter II, there are many studies, which were conducted to investigate the effects of cooperative learning on different aspects of language skills. The researcher presented these studies and their aims while reviewing the literature. In the discussion section, the findings of these studies will be discussed in direct comparison with this study.

One of the studies in this area was conducted by Bayat (2004); it investigated the effects of cooperative learning on students' attitudes towards English reading courses and cooperative learning. This study also aimed to discover possible differences in the attitudes of male and female students and high-achievement and low-achievement students towards the reading course and

cooperative learning activities. The data was collected through pre and post questionnaires and interviews with the students and the teacher. It was found out that there was not a significant difference between the statistical results for the experimental group and the control group. However, the analysis of the interviews with the students indicated that they had positive attitudes towards reading courses in which cooperative learning strategies were implemented. It was also found out that cooperative learning experience helped the students improve their management, social, and academic skills. Unlike the study conducted by Bayat (2004), this study investigated the effects of cooperative learning strategies on the students' academic skills rather than social skills. This study did not focus on the difference between the attitudes of male and female students or high-achievers and low-achievers. This study aimed to learn the students' attitudes without regard to the gender, age, or ability.

In this area, another study conducted by Ercan (2009) aimed to determine whether Cooperative Learning or the traditional way of teaching vocabulary was more effective in improving preparatory class young adult learners' vocabulary recognition. Pre and post tests were administered to the experimental group and the control group to examine whether there was a difference between the two groups of students- a group taught vocabulary through cooperative learning and another group taught vocabulary through traditional teacher-based way. At the end of the study, the results revealed that both the experimental group and the control group performed better after the study. However, the experimental group scores were significantly better on the post-test. Unlike the study carried out by Ercan (2009), this study also aimed to investigate the effects of cooperative learning strategies in improving both vocabulary recognition and vocabulary production skill of the students. The results of both studies were similar. The results of this study also indicated that the experimental group performed better on the post-test than the control group.

In another similar study carried out by Çokparlamış (2010). The researcher aimed to find the probable effects of cooperative learning in reaching the fifth grade syllabus objective and student perception of classes, in which

cooperative learning methods were used. The results revealed that there was a significant difference between the control group and the experimental group according to the results of the pre and post tests. It was clear that the experimental group developed their skills more rapidly during the study. It was also found out through the analysis of the diaries that the students liked cooperative learning. In this study, it was also found out that the experimental group had a higher score than the control group. The results also revealed that most of the students liked cooperative learning strategies. The results show that most of the students had fewer positive comments in the first weeks of the treatment than the middle weeks and the last week of the study. It can be clearly understood that the students in the experimental group had much more positive attitudes towards group work after they got used to working in the groups during the following weeks. Furthermore, a few of the students' attitudes towards the lesson were negative. After the first week, the frequency of those negative comments decreased. Nevertheless, it was reported that there were still negative comments in the last week of the study. Unlike the study conducted by Çokparlamış (2010), this study aimed to learn the teacher's opinions about the students' attitudes toward group work to verify the results obtained from the diaries.

Lastly, this study also revealed some findings contrary to the researcher's expectations. While analyzing the lesson diaries of the students in the experimental group, the researcher expected to find more positive comments in their diaries. The small increase in the number of positive comments during the study was not satisfactory for the researcher. The researcher expected a more observable increase before the study. The researcher also did not observe a satisfying decrease in the number of the students who had negative attitudes towards English.

5.4. Implications of the Study for Teachers

The results of the study reveal that cooperative learning strategies are more

effective for vocabulary teaching than traditional teaching methods. Traditional methods also help the students improve their vocabulary but not as much as cooperative learning strategies. The findings of this study will be useful for teachers while they implement cooperative learning strategies in their own classrooms. Some pedagogical implications are presented below:

- ✓ The teacher should focus on vocabulary learning as much as they focus on other four language skills and grammar. The teachers who teach young learners must be keenly aware that a rich vocabulary can help children use the language more effectively.
- ✓ The students need interaction while learning the four language skills. They also need to interact with each other while learning vocabulary. Cooperative learning is a useful way to be able to start friendly interactions among young learners. Since Kagan structures look like games, they can be helpful for young learners.
- ✓ The teachers should use a learner-centred style of teaching and make sure that all students actively participate in the lessons. According to the basic principles of cooperative learning, all the group members should work equally. Teamwork is important.
- ✓ The teachers should not create a competitive environment but rather a cooperative environment in the classroom.
- ✓ The positive attitudes of the students towards the activities will motivate them. The more motivated they are, the more they will be interested and engaged during the lessons. It can be deduced from the results that the attitudes of the students towards the activities were positive and that Kagan structures helped motivate them.
- ✓ Some of the students stated that the topics were interesting or fun in their lesson diaries. The teachers should find interesting topics for the children. Topics should be suitable for that level.
- ✓ Cooperative learning promotes social skills just as much as it promotes language skills. The students improve their social skills and learn about important concepts such as leadership, decision-making, trust building,

communication, and conflict-management skills

5.5. Suggestions for Further Studies

As stated in chapter 1, there are some limitations to this study. Therefore, there are some suggestions to be considered while discussing the effects of cooperative learning strategies. According to these limitations, some suggestions are listed below:

- ✓ This study was carried out with 4th grade students. To see the effect of cooperative learning strategies, this study can be replicated with different level students such as intermediate, upper-intermediate, or advanced students. It can be conducted in a secondary school, high school, or university. This study can be replicated to compare the results of different levels.
- ✓ The study was conducted in a private school, which offers 15 hours of English a week. This study can be conducted in different schools or in government schools with larger groups to make the study more valid.
- ✓ Forty-eight students participated in this study. The results cannot be generalized because the sample was small. Therefore, further studies should be conducted using larger sample groups.
- ✓ The researcher used pre and post tests, lesson diaries, and a teacher interview to gather the data for the study. However, there is a possibility that using different instruments for data collection will also increase the reliability and the validity of the study.
- ✓ This study lasted 5 weeks. A longer implementation period for cooperative learning strategies may obtain different results. Cadet (2009:139) stated that the results can be generalized because of the fact that the longer the study is conducted, the more reliable results are obtained.
- ✓ This study was carried out to find out the effect of cooperative learning strategies on vocabulary learning. This study can be conducted to

investigate the effect of cooperative learning strategies on different aspects of language such as listening, reading, speaking or grammar teaching.

- ✓ The researcher aimed to investigate the effect of cooperative learning strategies on students' academic achievement by using pre and post tests. As another alternative study, the effect of cooperative learning strategies on the students' social skills could be researched.

5.6. Conclusion

While English is becoming a global language and the government of Turkey is emphasizing the importance of English by developing a new curriculum, we can see that the significance of English is recognized all over the country. The new curriculums developed by the government or private educational institutions are mostly based on communicative approaches and student interaction. Since the learner-centred learning was emphasized in the new curriculum, traditional strategies based on teacher-centred learning have started to lose their significance. Thus, teachers have been looking for new strategies to implement the new curriculum in their classroom. As an alternative strategy for the requirements of the current English curriculum, cooperative learning is selected by the researcher.

This study was an effort to discover the efficacy of cooperative learning strategies on vocabulary teaching and the students' attitudes towards the sessions in which those strategies were implemented. Consequently, it has been found that cooperative learning strategies have a positive effect on students' vocabulary skills. It has been also noted that the students' attitudes towards English, group work and the activities (Kagan structures) have changed for the better during the study. Regarding the results of the study, it can be claimed that using cooperative learning strategies while teaching vocabulary helps the students learn and retain the vocabulary words they learn. It also creates a positive learning environment for the students

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APPENDICES

Appendix 1: Pre-test

A) Look at the pictures and complete the sentences with the words in the box.

chop weigh peel boil mix add fry bake



1. I don't like boiled eggs for breakfast. Could you please _____ the eggs?



2. I am on a diet. I can't eat a big apple. Could you please _____ the apple?



3. _____ the flour and milk in a bowl, before you add the butter.



4. Could you please turn on the oven to _____ the cookies?



5. Before you fry the onion, you should _____ it into small pieces.



6. This soup is saltless. Could you please _____ some salt?



7. I prefer to _____ the cucumber because I don't like the skin.



8. These carrots are too hard. You should _____ them.

B) Read the text and fill in the gaps with the words in the box. There are two extra words.

decorate banana ingredients pie base
almonds recipe sauce lettuce



Hi, I am Sue. I am a cook at a famous restaurant in the town centre. Our customers like my apple 1.- _____ most. I want to give its 2. _____, so you can bake it too. First, mix two cups of flour and 90gr butter in a bowl, and then add a glass of milk and 1 egg. Put a cup of sugar, one teaspoon cinnamon 3. _____ for a nice taste and salt in a pan. Chop six green apples and add them in the pan. I love nuts, so I add some 4. _____. Fry all the 5. _____ for 15 minutes. Make big dough to roll. Fit the dough in to the pan and put the mixture on the 6. _____. Cover the top with sliced dough. Bake at 200°C for 15 minutes. You can 7. _____ with some cream and cinnamon. Enjoy your meal!

C) Unscramble the school subjects and match.

O P G E Y H
R A G

P S I A H C Y L
I A E U D T O C N

Y H I O R S
T

A H S T M

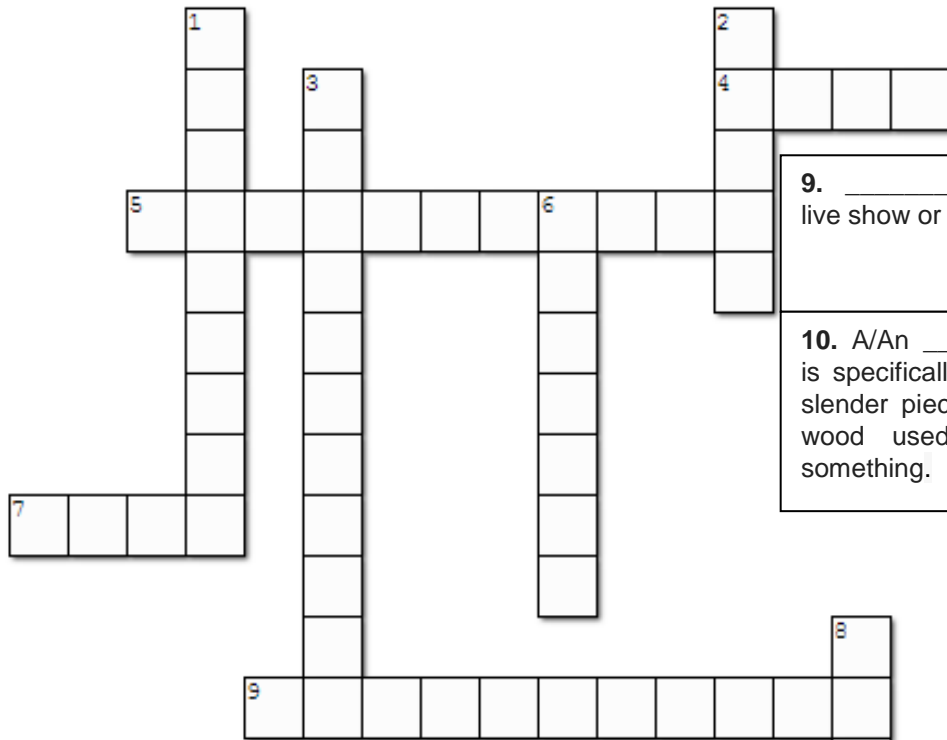
I S C E E
C N

1. You can do exercise and play basketball or football in this class. _____
2. You can learn about the Earth's surface, oceans, and climate in this class. _____
3. You can learn about ancient times and people who lived in the past in this class. _____
4. You can do experiments and presentations about the planets in this class. _____
5. You can do calculations with numbers in this class. _____

D) Complete the sentences and write the correct word in the puzzle.

ACROSS:

<p>4. _____ is any of various, usually large, marine food and game fish.</p>	<p>5. When you have food poisoning, you usually have _____.</p>	<p>7. A/An _____ is the part of the hand that fortunetellers look at in order to tell your fortune.</p>
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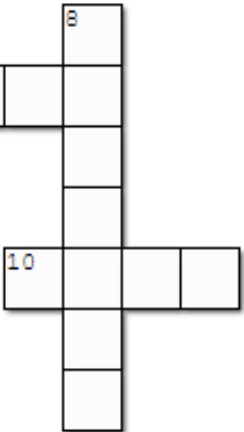


9. _____ is a live show or concert.

10. A/An _____ is specifically, a long and slender piece of metal or wood used to support something.

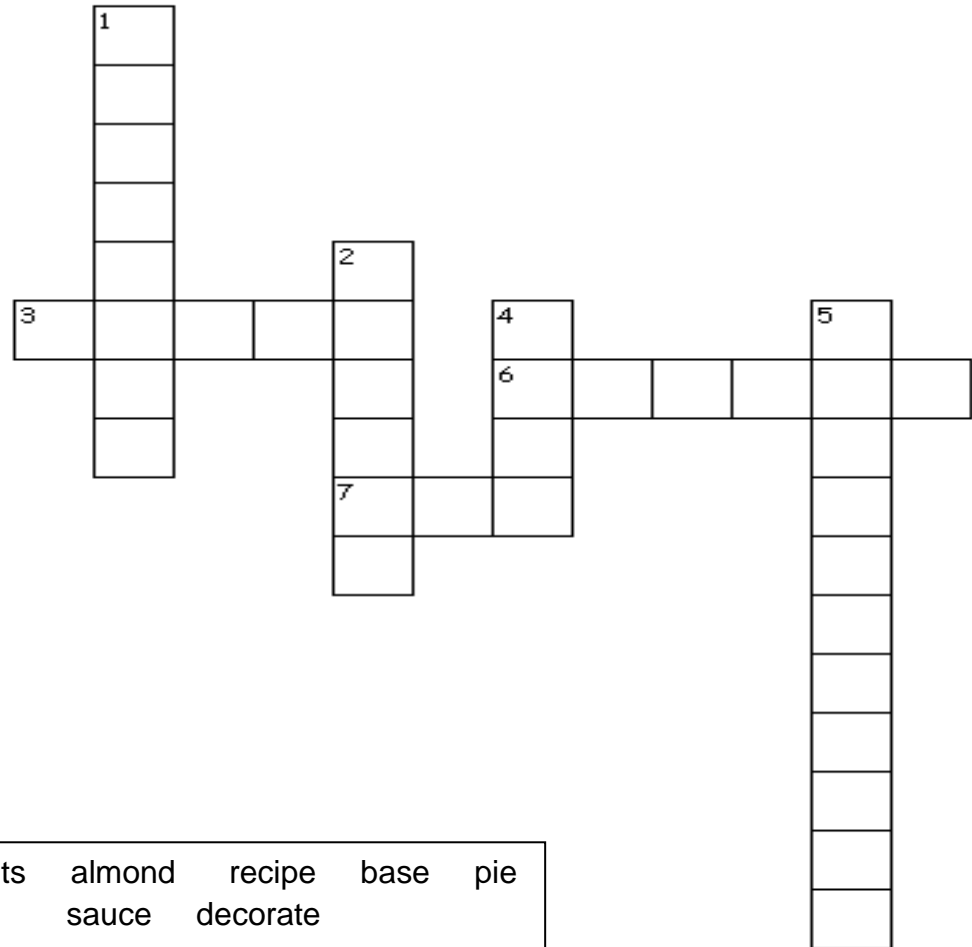
DOWN:

<p>1. _____ is a microorganism that causes infectious illnesses.</p>	<p>2. _____ is the material used to make bridges.</p>	<p>3. _____ is a small fish with large mouth that lives generally warm seas.</p>
<p>3. When your body is at 37 centigrade degrees, this is an example of a normal body _____.</p>		<p>6. _____ is small fish with large mouth that lives generally warm seas.</p>
<p>8. When someone is _____, s/he is frightened and worried about something.</p>		



Appendix 2: Post-test

A) Read the clues and find the correct word. Then complete the puzzle.



ingredients	almond	recipe	base	pie
	sauce	decorate		

Across:

3. Prepare caramel _____ for the cake. It softens the cake and gives a nice flavour.
 6. I love all the nuts. _____ is my favourite nut.
 7. Mommy! Could you please make an apple _____ for my friends?

Down:

1. You can _____ the top of the cake with some chocolate.
 2. I love this soup. Could you please give the _____? I want to cook for dinner.
 4. Firstly, put some tomato sauce on the _____ of the pizza.
 5. You have to mix all the _____ in a bowl before you bake.

B) Read the text and fill in the blanks with the words in the box.



HOW TO MAKE POTATO SALAD

First, you have to wash the potatoes to clean the dirt on them. Then, _____ the potatoes because you do not need the skin. You have to put the potatoes in a large pot of water. _____ 2 tablespoons of salt to the water. You have to _____ potatoes for 20 minutes. In a small bowl, put some mayonnaise, yoghurt, 1 teaspoon of salt and 1 teaspoon of pepper. _____ all the ingredients together with a fork. When the potatoes are cool enough, cut them into small pieces. _____ two small onions into small pieces on a cutting board. Don't _____ the onions because raw onion has a better flavour. Put the potatoes, mayonnaise sauce, and onions in a big bowl. You have to add 50gr cheese, _____ the cheese on a pair of scales, and then add it to the salad. Your salad is ready. If you want, you can _____ some vegetables at 180°C as garniture. Enjoy your meal!

C) Read the sentences and write the correct school subject.

1. You have to bring you ruler for m _ _ _ _ lesson.
2. You have to put you trainers on for p _ _ _ _ _ e _ _ _ _ _ lesson.
3. I have to prepare a presentation about planets for s _ _ _ _ _ lesson.
4. Last week, we learnt about ancient Romans in h _ _ _ _ _ lesson.
5. Teacher asked us to write about the rivers and mountains of Turkey in
in
g _ _ _ _ _ exam.

D) Read the dialogues and fill in the blanks with the correct word.

1. **Tom:** Sue, You look so n _____. What happened?
Sue: I have English exam tomorrow and I am not good at English.
2. **Jane:** What do you want to eat for dinner?
Lisa: Could you please make t ___ salad. I love fish.
3. **Polly:** Do not put the meat on the heater.
Jill: Why?
Polly: Because, b _____ can grow fast.
4. **Son:** Mum, can I get a painkiller, please?
Mom: What is the matter?
Son: I have a terrible s _____.
5. **Suzy:** I love eating big fish.
Bob: Then, you don't like a _____.
Suzy: No, I don't. It smells too bad.
6. **Oscar:** Show me your p _____. I will tell you your future.
Sally: Don't be silly! I don't believe in fortune.
7. **Meera:** It's too hot here. What is the t _____?
Stella: It's 30 °C. I will turn the air conditioner on.
8. **Josh:** How was the p _____ of your favourite music group yesterday?
Justin: It was great. They sang their favourite songs.
9. **Dad:** Don't drive on that bridge. It's not strong. It's not made of s _____.
Son: What is it made of?
Dad: It's made of wood.
10. **Nancy:** Hey! This tent isn't fixed. What can I do?
Julie: Put a p _____ in the middle of the tent. It supports the tent.

Appendix 3: Example of lesson diary

DERS GÜNCEŚİ



Tarih: _____

Bu dersi sevdim çünkü.....

Bu dersi sevmedim çünkü....

Appendix 4: LESSON PLAN 1 FOR KAGAN STRUCTURES

Lesson Name: English (core language skills)	Date: 11 th February 2015
Topic: At School	Level: Grade 4 - A1
Duration: 35+35 minutes	
Objectives: <ul style="list-style-type: none"> ✓ To introduce new vocabulary items related to cooking ✓ To practice new vocabulary items using a listening text about a cooking class at school ✓ To write the steps for a spaghetti recipe 	
Materials: PowerPoint, photos related to making, minimized photos related to making hamburgers, flashcards, course book, i-tool, video	
Warm-up: <ul style="list-style-type: none"> ✓ The teacher divides the students into six groups of four. ✓ The teacher introduces some photos related to making a cake in a PowerPoint presentation. The steps for the recipe in the photos are in the wrong order. The teacher asks the students to order the photos correctly. ✓ The teacher implements the “Number Heads Together” structure. The teacher assigns a number, 1, 2, 3, or 4, to each member of each group,, in order to implement this structure. After the numbering is complete, the students in each group work together to order the photos. ✓ The teacher calls out a number and points to a student in one of the groups. The student who is called on puts the photos in the right order on the board. ✓ The teacher hands out minimized photos in which the students can see the steps of a hamburger recipe, to each group. The teacher tells the groups to order the photos correctly and make a list of the ingredients necessary to make a hamburger. Each group orders the photos and makes a list of the ingredients. ✓ The teacher calls out a number and points to a student in one of the groups. The student who is called on orders the photos and presents group list. ✓ Ss revise the words they already knew by presenting the lists. 	
During: <ul style="list-style-type: none"> ✓ The teacher introduces new vocabulary items (chop, fry, add, bake, peel, weigh, boil, mix, ingredients, and recipe) with flashcards. The teacher pronounces the words while showing the flashcards and Ss repeat the words a few times to get the right pronunciation. ✓ The teacher introduces the words using body language and gestures and Ss guess the words. ✓ The teacher calls out a word and Ss describe it using body language and gestures. The teacher calls out all the words and Ss follow the same procedure. ✓ Each group practices this activity in their own groups by selecting a speaker to call out the words. 	

- ✓ The teacher monitors the whole class.

Controlled Activity:

- ✓ The teacher guides the students' attention to the picture in their books and elicits their responses about what they see in the picture.
- ✓ The teacher implements the "Number Heads Together" structure to help the students practice the words. Ss listen to a conversation related to a cooking class at school, recognize the words, and match numbers with the correct pictures.
- ✓ During the listening activity, Ss work together to find the correct answer.
- ✓ The teacher elicits the answers by calling out a different number each time.

Free Activity:

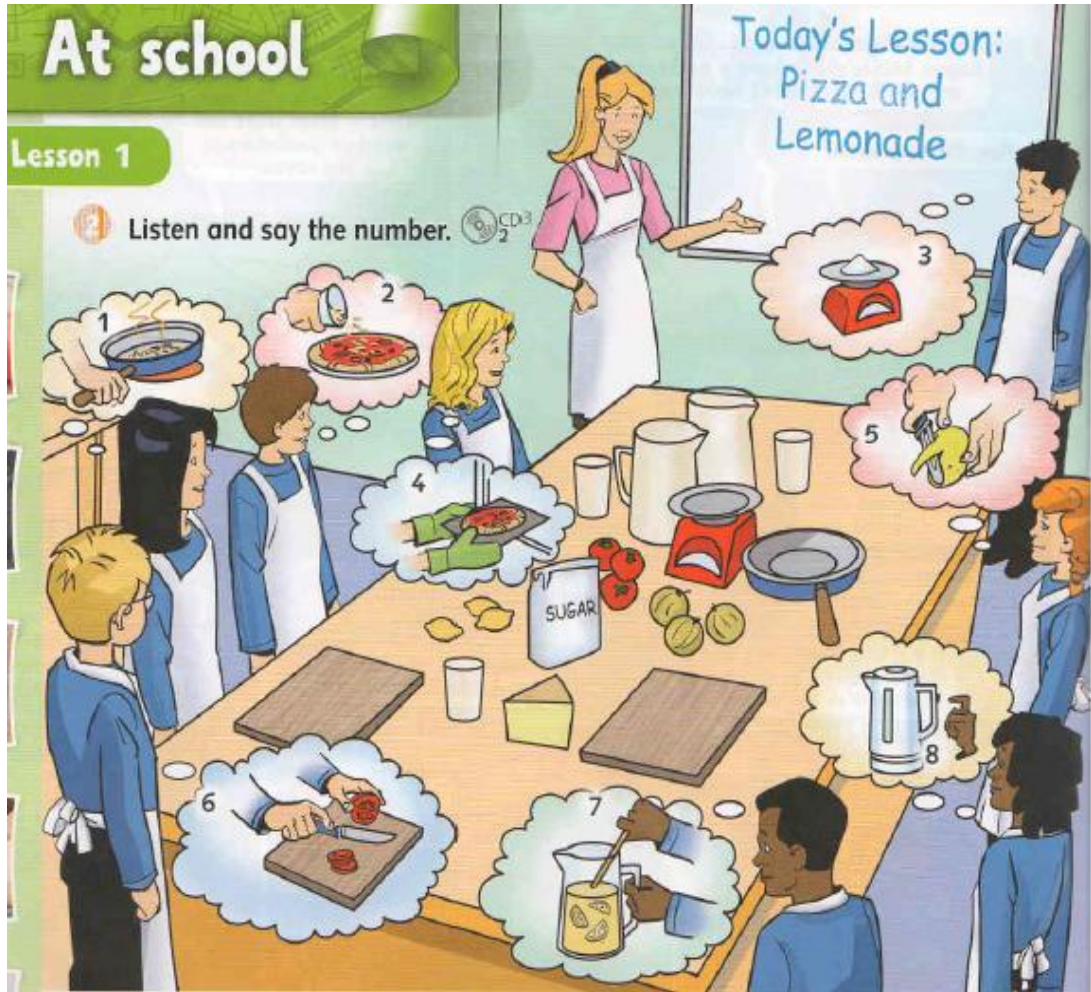
- ✓ The teacher introduces a short part of a cooking programme in which a famous cook gives a spaghetti recipe. Then the teacher asks Ss to take some notes about how to make spaghetti. All the students take notes individually while watching the video.
- ✓ The teacher implements the "Round Table" structure for this productive activity. The teacher asks each group to write about the steps necessary to make spaghetti. Firstly, Ss write about the steps on their own paper. Then, each member passes the paper to the person sitting next to him/her. The students check each other's answers. After the correction stage, each group puts the pictures that show each step in the right order and write the appropriate sentences under each picture.
- ✓ The students in each group present the recipes they have prepared to the whole class.

Close-up:

- ✓ The teacher sticks the flashcards on the board again and invites two students to the board. The teacher calls out a word and Ss play the snap game.
- ✓ The teacher calls out one of the words and Ss combine that word with a different word. For example, the teacher calls out the word "peel"; Ss say "the banana" or "the apple".

Feedback:

Listen and say the number. (Number Heads Together)



Appendix 5: LESSON PLAN 2 FOR KAGAN STRUCTURES

Lesson Name: English (core language skills)	Date: 18 th February 2015
Topic: At School	Level: Grade 4 - A1
Duration: 35+35 minutes	
Objectives: <ul style="list-style-type: none"> ✓ To review the verbs that they learnt in the previous lesson ✓ To introduce new vocabulary ✓ To practice new vocabulary items in pairs using a worksheet. ✓ To play a game using question cards to practice new vocabulary items. 	
Materials: PowerPoint, question cards, paper, flashcards, course book, i-tool, worksheet	
Warm-up: <ul style="list-style-type: none"> ✓ The teacher shows a list of ingredients for a chocolate cookie recipe, but she does not show any photos of cookies. ✓ The teacher checks whether the students know the ingredients or not. The teacher then asks the students to guess what the recipe is for. ✓ The teacher divides the students into six groups of four. She writes down the names of some common foods that the students learned in previous lessons on the board. ✓ The teacher implements the “Jot Thoughts” structure to help them review the verbs they learnt in the previous lesson. The teacher hands out small pieces of paper to each group. The teacher asks the students to write as many recipes as they can use the words on the board and the verbs that they learnt in the previous lesson (chop, bake, fry, add, peel, weigh, boil, and mix). ✓ The teacher allocates five minutes for this activity. The students write only one recipe per piece of paper. The group members cover the table with these pieces of paper. ✓ Each group presents their recipe ideas to the whole class. 	
During: <ul style="list-style-type: none"> ✓ The teacher introduces new vocabulary items (tuna, asparagus, sauce, base, anchovies, decorate, pie, and almond) in a PowerPoint presentation. The teacher pronounces the words while showing the pictures and Ss repeat the words a few times to get the right pronunciation. ✓ The teacher sticks the flash cards on the board and gives the instructions for the ‘missing game’. ✓ The teacher assigns a number, 1, 2, 3, or 4, to each member of each group in order to implement this structure. The teacher asks the students to close their eyes and then picks one of the flash cards. The students look at the board and work as a group to find out which one is missing. ✓ The teacher calls out a number and points at a student in one of the groups to get the answer. The teacher repeats the same procedure with different flash cards to practice new vocabulary items. 	
Controlled Activity:	

- ✓ The teacher implements the “Rally Coach” structure to practice new vocabulary items.
- ✓ The teacher hands out the worksheet to the students and gives the instructions for the activity.
- ✓ Students work in pairs. Student A answers the first question. Student B watches, listens, and checks their work. Student B answers the next question. Student A watches, listens, and checks their work. Students repeat, switching their roles until they finish the task.
- ✓ The teacher monitors the pairs and helps them as needed.

Free Activity:

- ✓ The teacher implements the “Fan-N-Pick” structure for this activity. She gives a set of question cards to each group.
- ✓ The teacher gives the instructions for the activity. Student 1 holds the question cards in a fan and says, “Pick a card, any card”. Student 2 picks a card, reads the question aloud, and lets the others think for five seconds. Student 3 answers the question. Student 4 responds to the answer. Students rotate roles, one person clockwise for each new round.
- ✓ The teacher monitors all the groups and helps them as needed.
- ✓ After this activity, the teacher gets the answers for each question card from the class as a whole.

Close-up:

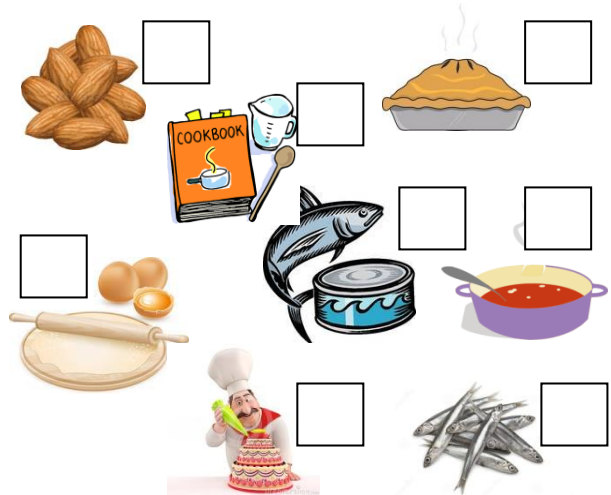
- ✓ The teacher gives the instructions for the game “Hangman” and invites one of the students to the board to start the game.
- ✓ The students practice new vocabulary items and learn how to spell them.

Feedback:

Unscramble the words. Then number the pictures.(Rally Coach)

1) A U N T	2) Y A V O H C N	3) E I P
4) E I E P R C	8) A S B E	5) U S C E A
6) O D A M L N	7) O T D E C A R E	

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____



1. Complete the sentences with the words above.

- 1) I love your lentil soup. Could you please give its _____? I will try to cook tomorrow.
- 2) I forgot to put tomato sauce on the _____ of the pizza, so it didn't taste nice.
- 3) My dad and I went fishing yesterday. There weren't any small fish. We caught 12 _____. My mom made salad with them.
- 4) I put some chocolate _____ on my ice-cream. It was delicious.
- 5) My mom wants to _____ the living room with the balloons for my dad's birthday.
- 6) _____ is a kind of nut. You can use it to make cookie.
- 7) We had a lot of apples so we decided to make apple _____ for tomorrow.
- 8) Uncle Joe is coming to our house for dinner tonight. He likes fish and pizza. My mum is making pizza with _____.

QUESTION CARDS (Fan-N-Pick)

You put the
sauce on it.
What is it?

It is a kind of
vegetable.
What is it?

You can use
apple, cherry
or other fruit
to make it.
What is it?

It is any of
various,
usually large,
marine food.
What is it?

It is a kind of
nut.
What is it?

It is a small
saltwater fish.
What is it?

A liquid to
add flavour
and decorate
the food
What is it?

To make
more
attractive
What is it?

Appendix 6: LESSON PLAN 3 FOR KAGAN STRUCTURES

Lesson Name: English (core language skills)	Date: 25 th February 2015
Topic: At School	Level: Grade 4 - A1
Duration: 35 minutes	
Objectives: <ul style="list-style-type: none"> ✓ To introduce new vocabulary ✓ To practice new vocabulary items in pairs using a worksheet ✓ To play a game using question cards to practice new vocabulary items. 	
Materials: PowerPoint, question cards, flashcards, course book, i-tool, worksheet	
Warm-up: <ul style="list-style-type: none"> ✓ The teacher asks some warm-up questions to the students to focus on the topic. “What do you learn in English class?”, “Which objects will you use for this lesson?”, “Do you play basketball in English class?”. The teacher elicits responses about the subjects which the students already learned 	
During: <ul style="list-style-type: none"> ✓ The teacher introduces new vocabulary items (school subjects) with a song. The students practice the song a few times. ✓ The teacher pronounces the words while showing the pictures and Ss repeat the words a few times to get the right pronunciation. ✓ The teacher sticks the school subject flash cards on the board and writes a list of school objects on a different part of the board. ✓ The teacher implements the “Mix-Pair-Share” structure for this activity. All the students find their partners as specified in the instructions. ✓ The teacher asks the students to categorize the school objects according to subject and allocates 5 minutes for the students to think. ✓ The teacher elicits the answers from the partners. Controlled Activity: <ul style="list-style-type: none"> ✓ The teacher implements the “Rally Coach” structure to practice new vocabulary items. ✓ The teacher hands out the worksheet to the students and gives the instructions for the activity. ✓ Students work in pairs. Student A answers the first question. Student B watches, listens, and checks their work. Student B answers the next question. Student A watches, listens, and checks their work. Students repeat, switching their roles until they finish the task. ✓ The teacher monitors the pairs and helps them as needed. Free Activity: <ul style="list-style-type: none"> ✓ The teacher implements the “Fan-N-Pick” structure for this activity. She gives a set of question cards to each group. ✓ The teacher gives the instructions for the activity. Student 1 holds the question cards in a fan and says, “Pick a card, any card”. Student 2 picks a card, reads the question aloud, and lets the others think for five seconds. Student 3 answers the question. Student 4 responds to the 	

answer. Students rotate roles, one person clockwise for each new round.

- ✓ The teacher monitors all the groups and helps them as needed.
- ✓ After this activity, the teacher gets the answers for each question card from the class as a whole.

Close-up:

- ✓ The teacher plays the song about school subjects again. The students sing the song in groups.

Feedback:

Read the clues and find the correct subject. Then complete the puzzle.

(Rally Coach)

The crossword puzzle grid consists of the following cells:

- Across:**
 - 1: 11 cells (row 1, columns 3-13)
 - 5: 6 cells (row 3, columns 3-8)
 - 7: 15 cells (row 4, columns 2-16)
- Down:**
 - 2: 10 cells (column 2, rows 1-10)
 - 3: 5 cells (column 3, rows 2-6)
 - 4: 3 cells (column 5, rows 3-5)
 - 6: 4 cells (column 11, rows 3-6)

Across

- 1. You learn about rivers, mountains, oceans, or countries.
- 5. You do experiments and learn about the planets.
- 7. You do sports.

Down

- 2. You learn English.
- 3. You learn about old times.
- 4. You design computer programmes.
- 6. You learn how to calculate.

QUESTION CARDS (Fan-N-Pick)

You can do presentations about planets.
Which subject is it?

You have to wear trainers.
Which subject is it?

You learn how to do presentations.
Which subject is it?

You can learn about rivers, mountains, and forests.
Which subject is it?

You can learn about ancient Romans.
Which subject is it?

You have to bring your ruler to draw shapes.
Which subject is it?

You can do experiments.
Which subject is it?

You can use numbers to calculate.
Which subject is it?

You can learn about Earth's surface.
Which subject is it?

Appendix 7: LESSON PLAN 4 FOR KAGAN STRUCTURES

Lesson Name: English (core language skills)	Date: 26 th February 2015
Topic: At School	Level: Grade 4 - A1
Duration: 35 minutes	
Objectives: <ul style="list-style-type: none"> ✓ To introduce new vocabulary using a reading text ✓ To practice new vocabulary items using a worksheet in groups ✓ To play a game using question cards to practice new vocabulary items. 	
Materials: PowerPoint, question cards, flash cards, the pictures of the story, course book, i-tool, worksheet	
Warm-up: <p>The teacher shows four pictures, which illustrate a story and asks the students to create a story. The students have 5 minutes to think about the pictures.</p> <ul style="list-style-type: none"> ✓ Some of the students tell their stories to the class. ✓ The teacher plays the CD and the students listen to a real story about food poisoning. ✓ The teacher asks some questions to check comprehension. ✓ The teacher asks some questions to check whether or not the students know the meaning of food poisoning. 	
During: <ul style="list-style-type: none"> ✓ The teacher introduces new vocabulary items with a reading text. ✓ The teacher asks the students to read and listen to the text in order to answer the comprehension questions. ✓ After the teacher elicits the answers, she guides the students to new vocabulary items in the text. ✓ The teacher asks the students to infer the meaning of the words from the sentences. ✓ The teacher uses some visuals to check the meaning of the words. ✓ The teacher pronounces the words while showing the pictures and Ss repeat the words a few times to get the right pronunciation. 	
Controlled Activity: <ul style="list-style-type: none"> ✓ The teacher assigns a number, 1, 2, 3, or 4, to each member of each group in order to implement this structure. The teacher hands out the worksheet to the students and gives the instructions for the activity. ✓ The students work in groups to complete the task. ✓ The teacher monitors the groups and helps them as needed. ✓ The teacher calls out a number and points at a student in one of the groups. The student who is called on orders the photos correctly and presents group's list. 	
Free Activity: <ul style="list-style-type: none"> ✓ The teacher implements the "Showdown" structure for this activity. ✓ The teacher gives a set of question cards to each group. ✓ The teacher chooses a student from each team to be the Showdown Captain for the first round. 	

- ✓ The Showdown Captain gets the top card, reads the question, and gives the students some time to think.
- ✓ All students in each team write down their answers individually. They raise their hands when they finish writing their answers. The Showdown Captain yells "Showdown!". All the students show and discuss their answers. The Showdown Captain leads the review.
- ✓ For the next round, the person on the left of the Showdown Captain becomes the new Showdown Captain.
- ✓ The teacher monitors the groups and helps them as needed.

Close-up:

- ✓ The teacher gives the instruction for the game "Hangman" and invites one of the students to the board to start the game.
- ✓ The students practice both new vocabulary items and how to spell the words.

Feedback:

(Reading text for Lesson 4)

Lesson 7 **5**

Food hygiene

1 Talk about the flashcards. **2** Read, listen and answer.  ^{CD3}₁₆ What did Rick eat yesterday?



Yesterday, Rick made a picnic. His kitchen was very dirty.



He went to the beach. The food was in the sun.



He ate his picnic. The dog ate the picnic too.



He went home. He had a terrible stomach ache. Rick had food poisoning!

3 Read, listen and answer.  ^{CD3}₁₇ 

What causes food poisoning?

Bad bacteria in our food cause food poisoning. Bacteria need these things to grow:

Food Bacteria grow well in meat, eggs, milk, fruit and vegetables.

Liquid Bacteria need liquid. Bacteria can't grow in dry food.

The right temperature The best temperature for bacteria is 5°C – 65°C. Temperatures higher than 70°C destroy most bacteria.

Time Bacteria divide every twenty minutes. After six hours one bacterium can make more than 100,000 bacteria!

1) Match the words with the pictures.

1. Temperature

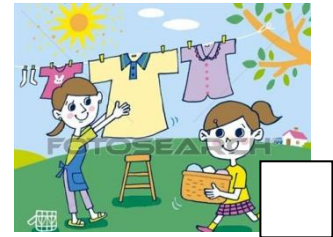
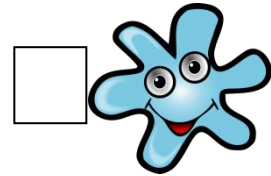
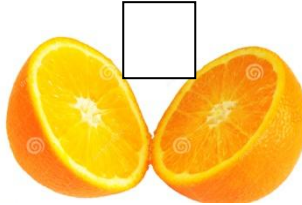
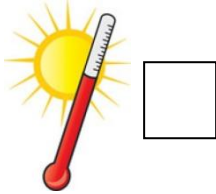
2. Stomach-ache

3. Bacteria

4. Bacterium

5. Divide

6. Dry



2) Read the text and fill in the blanks with the correct words above.



Last week, I went camping with my friends, Judie and Tim. It was a big adventure for me. Our campsite was in an outdoor centre. We did many outdoor activities during the weekend. Tim and Judie wanted to go canoeing in the morning on Saturday. When they came to the tents, both of them were wet. Judie

changed her clothes; she put _____ clothes on. Tim did not change his clothes. On Saturday night, Tim stayed in his tent because he had a s-_____. Judie and I went walking around the lake. It was cold outside. The _____ was 6°C. To get warm, we put a fire near the lake. We sang songs and danced all the night.

Next day, we got up early to go trekking on the mountains. While following our guide, we were lost in the forest. We followed the trees to find our way. We were tired. We did not have our water bottles so we had to drink water from the river. It was not healthy to drink water there because _____ can grow well in water. I had a bar of chocolate in my bag. We had to _____ the chocolate into two pieces. I had also a sandwich. I made my cheese sandwich on Friday so we did not eat it. One _____ divide every twenty minutes. I read it in one of the science books. We were so hungry. Finally, our guide found us and we went back our campsite. It was a tiring but exciting weekend for me.

QUESTION CARDS (Showdown)

You use
thermometer
to measure it.
What is it?

It is a kind of
microorganism
. It can be
found in soil,
water.
What is it?

It is the single
form of
bacteria.
What is it?

It is a kind of
illness. When
you are
poisoned, you
have this.
What is it?

There is one
apple. Let's
..... the
apple into two
pieces.

They are living
organisms.
You cannot
see them.
What is it?

I am wet
because I
don't have an
umbrella?
Can you give
me some
clothes?

It is the pain in
the stomach.
What is it?

It is measure
of heat or
cold.
What is it?

Appendix 8: LESSON PLAN 5 FOR KAGAN STRUCTURES

Lesson Name: English (core language skills)	Date: 4 th March 2015
Topic: At School	Level: Grade 4 - A1
Duration: 35+35 minutes	
Objectives:	
<ul style="list-style-type: none"> ✓ To introduce new vocabulary with a reading text ✓ To practice new vocabulary items with a worksheet in groups ✓ To write a story using new vocabulary items 	
Materials: flashcards, course book, i-tool, video, worksheet, video	
Warm-up:	
<ul style="list-style-type: none"> ✓ The students watch a video about school club activities. ✓ The teacher asks the students to think about whether or not there are similar clubs in their school. ✓ The teacher asks the students to say which club they are in and what kinds of activities they do. The students discuss their school's clubs in pairs. 	
During:	
<ul style="list-style-type: none"> ✓ The teacher has the students look at the reading text on page 60. ✓ The teacher asks the students to say whether or not they know the countries on the map. ✓ The teacher gives the instructions for the first activity. The students look at the words in the box and guess which words are in text A or text B. ✓ The students read two texts and check their answers. ✓ The teacher asks some questions to check the comprehension. Then, the teacher has the students look at the words written in bold. ✓ The teacher asks the students to guess the meaning of the words from the text. ✓ The teacher introduces new vocabulary items using flash cards. The teacher pronounces the words while showing the pictures and Ss repeat the words a few times to get the right pronunciation. 	
Controlled Activity:	
<ul style="list-style-type: none"> ✓ The teacher implements the "Rally Coach" structure to practice new vocabulary items. ✓ The teacher hands out the worksheet to the students and gives the instructions for the activity. ✓ Students work in pairs. Student A answers the first question. Student B watches, listens, and checks their work. Student B answers the next question. Student A watches, listens, and checks their work. Students repeat, switching roles until they finish the task. ✓ The teacher monitors the pairs and helps them as needed. ✓ If the teacher has time, she can implement the 'Showdown' structure using these words. 	
Free Activity:	
<ul style="list-style-type: none"> ✓ The teacher implements the "Round Table" structure for this productive activity. 	

- ✓ The teacher asks the groups to write a short story with the words that they have learnt during the lesson.
- ✓ One of the members starts the story. S/he first writes one sentence on a paper and passes the paper to the person sitting next to him/her. That student checks his/her sentence and adds a new one. This process continues until the group members complete their story.
- ✓ Each group presents their own story to the whole class.

Close-up:

- ✓ The students play the 'spelling game' to review the words. They will also practice the spelling of the words.

Feedback:

(Reading text for Lesson 5)

Read and Listen.

A

Hi, I'm Janelle and I come from Trinidad. I'm in the Steel Drum Club. We meet after school and learn to play **steel drums**. You play them with the **palm**s of your hands or a stick. Each part of the drum makes a different sound. It's difficult to make the exact sound you want and you have to practise a lot.



I'm learning to play a small drum now. I want to learn to play bigger drums soon. They're more difficult, but they make a fantastic sound. I play in our school orchestra. We gave a **performance** at another school last week and we sometimes go to carnivals too. I love it!

B



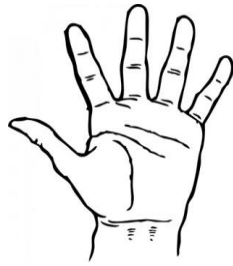
Hello, my name is Chen. I live in Beijing in China. I don't go home after school on Mondays, I go to an after-school club. There are about 20 children in the club. We learn how to do a dragon dance.

We've got a beautiful dragon; it's red, black and **gold**. It's 15 metres long. We carry it with **poles** over our heads. Then we have to move together and the dragon dances! It's difficult, but our teacher is great and now we're really good at working together.

We do the dance at festivals and carnivals. I'm sometimes **nervous**, but it's good fun.



1. Look at the pictures and unscramble the words. Then find the secret word. (Rally Coach)



LOPE

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7

ROFPANRECEM

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NOVSURE

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2

LAMP

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3



TELES

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6 5

LOGD

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1 2 3 4 5 6 7



2. Fill in the blanks with the words in activity 1. (Rally Coach)

1. Before I play the guitar on the stage at my school, I have to p_____ a lot.
2. The pirates found the treasure box under a tree on the island, but there was no any g_____ in it.
3. The fortuneteller wanted my mom to look at her p_____ to talk about her future life.
4. I need a p_____ to hang the flag in front of the school.
5. Last Monday, I was n_____ because I took two important tests.
6. The engineers want to use s_____ to build the new bridge over the river.
7. My dad sings in a public choir every Friday. I am going to watch their p_____ on the stage next weekend.

ÖZGEÇMİŞ

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