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**EFFECTS OF MULTI-SENSORY LANGUAGE TEACHING ON LEARNERS'
ACHIEVEMENT IN ENGLISH VOCABULARY KNOWLEDGE AND LISTENING
AND READING SKILLS**

DOCTORAL THESIS

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Department of Foreign Language Education
English Language Teaching Programme**

**Effects of Multi-sensory Language Teaching on Learners' Achievement in English
Vocabulary Knowledge and Listening and Reading Skills**

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(Doctoral Thesis)**

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September, 2016**

Declaration

I hereby declare and confirm on my honour that the doctoral thesis entitled "Effects of Multi-sensory Language Teaching on Learners' Achievement in English Vocabulary Knowledge and Listening and Reading Skills", was written by myself without resorting to any assistance contrary to scientific ethical conduct or values, and that all of the sources used and cited are those contained in the references.

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Certification

We hereby certify that the report prepared by Şule ÇELİK KORKMAZ (entitled “Effects of Multisensory Language Teaching on Learners’ Achievement in English Vocabulary Knowledge and Listening and Reading Skills”) and presented to the committee in the thesis defence examination held on 6th September 2016 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

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Foreword

The inspiration of this study came from the TEYL course the researcher has been teaching. The teacher trainees questioned the effectiveness of the hand crafted 3-D materials they produced as a part of the course. Following this, the researcher decided to see for herself to what extent these materials might have an impact on learning English. The focus of the study was restricted to the receptive aspect of learning due to time space constraints. After having this experience, the researcher can now confidently suggest her teacher trainees to integrate multisensory language teaching to their methodology, and justify her insistence that her trainees should use a variety of multisensory materials and activities.

I would like to dedicate this doctoral thesis, first of all, to my beloved husband Sedat KORKMAZ, for his unremitting love, encouragement and support, and my precious children, Ela and Utku KORKMAZ, the taste of my life, for their unconditional love and understanding.

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Şule ÇELİK KORKMAZ

Abstract

Effects of Multi-sensory Language Teaching on Learners' Achievement in English

Vocabulary Knowledge and Listening and Reading Skills

ELT has been based on visual and partly audio materials such as a coursebook, and some basic educational technology equipment. Recent decades have seen a widespread use of gadgets with digital screen in all aspects of our lives including language classrooms. However, learning cannot be restricted to two channels especially in the primary level where learning should be supported by means of any teaching technique and material which can activate children's all senses and reveal their potential talents. Thus, it is vital for teachers to use MSLT to accommodate pupils' needs for learning not only through hearing but also through touching, doing and experimenting.

Thus, this study aimed to investigate the effects of MSLT on 4th grade learners' English vocabulary knowledge, listening and reading skills by employing a quasi-experimental design using two intact classes, one experimental (n=25) and one control (n=26), of Öğretmen Hasan Güney Primary School in Bursa during six-week period of the first term of 2012-2013 academic year. The experimental group was taught English through MSLT including a variety of visual, auditory, and tactual/kinaesthetic materials and activities while the control group was given mainstream coursebook-based instruction.

Following a mixed method design, both quantitative and qualitative data collection instruments were used. Before the intervention, the learning style survey was applied to reveal the participants' perceptual learning styles to be used in the design of multisensory materials and activities. The Independent T-test result of the survey indicated no statistical difference between the groups and descriptive results showed that they were predominantly visual, auditory and kineasthetic respectively. Furthermore, three different achievement tests related to vocabulary, listening and reading were administered three testing times including pre-tests,

immediate post-tests and a month after delayed post-tests. The pre-tests results revealed no statistical differences between the groups regarding all dependent variables such as vocabulary, listening and reading scores of the treatment groups. The non-parametric Wilcoxon tests were applied to the treatment groups, and yielded statistically significant differences regarding all dependent variables in favour of the experimental design not only in the immediate post-tests but also in the delayed post-tests.

In addition, the qualitative data were collected through the learners' diaries and the teacher's blogs and interview to triangulate the quantitative results. Content analysis of such data revealed mostly positive views about ELT through MSLT contrary to coursebook-based learning. The study suggests that the MSLT was effective in teaching English vocabulary, listening and reading skills to young learners.

Key Words: Perceptual learning style, multisensory language teaching, young learners.

Özet

Çok Duyulu Dil Öğretiminin Öğrencilerin İngilizce Kelime Bilgisi, Dinleme ve Okuma Becerileri Başarısına Etkileri

İngiliz dili öğretimi, ders kitabı ve bazı temel eğitim teknolojisi ekipmanları gibi görsel ve kısmen işitsel materyallere dayalı olmuştur. Son yıllar dil sınıflarını da kapsayacak şekilde yaşamımızın her alanında dijital ekranlı cihazların yaygın kullanımına şahit olmuştur. Yine de, özellikle öğrenimin çocukların tüm duyularını harekete geçirebilen ve onların potansiyel yeteneklerini ortaya çıkarabilen her tür öğretim tekniği ve materyalleri ile desteklenmesi gerektiği ilköğretim seviyesinde, öğrenme iki öğrenme kanalıyla sınırlandırılmaz. Bu açıdan, öğrencilerin dil öğrenme ihtiyaçlarını sadece işiterek değil aynı zamanda dokunarak, yaparak ve yaşayarak karşılamak için öğretmenlerin çok duyulu öğretme tekniklerine başvurmaları hayati önem taşımaktadır.

Dolayısıyla, bu çalışma 2012-2013 eğitim öğretim yılı birinci döneminde altı haftalık periyotta Bursa Öğretmen Hasan Güney İlköğretim Okulunda bir deney (25) ve bir control grubundan (26) oluşan iki sınıfta yarı-deneysel model kullanılarak Çok Duyulu Dil Öğretiminin 4üncü sınıf öğrencilerinin İngilizce kelime bilgilerine, dinleme ve okuma becerilerine etkisini araştırmayı amaçlamıştır. Kontrol grubuna İngilizce ana ders kitabı tabanlı bir şekilde öğretilir iken deney grubuna İngilizce çeşitli görsel, işitsel, dokunsal/kinestetik materyal ve aktiviteler içeren Çok Duyulu Dil Öğretimi metodu ile öğretilmiştir.

Bir karma yöntem modelini takiben hem nicel hem de nitel veri toplama araçları kullanılmıştır. Program uygulanmadan önce, çok duyulu materyal ve aktivitelerin tasarımında kullanılmak üzere katılımcıların algısal öğrenme stillerini ortaya çıkarmak için öğrenme stili anketi uygulanmıştır. Çalışmanın Bağımsız t-testi sonucu gruplar arasında istatistiksel farklılığın olmadığını ortaya koydu ve betimsel sonuçlar katılımcıların ağırlıklı olarak sırasıyla görsel,

işitsel ve kinestetik olduğunu gösterdi. Ayrıca, kelime, dinleme, ve okuma ile ilgili üç farklı başarı testleri ön testler, hemen sonrasındaki son testler ve bir ay sonrasındaki gecikmeli son testler olmak üzere üç test süresinde uygulanmıştır. Ön test sonuçları, uygulama gruplarının kelime, dinleme, ve okuma puanları gibi tüm bağımlı değişkenler açısından gruplar arasında istatistiksel olarak hiçbir anlamlı farkın olmadığını saptamıştır. Uygulama gruplarına parametrik olmayan Wilcoxon testleri uygulandı ve bu testler deneysel grup lehine tüm bağımlı değişkenlere ilişkin sadece hemen sonrasındaki son testlerde değil aynı zamanda gecikmeli son testlerde de istatistiksel olarak anlamlı farklılıkları ortaya çıkardı.

Buna ek olarak, nicel sonuçları desteklemek için nitel veriler, öğrenci günlükleri, öğretmenin blogları ve görüşmeleri yoluyla toplanmıştır. Verilerin içerik analizi, ders kitabı tabanlı öğrenmenin aksine İngilizceyi yabancı bir dil olarak Çok Duyulu Dil Öğretme metodu aracılığı ile öğrenme konusunda olumlu görüşler ortaya koymuştur. Bu çalışma, Çok Duyulu Dil Öğretiminin çocuklara İngilizce kelime, dinleme ve okuma becerileri öğretiminde etkili olduğunu göstermiştir.

Anahtar Kelimeler: Algısal öğrenme stilleri, çok duyulu dil öğretimi, çocuk öğrenenler.

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List of Abbreviations

AOA	Action-Oriented Approach
CA	Communicative Approach
CALL	Computer-Assisted Language Learning
CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELP	European Language Portfolio
ELT	English Language Teaching
ELTP	English Language Teaching Programme
ESL	English as a Second Language
ESP	English for Specific Purposes
EU	European Union
FL	Foreign Language
MoNE	Ministry of National Education
MSLT	Multi-sensory Language Teaching
MSVT	Multi-sensory Vocabulary Teaching
TBI	Theme /Topic-Based Instruction
TEYLs	Teaching English to Young Learners
YLS	Young Learners
NS	Native Speaker
ZPD	Zone of Proximal Development

Chapter I: Introduction

Introduction

This chapter includes the statement of the problem, the research questions and the hypotheses, the purpose and the significance of the study in order to draw attention to the implementation of multisensory teaching method in the process of teaching to young learners English vocabulary, listening and reading skills. In addition, the limitations, the assumptions, and the definitions of the study are explained respectively.

Problem Statement

Various aspects of individual differences and their implications in educational practice have recently drawn a considerable number of researchers' attention in the field of language learning and teaching (Mayer, 2011). Among many major individual areas of language learning, learning styles is considered as one of the most important variables which affect learners' language learning outcomes (Ehrman, Leaver & Oxford, 2003; Westwood & Arnold, 2004). In literature, a variety of terms with regard to individuals' learning style have been used. These are learning style, cognitive style, personality type, sensory preference, and modality (Ehrman et al., 2003). The present study will use sensory preference and modality. Due to variety of style dimensions (see Dunn & Dunn, 1992), it is impractical and a very demanding task for teachers to match their teaching style to each learner's learning style (Fleming & Mills, 1992) in limited classroom hours. Thus, perceptual learning style has been considered as a privileged issue in language learning area because perception is the way of constructing new L2 representations from input via the senses, which is an essential aspect of language acquisition (Truscott, 2015).

98% of all new learning enters the brain through senses and among five senses, although taste and smell are efficient for learning, visual, tactile and auditory experiences are the ones which are primarily used in the classroom (Jensen, 1997 cited in Tileston, 2011).

Besides, activities which appeal to five senses, such as visual, auditory, tactual and kinesthetic and hands-on activities have been reported to be the most effective teaching aids in young English learners' classes (Baş & Beyhan, 2013; Chung, 2008; Griva & Semoglou, 2012; Jubran, 2012).

Multisensory facilitation through 'coactivation models' which postulates that input from various senses are firstly processed by separate systems that combine the input to respond faster than that of source of any unisensory (e.g. reading only) stimulus alone (Miller, 1982 cited in Barutçu, Crewther & Crewther, 2009). Young learners value multiple input modes which activate different sensory modalities. Therefore, providing input by means of a variety of modalities is referred to as 'multisensory teaching' which provides equality of opportunities for each pupil (Katai, Juhasz & Adorjani, 2008).

Findings of a number of studies suggest that the type of teaching which matches with individuals needs would lead to better English learning and the success in learning foreign language depends on the use of appropriate methods by language teachers (Demirel, 1990). However, teaching foreign languages, particularly English, is considered beyond the reach of satisfactory level (Akpınar & Aydın, 2009; Tarcan, 2004) in Turkey. Currently, ELT practices in Turkey heavily rely on the visual materials. Even audio materials are used sparingly. In other words, conventional teaching English seems to have restricted itself with activities based on pen and paper use with a limited amount of visuals by taking mostly visual and auditory learning styles into consideration. In addition, it is difficult to say to what extent these materials are exploited to appeal to pupils' audio-visual learning styles in its full sense for change in conventional language teaching. Similarly, it is hard to guess how important it is for teachers to accommodate their students' learning preferences (Naimie, Siraj, Abuzaid & Shagholi, 2010). When the availability of the time, resources and size of the classes are taken into account in state primary schools in Turkey, teaching a foreign language by grouping them

according to their learning styles may all but impossible. Therefore, the researcher of the present study suggested the use of multisensory language teaching as a practical solution so as to provide the optimal foreign language instructional method to young learners. Therefore, there appears to be a pressing need for a radical change in the way how the English language is presented and used in the young learners' classrooms.

Moreover, because children have natural tendency towards different types of multi-sensory activities like play, fun, jock, song, etc.. rather than following traditional way of teaching which requires mostly verbal lecturing, multisensory teaching method with different sensory activities like song, puzzle, quiz, debate, telling and forming stories, drama, craft work, model preparation, art and drawing, play and games, recitation, dance and music should be integrated into teaching-learning process to obtain better results (Basantia, Panda & Sahoo, 2012). As a matter of fact, multisensory language teaching (MSLT) is an eclectic approach which integrates sensory learning styles such as visual, auditory, kinesthetic, and tactile equally in instruction. This way, it strives to provide equal opportunities for students with different dominant learning preferences. Since this makes learning more memorable, it becomes easier for learners to recall the stored information in the future through building more pathways to locate it. Presenting input via different media would make information more accessible as more pathways have already been established during learning (Katai, 2011).

Accordingly, this study focuses on the use of MSLT in ELT classrooms, which seeks to maximize each pupil's learning by providing the kind of teaching to involve all senses. Many studies have been carried out on multi-sensory teaching in various fields. However, in the field of teaching English to young learners, the effects of multisensory teaching on learners' achievement in English vocabulary knowledge and listening and reading skills have not been investigated in depth. Therefore, the present study aims to fill this gap in the field of

ELT. For this reason, the study aims to provide a significant contribution to the field of teaching English to young learners.

Purpose of the Study

Conducting this study was triggered off the group project which has been included as a part of the course requirements, namely ‘Teaching English to Young Learners’ course (TEYLS). To put it more clearly, the researcher, as the instructor of this course, has demanded teacher trainees to prepare multisensory materials and plan a communicative activity to practice words and functions of a particular unit within the elementary school curriculum. Once the project is completed, they might donate their multisensory materials to any state school to be used in the realms of primary English classes. Observing various advantages of MSLT during the practicum in different Turkish state primary schools, the researcher decided to reveal whether the use of MSLT results in more success in learning a foreign language by conducting a methodologically sound study.

Although the literature on teaching English to young learners is enormous including the importance of teaching through all senses, very few experimental studies have been used to test the use of multisensory teaching applied to young learners’ education. Hence, this study aims to investigate the effects of MSLT on learners’ vocabulary knowledge, listening and reading skills in English to provide methodologically sound evidence to justify the use of MSLT in educational practice of YLs. For that purpose, two classes of one of the state elementary schools were chosen as the context of the study. The three units in the 4th grade English coursebooks were taught in the conventional manner to one of the classes while the other was taught through the MSLT.

This study aims to investigate the following research questions and test the corresponding relational hypotheses:

RQ1 What are predominant perceptual learning styles of young learners aged 9-10?

RQ1.1. Is there a statistically significant difference between the treatment groups regarding their perceptual learning style?

H_a1.1. There will not be any significant differences between perceptual learning styles of the experimental and control group participants.

H₀1.1. There will be significant differences between perceptual learning styles of the experimental and control group participants.

RQ2 Is there a statistically significant difference between the vocabulary achievement scores of the treatment groups immediately after the implementation of MSLT?

H_a2 Experimental group participants will outperform control group participants in their vocabulary knowledge immediately after the implementation of MSLT.

H₀2 There will not be any significant differences between the vocabulary achievement scores of the treatment groups immediately after the implementation of MSLT?

RQ3 Is there a statistically significant difference between the vocabulary retention scores of the treatment groups a month after the implementation of MSLT?

H_a3 Experimental group participants will outperform control group participants in their vocabulary retention scores a month after the implementation of MSLT.

H₀3 There will not be any significant differences between the vocabulary retention scores of the treatment groups after the implementation of MSLT.

RQ4 Is there a statistically significant difference between the listening achievement scores of the treatment groups immediately after the implementation of MSLT?

H_a4 Experimental group participants will outperform control group participants in their listening comprehension immediately after the implementation of MSLT.

H₀4 There will not be any significant differences between the listening achievement scores of the treatment groups immediately after the implementation of MSLT.

RQ5 Is there a statistically significant difference between the listening retention scores of the treatment groups a month after the implementation of MSLT?

H_a5 Experimental group participants will outperform control group participants in their listening retention scores a month after the implementation of MSLT.

H₀5 There will not be any significant differences between the listening retention scores of the treatment groups a month after the implementation of MSLT.

RQ6 Is there a statistically significant difference between the reading achievement scores of the treatment groups immediately after the implementation of MSLT?

H_a6 Experimental group participants will outperform control group participants in their reading comprehension immediately after the implementation of MSLT.

H₀6 There will not be any significant differences between the reading achievement scores of the treatment groups immediately after the implementation of MSLT.

RQ7 Is there a statistically significant difference between the reading achievement scores of the treatment groups a month after the implementation of MSLT?

H_a7 Experimental group participants will outperform control group participants in their reading retention scores a month after the implementation of MSLT.

H₀7 There will not be any significant differences between the reading retention scores of the treatment groups a month after the implementation of MSLT.

RQ8 What are the views of the teacher and the pupils on learning English?

Significance of the Study

Every learner has a tendency of preferring to perceive whatever they are taught through one or more modalities, thus providing language input through multiple-modality stimulations is an advantage for learners to learn what is most relevant for them (Dunn & Waggoner, 1995), and to recall the stored information easily in the future (Katai, 2011).

Furthermore, the study of MacGilchrist & Buttress (2005) which investigated primary school students' perceptions about learning in general and themselves as learners specifically revealed that children learned best in different ways such as doing activities and tasks, teacher explanation, seeing questions on the board, doing kinesthetic activities such as touching and feeling, working in a calm atmosphere with music and silence etc. Moreover, children's learning is enhanced when the new material and subject are introduced multiple times through a variety of media and form (for example, auditory, visual, verbal, and spatial presentation), and in a multi-sensory language learning environment in order to activate different parts of their brain (Akpınar & Aydın, 2009; Nilson, 2010; Davis, 2009). Auditory and visual learners somehow may get benefit from coursebook-based conventional instruction; however, tactual/kinesthetic learners may have a strong disadvantage from such instruction. Therefore, using multiple input modes is an advantage not only for learners to maximize their learning but also for teachers who can revive their teaching and thus feel professional fulfillment due to the use of multiple teaching techniques and multisensory teaching materials (Nilson, 2010; Read, 2007).

In literature, although a considerable body of research has been conducted to investigate learners' style preferences and how visual, auditory and kinesthetic children learn, there is a lack of experimental data on the use of multisensory language teaching through which all sensory modalities are channelled in order to address to individual differences. As a result, it is not known statistically whether multisensory teaching could lead to better results in comparison to textbook-based teaching in terms of 10-11 year-old children's vocabulary knowledge, reading and listening skills achievement of English. Thus, the researcher of the present study was charged with ascertaining whether the use of MSLT is supported by scientific evidence through experimental findings.

The findings of this study can be used as a framework for primary school English teachers who seek for innovative ideas to design their instructions in order to improve their pupils' vocabulary knowledge, listening and reading skills. Moreover, materials developers, particularly those who design English coursebooks for 4th graders, can get benefit from the multisensory materials and activities suggested in this study to various learning styles of the learners. In addition, should the need arise for redesigning 4th grade English language teaching program, the Turkish MoNE Board of Education and discipline may take the findings and suggestions of the study into account to integrate evidence-based methods, techniques and materials. Finally, the teacher trainers who teach the course "Teaching English to Young Learners" in ELT programs can better equip teacher trainees with the techniques suggested in this study to help them become more competent English teachers in primary school contexts.

Limitations of the Study

Although carefully planned and implemented, the study has the following inevitable limitations and shortcomings.

1. The study focused solely on the 4th grade learners who were learning English as a foreign language in one of the Turkish state elementary schools. The population of the experimental group was twenty-five students and might not represent the majority of the pupils of the 4th graders.
2. Because the study included three units of subjects in the 4th grade English coursebook to be taught, it lasted in six weeks (3 EFL sessions of 40 minutes per week) in order not to deviate from the recommended allocated curriculum time. It became very tiring for both the teacher and the researcher to race against time to implement what is planned for the intervention program. It would be better if it were implemented in a more flexible time interval.

3. Due to working with a state school, pupils could not be assigned at random to either the control or the experimental group. Instead, they were assigned as arranged by the school authorities at the beginning of each academic year
4. The study looks at only receptive vocabulary knowledge, listening and reading skills of a language through achievement tests. Thus, the information is limited to the tests of this study which aimed to evaluate the students' receptive skills.
5. Although the study followed multi-method data collection procedures (questionnaire, achievement tests, students diaries, the teacher's blogs, and semi-structured interviews with the teacher) in order to triangulate the findings, it could have been more comprehensible if the data had also been collected through video-recordings of the lessons and field notes.
6. The materials created to be used in the activities that require pupils to manipulate them are handmade. Thus, the durability of these materials may not be as good as a factory production.

Assumptions

The study is based on the following assumptions:

1. The chosen sample is the representative of the population of 4th grade learners who are learning English as a foreign language.
2. The participants in the experimental and control groups were equal.
3. Uncontrolled variables affected the experimental and control groups equally.
4. Every learner in the experimental group was taught through multisensory approach during the implementation of the program.
5. The materials and activities used in the study were multisensory and appropriate for the aim of the study.
6. The instruments of the study were valid and reliable.

Definitions

Young Learners: Young learners are mostly referred to primary school pupils aged six to twelve (Haznedar and Uysal, 2010; Djigunović, 2012; MoNE, 2006; Phillips, 1993; Shin, 2014).

Perceptual Learning Styles: The term perceptual learning style has been referred to as modality differences, sensory preferences, learning channels which are related to how learners interact with information and perform learning tasks (Davis, 2007; Hansen & Cottrell, 2013; Leaver & Oxford, 2000; Linse, 2005).

Multi-sensory Teaching: Multi-sensory teaching is defined as a way of teaching that requires students to learn by seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, enjoying in a variety of learning situations (Baines, 2008, p. 21).

Chapter II: Literature Review

Introduction

Several questions have already been posed by not only philosophers and social reformers but also scientists and researchers so as to ascertain the nature of children and their development. This chapter focuses on the detailed account of child development and learning including its history, philosophy, and theories.

Theoretical Foundations of Child Development

Child development refers to the patterns of systematic, age-related growth, change, and stability in terms of child's linguistic (including acquiring complex language skills), cognitive, intellectual, psychological, physiological, emotional, social, development that occur from the moment of conception through adolescence (Cole, Cole & Lightfoot, 2005; Feldman, 2004; McDevitt & Ormrod, 2004; Karatepe, 2012).

Over the centuries, theoreticians have come to an understanding that child development is a multi-faceted phenomenon. Accordingly, various perspectives have been developed to better understand this complex phase of human life (see Berk, 2003; Kail, 2004; McDevitt & Ormrod, 2004). The scope of this study does not allow the writer to consider all perspectives about child development. Therefore, among many theoretical perspectives about child development, the present study focused on two perspectives: firstly cognitive aspect so as to examine how children perceive and mentally represent the world and how they develop thinking and secondly socio-cultural (contextual) aspect to investigate how children as social beings are affected by cultural contexts including immediate environments such as family context, peer group and school culture, in this study particularly classroom environment in which the teacher and pupils interact to learn a new language. By doing so, it attempts to reveal the connection between language and the mind. Jean Piaget (1896– 1980) and Lev Vygotsky (1896–1934), defined as the two main geniuses in the field of developmental

psychology (Lourenço, 2012), have made tremendous impact on the shaping and re-shaping educational practices in such a way that we are all currently aware of the significance of child-initiated activity and social interaction for learning and development (Howard, 2009).

By complementing one another, both Piaget's and Vygotsky's descriptions inform us about how child development is shaped up by the child's social interaction with other individuals in his/her environment and lay foundations of this study. While Piaget focuses more on the cognitive aspect of child development, Vygotsky focuses both on the social aspect of acquiring interactive skills, which in turn leads to cognitive maturation. Therefore, the study will follow Piaget's description of 9-10 year-olds cognitive skills and the lessons and course materials are designed accordingly. On the other hand, the young learners participating in this study learn English through developing their interactive skills in the language. To put it differently, they are to learn English through interaction with their classmates and the teacher. Thus, the researcher aims to establish a communicative classroom where pupils are exposed to language as much as possible. The children are to achieve certain tasks under the guidance and support of their teacher. The guidance and support will come in the shape of organising students to respond to the tasks and each other's needs for assistance. At this point, the study borrows Vygotsky's concept Zone of Proximal Development (ZPD) (1978) in connection to Bruner's term Scaffolding (1975).

Piaget's theory of cognitive development. Jean Piaget (1896 - 1980), a Swiss psychologist and theorist, considered the theory as a reliable framework or as a guide to better understand the development of knowledge and understanding (Feldman, 2004, p. 176). After the wake of the Behaviourist era in the study of child development, he brought a breath of fresh air in the field via his more compelling and comprehensive views about the child's mental processes (Gardner, 2011).

Intellectual growth as a process of adaptation. Piaget considered intelligence as adaptation which could be described as ‘equilibrium’ between the action of the organism on the surrounding environment full of with objects and involvement with the action of environment on the organism (Piaget, 1952). This interaction is formed depending on the child’s prior experiences on similar or the same situations. According to Piaget, intelligence starts via sensori-motor adaptation in general. Through this way, the organism absorbs substances and modifies them in order to have its own substance. Thus, he defined adaptation as equilibrium between assimilation and accommodation or equilibrium of interaction between subject and object.

The organism needs movement, perception or the interplay of real or potential actions to be able to have patterns of behaviour, which is called conceptual operations or mental assimilation. Assimilation is preservation or identification as it is reproducing oneself through the external world or transforming perceptions until they become the same as one’s own thought (Piaget, 1950). It occurs when a child activates his/her existing schema so as to make sense of new patterns and experiences (Karatepe, 2012), thus the mind, as a meaning-making system, builds understanding actively through mental operations on representations of the external world (Adey, Csapó, Demetriou, Hautam’aki & Sayer, 2007). Assimilation refers to the process where the individual has perceptual contact with distant object in terms of the child’s current stage of cognitive development, and where children incorporate new experiences or an external element such as an object or event into their existing schema.

On the other hand, accommodation refers to the process where the environment acts on the individual to enable him/her to construct a new piece of knowledge by using his/her prior knowledge when encountered with new events, and where they modify cognitive schemata based on experiences or external demands (Feldman, 2004; Gebhard, Grant, von Georgi & T. Hubers, 2008; Kail, 2004). When external stimuli is perceived by the brain, an

individual subject creates its own internal reality to be able to fit the external reality best as possible by taking action (Gebhart et al., 2008).

Intellectual adaptation does not exist unless one puts both an assimilatory mechanism and a complementary accommodation into progressive equilibrium (Piaget, 1952). Although assimilation and accommodation are mostly in balance, or equilibrium, or sometimes disequilibrium occurs when children's current schemes are not adequate and when they spend much more time accommodating than assimilating, which requires children to reorganize their schemes to transit to a state of equilibrium in order to reach a balance (Kail, 2004). Eventually, the novel piece of information becomes really novel due to the fact that the individual generates a more refined and flexible structure (Adey et al., 2007) through the achieved balance between new knowledge and his/her own thoughts and intentions (Fox & Riconscente, 2008) and through bidirectional relationships between prior conditions and foreseeable consequences either as progressive or regressive (Piaget, 2006).

Therefore, the experiences or input provided in schools should be neither too easy to activate their cognitive structure, nor too complex to prevent the child to make sense of through his/her current cognitive schemes (Adey et al., 2007). This is because the transition from one cognitive stage and to the next is to signify the acquisition of more powerful concepts and schemes in an effort to equilibrate a broad array of different problem solving tasks and related skills (Piattelli-Palmarini, 1994). According to Piaget, the process of equilibration is a lifelong effort and never completes instead goes through a sequence of four broad transformations (Feldman, 2003). The following section presents these four stages (1963) which are associated with characteristic age spans.

Piaget's stages of cognitive development. An individual experiences revolutionary changes in thought throughout his/her life span, at approximately 2, 7 and 11 years of age, which brings forth the following four stages of cognitive development (Kail, 2004).

Sensory-motor (birth-2 years): This stage which Piaget also called pre-verbal stage begins at birth and lasts approximately the first 18 months of life. During this key stage, an infant acquires the kind of practical knowledge which constructs the foundations of maturational knowledge in coming stages. During the first months, an infant firstly thinks that an object does not exist when it disappears from the perceptual field and does not attempt to find it again but later finds it by localizing spatially. Thus, in conjunction with the formation of the permanent object, there appears a series of structures to achieve representational thought (Piaget, 1964). Infants' achievements consist of coordinating their sensory perceptions and simple motor behaviours, thus knowledge is derived from the environment, from the physical interactions and experiences by relating perception and direct action. In other words, preliminary basic reflexes become metamorphosis as deliberate and organized patterns of behaviours (see also Cole et al., 2005, Gardner, 2011, Kail, 2004, Karatepe, 2012, Young, 2011). Because the child is devoid of language which requires the use of symbols or mental representations of objects, he learns through senses. As Piaget (1952) mentioned, when the sensory-motor child is confronted by a new object, he will set himself a definite goal as understanding the object not only by its sight but also by its use through hearing, grasping, feeling, and turning it over.

Pre-operational (2-7 years): In this second stage, the sensory-motor actions are not immediately translated into operations and representational thought is still developed at the sensory-motor level. The pre-operational child learns language and represents objects by images and words in other words by the symbolic function. However, the child has not understood conservation which can help the child to make sense of the presence of reversible operations. In the absence of operational reversibility, there is no conservation of quantity (Piaget, 1964).

Before the age of 7–8, children do not have awareness of logical implications and the child looks always at an ‘inner model’ which is considered as the true reality and perceives causality intuitively (Piaget, 1928). In other words, his cognitive skills fail to assist him to perceive cause-consequence relationship in the way adults do. For instance, the child might say “The sun is shining because I am hot” rather than saying “I am hot because the sun is shining” due to the confusion of the meaning of *because* (Gardner, 2011). The child can classify objects based on only one criterion such as one color: red. The child’s thinking is still egocentric that he cannot understand other people’s view point (Woolfolk, 1998) and there is an absence of reversal in the way of thinking (Young, 2011).

Concrete-Operational (7-11 years): The present study pays special attention to Piaget’s description of this stage as the children who have taken part in the intervention study are in this age group. It is important for the researcher to understand the characteristics of this age group so as to design the study to suit the capabilities and the requirements of this particular age group. Therefore, the study has heavily drawn from Piaget’s description of children’s cognitive development.

During this age bracket, children have the awareness of implications of reasoning which is founded on actual observation. The child cannot reason from assumptions without believing in them, in other words, physical reality should be accompanied by concrete reality. The child can apply logical operations to problems, events and objects on condition that they are observable, tangible and concrete and limited to the here and now situation. Children’s own sets of values begin to emerge and acquire stability (Rathus, 2011).

The concrete operational child can understand various forms of *conservations* including number, mass, weight and volume. Understanding the laws of conservation requires the ability to recognize that a change in one dimension can compensate for a change in another (Rathus, 2011). Accordingly, the child can cope with *decentration* by recognizing for

instance that a change in the height of the water level is compensated for by a change in the width of the container it is in. The phase of decentration is constituted by the systematic construction of relations including logical, numeric, spacial and social. Because they are capable of making distinctions and constructing relations, they can get rid of egocentrism (Kesselring & Müller, 2011).

Furthermore, with the onset of decentration, the child becomes socio-centric by developing non-egocentric perspectives of how others perceive him. They have the ability to take the role of others. Children will notice that other people will have different points of views from their own; however, they cannot understand what those perspectives are (Pitts, 2013). They can reason like adults; however, only about the real and concrete world around them (Berk, 2003; Feldman, 2004; Kail, 2004; Mc Devitt & Ormrod, 2004). They realize that they need to use what they have got in order to overcome challenges presented in new situations, obstacles and new operating systems. They feel a sense of deep satisfaction upon the completion of a task (Feldman, 2004b). Thus, it is obvious that teachers of this age group should provide children with meaningful activities leading them to have product outcome to make students feel sense of self esteem and confidence.

This stage is also marked by the first operations which are based on the logic of classes and the logic of relations such as classification, ordering, and the construction of the concept of number, spatial and temporal operations (Piaget, 1964). That is, the concrete operational child can accomplish the basic groupings of classes which are based on a form of *reversibility* and relations which are called *reciprocity* (Piaget, 1958). In addition, the concrete operational child can classify objects according to several features such as being larger or heavier than another and seriate mentally for instance from the smallest to the next largest until the ordering is complete (Rathus, 2014). They can handle part-whole relationships within a set of categories. For instance, they can form a larger class by adding up two classes:

boys + girls = children; children + adults = people. They can reverse the operation by subtracting a part from the whole: people – adults = children. Via this reversibility in their thought, they begin to notice that certain operations can negate, or reverse. For instance, a child can understand if $3+5$ equals 8, then $5+3$ also equals 8, and during the later course of the period $8-3$ equals 5 (Cole et al., 2005; Feldman, 2004; Young, 2011).

To sum up, there is an unmistakable assumption that the concrete operational children including the participants of the present study are not expected to think abstractly and hypothetically. If learning a language is taken into account, it is clear that learners are required to deal with both abstract terms including various ideas and concepts and concrete terms including visible objects and observable events. Therefore, language teachers of concrete operational children should prefer concrete items to abstract notions to enable children to experience more comprehensible and more enjoyable learning including hands on activities. Moreover, it is crucial for those children to be engaged in and experiment with here and now activities in which they can work with the language. The integration of observable, tactile and attractive materials as real stimuli might help teachers to make the activities more concrete and effective for children (for further see Gardner, 2011).

As Mensah (2011) stated, teaching subject that is beyond the child's emotional and cognitive levels seems most of the time meaningless because the children will not understand the concept even worse because they will comprehend only a small piece of information, which confuses or discourages them. Therefore, teachers primarily need to identify what children can and cannot do at certain stages in order to gear instruction to match with their developmental level. Therefore, teachers should consider that there is no point in forcing children to learn something unless they are cognitively ready but provide activities that challenge the child to move to the next stage.

Finally, because the participants of the present study are a group of fourth graders, it will be more useful to feature their distinctive qualities. Feldman (2004b) mentioned about differences among the behaviors of age groups even in the concrete operational stage that the children up to third grade are more attentive, interested in learning the standard curriculum, ready to accept teacher authority, and more manageable than fourth graders who are, unlike their one year juniors, less interested in the standard curriculum, as they begin to show signs of teenage rebellion, and typically more likely to keen on focusing on their own interests and gradually they are becoming more difficult to manage.

Formal Operational (11 years +): At this stage, children reach the level of formal or hypothetical deductive operations which allow them to reason not only on the characteristics of objects such as classes, relations, and numbers, but also on hypotheses such as propositional logic. They attain new structures which are combinatorial and more complicated. Although the operations are applied within an immediate neighborhood at the level of concrete operations such as classification by successive inclusions, the groups are much more mobile at the level of formal operational (Piaget, 1964). Once formal operational thinking develops, they can construct the objects mentally and internalize the operations which are carried out in the physical environment (Gardner, 2011). They are able to reason deductively about what may be possible without being constrained by the reality and by envisioning alternative realities and examining their consequences (Kail, 2004). This enables them to deal with hypothetical situations. With such advanced linguistic and cognitive skills, they can interpret metaphorical language and solve mathematical problems including negative numbers (McDevitt & Ormrod, 2004). With cognitive maturation, these youngsters are in the making of a fully grown adult who can deal with the demands of firstly school work and later the uncertainties of life.

Piaget and education. As Wood (1998) mentioned, any theory with regard to how children learn or develop implies a theory of instruction. Despite lack of attempt by Piaget to put his theory into practice to see its implications, many of his followers have ventured this (Berk, 2003; Feldman, 2004; Kail, 2004; McDevitt & Ormrod, 2004). Learning which is considered as a series of assimilation and accommodation processes and which does not depend on a kick-start such as instruction is “child-centered” or “student-centered”. It begins with the learner’s existing understanding and experiences. Thus, at this point, teachers have got an undeniable role. They are to identify the child’s current state of development and ‘learning readiness’ so as to prepare appropriate learning activities through which the child can engage with new and more complex thinking and concept development (Berk, 2003; Moore, 2012). For this reason, teacher education programs include courses on different aspects of child development, cognition and learning.

By taking Piaget’s cognitive stages into consideration, and by keeping his view that children learn much about the world through acting on objects in their environment in mind, elementary school teachers should notice that their learners are likely to have trouble with abstract notions and they should create opportunities for learners to manipulate and experiment with concrete materials (Feldman, 2004b; McDevitt & Ormrod, 2004) by following here and now principle (Kail, 2004) and by following discovery learning (Berk, 2003). Piaget considered learning as a continuum process including transition from less powerful to more powerful concepts and schemes. He assumed that language emerged from developed sensorimotor schemata which help children to create conceptual links and semantic relations to comprehend linguistic structures and thus acquire language (Piattelli- Palmarini, 1994). The assumptions of Piaget about learning including language could be supported by contemporary researchers who suggested that we should move from known to unknown, easy

to difficult and concrete to abstract when planning the layout of the activities (Linse, 2006; Moon, 2000).

As mentioned earlier, child development is a multi-dimensional phenomenon; Piaget looks at it from cognitive perspective. However, this complex process has also a very strong social aspect as children grow up in social environments. These social environments include culture, tradition and very valuable one-to-one social interaction. As Silcock (2013) emphasized, the specialists who attempt to explain learning based solely on Piaget's cognitive theory by ignoring facilitating role of interaction and its natural powers would do disservice to education. We, language teachers, should account for all ideas which are educationally useful for promoting and facilitating language learning. Therefore, a theory of child development would not be a complete one without taking Vygotsky's socio-cultural aspect into account.

Vygotsky's sociocultural theory. The Russian psychologist Lev Vygotsky (1896-1934) lived only for 38 years but it was enough for him to make his milestone contribution to the field. No wonder American scientist Stephen Toulmin called him "the Mozart of Psychology" (cited in Dolya, 2010) because he is one of the first theorists to put emphasis on cultural context in child development. According to Vygotsky, when learning and developing, a child is not alone but cooperate with more skilled others, with more knowledgeable peers and adults. In other words, mental activities of a child are initially constructed on the social level and later reconstructed on the internal level. For this reason, his theory is called socio-cultural theory within which social, cultural and historical factors play a crucial part in child development (Daniels, 2001; Escandón & Sanz, 2011; Fernyhough, 2008; Kail, 2004).

The child's higher mental processes are achieved via mediation which is associated with the use of tools either as technical ones that generate transformations in other objects or psychological ones that alter both the state of the mind and behavior. For example, children can use certain learning techniques and symbols to learn better. Some examples are: "various

systems for counting, mnemonic techniques, algebraic symbol systems, works of art, writing, schemes, diagrams, maps and mechanical drawings, and all sorts of conventional signs” (Vygotsky, 1981, p.137).

Because Vygotsky stipulates the presence of mediating agents in the child’s interaction with the environment, he considered formal education where meaning is embedded within highly structured materials, by means of which it is made transparent to students as one of the most important sociocultural activities (Kozulin, 2003). In sum, social constructivist perspective asserted that knowledge is co-constructed in a social environment in the process of social interaction through the use of language between individuals as an interpsychological tool (Churcher, Downs & Tewksbury, 2014; Wertsch, 1991).

How knowledge is co-constructed within classroom environment through a variety of mediation offered to each child could be better explained through Vygotsky’s best known concept, The Zone of Proximal Development (ZPD).

The zone of proximal development (ZPD). Vygotsky (1978) mentioned about the construct of the ZPD to suggest that learning should be matched with the child’s level of development by taking two developmental levels into consideration: the actual level of development which refers to the accomplishments a child can perform individually and the potential level of development which refers to the accomplishments a child can perform with the assistance of more capable others. Therefore, the 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” (Vygotsky, 1978, p. 86).

ZPD reveals that if one of two children is provided with support, he or she may progress remarkably more than the other despite achieving the same amount without help. The term scaffolding is used to explain the guidance or aid or support given by more

knowledgeable person by simplifying the learner's role rather than the task to enable him or her to perform tasks within their ZPD by creating pedagogic context in which the cooperation between the teacher and the learner results in a successful outcome (Daniels, 2007). Thus, scaffolding refers to a teaching style that aims to meet the learner's need, to foster cognitive development, and to adjust the child's current level of performance via the teacher's assistance (Berk, 2003; Kail, 2004). It is clear that, Vygotsky's classroom highlights assisted discovery which is achieved by cooperation and collaboration with either an adult or a more knowledgeable peer whose level is just above a learner's abilities at that time to achieve higher order thinking rather than independent discovery (Berk, 2003; Feldman, 2004; McDevitt & Ormrod, 2004). This is because classroom which promotes interaction among students provides learners with enough time and several opportunities to think, to rehearse, to participate actively, and to receive feedback before they are evaluated in contrast to teacher-centered classes (Daniels, 2001; Pishghadam & Ghardiri, 2011).

The size of the child's ZPD could be evaluated through empirical investigations via the dynamic assessment the most common of which follows the procedure of a pretest–teach–posttest. The results of dynamic assessment could be used to develop self-contained intervention programs which enable teachers to transfer of general cognitive skills to specific school content areas (Allal & Ducrey, 2000).

Schooling may be considered as an elaborate form of sociocultural activity in such a way that schools as organized institutions provide knowledge of concepts as cultural artefacts in addition to many forms of pedagogic practice and discourse so as to mediate the teaching and learning process (Daniel, 2001). As seen, in-school factors such as curriculum, materials, teachers and their techniques lead learners to achieve their potential development.

Furthermore, teachers who endeavor to realize effective teaching and learning should be equipped with the required skills for providing pedagogic assistance and need to

understand the scientific concepts which form the knowledge (Daniel, 2001) by being aware of children's actual level to provide balanced linguistic and cognitive challenge appropriate for children in order to let them experience flow that leads to a sense of achievement and success to build up confidence and self-esteem (Read, 2007). Therefore, Read (ibid) suggested that teachers, if they desire to ensure new learning, should teach and plan activities not below the bottom of the ZPD as the child can already function alone and equally not above the top of the ZPD as the distance between this and the child's current level of competence is too great to be accomplished by the child thus does not allow for success. Thus, it is teachers' responsibility to offer children an assignment that is within their ZPD as to enable them to assimilate adults' thought processes (Zaretskii, 2009).

Moreover, teachers should provide a potentially less-threatening classroom environment in which students may learn from one another at their own pace and then process and digest that information on their own and find effective tools and means like social media to help children progress (Churcher, Downs & Tewksbury, 2014). Most importantly, teachers in the field of TYLs need to be aware of children's characteristics, and are expected to know how to provide the most effective support.

To sum up, Piaget's and Vygotsky's theories shed light on our understanding of children's thinking process by sharing common themes such as challenge, readiness, and the importance of social interaction such as the role of language and types of experiences in cognitive development despite some differences between their theories.

Bruner's Theory of Instruction. Jerome S. Bruner (1915-2016), an American psychologist, was strongly influenced by Piaget's views about the development of children's thinking in his early years. When his writings on education, particularly in his well-known book "*The Process of Education*" (1960), were taken into account, it was clear that Bruner could not be classified as a merely cognitive psychologist but as social constructivist, like

Vygotsky. Although Piaget and Vygotsky established the foundations for the cognitive development theory, Bruner built his account of the role of instruction in human development.

Unlike Piaget and Vygotsky, Bruner became a committed educationist and his theory is regarded as a theory of instruction. Thus, the instructional model of Bruner is both cognitivist due to its incorporation of top-down and bottom-up processes and constructivist due to its emphasis on new material being accommodated within old to form new understanding (Jordan, Carlile & Stack, 2008). Theories which attempt to shed light on what happens inside a learner's head when learning takes place provide indirect contribution to teaching due to their descriptive nature. On the other hand, instructional theories lend themselves to teaching and facilitate learning and to solve educational problems (Reigeluth, 1999).

Bruner, one of the pioneering figures in education, built a bridge between cognitive psychology and pedagogy. Therefore, for both teachers and researchers, scrutinizing his premises is of prime importance to gain a clear understanding of the pupils' learning processes and how to provide appropriate support throughout the process of their education (Williams & Burden, 1997).

As a result of a detailed study of cognitive processes, Bruner asserted that intellectual ability developed in stages similar to that of Piaget's. But unlike Piaget, he focused on the role of the mind in the process of these stages by taking social, cultural and environmental issues into account (Karatepe, 2012). Thus, as Jordan et al. (2008) mentioned, Bruner proposed a theory of cognitive growth including three different modes of thoughts such as *the enactive*, *the iconic* and *the symbolic* to represent the world by extending Piaget's cognitive theory.

Bruner's representational modes. Intellectual ability of human beings including perception, understanding and learning new concepts developed sequentially in three stages. Firstly, the infant store information by using physical movements through muscle memories.

The movement is recreated when something has to be remembered. In the second mode, information is stored as sensory images such as smelling, hearing and touching. In the final stage, information is stored by using symbols such as language, music, and numbers (Tassoni, 2002). Jordan et al. (2008, p. 58) presented the summary of these three representational modes accompanied by a clear example for each mode.

As seen, Piaget and Bruner differ in their ideas regarding the relationship between language and thought. Although Piaget considered language as a tool produced by cognitive development, Bruner claimed that the development of language and cognition co-exists (Pitts, 2013). In terms of role of adults in child development, both researchers are on different tracks. While Bruner claims that children think in a symbolic mode with the onset of language which allows them to communicate with adults and the process of the development of thought could be accelerated by adults who help them on how to use symbols, Piaget ignores the effects of adults on children's cognitive development and suggests that children will be capable of using symbols when they are biologically ready (Tassoni, 2002). Besides, Bruner (1966) suggested that the statements and restatements of a problem or body of knowledge should be sequenced in a way that learners increase their ability to grasp, transform and transfer the current subject. In other words, the subject matters need to be organized from enactive through iconic to symbolic representation in conformity with the process of intellectual development of children (Deng, 2004).

Bruner's construct of discovery learning. In the wake of his constructivist learning theory, Bruner (1960) claimed that having enthusiasm for the lure of discovery was one of the most important components of teaching and the learner needed to struggle for generating information on his own to develop an understanding of previously unrecognized relations and similarities between ideas. When doing this, they need to check or evaluate against the existing schema to build self-confidence in one's abilities and to feel a sense of excitement

about getting more new information in the process. In the same vein, Can (2009) points out that a true act of discovery cannot be totally accidental but it requires an attitude of constructing new knowledge by finding regularities and relationships in the environment through applying appropriate strategies and using previous knowledge and experiences.

In his book “On knowing: Essays for the left hand”, Bruner (1967) elaborated his views about the act of discovery as a matter of rearranging or transforming evidence through going beyond the evidence to gain new insights. Considering the role of teacher, he highlighted the necessity of encouraging the young to learn via discovery by stating the benefits of learning through discoveries under four headings:“(1) the increase in intellectual potency,(2) the shift from extrinsic to intrinsic reward, (3) the learning of the heuristics of discovery, and (4) the aid to conserving memory” (ibid, p.83).

With regard to the implications of discovery, Bruner conceived the views of Weldon, the English philosopher, about difficulties, puzzles, and problems which refer that “we make a discovery when we impose a puzzle form on a difficulty to convert it into a problem that can be solved”. He clarified these terms to achieve discovery learning as such: a difficulty is a trouble with minimum definition; a puzzle is a game with a set of procedural constraints and given with at least one acceptable route or alternative routes governed by definite rules; and a problem is a difficulty which we attempt to place on a puzzle form (ibid).

What the researcher deduces from the relationships among these notions (difficulties, puzzles, and problems) so as to relate the issue when teaching a foreign language to young learners is that children need sufficient and clear introductory information and/or instruction with an effective teacher talk at appropriate level before starting any new subject. The next step is integrating a puzzle which refers to challenging language learning activities, particularly games, with well-thought objectives and well-planned procedures. This is how

children will have opportunities to be involved when learning. Finally, teachers should create a context as a problem of an activity to provide meaning for children to do the activity.

As is seen, and also emphasized by Karatepe (2012), Bruner and Piaget differ from each other related to the issue of “intellectual development”. That is, Bruner focused on the process of learning through which learners construct new knowledge by solving problems or discovery whereas Piaget focused more on what people could do or could not do, in other words, their products rather than the process they are in.

Scaffolding. The first definition of the term scaffolding was constructed (conceptualized) by Wood, Bruner & Ross (1976) that it refers to a process that enables a child to solve a problem, carry out a task or achieve a goal so as to accomplish assisted learning due to simplification. This characterization of the term was criticized as scaffolding is perceived as uni-directional in that it does not promote learning to achieve progress (Diaz-Maggioli, 2013).

For Bruner, scaffolding was considered as the child’s linguistic performance via appropriate social interactional framework (Foley, 1994). To put it differently, as a child begins to master language, caregivers or the more competent others, monitor and adjust the amount of response received by the child through social interaction or through limiting the unknown via controlling what is required in the task to enable the child to acquire the cognitive or linguistic ‘structures’ that cannot be acquired inductively (Engin, 2013; Shanker & Taylor, 2001).

It is quite apparent that scaffolding theory had an immediate impact on the study of language acquisition, and became one of the major ideas in psycholinguistics (Shanker & Taylor, 2001) and ultimately gained new meanings in various educational practices by becoming an umbrella term for a variety of teacher intervention (Diaz-Maggioli, 2013).

The fact that scaffolding has been used to refer to various forms of teacher intervention, several studies have been conducted to investigate the effects of scaffolding on different language components and skills, which indicates that scaffolding is an unstable construct that is changing according to a particular learner and a particular task. Accordingly, among a plethora of studies, the author of the current study took the results of studies which investigated the effects of scaffolded language instructions on the progress of primary school learners' reading and listening skills and vocabulary knowledge in addition to some effective scaffolding techniques into the scope of this study.

Nishida & Yashima (2010) carried out a musical project with 126 fifth grade students, aged 10-11 by focusing on the nature of classroom interactions of the participants in an EFL classroom context at a public elementary school in Osaka, Japan in order to examine how their scaffolding patterns change over time, how student-student interaction patterns in the classroom change over time and how the pattern of teacher-teacher interactions changes over time. So as to scaffold the participant's learning, three different teachers were included into the project such as assistant language teachers whose native language was English, a Japanese teacher of English, and a homeroom teacher. In addition, songs associated with Total Physical Response, PowerPoint materials, story-telling and games were used as the lesson materials. Moreover, teachers gave importance to listening and modeling repetition activities in order to provide students with a significant amount of input at the beginning besides teaching their lessons by moving from simple (word level instruction) to difficult (sentence level instruction) and giving clues. The analysis of the data such as video recordings and observation notes revealed that when sufficient scaffolding is provided, learners are clearly able to improve their current language level. In addition, the change was observed in the pattern of the teachers' scaffolding style by reducing their support in the course of time. In the

same manner, students became more self-regulated, autonomous and active and the teachers managed a good team-teaching style over time.

Moser, Harris & Carle (2012) designed a teacher-talk training course for Japanese primary school teachers by following the task-based approach including some communicative tasks such as 'listen and draw', 'listen and make', and 'listen and do' etc. The course aimed to enable teachers to scaffold their students' language performances more effectively. The participants' survey feedback revealed that the course improved their confidence and their willingness to teach English. In that, they became aware of the importance of using the prosodic features of spoken language (stress, intonation, pronunciation, and clarity of speech), modifying and rephrasing language through simplification besides integrating the use of visual aids when talking.

In another study Mcneil (2012) observed and recorded 31 hours of the fifth grade elementary school learners including all subject areas to investigate how teacher-talk, particularly the use of referential questions, functions as scaffolding. The study indicated that the teacher used both verbal and non-verbal communicative elements during and preceding the listening activity and the story reading such as repeating the teacher's questions, rephrasing the teacher's questions by substituting the original one, asking assisting questions, breaking down questions, the use of physical objects, providing learners with not only wait time but also model responses.

Language which is the major tool for scaffolding is not the sole semiotic tool to be used by teachers to support learners' understanding. For instance, in his study, Yu-Liang (2006) revealed the effectiveness of integrating visual organizers such as figures, diagrams, charts, flashcards, pictures, videos besides company-made visual materials such as maps, brochures, advertisements and posters on presenting structural knowledge spatially as scaffolds in teaching English as a foreign language (EFL). Therefore, contingent

multimodality which was mentioned by Diaz-Maggioli (2013), should be considered by teachers in such a way that teachers judge the way of providing scaffolding required by the learners during any moment of the lesson by considering alternative semiotic tools to support learners' immediate understanding.

We can categorize scaffolding as 'designed-in' and 'contingent'. 'Designed-in scaffolding' refers to the overall plan of each lesson including the types, layout, and product outcomes of the activities with the types of materials by taking the goals of the curriculum and teachers and students' characteristics, abilities, interests and needs into account whereas 'contingent scaffolding' refers to the opportunities provided by the teacher to enable children to understand and complete the task by using various discourse strategies including repeating, recasting, extending the teacher's use of language to develop technical vocabulary and recontextualise the content, giving clues to elicit their answers, using various analogies to activate their existing schema, and making metacomments to summarize key concepts (metacomments) of the task or topic in addition to using multimodal strategies including semiotic meaning making system such as all aspects of visuals including writings, maps, diagrams, pictures, gestures and actions (Sharpe, 2006). If teachers endeavor to foster a scaffolded learning environment which means a stimulating, positive, motivating, an effective and supporting learning environment for students, they are to use both discourse and multimodal strategies to scaffold students' learning.

Therefore, the researcher considered the characteristics, interests, background knowledge, learning styles of the learners before planning each lesson within this study. Moreover, the teacher tried to use both discourse and multimodal strategies as 'contingent scaffolding' to support the perception of the pupils.

Constructivism as the philosophical foundation of the study. Constructivism is founded on the premise that knowledge with endless potential for its construction is constructed actively

by learners to make sense of their experiences and environments through reflecting their existing knowledge and experiences. With this aspect, the philosophy of constructivism is different from behaviorism or positivism which usually relies on teachers or textbooks, thus, it gives learning oriented- teaching prominence by examining how learners build knowledge rather than what to teach (al Mahmud, 2013; Koç & Demirel, 2004). As the learner constructs his/her knowledge, constructivism is the foundation of learner-centered approach which aims to encourage learner autonomy and creativity (Wongsothorn, 2002).

According to Driscoll (2000), psychological and philosophical aspects of constructivism became diversified when different views were taken into account such as Piaget's cognitive and developmental perspectives and Vygotsky's and Bruner's interaction and cultural perspectives. Jordan et al. (2008) stated that constructivism is not one unified theory instead a broad group of theories that explains knowledge acquisition and learning. They classified constructivist thinking into three categories depending upon their emphasis regarding learning and education as: trivial constructivism, social constructivism and critical constructivism. According to this classification, Piaget and Bruner were trivial constructivists who believe that knowledge is adapted by constructing knowledge with the intend of making sense of the world rather than adopted by an external source. On the other hand, Vygotsky was considered as one of the social constructivists who emphasized that society and culture play significant role in learning and in shaping the manner in which individuals perceive, interpret and attach meanings to their experiences.

Varieties of educational implications have been formed from the key points of constructivism. Below are the characteristics of common pedagogy described by the constructivist view summarized from al Mahmud (2013, p. 246); Bruner (1996, p. 84) and Jordan et al. (2008, p. 62):

- being primarily guides and facilitators as teachers;

- providing for and encouraging multiple perspectives and representations of content;
- making content and skills relevant to the learners;
- making content and skills understandable within the framework of the learner's prior knowledge;
- designing participatory, provocative, communal, and collaborative learning as a process of constructing meaning rather than receiving.
- diagnosing learners' individual learning styles;
- identifying learners' strengths or intelligences;
- considering curricular practices such as Individual Learning Plans (ILPs);
- giving attention to cultural inclusivity;
- integrating innovative learning and teaching strategies such as problem-based learning;
- linking between community-based learning and formal education;
- applying authentic assessment practices which incorporate learners' views.

As seen above, constructivist teachers should seek for innovation by putting the learners in the center of the learning process by taking their characteristics, needs, learning preferences, intelligences, and views into account and providing them learning opportunities through multiple ways to scaffold their learning.

The last decade has seen a plethora of research integrating constructivist ideas in foreign language teaching. The following techniques, activities and ideas are considered as the basic tenets of teaching based on constructivist view. They are all active learning techniques including story-telling, role-play, and visualized environments which allow active manipulation by the students (Moon & De Backer, 2013). For instance; the use of Picture Word Inductive Modal (PWIM) to enable students to learn new words through pictures by linking them to background knowledge and prior experience (Jiang & Perkins, 2013); doing

video projects which enable learners to create a learning context for activities including the use of real language for better vocabulary retention, developing higher order thinking skills in the language, and increasing learner autonomy (Nikitina, 2010); blending Web 2.0 technologies with well-designed activities in which learners collaborate with each other and negotiate meaning when learning a language (Bofill, 2013); the use of computer technologies and the Internet in foreign language teaching (Wang, 2005); and the maximum use of various materials that can be physically manipulated by learners to engage them with learning situation to construct their learning and acquisition independently and to facilitate curiosity (Kimball, 1997; Alduais, 2012); and grammar teaching by firstly making formal explanation for the sake of presentation, then enabling learners to observe the language event, then asking them to form rules and hypothesis depending on these observations, then making classifications, next reinforcing the new material through practice, and finally reconstructing in the mind and applying to real life situations (Güneş, 2013); and providing constructivist blended learning environment in order to contribute to the development of listening and speaking skills (Erdem, Erdem & Pala, 2014).

Beacuse the philosophy of this study is constructivism, the following principles highlighted by Chan & Chen (2011) were taken into account in the design of this study:

- Learning requires the active participation of the learner.
- Constructivist pedagogy is process-oriented and encourages reflective learning.
- Learning should be situated in authentic contexts, which helps learners to have meaningful learning which results in transferable and practicable knowledge.
- Learning tasks should be open-ended for learners to help them participate actively by exploring, experimenting, questioning, discovering, inventing, and discussing, and also for teachers to help them to be sources and facilitators.

Thus, it is clear that the constructivist intervention programs should be planned in a way that learners, as active sense-makers, can develop their metacognition to be able to construct new knowledge with the help of teachers who need to be guide and facilitator throughout the learning process. Therefore, it is very vital for the program to provide learners with developmentally appropriate and contextualized materials and to scaffold their language development. When considered from this point of view, it is clear that the MSLT program with its various materials and activities was assumed to create an optimal and favorable foreign language learning environment for the participants of this study to facilitate their construction of knowledge.

Factors that shape up Language Teaching to Young Learners

Human's learning is not a simple and straightforward but a complex and paradoxical process. Therefore, the success of a particular program cannot be vouched for only through the particular learning and teaching theories despite their contribution to construct a strong conceptual framework of the studies conducted to investigate learners' achievements. Hence, critical factors including the conditions of TEYLs in schools in Turkey and the variables that learners bring in to the classroom should be paid sufficient attention to be able to run a successful language teaching program.

This chapter firstly will provide a descriptive account of the chronological changes in the education system with regard to teaching English to YLs within the last two decades besides the implementation of English language teaching (ELT) in state primary schools in Turkey. Moreover, learners, by taking their characteristics and perceptual learning styles into consideration, will be mentioned about to create, plan, implement and evaluate an effective language teaching program with its materials and activities appropriate for the target group (MSLT as an intervention program of study).

The recent history of ELT in Turkish state elementary schools. Although almost half a billion children and six million teachers have been involved in primary ELT all around the world, the quality and language learning experiences that children receive shows variation in each country with its own unique policy (Ellis & Brewster, 2014) and curriculum (Gimenez & Tonelli, 2013). Despite the effects of globalization on the use of English which became the *lingua franca* of the world in Turkey to contact external world, it was not until 1997 that early language learning was considered as a matter of significance when enacting the educational reforms. By that time, English was a compulsory subject of the 6th grade onward compulsory education program (Çelik & Kasapoğlu, 2014; Demirel, 2005). However, ELT curriculum has been changed three times for recent decades to achieve foreign language teaching of better quality, firstly in 1997, later in 2005, and finally in 2012.

In 1997, the previous two-tier education comprising elementary school (grades 1-5) and middle school (grades 6-8) was replaced with an 8-year compulsory primary education. In line with this change, the starting age of teaching a foreign language was lowered to nine-ten years of age (the 4th and 5th grades) and English became a three-hour compulsory course within the fourth grade elementary school curriculum in order to increase young learners' language awareness and motivation and to instill positive attitudes towards learning a foreign language. Communicative Language Teaching (CLT) was considered within this new ELT program. It emphasizes learner centeredness, a functional-notional syllabus and skills-based method, the facilitator role of the language teacher and teaching language in a context with a variety of activities such as songs, plays, drawing-coloring etc. (Atak Damar, Gürsoy, Çelik Korkmaz, 2013; Çelik & Kasapoğlu, 2014; Damar, 2004; Gürsoy, Çelik Korkmaz & Atak Damar, 2013; Kirkgoz, 2005; Kırkgöz, 2008; Kırkgöz, 2012; Kocaoluk & Kocaoluk, 2001; MoNE, 1997; Sarıçoban & Sarıçoban, 2012).

Concurrent with the 1997 education reform, the curriculum of Foreign Language (FL) Departments of the Education Faculties was revised. A new course “Teaching English to Young Learners” (TEYL) was integrated into the ELT programs to qualify pre-service teachers to teach young learners to better meet their distinguished needs (Atak Damar et al. 2013; Hismanoğlu, 2013; Sarıçoban & Sarıçoban, 2012). In addition to the 1997 ELT curriculum change along with teaching methods and teacher training facilities reforms, two further educational reforms were enacted to make progress in education.

Primary education, as the most suitable educational period for mentality, attitude, and value change, has a prominent role to access and adapt to the European Union (EU), which has its own educational norms and references (Akınoğlu, 2008). Therefore, in 2006, the curriculum of elementary school education was revised in pursuit of adapting the Turkish ELT curriculum to match with the standards of the EU (Han & Kaya, 2014; Kırkgöz, 2012; MoNE, 2006; Tok & Arıbaş, 2008). For instance, European Language Portfolio (ELP) was prepared to support any foreign language curriculum with the aim of developing learners’ communicative proficiency. To that end, the new curriculum with cyclical model followed CLT and included a topic-based approach with the practice of various skills and tasks by taking learning how to learn into account and by suggesting the use of course material, supplementary materials, and additional materials in addition to suggesting portfolio assessment rather than standardized tests (MoNE, 2006). The reason for making alterations in these curriculum is setting student-centered educational practices to enable learners to become active sense-makers by being active participants in a learning environment from which research, discovery and cooperation arise (Zehir Topkaya & Küçük, 2010).

Finally, in 2012, a new three-tier education was introduced and defined as the 4+4+4 education reform through which compulsory education was increased from 8 years to 12 years. This three-tier education consists of four-year duration for each tier, namely primary,

secondary and high school consecutively. In addition, the starting age for teaching English was lowered from 8-8.5 years of age to 6-6.5 years old (from 4th grade to 2nd grade) in order to increase the duration of foreign language education. It is stated that this new curriculum did not emphasize one single teaching methodology but favored an eclectic mix of instructional techniques. An action-oriented approach was applied to enable learners to experience English as a means of communication rather than as a school subject by primarily focusing on listening and speaking and secondarily reading and writing (MoNE, 2013). 2012-2013 academic year was a transitional year during which this new practice and the previous one were in currency simultaneously.

The present study was carried out in the first term of 2012-2013 academic year during which the 2006 English language teaching programme (ELTP) 4th grade curriculum was still being implemented. The present study draws from both the previous and the current practices. This has been partly because the transition to the three-trier system was sudden and unforeseeable. Therefore, the researcher initially had planned the research methodology based on the 2006 programme. However, new ideas coming from the new programme have certainly fed the current study such as action-oriented approach and interactional competency.

Because the participants of the study were 4th grade learners, the expected linguistic competence levels of learners who completed the 4th grade were defined as follows (MoNE, 2006, p. 27-28):

Students will

- a. have a very basic range of simple expressions about personal details and needs of a concrete type.
- b. have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

- c. show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- d. pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. spell his/her address, nationality and other personal details.
- g. establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Furthermore, the following contexts, situations and texts were suggested in order to achieve the above mentioned objectives (MoNE, 2006, p. 27-28):

- * informal inter-personal dialogues and conversations between people
- * very short recorded dialogues and passages
- * very short, simple reading texts
- * visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)
- * short phrases and sentences
- * student conversations
- * teacher-talk
- * common everyday classroom language
- * short descriptive paragraphs
- * games (TPR games, spelling games, categorization games, ball games, etc.)
- * stories (story telling / story reading)
- * drama and dramatization

- * songs, chants and rhymes
- * poems, riddles, jokes
- * handcraft and art activities
- * word puzzles, word hunts, jumbled words, word bingo
- * recorded sounds (animals, nature, etc.)
- * drawing and coloring activities
- * connect the dots and maze activities
- * various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, etc)
- * information gap activities.

Through several of the above mentioned activities, it was aimed to provide learners with opportunities to construct their own learning and become more autonomous. Teachers are expected to act more as guides to help learners engage in the completion of the tasks. Although the philosophy of Turkish education system was not explicitly written in the document, it could be inferred that constructivism was considered as the basic idea in addition to the combination of essentialism and progressivism (Genç, 2013). Thus, it could be stated that Turkish education system leads its teachers to favor a mishmash of mixture of views and opinions from here and there (see also BC & TEPAV Report 2014).

In her investigation of the Turkish national education curriculum as a need analysis or assessment, Genç (2013) revealed that although the teaching program for English including its goals and objectives, philosophy, model, syllabus, and assessment is prepared by the committee which is formed by MoNE in accordance with the developments in Turkey and in the world, setting instructional goals and objectives is often specified by a classroom teacher or a group of teachers who perform pedagogical practices in actual classrooms.

Every stakeholder in education can find out what national education emphasizes for different grades through the published curriculum; however, one cannot get information about what pedagogical practices are actually performed in Turkish primary school classrooms via the curriculum but research. To that end, the following studies which were conducted with either ELT student teachers or practicing English teachers can provide a framework for understanding the way of implementing TEYLs in Turkey.

Büyükduman (2005) conducted a study to evaluate the primary level ELTP which was launched in 1997 by collecting data from 54 teachers working in 46 schools in five districts of Istanbul. The study revealed that the program was successful in terms of setting objectives despite the inconsistency between the objectives and the available coursebook which was considered as the only program by teachers to attain the program's objectives. They reported that the coursebooks included effective pictures and comprehensible reading texts in addition to well-ordered activities; however, it lacked of enough samples and sufficient guidelines for teachers and there was an incompatibility between the difficulty level of the units and the time allocated for each. Although the coursebooks included auditory parts, they were unable to develop listening skills due to crowded classes and lack of materials such as recorder.

Şad (2010) conducted a qualitative case study to examine the prospective teachers' evaluations about the implementation of the primary ELT curriculum revised in 2006 by analyzing their reflective journals that were kept after observing five mentor teachers. The results indicated the curricular and theoretical requirements are not met when teaching English to YLs due to having some problems such as non-communicative objectives, failure to appeal students emotionally, overdominance of coursebooks and grammar content over communicative content, use of restricted methodology, ineffective use of technology and materials, insecure (coercive, aggressive, and discriminative) classroom atmosphere, lack of or improper use of game activities, lack of group or pair work, failure to consider individual

differences, lack of inappropriate integration of language skills, improper process evaluation, inadequate feedback, and traditional evaluation practices.

In addition to the views and experiences of student teachers, Zehir Topkaya & Küçük (2010) investigated the opinions of 72 practicing English language teachers who were working in state primary schools in the Beyoğlu district of İstanbul about the general characteristics, aims/outcomes and content of the 4th and 5th grade ELT program of 2006 curriculum. The participants stated that this program is better than the previous one. However, they reported some problematic aspects to be revised such as the need for in-service seminars on the new program, the availability of the resources, overloaded content, insufficient time (just 3 hours per week), poor integration of four skills, grading principles of the activities, and insufficient number of activities.

In another study, Gürsoy et al. (2013) explored teaching beliefs and practices of English teachers (203 participants) who were working in different primary schools in seven different regions of Turkey through an on-line questionnaire. The results indicated that the participants revealed strong positive beliefs about theoretically appropriate ways; namely through activities which should be based on listening and speaking rather than grammar; within a context through visual/kinesthetic activities, songs, TPR, puppets, and games rather than worksheets. However, significant differences were obtained among the participants' beliefs about TEYLs and the implementation of appropriate techniques due to aforementioned similar reasons which indicate why the teachers cannot transfer their beliefs and theoretical knowledge about TEYLs into their realms of teaching (see also Arslan, 2012; Çelik Korkmaz, 2010; Er, 2006; Gürsoy & Çelik Korkmaz, 2012; Han & Kaya, 2014; Kırkgöz, 2007; Kızıldağ, 2009; Şahenk Erkan, 2013; Yanık, 2008).

The Turkish education system was considered unsuccessful when Turkey was ranked at the 32nd place out of 34 OECD countries in PISA 2009. The government has taken some

important steps such as the Fatih project which aimed to overcome the learning problems through improving technological infrastructure in all pre-school, primary and secondary schools (620,000) that are under MoNE. The classrooms were provided with a laptop and a projection device, and each school was to have a “smart” class with at least one multi-purpose copy machine, a smart board, a digital camera and a microscopic camera. Different shortcomings were reported during the pilot implementations of the project such as lack of electronic content and teacher competency to prepare more electronic content. Above all, teachers are noted as the most prominent contributor to the education system to use both technological tools and other methods and tools effectively (Educational Monitoring Report, 2010).

The British Council and The Economic Policy Research Foundation of Turkey (TEPAV) conducted a collaborative study, between February- July 2013, to analyse the current state of English language teaching and learning in state schools in Turkey by getting permission from the Ministry of Education so as to find out the reasons for having low level of success in ELT and learning. The data were collected from 48 state schools in 12 cities through the surveys of students, parents, and teachers. The results revealed some critical factors for failure in ELT. First, despite having the professional competence and language level, they followed grammar-based approach by considering the teaching of English as a school subject not as a language of communication. Second, the classroom practices were teacher-centred including answering teachers’ questions, completing written exercises in a textbook with the aim of passing a grammar-based test. Third, traditional seating arrangements made it difficult to organize communicative activities. Fourth, official textbooks and curricula did not take learners’ needs and differences into account. Finally, the inspectors were not specialists in ELT so that they were unable to provide advice or support to teachers

during school visits. Instead, inspectors prevented progress in language teaching by forcing teachers to complete every exercise in the textbook (BC & TEPAV Report 2014).

The report with its findings and recommendations revealed the reality of ELT in Turkey in such a way that teachers are motivated to use contemporary approaches for the child's age rather than grammar-based approach by avoiding the use of inadequate teaching techniques. It is clear that new innovations without focusing on only one aspect of English need to be introduced to enhance the knowledge of English. Thus, Turkish people who already enjoy their native language in arts and culture, in music and literature should be provided with enjoyable and interesting English teaching experiences to prevent boring atmosphere (Ogunyemi, 2014). Thus, language teachers of YLs can be successful innovators if they are equipped with pedagogical background knowledge to enable learners to relate the English language with their lives (Yılmaz & Karatepe, 2013).

Therefore, the learner, as one of the most important factors that affect language teaching, needs to be examined thoroughly in addition to the description of ELT in Turkey. The participants of the study are young learners; thus, the researcher will give detailed information about main abilities, characteristics and instincts that are common to young learners in addition to the sum of knowledge that makes them different by particularly focusing on their perceptual learning styles. The factors are as follows;

Abilities, characteristics and instincts of young learners. The term “young learners” comprises a large chronological age span from around 3 years of age to 15 and different writers and researchers tend to segment learners depending on specific age span such as 3- to 5-year-olds, 6- to 8-year-olds, and so on (Nunan, 2011) or ranging any age from 5 to 14 years old (Cameron, 2001; Linse, 2005; McKay, 2008; Pinter, 2006). Thus, it becomes too difficult what age brackets should be considered as young learners. Scrutinizing characteristics of young learners as very young learners, young learners and older young learners as a distinct

age group would be beyond the scope of this study. Although a rigid division is not an advantage due to displaying various cognitive and social characteristics at different ages (Nunan, 2011), it is very prominent to break down the umbrella term “young learners” so as to plan lessons by taking the most appropriate materials and activities into account to better serve children’s needs (Pinter, 2012). In EFL contexts, very young learners are referred to as pre-schoolers between the ages of three and six years whereas young learners are mostly referred to as primary school pupils ages of six to twelve (Djigunović, 2012; Haznedar & Uysal, 2010; MoNE, 2006; Phillips, 1993; Shin, 2014). It is clear that the variation in the ages of the YLs from one country to the others depends on the duration of primary or elementary stages of formal education before the transition to secondary school (Yuliana, 2003). The term YLs will be used to refer elementary school learners generally aged six to twelve in the present study and the next section will cover the characteristics associated with children in this age group.

Children need to learn language indirectly. When Piaget’s cognitive developmental stages are taken into account, 7 to 11-year-olds are at a concrete operational stage, It is quite obvious that they cannot easily cope with abstract concepts and they are not competent in using their metacognitive abilities fully yet. The fact that young learners are in a language-specific subconscious learning process accompanied by immediate functional needs rather than being in analytic learning process with linguistic needs as adults do (Clark, 1990; Gürbüz, 2010) makes it too difficult for children to use language to talk about language.

Therefore, teachers’ use of meta-language when explaining grammar or discourse would be useless in young learner classroom (Cameron, 2001). Döner Yılmaz (2012) highlighted the responsibilities of teachers as motivating children to learn the language and to create a communicative purpose to use the language in a meaningful context with the help of stimulating techniques such as stories, songs, games etc. Because children are in the initial

stages of learning a new language, they are still developing cognitively and linguistically, they do not need to know every single word or how the structure works consciously but get the total meaning emphasized in the situation (Döner Yılmaz, 2012; Yüksel, 2010). With the adequate and appropriate use of visual aids, teachers can help children grasp the meaning owing to their natural capacity to learn indirectly and implicitly (Gürsoy, 2012b). Moreover, children should not be asked to analyse a picture or an idea, or to explain a language role, which requires them to do abstract analysis (McKay, 2008). Instead, they are involved in activities which require learners to go for meaning which is limited to their existing schema and to experiment language with concrete materials.

Thus, primary school teachers are expected to shift their way of teaching from explicit to implicit by avoiding using traditional teaching methods with form-focused techniques such as giving direct explanation, translating the words or sentences, doing exercises and drills which lack of meaning.

The ability to get a good grasp of meaning not form. From the first stages of language acquisition, children focus on meaning without any worries about accuracy. Depending on their age, children have limited cognitive abilities and abstract thinking, and most of the time they tend to learn indirectly and implicitly, they need to make sense of everything by making use of their existent schema of the world which is limited to their sphere of life and localized to construct a meaning. When watching a cartoon or a film, listening to a story in English, they try to get meaning from contextual physical and visual clues such as people's facial expressions etc. (Moon, 2000; Moon, 2005). In fact, millions of adults have their cognitive skills at this level. As Cameron (2001) emphasized by taking a Piagetian viewpoint, children are active sense makers; however, that the ability of children is constrained by what they have experienced so far. Moreover, just as they do when acquiring

their mother tongue, they do not concentrate on the words that are being used in the situation but give their attention to what is happening (Moon, 2005) and how they feel at that moment.

Thus, language teachers of young learners need to consider how the child understands the world when evaluating, adapting or creating materials and activities in addition to integrating contextual and visual clues from which students can make sense. Because children cannot understand language through analytic thinking, teachers are to give an emphasis on meaning when choosing a topic and creating context with the help of visual and/or auditory items in order to create interest in learning by setting clear purpose for learners to use the language and by providing school activities that are congruent with pupils' lives to make it more meaningful for them and to get long-term retention (see also Yılmaz & Karatepe, 2013). Otherwise, there is high possibility that they would show little interest or enthusiasm in involving into the activities and in exploring a topic (Cameron, 2001; Çakır, 2004; Gürbüz, 2010; Helm, Berg & Scranton, 2004; Holderness, 1991). Furthermore, teachers should deliberately scaffold children's meaning making by linking their talk to facial expressions, gesture, mimics, tone of voice and stress, use of pause, and actions as parents do when supporting first language development of their children (Moon, 2000; Tough, 1991), and sometimes by providing informal settings in which meaning is communicated more directly. This way, the speaker's emotions and attitudes are more clearly identified which lead to easy guess for unknown vocabulary and rapid comprehension with the help of the use of realia and the immediate context (Garvie, 1991; Yılmaz & Karatepe, 2013).

In addition to supporting comprehension via contextualization techniques and dramatization, teachers need to be very careful about how they treat inaccurate language forms. If the teacher always corrects every grammatical mistake rather than focusing on meaning in the activity, some children can be easily embarrassed and become shy about producing language in the classroom although they are less embarrassed, instinctively

spontaneous and uninhibited. Instead, the teachers should enable learners to practice correct forms as choral repetition through songs, chants, rhymes or other appropriate activities that pave the way for meaningful learning (Shin, 2014). In this way, without focusing on individual components of language, children can handle the meaning of the language (Phillips, 2001, p.7) due to the fact that they have great capacity to pick up chunks of language rather than bits.

The ability to pick up chunks of language rather than bits. In the traditional grammar-based approach to language teaching, language is divided into smaller units and the teacher gets learners to manipulate these extracted bits of language. However, children show a great tendency to use procedural memory which is unconscious and automatic when learning any foreign language, thus, most of the time, they are better at understanding and producing formulaic utterances. They are very good at picking up unsegmented chunks of language as whole and producing these chunks without paying attention to its components (Gordon, 2007). Foreign language learners try to speak the foreign language hesitantly and inarticulately as they try to pronounce every word separately. On the other hand, when a piece of language is articulated as chunks, their speech becomes more fluent and comprehensible. Furthermore, if the teacher creates a meaningful context in which children are introduced chunks of language and given opportunity to them in short exchanges and dialogues, they not only feel a sense of success and self-confidence but also store these repeated phrases easily (Gürbüz, 2010).

In addition, children may produce some chunks of language they have heard and picked up from someone else when communicating without being formally taught (e.g., *I don't know, Come on, Goodbye*). Although a child may solely use the phrase *I don't know* in the beginning stage, they may begin to notice other bits of language and combine known one with other parts of language creatively (e.g., *I don't know his name*) (Moon, 2000). As

children make progress and need to handle new and more complex language, they can potentially develop understanding of new chunks by predicting meaning and intention due to the routine and the familiar situation on condition that the new language is within a child's ZPD (Cameron, 2001).

Therefore, teachers of young learners introduce and establish routines at different stages of lesson including greetings, starting lessons, getting into pairs or groups, doing particular activities, starting and stopping activities, giving out and collecting in materials, and ending lessons to provide natural language acquisition and to develop children's autonomy. Teachers need to focus on developing their teaching skills so as to make use of children's tendency to go for meaning and focusing on chunks in order for teaching everyday functional language (i.e., speech acts, routines and formulaic language).

They have great instinct to talk. Children have natural instinct to talk and to communicate (Gürbüz, 2010; Gürsoy, 2012a, Moon, 2000). A language teacher needs to develop his/her skills to harness and divert this instinct as they are still developing language and discourse skills in their native language. They bring partial language awareness and readiness along with their social knowledge and non-linguistic aspect of interaction in the foreign language classroom. Besides, they can understand the social purpose for using language, namely as a means of communication such as greetings and naming (Cameron, 2001; Read, 2007; Scott & Ytreberg, 1990). Most of young learners are less embarrassed and more enthusiastic than older ones at talking in a foreign language and attempting to articulate and play with the sounds of a new language including wordplays, jokes and puns, rhymes, and tongue-twisters, and mingle activities (Borzova, 2014; Cameron, 2001; Clark, 1990; Lems, 2013). That is, just like any other learner group, children also need opportunities to talk and express themselves freely in the classroom. In addition, teachers should come to know that following the coursebook page by page by focusing only the dialogues in the coursebook

would not suffice in any class, thus, real life and familiar contexts and speech which require meaningful oral-exchanges supported with lots of visual aids and actions should be integrated in the lesson. In addition, like any other age group, children need a lot of encouragement and appraisal in their endeavour to speak the language (Gürbüz, 2010).

The ability to use language creatively. Children have a great potential for creativity and they develop creative thinking skills that help them to reveal their hidden talents, increase personal investment, provide fluent and flexible thinking, and experience humour and fun when learning a language in the lesson (Read, 2007). Creativity was described by Wei & Wu (2009, p. 209) as “pushing and breaking the boundaries between the existing and the new, the conventional and the original, and the acceptable and the challenging”. Children with their language instinct have great capacity to make up the phrase or sentence she has never heard or been taught before by making full use of their linguistic and cultural knowledge in a new and creative way. They are active, skillful and somewhat manipulative to make sense of new one.

Thus, teaching young learners should not be considered as transmitting the target subject matter and providing essential knowledge and skills. Instead, it should be considered as presenting the subject in creative contexts and inviting pupils to experiment with the language by activating their imagination (Smidt, 2014). Teachers should seek for activities which allow more creative use of the language not only creating a new version of the song by integrating new actions but also integrating communication games which are played in pairs or small groups such as ‘find the difference’ or which require for each pair or member listen carefully and use language to check the comprehension (Rixon, 1991).

Children become less ego-centric and more socio-centric. As Piaget (1963) asserted, children become less ego-centric with the onset of concrete operations (7-11) and begin to recognize and appreciate other people’s viewpoints and perceptions. They are able to make some decisions about their own learning by identifying what they like and do not like and

even by questioning the teacher's decisions in the classroom. Moreover, they readily cooperate and work with others; thus they are open to learning from others (Scott & Ytreberg, 1990) due to the development of socio-centric reasoning. They gradually develop an understanding of the self, gain an ability to function in groups via being in social classroom atmosphere (McKay, 2008). In fact, all learning is social as Vygotsky mentioned due to the significant roles of more knowledgeable others, namely, the teacher and/ or more experienced children, in learning.

Thus, teachers should take social aspects of children into account when planning the organisation of the activities and provide pupils opportunities for interaction (i.e. child to child and adult to child). The span of the types of engagement extends from just plain talk to negotiation and collaboration (Smidt, 2014). Read (2007) suggested to create a sense of community in the classroom by giving importance to interactional engagement. To that end, teachers should provide a variety in the organisation of the activities and let learners work with others to meet the social needs of children. However, when doing this, they need to bear in mind that younger children are not socially competent; thus, they need to develop social strategies to enable them to be involved in the society they live in, to be self-conscious in relation to others, to share and co-operate, and to be assertive rather than being aggressive (Phillips, 1993).

Children have fluctuating motivation and attitudes. Children have a very limited attention span that they cannot concentrate on what they are doing for a long period of time unless activities are extremely engaging and fun (Clark, 1990; Gürsoy, 2012; Harmer, 2007; Linse, 2005; McKay, 2008). On the other hand, they are often ready to enjoy the classroom; thus, it is not too difficult for primary school teachers to maintain high degree of motivation by creating an interesting context with a meaningful purpose for doing every activity in addition to providing enjoyable and stimulating experiences in language learning. Once they

are motivated and given enjoyment, they are more involved in the activity and eager to continue with it, which will provide more exposure to language input with increased practice time. Eventually, they will foster more positive attitudes towards what is being done in the classroom to practice a new language, the teacher, and learning English (Çakır, 2004).

The comparative study conducted by Djigunović (2009) with young beginners of EFL in Croatian context with regard to the conditions of learning revealed that young learners who learn English under favorable conditions viewed English as a favorite school subject more frequently, enjoyed age-appropriate class activities (playing) more, and presented higher self-confidence as language learners. In addition, Firat (2009) conducted a study to investigate the attitudes of 300 fifth grade learners from 4 different primary schools in Adana towards learning English. The study revealed that learners have positive attitudes towards learning English because they had opportunities to participate in lessons through games, songs, flashcards, dramas and dialogues.

Thus, it is clear that young learners' affective development, particularly motivation and attitudes is very crucial; however, it should be handled differently from older ones due to being multidimensional and dynamic rather than being stable. After reviewing key European studies, Djigunović (2012) concluded that young learners could not maintain motivation even during a single lesson, almost on a minute-to-minute basis and their motivational orientation fluctuates depending on classroom experience and the teacher's efforts.

Therefore, teachers need to be well-prepared for such fluctuations so that they can remain in control and put to use appropriate motivational teaching strategies and maintain learners' attention. Fostering a positive attitude toward learning English seems to be the key factor. As Shin (2014) points out, once this positive approach is initiated, it can remain with the individual all through his/her adulthood.

Children crave for fun and enjoyment. Most children have great capacity to find some fun elements in any activity. However, teachers who follow traditional way of teaching tend to separate education from entertainment by ignoring the natural characteristics of children and the view that instruction and recreation are two interdependent factors that affect children's learning (Çelik Korkmaz, 2012). Thus, it is vital for primary school teachers to be aware of the term "edutainment" which refers to a combination of two important areas namely education and entertainment in addition to seeking for opportunities to provide effective edutainment through language games or game-like activities to enhance their learning (Çelik Korkmaz, 2013). Fun should not only have a feature of children's education but also should have an active role in their education. In that, children learn better and by heart if motivating, interesting and fun activities such as language-orientated games, songs, and stories are integrated in language teaching (Rixon, 1991). Otherwise, children might detach themselves from what they are doing, lose their interests in a short span of time, and let a teacher know their boredom (Clark, 1990; Moon; 2000). As Shin (2006) suggested, children aged 8 to 10 can handle activities that last in 10 to 15 minutes. Thus, if teachers expect students to stay focused on the tasks attentively, they need to be aware of and take into account how many activities can be effectively handled by children in a lesson and how to mix up correct types of activities by revisiting the target subject to have more logical layout to promote more motivating and fun language learning experiences.

On the other hand, Read (2007) drew our attention to maintaining a balance between children's enjoyment and acceptable classroom behaviour, which is mostly one of the difficulties of being primary language teachers. She suggested providing effective classroom management by taking the seven 'R's into consideration such as establishing the *relationships* with a positive, healthy, and happy classroom environment, setting *rules*, introducing

classroom *routines*, talking about *rights* and *responsibilities*, creating mutual *respect*, introducing a *reward* system.

Children are kinaesthetic and hands-on with plenty of physical energy. Children, by nature, are kinesthetic, energetic and active creatures who are instinctively interested in the physical and the tangible. In addition, they have great desire to actively participate in classroom activities with physical movement, such as performing actions, singing, dancing, making things, drawing, coloring, and doing other childlike and movement-based activities (Al Harrasi, 2014; Çelik Korkmaz, 2012; Shin, 2006). Thus, it is unrealistic to expect young learners to pay attention to auditory and visual activities throughout the whole lesson without providing opportunities to be physically involved in. Schindler (2006) suggested teachers to let children's energy and enthusiasm work for them, instead of against them owing to the fact that children often fidget, mumble, squirm, wander off, babble and play. Teachers need to develop tactics to harness this potential energy by providing opportunity to experience and experiment with physical activities such as making things, action songs, games, problem solving and surveys, rhymes, role plays, project works, drama and other activities with actions that enable pupils to learn the language through doing and to be actively involved in such supportive learning environment (Brewster, Ellis & Girard, 1992; Çakır, 1999; Harmer, 2007; Helm, Berg & Scranton, 2004; Linse, 2006; Moon, 2000; Moon, 2005; Shin, 2007; Vale & Feunteun, 1995).

Studies show that activities that involve both cognitive and motor skills such as TPR, play, songs, and technology can be integrated into teaching situation more often so that students would be more motivated and show increased desire to continue learning the language (Çakır, 2004; Ramírez Romero, Sayer & Pamplón Irigoyen, 2014). Similarly, Fırat (2009) indicated that young learners do not want to rely on the coursebook. Instead, they liked and preferred a book free lesson of English in which they actively participate rather than

become passive followers of a coursebook. Thus, learners' active participation in the classroom not only improves their attitudes towards learning but also enriches their experiences, clarifies information, and generates new ideas.

To sum up, any teaching approach or method which is taken into account when designing a program and choosing appropriate classroom activities to teach English in elementary school context would not gain promotion of language achievement unless each activity is underpinned by what children naturally bring into the classroom environment. The study has so far summarized common characteristics of children. The next section presents how individual learning differences play a role in the language classroom. Among many individual differences that affect learners' achievement such as motivation, background knowledge, attitude, aptitude, multiple intelligences, the researcher will focus on perceptual learning styles which is considered as the primary reason for the researcher for using multisensory approach when teaching English to young learners.

Learning Styles. In this post-modern global world, education systems have to accommodate the needs of all individuals by putting emphasis on students' diversity. Effective learning occurs when developmental and individual characteristics of the learners are taken into account to design instructional programmes (Baleghizadeh & Shayeghi, 2014). Therefore, teacher-centered formal education that tolerates traditional teaching methods and techniques should be replaced by student-centered contemporary education which takes cognizance of individual differences and their learning preferences. Learning styles and strategies have been considered as the most prominent variables that affect learners' second language performance (Oxford, 1989).

Learning styles emerge from strategy-related studies which investigate good language learners (Purpura, 2014). Since the study of Thelen (1954) the term *learning style* has been used interchangeably with the following terms such as learning style, cognitive style,

personality type, thinking styles, processing styles, perceptual style, sensory preference, modality, and others (Arp, Woodard & Mestre, 2006; Ehrman, Leaver & Oxford, 2003; Nilson, 2010; Purpura, 2014) depending on the approaches, dimensions and models of learning styles which consider individual differences from various perspectives such as information processing, orientations to learning, perceived locus of control, types of intelligence, hemispheric dominance, and personality on Jungian and non-Jungian dimensions (Cassidy, 2004; Curry, 1990; Hall & Mosley, 2005). Learning style is described as “the way in which each learner begins to concentrate on, process, and retain new and difficult information”. (Dunn & Dunn, 1992, 2); as general approaches to language learning (Cohen, 2003); as different ways of learning (Rastelli, 2006). In brief, learning styles could be described as an individual’s natural, habitual, and preferred way of perceiving or accepting, processing, storing, retrieving, and learning new information and skills by showing specific behaviours or predispositions when responding in learning situations (Fleming & Mills, 1992; Gilakjani, 2012; Lightbown & Spada, 2006; Otrar, 2007).

A learner’s preferred style enables a person to regulate learning a language and /or use a language (Lefever, 2004). Awareness of learning styles helps learners to understand how they progress in their own learning, what their learning needs are, how new learning behaviours could be developed to learn more effectively. Thus, teachers should ask learners what actions they take when learning something new, which kinds of learning activities they favour to enable them to notice their preferred ways of learning new information (Davis, 2009). As Grasha (1996; p.1995) emphasized “each individual style is like a different color on an artist’s palette. Like those colors, they can be blended together”. It is clear that no one style of learning is superior to any other in terms of its effectiveness on learning. But one of them can be given prominence by taking the target activity and its goals into consideration to attain

more effective teaching. Thus, both learners and instructors should expand their repertoire of cognitive strategies and processes (Davis, 2009).

Teachers might not have an effect on learners' preferred ways of learning related to motivation (De Florio-Hansen, 2007) or attitude but it is absolutely vital for instructors to be aware of learners' learning styles and attempt to match their teaching styles with learners' learning styles to make teaching and learning more effective.

Instead of the traditional way of teaching using only textbooks by following the most favored approach, teachers can achieve this congruence by taking into account style differences not only in the process of teaching but also preparing a variety of audio-visual learning materials and hands-on activities (Davis, 2009; Ma & Oxford, 2014; Prashnig, 2004; Surjono, 2015; Williams, 2008).

To date, many researchers have attempted to develop various instruments to find out an individual's overall style preferences in order to investigate different issues from different fields such as psychology, sociology, business studies, management and education (Coffield, Moseley, Hall & Ecclestone, 2004). Among many models, some of the most commonly used ones are as such: Kolb's Model of the learning cycle and learning styles (1984) which is experiential with four classification such as; accommodator, diverger, assimilator and converger; Dunn and Dunn Model (Dunn, 2000) which is multidimensional including the environmental, emotional, sociological, perceptual, physiological and psychological elements; Reid's (1987) Perceptual Learning Style Preference Questionnaire/PLSPQ which classifies learning styles into six categories such as auditory, visual, tactile, kinesthetic, group, and individual; Fleming and Mills' VARK Learning Style Model (1992) which is sensory-based with four principal modalities for perceiving information including visual, aural, reading and writing, and kinesthetic; Felder and Silverman's Index of Learning Styles (Felder & Silverman, 1998) which integrates cognitive, sensory, and experiential elements eclectically,

and The Learning Style Survey for Young Learners (Cohen & Oxford, 2001) which consists of four parts such as physical senses, exposing oneself to learning situations, dealing with tasks, and receiving information.

Among aforementioned instruments, “using physical senses” part of “The Learning Style Survey for Young Learners” (Cohen & Oxford, 2001) was administered within this study because senses play a very significant role in learning via storing information in the sensory or immediate memory in order to combine it with what is learnt new (Wilson, 2011). Therefore, only perceptual dimensions of learning styles were taken into account within the scope of the present study.

Perceptual learning styles. Perception is a sensory experience that a person takes for granted due to the fact that it occurs when electrical signals that represent a stimulus are transmitted to a learner’s brain. Thus, the dynamic perceptual process includes a sequence of steps that starts with the environmental stimulus which is in the form of visual, auditory and kinesthetic and ends with perception, recognition, and action. To put it differently, if we react to the stimuli as expected in the goal, we can reach knowledge that we bring to the perceptual situation (Goldstein, 2010). Perception yields multifunctional meaning systems through a network of interfunctional connections and interactions in which perception, activity, thinking, and speech are combined (van Lier, 2009).

Cohen (2003) remarks the importance of the target material and task by examining the links between general style preferences and specific strategy choices, and then relating these two variables to tasks theoretically by taking four different hypothetical examples of task, style, and strategy into account. Besides, he suggested that teachers should administer style and strategy inventories to their learners, set explicit teacher-student conversations regarding styles and strategies. Then, based on these findings, teachers can conduct style and strategy training at the outset of a course to support learners to link between style preference and likely

strategies associated with those styles by considering specific tasks. However, teachers are to be equipped with academic background to be able to do this. At present, teachers tend to follow their own hunches, which proves to be an incorrect one as Yahyaoğlu Yardım (2011) found.

The theories of information processing and dual-code support the importance of perception in learning. Perception is considered as incoming information which has to be processed (Entwistle, 1998). Because perceptual learning takes place in quite an early stage of cortical information processing, it is in relation to the beginning phases of the *information processing theories* which focus on attention, perception, encoding, storage, and retrieval of knowledge. Information processing starts when a stimulus input in the form of visual, auditory, or kinesthetic has an influence on one or more senses such as hearing, sight, and touch. Each sense has its own register (e.g., visual information is held in visual form, auditory information in auditory form) and perception occurs when the appropriate *sensory register* receives the input and keeps it briefly in sensory form. In other words, perception is the basis of learning by assigning meaning to a variety of environmental input (Fahle, 2002; Schunk, 2011).

On the other hand, dual-code theory asserts that concrete objects and events are stored through the imaginal system and more abstract information expressed in language is stored through the verbal system. These two cognitive systems that are used for processing and storing information are functionally and structurally distinct as they are modality specific and process visual and verbal information separately and independently of each other (Vekiri, 2002). That is to say, information is transferred to *short-term memory (STM)* via the sensory register. Although some sensory input is erased in STM, for further processing other input is sent to a *working memory (WM)* if learners' attention is captured (Schunk, 2011). Thus, information must be represented and organized visually with the help of concrete objects and

motivational strategies in order to help learners to minimize proactive inhibition, retain information for a longer period of time in WM and integrate the new information with related knowledge in the *long-term memory (LTM)* (Ausubel, 1962; Jonides, 2000; Schunk, 2011; Shin, 2006).

If learners are expected to achieve higher cognition, factors like perception and action should be considered as prominent. Teachers of young learners are expected to teach concepts as a set of sensorimotor patterns rather than as a series of abstract symbols to allow learners to interact with the environment (Pecher & Zwaan, 2005).

The term perceptual learning style has been referred to as modality differences, sensory preferences, learning channels (Hansen & Cottrell, 2013; Leaver & Oxford, 2000; Linse, 2005) as it is related to how individuals interact with information and perform learning tasks among modality preferences (Davis, 2007). It is described as an individual's biologic reactions to his /her physical environment and represents how s/he takes in information in the most efficient and direct way (Kharaghani, 2013). It gauges a learner's preference for taking in information in the process of learning new things through one of the sensory modes such as kinesthetic or psychomotor, visual or spatial, and auditory or verbal (Reid, 1987). Therefore, it is considered as the nature of the stimulus rather than the characteristics of the individual (Hansen & Cottrell, 2013) and perceptual learning could be enhanced via information-rich stimuli and additional sensory functions such as attention and reinforcement so as to achieve high learning performance (Sagi, 2011).

Although there has been a plethora of research on perceptual learning styles and their effects on learning within university context (Bailey, Onwuegbuzie & Daley, 2000; Baleghizadeh & Shayeghi, 2014; Brahmakasikara, 2013; Castro & Peck, 2005; Gappi, 2013; Gilakjani, 2012; Gune, 2004; Hansel & Cottrell, 2013; Jowkar, 2012; Kikuchi, 2005; Mulalic, Shah & Ahmad, 2009; Naqeeb & Awad, 2011; Negari & Barghi, 2014; Renou, 2004;

Siddique, Abbas, Riaz & Nazir, 2014; Surjono, 2015; Castro & Peck, 2005; Wang, 2007; in Turkey (Baykan & Naçar, 2007; Cesur & Fer, 2011; Kırkgöz & Doğanay, 2003; Şirin & Güzel, 2006; Yılmaz, 2004; Yılmaz & Genç, 2010), there has been a dearth of research into the same issue in high school context (Chen, 2009; Chen & Hung, 2012; Otrar, 2006), secondary and elementary school contexts (Abidin, Rezaee, Abdullah & Singh, 2011; Babadoğan & Kılıç, 2012; Barbe & Milone, 1981; Baş & Beyhan, 2013; Günaydın, 2011; Kim, 2009; Özbek, 2006; Ren, 2013; Toğrul, 2014; Utanır, 2008; Uğur, 2008; Yahyaoğlu Yardım, 2011).

Mulalic, Mohd Shah & Ahmad (2009) conducted a study in the Department of Language and Communication, Universiti Tenaga Nasional (UNITEN) to investigate perceptual learning styles of 156 students (56 Malaysian, 52 Chinese, and 52 Indian). The study revealed that students favored kinesthetic learning style as major one, and auditory, group and visual respectively as minor ones, and tactile and individual learning styles respectively as negative preferences.

Jowkar (2012) also investigated perceptual learning styles of 95 university students majoring in English Language Translation in Kazeroon Islamic Azad University. The results showed that group learning, kinesthetic and visual learning styles respectively were noted as the major learning style categories whereas auditory, tactile and individual learning styles were placed as minor learning styles.

In another study, Gilakjani (2012) examined the learning preferences of 100 Iranian EFL learners of English majoring in translation to by administering the VARK Model (1992). The results indicated that about 55% of the students preferred visual learning style, 35% of the students' preferred auditory learning style, and only 10% of the students preferred kinesthetic style.

Price (1980) investigated learning style preferences of 3,972 subjects from grade 3 through 12 during 1979-1980 school years to find out the change as students progress from grade to grade. The results with regard to sensory learning styles revealed that the younger the students, the more tactual and kinesthetic they were. Price (1980) found that in primary school, 12% of students were auditory, 40% of them were visual and 48 % were kinesthetic and tactual. At the beginning of grades 5 and 6, visual and auditory strengths developed.

Similar study was conducted by Chen (2009) who investigated the relationships between grade level and perceptual learning style preferences of 390 Taiwanese EFL high school students in grades 7 through 9. The results indicated that there were statistically significant relationships between grade level and perceptual learning style preferences. The majority of the 7th and 8th graders in this study were reported as group learners and kinesthetic learners whereas the majority of the 9th graders were found as group learners and auditory learners.

Abidin, Rezaee, Abdullah & Singh (2011) investigated the relationship between learning styles and overall academic achievements of 317 upper secondary class students in Malaysia. Although the results of the study indicated that the participants had auditory, visual, reflective, analytic, global, kinesthetic and group type in descending order of preferences, most of the students possessed multiple learning styles or a combination of different learning styles; thus, they were able to learn effectively. High, moderate and low achievers presented a similar preference pattern of learning in all areas of learning styles which make an impact on the students' overall achievement.

Ren (2013) conducted a survey with 67 secondary school learners attending to an independent girls' school in Melbourne, Australia to identify their perceptual learning styles when learning Chinese as a second language and to examine which type of learners achieve better test results in oral and written Chinese exams. The great majority of learners (57%)

were found visual, followed by auditory (21%), kinesthetic (13%), and bi-sensory (9%). The results revealed that auditory learners achieved better in oral Chinese whereas kinesthetic learners outperformed in written Chinese. Finally the study suggested that language teaching should consider learners' strongest learning style rather than mixing it with other learning styles.

On the other hand, the results of the following studies revealed that there was no significant difference between students' learning style preferences and their academic achievement (Abidin, Rezaee, Abdullah & Singh, 2011; Doğanay & Kırkgöz, 2003; Yazıcı, 2004).

Utandır (2008) investigated the learning style preferences of 750 fifth grade elementary students in the centre of Denizli during the period of 2007-2008 education period by examining whether there is a relationship between the participants' learning styles and their academic achievement in mathematics and attitudes towards this lesson. Among many style dimensions, results concerning perceptual aspects revealed the following results: 93,3% of them were visual; 83,3 % of the participants were kinesthetic; 19,6 % of them were tactile; and 16,5 % of them were auditory. With regard to academic achievement in mathematics, kinesthetic and visual learners outperformed non-kinesthetic and non-visual learners. On the other hand, non-tactile and non- auditory learners outperformed auditory and tactile learners.

Günaydın (2011) investigated whether the study habits of the 450 fourth and fifth grade students enrolled in 9 state schools, 2 private schools differed according to the learning styles they preferred. The results of this study indicated that the students were mostly visual (% 46,4), then tactual (% 14,4), and finally auditory (% 14,4). The study also showed that sub- dimensions of the students' study habits differed according to the learning styles of the participants. For instance, the students with middle and high level of concentration were dominantly visual whereas the students with low level of concentration were dominantly

tactile. Moreover, there were positive relationships between the following study habits such as visual learning styles and active learning, intrinsic motivation, study environment and exam preparation whereas there was a negative relationship between visual learning styles and study avoidance behaviour. Similar results were noted for auditory learning styles. On the other hand, with regard to tactile learning style, no significant difference was noted between tactile learning styles and intrinsic motivation, study environment and exam preparation. However, it was found that there were positive relationships between tactile learning style and active learning and study avoidance behaviour.

Kim (2009) investigated visual, auditory, and kinesthetic styles of 974 Korean elementary school students and examined the correlations between their learning styles and their ideal L2 self and motivated L2 behaviors. The results revealed that the Korean elementary school students showed respectively visual, auditory and kinesthetic orientation. The study reported that L2 teachers can increase their students' L2 learning motivation by exposing them to visual L2 input utilizing charts, graphs, diagram, tables, and photos as they predominantly preferred visual learning style. Moreover, visual and auditory styles positively affect students' English learning motivation by creating and maintaining their ideal L2 self. However, kinesthetic style was found problematic in the circumstances in Korean classroom context as it was not significantly correlated with either the ideal L2 self or the motivated behavior.

Erginer (2007) investigated learning style preference of first, second and third grade learners. The results revealed that they prefer to learn by using a toy, visual material, computers, doing by self, using a material, watching movies, visiting places, singing, and competing for a reward given in the classrooms. Once they comprehend the subject, they prefer to continue tactile style.

Although it is not related to teaching a foreign language, the study conducted by Uğur (2008) is worth mentioning in order to indicate the significance of the textbooks and the teachers as a factor to students' perceptual learning style preferences. The learning activities included in the 4th grade social studies textbook were examined by means of content analysis in terms of perceptual learning style. The results revealed that those learning activities in the social studies textbook were predominantly designed to the needs of auditory (32.92%) and visual (32.69%) students but not the needs of tactual (25.68%) and kinesthetic (2.71%) students. In addition, 22 class teachers' opinions were investigated about the issue and they also reported that most of the activities in the course book were suitable for auditory and visual learners. They reported that they generally use silent reading, visual reading, and demonstration for visual learners; lecturing, question-answer, and reading techniques for auditory learners; experiments, drawings, and colourings for tactual learners; and game and drama for kinesthetic learners. However, the observation results showed that none of the teachers utilized activities appropriate for kinesthetic learners. They explained that they had limited time and crowded classes.

In the same vein, Yahyaoğlu Yardım (2011) conducted a study with 193 fifth grade students from four different state primary schools and 63 EFL teachers from different primary schools in order to identify the students' preferred learning styles and the perceptions of the teachers about their students' preferred learning styles to find out whether there is a match or mismatch between the learners' learning styles and their teachers' perceptions of their style preferences. A learning style questionnaire which was developed by the researcher by taking Kikuchi's (2005) and Reid's (1987) studies in addition to the dimensions defined by Celce-Murcia (2001) was administered to the participants. According to the analysis, the participants' learning style dimensions from the most preferred to the least preferred were ordered as follows; open perceiving, feeling, sensing sequential, visual, intuitive random,

kinesthetic, extroverted, thinking, closure oriented, auditory, and introverted. Choosing the open perceiving and feeling learning style, the participants showed that they learned best in a friendly language learning environment by means of playing games, sketches and enjoyable tasks. Besides, in terms of perceptual learning style, they were noted as mostly visual, then kinesthetic and auditory. However, it appears that the fifth grade students in Turkey could be called eclectic as none of the learners appear to have only one specific learning style preference, instead they seem to combine all styles while learning English. Due to a few matches between the learners' preferred learning styles and the teachers' perceptions of their learning style preferences, it could be said that the teachers in Turkey are not successful to accommodate students' learning preferences during the English lessons.

However, it was stated that the younger the children, the more likely they have tactual and/or kinesthetic perceptual strengths and the older they become, the more they develop auditory and visual modalities. Moreover, it was reported that less than 12 percent of elementary school children are "auditory" learners and 40 percent are "visual" learners. (Dunn & Dunn 1992, Dunn & Griggs, 2000). On the other hand, surprisingly many adults remain essentially tactual or kinesthetic all their lives (Dunn & Griggs, 2000). Thus, it is obvious in the results of the aforementioned studies that modality strengths change with age and context. In order to examine thoroughly what perceptual learning style is, each of learning preferences will be clarified in the following section, namely visual, auditory, and tactual/kinesthetic.

Visual learning style. Despite being considered as the dominant one, self-contained and unaffected by non-visual information until the last decade, visual processing is recently viewed as not self-contained and independent of other modalities due to a number of studies that have focused on crossmodal interactions. Although it was formerly believed that different sensory modalities were organized in separate pathways in the brain without any dialogue and interaction between the other pathways, the recent studies in crossmodal interactions

emphasize that sensory modalities interact vigorously in a wide variety of domains. Non-visual input such as auditory and tactile stimuli can improve visual functioning (Shams & Kim, 2010). Mental images are naturally multisensory as they include not only visual perception but also various forms of perception involving all the senses (Dörnyei & Chan, 2013). Thus, it is obvious that multisensory stimuli should be used more or less when teaching new concepts.

A visual learner refers to a person who thinks in pictures or words (Lamarche-Bisson, 2002) as a matter of fact that visual learners learn and remember best what they see and acquire information through sight. Thus, they like to view everything as completely and clearly as possible, take in information via reading, pictures, diagrams and flow charts, rather than listening to someone (Jowkar, 2012; Uzun & Öncü, 2011). They feel that they need to watch everything in order not to get bored. They often prefer to be quiet and do not always need to verbalise their thoughts as they have a great capacity to imagine and visualize images by seeing them in their mind (Davis, 2007). Moreover, they need to watch the teacher's demonstrations to understand the target task and see the teacher's body language and facial expression to fully understand the content of a lesson (Kharaghani, 2013; Smith, 2007).

Because the visual learning style comprises both picture and print learners, reading comprehension of learners might be improved through the use of drawing or diagrams when telling the story to help them to identify the characters and events in the story. In addition, the print learner prefers to write down the names of the characters and take notes on the events (Lamarche-Bisson, 2002).

The use of visuals as a tool for language learning is not the new issue and a variety of visual materials have been presented in the L2 classroom such as illustrated textbooks including photos or line drawings, stick figures, written text or other graphics on the black/whiteboard, graphic organizers, pictures, flashcards, posters, diagrams, flipcharts,

handouts, wall charts, cartoons, multimedia tools, digital stories, overhead transparencies, images, slide shows, films, and streaming videos, body language, gestures, mimics and cultural differences, authentic materials such as maps, signs, brochures, leaflets, photo booklets, calendars, menus, and some real objects such as realia, puppets and toys to provide authenticity to the language classroom and to use them as contextual device (Brinton, 2014; Britsch, 2010; Brown, 2007; Kharaghani, 2013; Leaver & Oxford, 2000; Reilly, 2007; Surjono, 2015; Yangın Ekşi, 2012; Vekiri, 2002).

One thing is certain as Rastelli (2006) stated, visual style is the one most commonly catered for due to the fact that all the textbooks are comprised of visual aids at least pictures and posters. The study by Salbego, Heberle & da Silva Balen (2015) examined how the analysis of images before the linguistic texts in the English textbook series namely Interchange, New Interchange and Cutting Edge Elementary in addition to the activities related to the visual literacy scaffold learning. The image analysis was based on a grammar of visual design proposed by Kress & van Leeuwen (2006) by taking the three metafunctions – representational, interactional and compositional into account. The study signified the importance of working with multimodality in language learning contexts by revealing that the image analysis which helps learners to get overall meaning may enhance students' understanding of the content.

If language teaching programs rely on auditory or kinesthetic input via ignoring visual input as it is seen in the Audio lingual Method or early stages of Total Physical Response, they are likely to become resistant and thus fail (Leaver & Oxford, 2000). Hence, integrating visuality in teaching becomes almost obligatory to be able to take new generations' attention and help their perception. Although visual language training and developing visual language skills were considered as students' future needs some years ago, that future is our present today as a result of the communication and information revolution. By some means or other,

modern human beings, particularly the current generation of children and young people, rely seriously on images and text for communication and entertainment and become very familiar with visual culture due to new technologies such as telephones, television, email, text-messaging, social networking sites, web news, and internet blogs (Avgerinou, 2009; Shams & Kim, 2010). Moreover, learning is believed to be more accurate and enduring by means of visual cues and a teacher who deprives learners of visual aids in the process of learning and teaching does not serve its purpose (Baines, 2008).

Believing that visuals are very prominent in gaining language knowledge, Klasone (2013) suggested using many forms of pictures such as wall pictures and wall charts, sequence pictures, flashcards, and drawings on the board particularly to teach prepositions in English lesson. She stated that pictures which are an easy way of bringing the outside world into the classroom environment could be used in various types at any stage of the lesson by taking the purpose, the specific learning points of the lesson, the characteristics of the young learners into account.

Because learning actually occurs in the brain, visual processing is reshaped by the brain by making use of sensory information acquired during task performance. When there is a match between a brain region and a task, learning complies with plasticity at that specific cortical area utilizing the probed behavior. That is to say, neurons in the visual system react to restricted stimuli as different tasks activate different visual areas. Therefore, learning occurs depending on the specificities found in the neural responses (Sagi, 2011).

Based on the assumptions of the Dual Coding Theory, it can be claimed that visual displays can support learning because of the fact that people store information in two codes such as linguistic and visual in the long-term memory, which may increase memory of that information. Moreover, when compared to linguistic representations which are hierarchically

organized and processed sequentially, visual representations can be accessed as a whole and processed in a simultaneous manner (Vekiri, 2002).

Because imagery skills are trainable, L2 motivation could be enhanced by providing learners with vivid and lively images. Moreover, the learners' sensory/imagery capacity is related to pedagogy; thus imagery training and guided imagery might support learners to progress in L2 during challenging language learning process (Dörnyei & Chan, 2013). Believing the relationship between eye movements and memory performance, Ferreira, Apel & Henderson (2008) examined how linguistic and visual information are integrated. That is, people's looking at any location activated spatial indexes in the memory and increased the probability of an eye movement to the corresponding spatial location. This process might facilitate both retrieval of auditory information from memory and memory for spoken linguistic content. Thus, learning could be more effective if learners are trained with multiple correlated sensory even for visual tasks. In short, visual episodic memory, visual recognition of objects and perceptual learning can be enhanced through crossmodal signals (Shams & Kim, 2010).

Auditory learning style. The auditory learners, the most talkative of all the learning types, are good at listening or speaking that they remember best what they hear. They need to listen to the tone of voice, pitch, speed, and other nuances to be able to interpret the underlying meanings of speech. In some cases, written information may not make sense until it is heard. They learn best through lecturing, discussions, verbal explanations, reading text aloud as they get information through their ears. They are good at memorization and they can remember information that they hear and discuss. Because they tend to like music more than visual arts, listening to soft background music may help them concentrate on the task at hand. They find writing difficult; however, they enjoy listening to stories being told or through audio materials. In the classroom, they should be given many opportunities to express

themselves and learn through listening activities to enable them to repeat back, imitate voices and mimic the tone (Kharaghani,2013; Lamarche-Bisson, 2002; Rastelli, 2006; Tileston, 2011; Uzun & Öncü, 2011).

L2 practitioners focus entirely upon the achievement of comprehension tasks by ignoring obstacles to perceptions (Field, 2003). However, low-level errors made in the perceptual processes involved in second language listening such as phoneme discrimination may impact upon high-level breakdowns of communication such as difficulty in understanding. Thus, Field (2003) suggested to employ the basic knowledge of phonetics through classifying, diagnosing, and predicting problems of lexical segmentation to overcome problems of lexical segmentation such as reduction, assimilation, elision, resyllabification, and cliticization.

Perceptual learning has traditionally been considered as a bottom-up rather than as a top-down phenomenon which includes cognitive skills such as attention and memory (Amitay, Zhang, Jones & Moore, 2014; Moore, 2012). When children are expected to respond to auditory stimuli, they are asked to perform a number of functions including attending closely to the sound and to the accompanying visual display on a computer screen, associating each sound with a specific button to be stored within memory, and making an appropriate response such as pressing the target button. Furthermore, they are required to refocus attention quickly to perform the following task (Moore, 2012). Thus, it is very prominent for teachers to combine both bottom-up and top-down processes to achieve successful listening (Topkaya, 2012).

Children usually have poorer attention than adults due to sensory immaturity which might result in poor listening skills of children. Their attention might change both within and between tasks (Moore, Ferguson, Halliday & Riley, 2008). Depending on task and stimulus parameters, the internal noise and inefficiencies which might affect auditory processing

negatively need to be reduced. To that end, we should train children to gain the ability to attend to the auditory stimuli or the ability of working memory to be able to deal with the rapidly changing stimuli. Moreover, the noisy processes which might constrain students' performances on the training task should be controlled to facilitate the occurrence of learning. (Amitay et al., 2014). In their study, Moore, et al., (2008) compared the subjects performances on frequency discrimination under three listening conditions such as in the lab as the outcome of a quick auditory learning study, in the lab as the outcome of a longer auditory learning study, and in a school library as the form of a group learning exercise. The results yielded lower threshold and variability in the school studies than in the two lab-based studies. Thus, it is obvious that performing listening tasks on the trained task in a noisy school classroom rather than in the quiet laboratory environment creates more challenge due to poor signal to noise and various interfering effects of noise on attention (Moore et al., 2008, Moore, 2012).

The following studies have shown that perceptual performance involving multisensory stimuli by referring to audiovisual stimulus is improved relative to unimodal stimuli. For instance, Vroomen (2010) stated that listeners perceive the sounds as speech and cannot change to non-speech mode due to the fact that sounds are actually derived from the speech. For instance, listeners in speech mode are affected by lipread information when it becomes an articulatory gesture to identify and adapt auditory input. Bimodal integration between audition and vision always leads to gains in intelligibility, at the level of entire sentences, words, phonemes or even phonetic features. Because audiovisual integration facilitates the perception and automatic recognition of speech, they suggested lip reading in language comprehension and acquisition (Schwartz, Escudier & Teissier, 2009). Furthermore, Yıldırım & Jacobs (2012) conducted an experiment with 21 paid students from the University of Rochester to investigate how people acquire and use multisensory representations to facilitate transfer of knowledge across sensory modalities by evaluating whether people transfer sequence

category knowledge across auditory and visual domains. The results proved the Multisensory Hypothesis by suggesting that people automatically extract and represent objects' and events' intrinsic properties, and use them to process and perceive the same or similar objects and events via novel sensory modalities.

Moreover, learning takes place optimally through multisensory representations rather than uni-sensory representation due to the fact that learning comprises alteration of connections between modalities as seen in visual and auditory information that are integrated in performing various tasks (Keller & Sekuler, 2015; Shams & Seitz, 2008; Seitz, Kim & Shams, 2006).

With regard to education, teachers should understand that integrating multisensory input facilitates students' learning. The study by Moore et al. (2008) revealed the individual differences in sensory processing. Some of the students in their study showed poor listening performances as a result of their fluctuating auditory attention particularly in the early stages of the training, within a minute of starting while some of them indicated very similar frequency discrimination to those of adults. Thus, teachers should consider auditory processing disorder which is associated with a range of language and learning difficulties in view of the fact that some children appear to perceive target auditory stimuli poorly in challenging conditions (Moore, 2012).

Providing multisensory input rather than merely auditory input is particularly very prominent for elementary children. According to Dunn & Dunn (1992), most elementary children are not auditory due to the fact that they hardly remember three-quarters of what they hear during 40- or 50-minute period. Some youngsters who develop auditory strengths might be successful in a traditional class in which teachers mostly use discussion or lecture; however, these children do not represent the majority. Moreover, although lecture plays a part in some courses, the time allocated to it should be in short segments. The time can be

arranged depending on the age of the learners. For instance, when providing declarative knowledge to eight-years-olds, teachers need to stop every eight minutes. However, when students are involved in procedural knowledge activities, they can concentrate for much longer periods of times (Tileston, 2011). Thus, teachers also need to engage their students in variety of stimulating visual and kinaesthetic activities which activate their senses to scaffold them while learning. Moreover, teachers need to keep in mind that lectures, talking, discussions, direct verbal explanation, and textbook assignments are the least effective techniques to be used in elementary schools.

Tactual/ Kinaesthetic learning style. Being the first sensory system to develop in the womb, the tactile system plays a very prominent role in overall neural organization. Because the tactile system is able to function effectively when the visual and auditory systems are about to develop, it should be included to achieve balanced nervous system (Ayres & Robbins, 2005). On the other hand, the kinesthetic learner is a person who needs to use the whole-body approach to learn new things. Moving is so fundamental to kinesthetic learners as they enjoy hands-on activities and tend to learn something physically. It is too difficult for them to sit still for long periods; thus, they need to get to the action as soon as possible. They even move their arms and legs in order to imitate what you are doing as a teacher. They absorb information through movements so quickly that they learn best through a hands-on approach including moving, doing, touching, feeling, smelling, and tasting, actively exploring the physical world around them (Brown, 2007; Ehrman et al., 2003; Jowkar, 2012; Kharaghani, 2013; Lamarche-Bisson, 2002; Rastelli, 2006; Tileston, 2011).

Tactual and kinesthetic materials are naturally gamelike, thus very motivating for young learners (Dunn & Dunn, 1992). As a matter of fact, as Kitson (2012) signified, not only kinaesthetic and tactile learners but also everyone would get pleasure in attending a lecture with a brief physical hands-on activity instead of just passively sitting and listening. He

provided a series of chemistry lectures based on ‘touch and think’ sessions and received comments from his students as to these sessions. He reported no negative feedback from the learners and suggested that scientific knowledge and aesthetic appreciation enhance each other by creating a nexus between the cognitive domains of the mind related to knowing and understanding and affective domains of the mind with regard to feelings, emotions and aesthetics. Moreover, as a lecturer, he reported his enjoyment and satisfaction with the lectures which he knew he had planned something good for the students to experience in every lesson. Thus, he recommends this technique to all teachers who desire to have an efficient impact on their teaching.

The effectiveness of English cycle one textbooks imposed by Oman Ministry of Education was examined by Al Harrasi (2013) by taking its principles into account to find out to what extent TPR has been successfully applied, report its effects and to provide suggestions. Firstly, the curriculum related to cycle one which refers to grade 1 to grade 4 was scrutinized by evaluating the efficiency of content and activities and analyzing their suitability for children’s age, level, and interest to investigate whether any changes need to be made. Secondly, the researcher observed the classes to take notes about advantages and disadvantages of using TPR activities in the classrooms to be able to provide suggestions. Finally, an interview was conducted with an English supervisor to discuss TPR applications in Oman schools. The study reported TPR as a successful, enthusiastic, stress-free, meaningful, and purposeful approach for teaching young children due to the fact that it incorporates fun and amusement by creating a stress-free environment for children to enable them feel comfortable with a new language. The study also reported the reasons for TPR misapplications as the length and demands of the curriculum, some TPR textbooks including lots of activities that cannot be covered in the allotted time, some activities that are beyond children’s cognitive ability. Furthermore, the results also draw attention to the lack of

qualified teachers who have not taken any training courses with regard to TPR, the rationale and principles behind it and the necessity of providing workshops to those in order to help them to learn some efficient techniques for correcting errors, for choosing appropriate techniques for controlling noisy children and for fostering friendly and positive attitudes.

Kinaesthetic experience is considered as a prominent source of sensory input for the very young infants who might have difficulty in engaging with the learning situation without enough kinaesthetic experiences (Ayres, 1994). However, as Dunn & Dunn (1992) emphasized, educators do not consider tactual and kinesthetic preferences of learners; instead, they mostly focus on auditory and visual learning strategies.

Baines (2008) discussed “sit down and shut up” methodology which predominates in various classrooms particularly in a tiny portable building in which the desks in the front row were less than three feet away from the whiteboard. Even under such conditions, he suggested how to include movement as an effective way to teach. To put it more explicitly, teachers can ask many true-false questions to students who are required to stand or flap their arms or jog in place near their seatings to show that they think a statement is either true or false. Shortly, teachers can transform typically passive activities into active ones to integrate movement and action into instruction such as through drama.

However, the kinesthetic teaching technique is naturally within the scope of a multi-sensory teaching (Patrick, 2009) as it emphasizes learning by doing and playing, and problem solving, which makes learning more enjoyable, interesting, and easier due to activities which include the realities of daily life situation (Basantia, Panda & Sahoo, 2012). Moreover, the study by Lugo, Doti, Wittich & Faubert (2008) which examined how concurrent facilitation signals such as auditory or visual can increase the signal of a sub-threshold tactile stimulus. Their clinical experiments with five participants indicated that the brain continuously

combines information during multisensory integration and acts directly on that information via changing activity at peripheral levels (Lugo et al., 2008).

The study so far has looked at three styles and their role in language learning. The study will move onto the classroom practice, how teachers can make different learning styles affect learners. However, test techniques are usually the main factors determining the forefronted learning style in the classroom.

Because learning style refers to a preference for one particular learning modality, no learning style can be better than another (Castro & Peck, 2005). Moreover, perception is fundamentally multisensory due to the fact that we learn about our environments by using all our senses such as seeing, hearing, touching, tasting, and smelling cooperatively (Yıldırım & Jacobs, 2011). Hence, teachers are to show an effort to integrate many senses and develop custom-made materials in order to accommodate learners' different learning styles including auditory, visual, verbal or tactile/kinesthetic. If teachers endeavour to be proficient student-centered teachers, they are able to use a variety of styles so that they will cater for different individual needs (Brown, 2003).

Besides being aware of the students' learning styles, teachers also should be aware of their teaching styles to improve the quality of education by following efficient instructional approaches which match with students' preferences and improve their academic achievement (Babadoğan & Kılıç, 2012). As suggested by McLoughlin (1999), when making decisions on instructional design, motivational, cognitive, and volitional views of learners' perspectives should be considered as well as desired learning outcomes by instructional designers. Moreover, they need to take learning style research into account which has great importance in gaining insights into individual differences in learning and performance and designing instructional materials in a flexible way to support students' diversity and a variety of learning styles.

Individualizing instruction to the learner's style to achieve a better learning outcome was criticized by Pashler, McDaniel, Rohrer & Bjork (2009) due to the fact that they considered the learning-styles literature so weak and unconvincing. They account for the dearth of methodologically sound studies with regard to learning-styles based instruction as costly. In other words, assessing students' learning styles and grouping them accordingly to teach each group differently require excessive use of the time and money when compared to mainstream education. Moreover, this learning-styles intervention requires additional teacher training to enable teachers to create and validate instructional activities for each learning style. With regard to providing instruction, it was suggested that identifying learning style at first and introduce the experiences, activities, and challenges that enable everybody to progress in learning. Trying to customize instructional strategies to individual learning styles is not a realistic expectation in view of a teacher's other responsibilities. Moreover, by taking into consideration the availability of the time, resources and size of the classes in state primary schools in Turkey, the use of multisensory language teaching could be a practical solution so as to provide the optimal foreign language instructional method to young learners. Because multisensory teaching requires learners to activate their full senses such as seeing, touching, smelling, hearing, tasting, moving, enjoying in various situations, integrating multisensory stimuli in instruction increases engagement, active participation and fun aspect of learning (Baines, 2008). In TEYLs, there appeared a consensus on the necessity of following experiential approach including some of the following characteristics (Moon, 2005, p. 33):

- activity-based,
- based on the here and now/use of concrete materials,
- contextualised, focused on communication (meaning) rather than form,
- multi-sensory,

- play and fun-oriented,
- socially oriented,
- content/topic-based or cross-curricular,
- with a strong oral emphasis initially, especially with younger learners,
- plenty of teacher support and scaffolding,
- content chosen on the basis of children's cognitive level,
- some age-appropriate language awareness/ 'noticing' activities.

As mentioned above, MSLT applied in this study is included in the recommended methodology to be followed when teaching to YLs. Thus, by briefly explaining some of the prominent ways of teaching such as *Action-Oriented Language Teaching*, *Theme/Topic Based Language Teaching*, *Activity-based Language Teaching* which the present study has highlighted, next part particularly aims to clarify *Multi-sensory Teaching* that is in question in the present study thoroughly.

Appropriate Methods and Approaches to Teach English to Young Learners

There is mounting of evidence from the latest studies in the field of teaching English to young learners (TEYLs) that if they are taught properly by taking their characteristics into account, TEYLs can be successful. However, the success is conditioned by a variety of different factors such as time and exposure, context, techniques, and activities used in the classroom in addition to type of program, curriculum, and syllabus. The related literature recommended the following techniques and teaching models in order to promote more effective foreign language learning and teaching.

Action-Oriented language teaching. Language had been focused as an object of learning until the concept of communicative competence and the concept of learner needs were mentioned among specialists of language education and teachers. With the advent of communicative approach (CA), language was considered as a tool to communicate a message

orally or written and functions of language were focused in given real-life contexts and situations to practice the language in a meaningful way. A teacher became a facilitator and a model as learning was viewed as “learner-centred” and “learner-focused” (Piccardo, 2014).

The Common European Framework of Reference for Languages (CEFR), one of the Council of Europe’s many projects, was published in English and French in 2001 by integrating concepts from a number of different theoretical studies to provide a common language in Europe. Because there appeared misinterpretations and misapplications of CA, CEFR, by embedding the advances of CA, proposed an Action-oriented approach (AOA) which provides more comprehensive framework through linking teaching and learning, objectives and evaluation, the individual and the social, the classroom and the world beyond (*ibid*). According to this new vision, communication, which was formerly unilateral, is bilateral now and was reconceptualized via integrating two new communicative activities, namely “interaction” and “mediation” (Piccardo, 2010). When viewed from this aspect, AOA is compatible with the Vygotsky’s sociocultural theory.

The significant difference between CA and AOA is particularly related to the learner who is seen as a social actor in a socio-communicative perspective. The learner is not an ‘input-processing brain’ but a whole person with a social, embodied mind, with dreams, worries and beliefs. In another words, the processes of learning in which learners not only perform cognitive-reflective work but also interact with the others in the classroom is very prominent in this approach. Moreover, because ‘human agency’ becomes under the spotlight, ‘what learners do and say’ must be given priority when engaging within activities (van Lier, 2007).

With regard to language activities, it was reported that activities suggested in CA such as information gaps, taking the form of different types of roleplays are often considered artificial by the learner. On the other hand, real-life-like activities emphasized in AOA must

bridge the gap between the learning environment and the natural use of language (Tardieu & Dolitsky, 2012).

AOA is in relation to various approaches such as task-based, content-based, project-based, exploratory, experiential, English for specific purposes (ESP), Community-based language socialisation, Computer-assisted language learning (CALL), Handlungsorientierter Unterricht (for comparison, see van Lier, 2007). Among them, the most important feature of AOA is the very prominent role given to action to promote learning by contextualizing key notions such as goal, needs, social context, strategy, task, and competence (Piccardo, 2014). Via associating AOA with the Montessori method, Cuma (2014) highlights the importance of learning opportunities provided children to work independently and to complete the assigned tasks with the head, hands and hearts together. In order for assessment, what is expected from children after accomplishing the task should be clarified and what is achieved by the learner at given time should be described by the teacher by keeping a record (Piccardo, 2014).

Because CEFR had a growing impact on foreign language teaching and learning in France by giving importance particularly to gaining intercultural perspectives, France became the first European country to underline AOA in its official school curriculum (Tardieu & Dolitsky, 2012). The education policy regarding young learners in Turkey was also influenced by the development in European countries. With regard to the place of AOA in Turkish elementary school curriculum, it was declared in the 2012 curriculum that AOA is to be followed in Turkish elementary schools from then on by focusing on interactional competence rather than communicative competence (MoNE, 2013).

Theme/Topic based language teaching. Teaching a foreign language to young learners in EFL contexts bears some drawbacks such as bringing real life situations in which young learners have opportunities to practice a language in a meaningful way. According to this view, children should be helped to acquire a language through comprehensible input

rather than learning (Krashen, 1985). If teachers follow the activities without considering the suggested grading principles (such as moving from the known to unknown, easy to difficult, concrete to abstract, receptive to productive) and expect learners to combine discrete items such as grammar, language functions, lexical items and four skills, learners can not make sense of what is being given (Bourke, 2006). On the other hand, words, functions, structures, and situations can be associated with a particular topic easily due to the fact that memory is enhanced and learning is promoted through associations and meaningfully contextualized language (Scott & Ytreberg, 1990).

Although children learn a language through chunks better, these chunks should not be given in isolation meaninglessly. Instead, subject matter should be organized around an age-interesting and appropriate topic or a theme based on a target syllabus through contextualized way. Theme /Topic-Based instruction (TBI) refers to the organization of language courses around topics that are relevant and interesting to learners (Nunan, 2011) Creating a natural environment and real situations is very prominent to provide natural learning to children. Cross-curricular language education which is often referred to as topic-, theme- or content-based perspectives with the use of various authentic materials helps teachers to promote natural learning in their classrooms (Zoltán, 2003). Thus, TBI should be centered in teaching a foreign language to young learners as also mentioned by the following advocates (Bourke, 2006; Gürsoy, 2010; Gürsoy, 2012b; Hudelson, 1991; Kızıltan & Ersanlı, 2007; Romero, 2009; Shin, 2007; Simpson, 2013; Soori & Ghaderi, 2015; Sukarno, 2008; Zoltán, 2003).

Based on the information emerged from the aforesaid studies, TBI can be conceptualized as designing a period of teaching time around a certain topic which is compatible with a target curriculum by organizing stimulating activities through which learners communicate in English. In order to build a thematic unit which provides connection

between the target language and learners who should practice that language in communicative settings, Shin (2007) suggested five steps as follows:

Step 1: Examine curriculum standards and required units for the class.

Step 2: Choose a theme that is meaningful and relevant to students.

Step 3: Brainstorm ideas that can incorporate real-life situations and tasks.

Step 4: Choose, organize, and order the activities.

Step 5: Incorporate projects that can encourage learner choice and autonomy

As seen, the first step is to scrutinize what is expected in the curriculum set by Ministry of Education to be aware of the current educational goals of the particular program or class to develop a topic. When ESL/EFL coursebooks are examined, it is seen that units are built around specific topics such as family members, school, pets, seasons, toys, clothes, and many others that are based on “here and now” principle. Although topics are selected considering the target curriculum, teachers can also integrate certain topics which are interests of learners (Shin, 2007) such as environmental issues (Gürsoy, 2010; Gürsoy, 2012b). Teachers can be flexible when following theme-based model by taking into account institutional setting and proficiency level of the students (Kızıltan & Ersanlı, 2007). Moreover, if the topics are relevant and interesting for particular learners and if teachers design activities in which students are engaged by investigating the topic and using the target language as a central part of their investigation, learners’ motivation and attention can be increased (Hudelson, 1991).

Learners work on the topic and associate any word, function, and situation related to the specific topic (Sukarno, 2008), write down every possibility to choose the most appropriate activities to be used in the classroom considering availability of resources, level of difficulty, and the variety of skills and text types as brainstorming (Shin, 2007), and use graphic organizers to activate schema better (Gürsoy, 2012).

Using a scenario-based teaching to refer to topic-based teaching, Simpson (2013) clarified that the main aim of topic-based teaching is not to overload learners with knowledge on a specific topic, but instead to use it as a kind of instructional scaffolding via practicing the language to explore certain aspects of a particular topic. Moreover, because topic-based instruction follows the Whole Language Approach, all skills should be integrated around a theme and related activities should be sequenced logically to facilitate language learning (Soori & Ghaderi, 2015). Thus, after brainstorming every possibility with regard to the target topic, activities should be chosen carefully and materials should be designed accordingly by considering the limitations such as number of teaching hours, availability of resources, class size, teachers' motivation, students' proficiency level, motivation, attitude, etc. The importance of using activities and the characteristics of activities appropriate for young learners will be clarified in the following section.

As a final step, Shin (2007) suggested setting a good project through which learners cooperate with each other in order to practice the newly learnt subjects in the whole unit communicatively to develop critical thinking about the subject matter.

Furthermore, the statistically significant results of the following studies showed that learners taught English through a themed-based syllabus outperformed the others taught through the Turkish Ministry of National Education's regular curriculum for fourth grades (see Alptekin, Erçetin & Bayyurt, 2007) and for sixth grades (see Kızıltan & Ersanlı, 2007).

Activity-based language teaching. Activity-based language learning and teaching is based on the ground of *Activity theory* which was firstly mentioned by Vygotsky and later advanced by his colleagues. Active movement is at the heart of children's learning throughout the language acquisition process by constructing schema and meaning. That is to say, children's memory, attention, and spatial perception are formed when the cerebella system,

which is related to motor activity in the brain, becomes matured as the first part of the brain due to being involved in activity-based environments (Levine, & McCloskey, 2013).

Children are naturally curious from birth and tend to explore the environment through touch and play (Moon, 2005). Thus, the principle behind this approach is that children learn by doing, by forming and testing out their hypotheses about the world via both self-initiated discovery as highlighted in Piaget's theory and via assisted discovery as stressed in Vygotsky's theory (Caner, Subaşı & Kara, 2010; Superfine, 2002). Similarly, in language learning, children pick up language by being involved in the activities which require active use of language rather than being formally taught. Despite the ability of adults to learn a language both analytically and experientially, elementary school children tend to learn more by exploring and experimenting with the language through physical activities such as making things, singing action songs, playing games, doing project works, solving problems, drawing, colouring, doing hands-on activities, and any activity that facilitates language learning in the classroom. Once they are involved in stimulating, motivating and interesting activities, they become eager to continue practising the target language for some time, which provides increased language exposure and positive attitudes towards learning English (Çakır, 2004; Simpson, 2013).

An activity based learning curriculum should be organized by taking the following key characteristics into account (Superfine, 2002, p. 31-32):

An activity based learning curriculum

- is child centred and learning centred
- involves task based learning
- gives enjoyment and an element of fun
- combines the use of games, songs and rhymes
- uses authentic / realistic tasks and situations

- can be linked to a particular topic or vocabulary or feature language forms and structures
- focuses on meaning and form
- acquires knowledge and skills
- uses of all four skills – once the child has mastered reading and writing in their mother tongue
- reflects the world around them.

Compatible with children's natural characteristics, abilities, and instincts, this approach focuses on the three "C"s of *Curiosity, Creativity, and Collaboration* (Superfine, 2002) and the following principles: *Active Engagement, Cultural Relevance, Learning Strategies* (Levine & McCloskey, 2013).

Stephen, Ellis & Martlew (2010) conducted a small-scale, exploratory study in five Scottish Primary schools to investigate how teachers were constructing active learning and putting it into practice through systematic observations of the actions of teachers and of the children in the classrooms (half a day on four occasions over 1 year, during October, December, March and June) under the three themes: the physical environment and learning resources deployed; the classroom schedule of activities, teacher and child actions; children's engagement in the classroom. The observations of the study revealed that there was a shift from the dominant use of pencil and paper towards manipulating objects, physical actions and verbal responses in each of the five classes. However, it was observed that the teachers considered "active learning" as 'planned, purposeful play' and focused teaching but not as spontaneous play. Moreover, there is little evidence of responding to individual interests, of learning using real-life and imaginary situations, and flexibility in pace. It was also evident in the discussions with the teachers that they focused on their practices but without considering how children learn and the rationale for the conditions for learning they were implementing.

Thus, the study highlights the importance of equipping teachers with the proven theories and techniques appropriate for teaching to young learners or empirical evidence rather than their own experiences to be able to provide learners with conditions that facilitate their learning.

Children's natural instinct to learn new things could be supported by the choice of activities that might be organized around themes/ topics by balancing variety of activities in each lesson (Caner, et al., 2010). As children get bored easily, they forget what is practiced quickly and can not concentrate on for a longer period of time due to their limited attention spans. Thus, the length of activities should be planned as short and the type of activities should be wide-ranging to different learning styles such as visual, auditory and kinesthetic in order for children not to turn off as also suggested by Nunan (2011). To that end, McKay & Guse (2007) proposed a variety of five-minute activities in their books to be integrated into overall scheme of work with regard to the following themes: *Animals, Journeys, Fantasy and adventure, The world around us, Healthy bodies, and About me*. The activities they suggested are flexible, hands-on, fun and facilitate the practice of the target language in a meaningful way. They could be used in different phases of the lesson for different purposes: as a preparation phase for the actual scheme via activating lexis about things in the classroom; as core scheme of work such as producing sentences orally to liven up the class, to inject interest or adrenalin, to provide fun; as a follow-up activity after finishing the scheme of work to reinforce what is learnt immediately.

In another book entitled "*500 Activities for the Primary Classroom*", Read (2007) suggested 500 different activities to practice the following key areas in primary language teaching: Listening and speaking, reading and writing, vocabulary and grammar, storytelling and drama, games, rhymes, chants and songs, art and craft, content-based learning, ICT and multi-media, and learning to learn. Each of the activities regarding aforementioned areas provides information about the following points: level, age, organization, aims, language

focus, materials, procedure, comments and suggestions. Similarly, Moon (2000) suggested criteria to evaluate whether the particular activity is appropriate for the particular context such as teacher and learner goals, input which refers to materials that students work on, procedures including identified teacher and learner roles, organization such as a whole class, in pairs or in groups or individual, product and process outcomes that refer to what children have accomplished as a result of the activity. Moreover, he clarified how to select the most appropriate activity among the available ones by highlighting five points such as the purpose of using the activity, the suitability for the target pupils, the management aspect of the activity, and which language-learning principle is reflected. However, it was stressed that no activity can meet all the criteria mentioned but can be chosen by taking the priorities of the teacher at that moment (Moon, 2000).

In brief, what is done in the classroom should include something for everyone via multisensory activities with visual, auditory and kinaesthetic features.

Multisensory teaching. Traditionally, perceiving is unisensory: eyes for seeing, ears for hearing, bodies for moving, fingers for touching and so on. However, from an ecological perspective, it is assumed that all learning is based on perceptual learning whose role is to combine visual, auditory and other information within a context of activity both directly and indirectly. Learning presupposes perceiving, perceiving requires acting and moving, and acting and moving are impossible without an action-based learning environment. That is to say, language learning is closely associated with perception which is mostly referred to noticing linguistic features such as phonology, morphology etc. However, learning a language is not a stand-alone or a fixed system, but instead a whole-body and whole-world network of processes that focus on more complex, multimodal networks of meaning making in action. To put it differently, the centrality of action and the multisensory nature of perception need to be

taken into account to provide language learners with rich and varied opportunities for meaning making (van Lier, 2011).

The term “multisensory” is defined as a sensory- embodied experience which is not in any essential way to being of one or another sensory modality, but instead each connected with another to contribute the production of others (Fors, Bäckström & Pink, 2013); collective and synergical use of senses that increase the probability of detecting and identifying events or objects of interest (Stein & Stanford, 2008); “the deliberate use of three or more sensory channels in the teaching/learning process” (Teitelbaum, 1997, p. 58); “a way of teaching that requires students to activate their full faculties—seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, enjoying—in a variety of situations” (Baines, 2008, p. 21).

Although multisensory approach somehow could find its theoretical bases through Piaget’s Cognitive Development Theory, Vygotsky’s Sociocultural Theory particularly his Activity Theory, Bruner’s Theory of Instruction particularly his construct of Discovery Learning and Scaffolding, and finally Constructivism, the underlying theory of using MSLT is exactly Dual Coding Theory hypothesized by Allan Paivio (1971) and Sensory Integration Theory proposed by Anna Jean Ayres (1972) who was a researcher and educator but foremost a therapist.

Dual Coding Theory assumes that thinking comprises the activity of two different cognitive subsystems, a verbal system which is related to specifically language aspect and a nonverbal system which is related to nonlinguistic objects and events. Paivio (2007, p.13) clarified this theory as follows:

“It is a multimodal theory, because both systems are assumed to be composed of modality- specific (visual, auditory, etc.) representational units or structures that are internal isomorphs of the perceptual and behaviour characteristics of words and things rather than abstraction of them. The

representations are connected to sensory input and response output system as well as to each other so that they can function independently or cooperatively to mediate nonverbal and verbal behaviour”.

This suggests that there is a close relationship between Dual Coding Theory and Multisensory Approach. Paivio (2007) also suggests that language phenomena include these two systems by taking “language games” into consideration. For instance, although verbal system is natural part of all language games, only can a few of them be sufficient without the use of nonverbal imagery system. However, language games cannot be played through the nonverbal system alone. Thus, whether the verbal system or the imagery system will be dominated depends on the types of the task.

Nerve cells are activated or energised by sensations such as light waves, sound vibrations, touch on the skin, muscular activity etc. Besides, the brain organizes countless bits of sensory information detected every moment and gives meaning to what is experienced by selecting what to focus and ignoring all the rest of information to move and learn. For example, by drawing an analogy between the food and sensation, it was stated that sensations could be considered as “food for the brain” because they provide the knowledge required to activate the body and mind (Ayres & Robbins, 2005). They argued that just as the food must be digested to nourish our body, sensory processes must be well-organized to let the brain use those sensations to form perceptions, behaviours and learning. Learning is a function of the whole nervous system; thus, learners learn more and easier when more sensory systems work together. The following example was given to explain that all of the sensory systems communicate with each other by functioning together (ibid, p.6): “As we look at an orange, our brain integrates the sensations from our eyes so that we experience its color and shape. As we touch the orange, the sensations from our fingers and hands are integrated to form the knowledge that it is rough on the outside and moist inside...”

This theory holds three central assumptions (Bundy, Lane & Murray, 2002, p. 5):

1. Learning is dependent on the ability to take in and process sensation from movement and the environment and use it to plan and organize behavior.
2. Individuals who have a decreased ability to process sensation also may have difficulty in producing appropriate actions, which, in turn, may interfere with learning and behavior.
3. Enhanced sensation, as a part of meaningful activity that yields an adaptive interaction, improves the ability to process sensation, thereby enhancing learning and behavior.

Multisensory approaches to learning have evolved since 1920 and have been particularly integrated in a variety of special education programs. Fernald & Keller (1921) reported the results of their experiments with four children who had difficulty in learning to read after three or more years in the public schools and who were given individual instruction via recognized methods. They stated that the use of phonics, formal penmanship drill, oral spelling, or even spoken directions prevent children from writing the word and progressing in learning. On the other hand, when children are treated through kinaesthetic content, they progress normally in learning. Thus, they suggested that kinaesthetic elements should be provided to recognize the word before visual senses in order to help the child to associate the spoken word with the printed one.

Multisensory technique was also introduced by Dr. Samuel Terry Orton in the 1920s during his investigation which aimed to determine remediation techniques for students with dyslexia (Campbell, Helf & Cooke, 2008). Being influenced by the kinaesthetic method of Fernald & Keller (1921), Orton developed a remedial programme for dyslexic children and published it in 1937. After some time, based on the pioneering theories and suggestions of Orton (1937), Gillingham & Stillman (1956) published their findings highlighting the use of

multisensory techniques. The aforementioned views advocate the use of multisensory approaches for teaching phonics and letters to young children by often entailing them seeing a word, tracing its letters with their fingers, and trying to pronounce the word using their knowledge of the sounds of letters to become readers (Baines, 2008).

The Montessori Method should also be considered within the history of multisensory teaching as it suggests that the children should be left in the environment in which they learn by doing and through utilizing all the senses to trigger the child's interest in knowledge (Cuma, 2014). Based on this, the method highlighted school education where children learn through their natural instincts, teaching is based on multisensory learning and multiple intelligences. The success of this method particularly in pre-school education has been observed due to widespread existence of Montessori schools all over the world (Palop Garcia, 2010).

Many programs take the following key principles into account to provide a Multisensory structured language instruction particularly to those who are dyslexic (International Dyslexia Association, 2015)

1. Simultaneous, Multisensory: when teaching something, all learning channels (i.e., visual, auditory, kinesthetic tactile) in the brain are activated simultaneously or sequentially to enhance memory and learning.
2. Systematic and Cumulative: Materials must be presented in a logical order of the language to progress methodically: moving from the easiest to more difficult materials and by reviewing the previous ones.
3. Direct Instruction: All concepts should be taught directly with continuous student-teacher interaction.
4. Diagnostic Teaching: The subjects must be taught step by step by considering the individual's needs; thus, teaching should be flexible or individualized.

5. Synthetic and Analytic Instruction: Multisensory, structured language programs are comprised of both synthetic instruction which refers to the parts of the language and analytic instruction which aims to teach how the whole can be broken down into its component parts.
6. Comprehensive and Inclusive: All components of language such as sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics) should be dealt with.

Multi-sensory approach which combines sensory dimensions such as extensive visual techniques, auditory, tactile and movement is suggested as an excellent way for their learning and considered as a shortcut way to move the brain and simultaneity by intrinsically motivating students in the educational process, attracting their attention to learn, and enabling them to learn in a range of ways. Thus, it is not surprising that there appear numerous studies in the field of special education regarding multisensory teaching by focusing on various points such as spelling (Berninger et al., 2000; Metcalf, Evans, Flynn & Williams, 2009), reading (Brown, Yasutake & Geller, 2012; Campbell, Helf & Cooke, 2008; Hazoury, Oweini & Bahous, 2009; Joshi, Dahlgren & Boulware-Gooden, 2002; Khanjani, Mahdavian & Ahmadi, 2012; Lance, Beverly, Evans & McCullough, 2003; Lyons, 2003; Mehrabi, Zarbakhsh & Rahmani, 2014; Simpson, Swanson, & Kunkel, 1992; Thomas, Jeffry, George & Nancy, 2012), writing (Lockhart, & Law, 1994; Woodward, & Swinth, 2002), vocabulary (Folakemi & Adebayo, 2012); sensory substitution (Proulx, Brown, Pasqualotto & Meijer, 2014), foreign language teaching (Crombie & McColl, 2000; Jameson, 2000; Miller & Bussman Gillis, 2000; Sparks & Miller, 2000),

In addition, studies regarding multi-sensory teaching also have been carried out in various fields such as brain-based research (Hecht, Reiner & Karni, 2009), technology and

education (Katai, 2011; Katai & Toth, 2010; Sankey, Birch & Gardiner, 2010), science education (Crosley, 2007), and social studies (Krätzig & Arbuthnott, 2006; Seits, Kim & Shams, 2006). Although conducted with adult learners, these studies revealed that teaching through multisensory stimuli showed significantly higher results than teaching through unisensory stimulus due to the fact that most people are likely multimodal and multi-situational learners thus multiple representations of content assist learners' comprehension, understanding and retention.

In defence of the use of multisensory teaching and learning techniques in graphic design classrooms, Ravikumar & Johnson (2011) remarked the philosophy of 'global classrooms' where students develop global competency skills through creative problem solving, experiential learning, observation, tactile and metaphorical exercises. They suggest educators to be inspired by the concepts of modern day communication technologies and develop teaching methodologies that enable students to become engaged learners via all of their senses, promote life-long learning and build confidence.

The study conducted by Basantia, Panda & Sahoo (2012) investigated the effectiveness of a new, innovative and flexible approach of teaching-learning (multi-dimensional activity based on integrated approach) for the development of the cognitive abilities in social studies of 112 sixth grade students (52 in the control group and 60 in the experimental group). When the participants' overall cognitive abilities in social studies in general, competency wise and content area wise and cognitive abilities in social studies in specific of elementary school students were taken into account, the post-tests results revealed that the performance of the experimental group was better than the performance of the control group in all cases. Thus, the study proved that multi-dimensional activity based on integrated approach which is eclectic in nature is a better method than traditional method of teaching for achieving multi-dimensional skills and competencies.

The overall results of the study revealed that learning can be enhanced and the particular task's performance can be increased through the use of multi-sensory stimuli on condition that bi-sensory stimuli are congruent with the task. In short, multisensory perspectives on human sensory perception are at the forefront rather than working with isolated sensory systems because the activity in the brain areas which is traditionally considered as modality-specific could be modulated by cross-modal signals (Shams, Kamitani & Shimojo, 2004).

Multisensory Language Teaching.

If the senses are stimulated, the mind is focused, lessons relate to real life, and school assignments become play, then students' immense intellectual and social potential begins to blossom... It is time to engage the minds of our students with lessons worth learning (Baines, 2008, p. 148).

Learning in the classroom which is usually narrow and academic due to having experience through verbalism is not the same thing as learning outside through direct and first-hand experiences. By taking inside and outside of the school into account, the following reasons for forgetting what we are taught in school were reported by Dale (1946, p. 12):

- We forget when we are to learn does not seem important to us, either because it lacks importance in itself or because we fail to see any apparent relationship between this new piece of information and things that we already know.
- We forget when we do not see clearly what it is that we are supposed to be learning or when we are not properly shown how to use this new item.
- We forget when we do not make use of what we have been asked to learn in our daily living.

Considering the above mentioned reasons, Dale (1946) suggested that teaching would be revolutionized if teachers could teach a given fact, principle, skill, or attitude in 10%, 20%

or 30% less time and automatically if learners remembered 5% or 10% more than they do now. Similarly, the following motto which is probably attributed to the views of Edgard Dale or Jerome Bruner, has been widely used in various studies and books with regard to the retention of what is learnt (For example cited in Morrison, Ross, Kalman & Kemp, 2011, p. 186): “People generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say or write, 90% of what they say as they do a thing”.

Being one of the advocators of the use of sensory materials in teaching, Dale asserted that all learning, from the first grade to the college level, can be enhanced through multi-sensory aids which can make learning experience more concrete and memorable. In addition, “sense” experience is very prominent especially for elementary school children who like to use eyes, ears, noses, muscles and schools can become fruitful places where they “see, hear, touch, taste, plan, make, do, and try” through various teaching aids which make education more concrete. Thus, teachers should equip themselves to incorporate audiovisual materials into teaching and learning processes.

Similar to Bruner’s cone of learning experiences, Dale also provided a “*Cone of Experience*” to reveal how a variety of sensory materials are classified from the most concrete experiences to the least ones besides their individual positions in the learning process as follows:

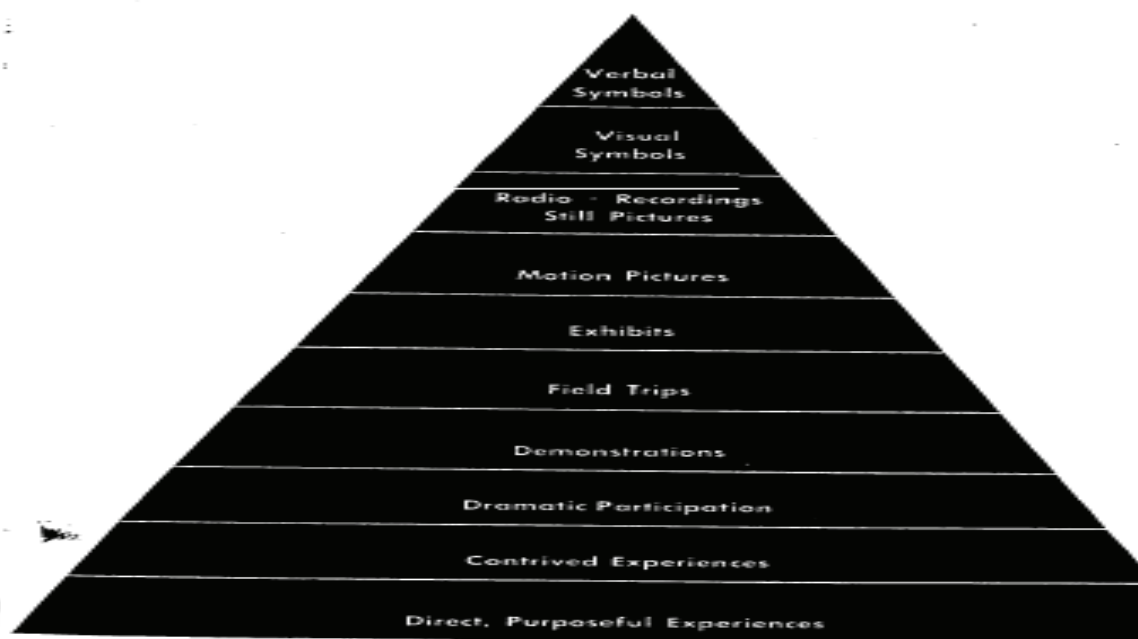


Figure 1. Dale's Cone of Experience

In the figure above which shows learning in a graphic form from the most direct to the most abstract kind of learning, it is considered in the base band that learning becomes a purposeful and tangible experience when it is seen, handled, tasted, felt, touched, and smelled. Secondly, making the reality easier to grasp, contrived experience which refers to “*editing*” of reality could be used to take learners attention to necessary parts by simplifying the reality to make it easier to grasp and to make it more teachable through the use of models and mock-ups. Thirdly, because of the restriction of time and place, we can incorporate first-hand experience into our teaching through drama. Although the previously mentioned three bands include learning by doing, the following five bands require learners to become observer by decreasing direct experiences such as learning what to do by watching a teacher’s demonstration before actually doing or by observing what other people are doing by taking notes about their actions. Exhibit on the cone refers to any kind of materials one sees as a spectator such as a series of photographs or a demonstration. Learners should be provided ways through which they work with the materials by involving more than one sense to make learning more meaningful. Through the use of motion pictures, we can watch dramatized

events sometimes silently, sometimes by combining sight and sound or sound and three-dimensional sight and with full colour. Next band displays the use of one dimensional materials such as still pictures, radio and recordings which provide stimulus either through the eyes or ears. The last two bands display visual symbols such as charts, graphs, maps etc. which provide abstract representation rather than realistic picture of an idea, an event, and a process. At the pinnacle of the cone, learning through abstraction is emphasized. Thus, it is clear that YLs should be taught from concrete to abstract to scaffold their learning.

Dunn & Dunn (1992) explained how to design a multisensory instructional package which includes many multisensory activities especially for slow learners who need repetition and varied approaches via many senses in order to be motivated to acquire and retain new knowledge and skills. They explained steps for designing a multisensory instructional package; identify the topic; list the things you want the student to learn about; plan to tape record simple learning objectives for your students, pretend you are teaching your class the most important aspects of the selected topic; develop a visual, a tactual, and a kinesthetic activity that emphasizes these aspects in different ways; make up a short test that will reveal whether the student has learned the skills and concepts after using the package; decorate and label a cardboard box in a manner that reveals the topic and contents.

Extensive individualized instruction for every student is not practical although both teachers and students can get benefit from the identification of learning styles (Gilakjani, 2012). Thus, developing techniques to appeal to a class full of learners with different learning preferences should be very urgent for teachers. To this end, teachers can use activities that go beyond the comfort zone of the students by combining visual, auditory, tactile, and kinesthetic techniques and learning materials to multiple learning styles and modes. When the new material is presented multiple times through multiple senses, students have opportunities to activate different parts of the brain. Therefore, it is suggested that teachers integrate all three

modalities concurrently within each lesson by revitalizing classroom via changing routinized classroom presentations. Studies have shown that mismatches between learning styles and the teaching materials and techniques would affect students' learning potential and their attitudes toward learning (Gilakjani, 2012; Kress, Jewitt, Ogborn, & Charalampos, 2006; Markova, 1992; Nilson, 2010; Woljck, 1990; Vekiri, 2002).

Regenerating the views of Dale (1946) in the 20th centuries, Dunn & Dunn (1992) explained how to design a multisensory instructional package which includes many multisensory activities especially for slow learners who need repetition and varied approaches via many senses in order to be motivated to acquire and retain new knowledge and skills. They explained steps for designing a multisensory instructional package; identify the topic; list the things you want the student to learn about; plan to tape record simple learning objectives for your students, pretend you are teaching your class the most important aspects of the selected topic; develop a visual, a tactual, and a kinesthetic activity that emphasizes these aspects in different ways; make up a short test that will reveal whether the student has learned the skills and concepts after using the package; decorate and label a cardboard box in a manner that reveals the topic and contents.

Although the literature affirms the power of multisensory approaches with learning-disabled children, the effectiveness of multisensory techniques remains relatively vague in nontherapeutic settings such as classrooms. If learners experience difficulties, either subtle or overt, in reading, writing, listening and speaking in their L1, it is highly probable that they will experience similar troubles in their foreign language learning. On the contrary, children with high native language competency tend to exhibit higher aptitude in foreign language learning (Nijakowska, 2010). The studies conducted with Finnish children (Dufva & Voeten, 1999) and with Spanish children (Lindsay, Manis & Baily, 2003) revealed that first-graders who had difficulty in L1 literacy including phonological and orthographic skills later faced

with obstacles to learn English as a foreign language particularly regarding decoding and reading skills. Thus, MSLT which proved itself as an efficient way for teaching learners with learning difficulties would be worth following to teach English to young foreign language learners.

To that end, Baines (2008), in his book entitled "*A Teacher's guide to multisensory learning: Improving literacy by engaging the senses: Association for Supervision and curriculum development*" clarified the use of multisensory techniques as a foundational strategy for teaching. He asserted that teaching via abstract representation is one of the least effective methods for cultivating learning despite its implementation ease whereas teaching through invoking the senses allow students to gain mastery over abstract language. According to him, teachers can overcome the difficulties of student engagement and achievement via multisensory learning techniques which require teachers to engage students through hands-on, visual, auditory, and olfactory stimuli and link the activity to relevant academic objectives. Thus and so, students can have reciprocal relationship between sensory input and thinking as they invoke more than one sense simultaneously or over a period of time, interact with the material more intensely and retain what they have learned for longer periods of time.

No single approach will guarantee success for all learners (Wilson, 2011). However, multisensory approach can be considered as one of the most effective strategies to teach a group of diverse learners including gifted learners (Turki, 2014). That is, multisensory approach refers to the eclectic approach which integrates sensory learning styles such as visual, auditory, kinesthetic, and tactile equally in instruction. Moreover, human actions are based on the integrated image of the world that is produced by the senses through which the brain is constantly processing information, relating its bits to one another and retaining it (Ivie, 2009). When a new concept is presented through the use of four modalities (Moustafa, 1999) and when complementary information about the target objects which comes from

different sensory modalities allows the senses to work together (Deveau, Lovcik, Aaron & Seitz, 2014), learning could be facilitated, thus students learn best.

Because teachers and learners should progress hand in hand with each other throughout active teaching and learning processes, teachers are expected to modify their teaching styles to match learners' perceptual learning styles in order to scaffold language learning by providing them with learning materials and activities. However, the techniques and methods used by instructors might not have powerful and direct effect on every learner's perception, processing and production of language inputs as each learner's dominant learning style might vary. Learning and academic achievement could be enhanced, and competency of teaching and learning could be developed if teachers adapt their teaching styles in a way that they can cater for different learning styles by providing learners with opportunities to learn in several ways (Davis, 2009; Mishra, 2007; Mulalic, Mohd Shah & Ahmad, 2009; Siddique, Abbas, Riaz & Nazir, 2014; Yılmaz & Genç, 2010). For instance, lecturing is the best way for auditory learners whereas print materials with visual cues such as the chalkboard or overhead transparencies, pictures and images are preferred by visual learners and hands-on methods of learning with problem solving and exploratory activities which require working through scenarios and labs, and manipulating objects are most favored by tactile, kinesthetic or whole body learners (Conner, 1995; Grasha, 1990). When learners become aware of their natural learning talents, they might easily become multisensory learners (Feinstein, 2014). This kind of awareness would lead learners to seek different means in order to expose themselves to the information source such as reading aloud and making short summary of the coursebook or creating a graphic image of the information they are working on. For instance, Rastelli (2006) carried out a case study with her pupils between the ages of 3 and 8 who were heterogeneous in terms of their styles. She provided various activities to different needs by aiming at trying and providing more auditory stimuli including Cds, videos, songs and stories because she

realized that she was primarily a visual learner besides being kineasthetic. The study signified the importance of being aware of what pupils' learning styles are, comparing teachers' own learning styles to learners' styles and making the learning experience as positive and enjoyable as possible to help students feel happy with what they are learning and reinforce the learning process.

There has been a paucity of research in the area of multisensory foreign language teaching although the effects of multisensory instruction were investigated in various fields. The results of the following studies at the university level support the integration of multisensory approach in foreign language learning and teaching Brahmakasikara (2013), Naqeeb & Awad (2011), Plastina (2013), Renou (2004) who revealed the need for the rapid shift from the traditional instructivist approach to multimodal pedagogy which is based on the principles of learner-centredness, constructivist learning and social interaction in order to foster active learning, stimulate intellectual inquiry and problem-solving and meaning-making practices.

Among research studies addressing the use of multisensory language teaching, those with young learners as participants are very rare (Baş & Beyhan, 2013; Chung, 2008; Griva & Semoglou, 2012; Jubran, 2012).

The effect of using Multi Sensory Approach for teaching English language skills on the tenth grade students' achievement in English was investigated by Jubran (2012). During the second semester of the academic year 2010/2011, the study was conducted with 122 tenth grade secondary school students at two different single-sex Jordanian public schools (31 male and 32 female students in the experimental group while 26 male and 33 female in the control group). 3 units of the tenth grade English language book were used as the instructional material. The experimental group was taught English through multi sensory approach while the control group was taught English via the traditional way of teaching. A pre/post-test was constructed

to measure students' achievement in English. The data were analyzed by Two Way ANOVA analysis of variance and T-test independent samples to make a comparison between the groups and gender variable. The findings revealed that there were statistically significant differences in the post-test between the groups in favor of the experimental group. There was no statistically significant difference in the students' achievement in terms of gender. There was also no statistically significant difference due to the interaction between gender and group. The study lays emphasis on using multisensory approach to teach English by suggesting that students should be given a chance to use all the senses in order to be more engaged in learning English language with entertainment.

Palop Garcia (2010) signified the importance of multisensory teaching in Secondary English classes by forming a basis for multisensory method through Bloom's taxonomy and basically Gardner's multiple intelligence theory. Reporting the poor English standards of secondary students in Spain, she described some practical strategies and applied them to twenty-five 4th year students in Secondary Obligatory Education during the Practicum period of the Master in the I.E.S. "Juana de Castilla". "The Global Warming" which is about climate change and its causes and consequences to the environment was chosen as the target unit. Cinema naturally involves two senses, namely hearing and sight. Thus, the target unit was taught through a film subtitled in a foreign language and a worksheet with questions about the description of what had happened in the film and about the students' personal opinions about it. Moreover, students were expected to conduct an open debate with regard to the relation between the climate change and the global warming by taking its possible consequences for our environment. Students seemed to be motivated to be involved into the activities which were beyond textbooks and workbooks and became successful in the discussion part. In order to analyze the worksheets, the researcher focused on the vocabulary and how the vocabulary was used to express ideas, opinions and beliefs by excluding the grammatical, lexical and

syntax errors and mistakes. The results showed that 92% of the participants accomplished the objective by getting grades A and B whereas only 8% of them failed by getting grade F. Thus, the study suggests that meaningful foreign language learning can be offered by adapting multisensory instruction. Furthermore, teachers can use a variety of teaching strategies at different moments by taking the students' orientations and requirements into account.

Chung (2008) conducted a study with 60 inexperienced 7th grade learners between the ages of 11.9 and 12.7 whose native language was English and who had been learning Chinese formally as their second language in the classroom for two semesters to investigate the influence of sensory mode presentation on recall of pronunciation and meaning and on invested mental effort. In order to test the hypothesis that studying the material in a mixed mode presentation format benefits the learner of Chinese characters, 30 participants were randomly assigned as control group whereas 30 of them were assigned as experimental group. In a quiet room over 11 weeks, all learners individually attended eight acquisition sessions each of which lasted no more than 20 minutes. During each session, they learned the 20 characters which were paired with their pinyin (spelling out Chinese phrases with letters from the English alphabet) and English translations. The characters and their prompts appeared once at a time and were displayed for about 10 seconds. For the participants in the experimental group, the characters were presented visually and their corresponding pinyin and English words were both presented aurally through a headphone. On the other hand, for those in the control group, all the characters and their associated prompts were presented only visually on the computer screen. When each session was over, an immediate post-test on the 20 characters was administered to each learner individually to find out how many pronunciations and meanings they remembered. After the eight sessions, a seven-point scale indicating the mental load imposed by the instructional material was given to the students to rate their mental effort. Finally, a delayed test was administered 2 weeks after the student had

completed the eight sessions. The results revealed that the mixed mode of presentation format in the acquisition of meaning was significantly better than for the visual mode only format on both immediate and delayed tests. Also, learners in the mixed mode format reported less mental effort than in the visual mode format. However, the results were quite the opposite for pronunciation. Moreover, second experiment was conducted with 44 more experienced learners (9th grade high school students from 13.5 to 14.9 years of age) to examine the effects of mixed mode format on character learning. The results of second experiment indicated that the mixed mode format of character presentation was superior to the visual mode format for immediate and delayed recall of both meaning and pronunciation, which shows an interaction between modality and expertise.

Baş & Beyhan (2013) conducted a study with 64 7th grade elementary school students enrolled in two different classes, one was control and the other was experimental group. The unit “our natural heritage” was chosen from elementary 7th grade English curriculum (MoNE, 2006) as the target unit. During the treatment, the control group was taught through activities in the coursebook whereas the experimental group was taught the content of the target unit through activities based on visual, auditory and kinesthetic learning styles by integrating the following materials and activities such as schema, poster, mind-map, short film, picture / photograph and PowerPoint presentation, visual worksheets for visual learners; listening activities, presentation of their speech text, reading aloud and singing songs for auditory learners; creating mind maps, doing projects and performing drama activities for kinesthetic learners. The study examined whether there was a significant difference between two groups due to the use of learning style based instruction rather than coursebook-based instruction on students’ academic achievement and their retention in English course. The t-test results of the pre-post test indicated that there is a significant difference between control and experimental group with regard to their academic achievement, attitudes towards course and retention

levels of their knowledge in favour of experimental group. Finally, it was suggested in the study that teachers should plan their lessons by taking learners' different learning styles into consideration and try to integrate as many senses as possible in their teaching to yield more meaningful and permanent learning. Although the term "learning style based instruction" was used as the treatment within this study, it makes no difference from "multisensory instruction" due to the fact that the participants were not grouped based on their strongest learning styles and taught English accordingly and the activities used in the treatment were all sensory related and they were used integratedly.

Asserting that foreign language learning through physical activities has not thoroughly been explored by researchers or practitioners in the Greek educational system, Griva & Semoglou (2012) conducted a project to develop very young children's EFL skills through their involvement in interactive physical activities. Through following multi sensory teaching, the project firstly aimed to develop children's basic communicative/oral skills in English language and secondly to enhance their involvement in learning through their senses. The project was implemented in two 2nd grade Greek classrooms with a total of 44 seven year old children by randomly assigning 22 of them in the experimental group and the rest in the control group. Both groups were taught English three hours per week, for a period of sixteen weeks regarding the topics of children's everyday routine. Children in the experimental group were taught through multisensory teaching method predominantly within a game-based framework. They performed not only classroom activities such as memory and word games, drawings, constructions, role-play games, pantomime as well as songs for one hour in the classroom but also physical activities such as races, chases and hopscotch as well as dance and music activities for two hours in the school gym per week. On the other hand, the children in the control group were taught English in the convention PPP (Presentation- Practice- Production) context. The instruments of the Project were a pre- and post- language test and

journals kept by the teachers. The post-test results revealed that although both groups progressed and performed significantly better in each of four dependent variables such as word production, understanding simple events and pointing to the right place in the poster, producing a word within a sentential context, understanding language functions and performing, the children of the experimental group scored higher than those of the control group in every variable. Furthermore, it was found that some children experienced more difficulties in recalling and using the right word so as to produce spoken language rather than comprehension problems. However, the overall results derived from the journals indicated that almost all children responded positively and got involved actively in all stages of the intervention sessions. Although the teachers pointed out some problems such as classroom management, time management and redesign of some activities, they put the advantages to the forefront. In short, the study suggests providing holistic learning and multi-sensory inputs to young learners in learning a foreign language.

Claiming that teachers in Turkish primary schools use translation instead of showing or explaining topics to students by using an object or special materials, Bardakçı (2011) conducted an experimental study with 76 fifth-grade students in Meram Atatürk Primary School in Konya to investigate whether language teaching materials have an impact on young learners' achievement level in English classes in comparison to traditional teaching. The experimental group with 41 students were taught through a variety of teaching materials and activities such as OHP, flashcards, real objects, and puppets, while the control group with 35 were taught through traditional teaching method during four weeks. The pre and post test included four sections as fill in the blanks, answer the questions, complete the sentences, and make sentences according to the given chart. The results revealed that the students in the experimental group outperformed the ones in the control group, which highlights that English

language particularly grammar and vocabulary can be taught more effectively through language teaching materials.

From these findings, it is apparent that instructors should teach in the three sensory modes such as auditory, visual and tactile rather than in one sensory mode of learning if they want their learners to succeed academically. Variety of input such as oral speech, written text, and visual clues indicating setting, objects, people and actions might facilitate L2 learning and comprehension. Hence, teachers need to incorporate a variety of teaching materials, strategies, and practices to be able to help learners retain and retrieve far more information. For instance, a particular instructional technology such as video and TV which provides a wide array of contextual clues including background sounds, intonation, quality of voice, body language, facial expressions, physical actions and PowerPoint which might include text, images, audio clips, and movies can be employed in different instructional methods to assist the instructor to enhance learning and teaching (Baltova, 1999; Parette, Hourcade & Blum, 2011; Young, Lemz & Murphy, 2003). When planning the type of stimuli, teachers can consider the content's best modality. To put it differently, teachers should decide whatever modality or modalities are best for the content to be included in his/her instruction because many teaching topics may call for information, memories or references in more than one modality. For instance, if the subject enables students to learn and remember what something looks like, then the most effective way of presenting the material would rather be visual (Kim, 2005).

Children have natural tendency towards different types of multi-sensory activities like play, fun, jock, song, etc. Therefore, rather than following traditional teaching-learning process which requires mostly verbal lecturing, different multi-sensory activities like song, puzzle, quiz, debate, telling and forming stories, drama, craft work, model preparation, art and drawing, play and games, recitation, dance and music should be integrated into teaching-learning process to obtain better results (Basantia, Panda & Sahoo, 2012).

Not only teachers but also curriculum planners and materials designers should design alternative instructional situations which combine auditory, visual and tactile learners to the variations in learning styles (Doğanay& Kırkgöz, 2003). Moreover, whether teaching gifted or nongifted students, teachers enhance their awareness of learning styles and try to develop their capacity to provide variety in their teaching techniques to the students' diversity of learning styles so as to improve academic achievement (Turki, 2014).

The language development process for English language learners could be facilitated if educators focus on MSLT rather than focusing on linguistic-based approach by creating teaching and learning environments that integrate visual elements such as moving images, screens as well as pages; verbal elements including both oral and written language, segmental and suprasegmental language features, and silence; and gestural or actional elements such as facial gesture and gaze direction (Britsch, 2010).

In summary, despite few data to support benefits of using multisensory techniques in teaching a foreign language, it is obvious that practicing through multisensory teaching which provides the same chance for students with different concepts through various senses can be more fun and less threatening for students who cannot progress via traditional approaches. However, teachers should consider individual differences in perception and avoid bombarding with too many simultaneous stimuli (Taylor & Sternberg, 1989). Moreover, it should not be forgotten that dominant learning preferences with more senses in presenting or exploring new material do not imply more information, but it implies more a learner friendly approach resulting in better perception, more efficient memorizing and deeper understanding. Because there will be more pathways of locating the stored information, it becomes easier for learners to recall it in the future (Katai, 2011). Thus, if teachers utilize strategies to accommodate all learning styles, individual learners have opportunities to learn through their strongest style. Moreover, if learners are taught through activities by manipulating and experiencing

conceptual information, they learn and retain information more easily (Obaid, 2013). In short, MSLT is very fundamental to unlock learners' full potential in learning a foreign language.

Techniques to Teach English Young Learners

All teachers feel urge to take their students' interests and sustain their attention throughout the lesson by providing meaningful context to enable them to use a foreign language in a meaningful way. Although textbooks are comprised of both instruction and practice, they are not enough substantially in terms of practical aspect. In addition, so as to learn quickly and not to forget easily, it is vital for YLs to repeat the same target language recurrently but not following the same technique. Although it seems challenging for teachers, YLs enjoy variety of activities to be able to pay attention to and sustain their interest in what they have been learning. Moreover, because all learners do not learn in the same way, teachers need to plan innovative activities that make use of YLs' sense of wonder and imagination, that enable them to be active physically, and bring fun element into the classroom (Ito, 2013). If not, this inappropriate preparation for teaching English to YLs might suppress YLs' potential and result in weak outcomes for them (Enever, 2015). Achieving this depends on the extent teachers equip themselves with methodological skills, particularly with the most appropriate techniques to be used in language classroom. Mac Naughton & Williams (2009, p. xiv-xv) highlighted key principles for teaching young learners and the followings can justify the present study and show the appropriateness of the multisensory materials and activities used in the study:

1. There is no single correct way to respond to children to optimise learning.
2. Choosing the optimum moment and method of intervention is the fundamental art of teaching.
3. Teaching techniques should be relevant to teaching goals.

4. Teaching techniques should be relevant to all children. This means they must be developmentally appropriate, culturally appropriate, acknowledge the different learning styles of girls and boys and of children with disabilities.

Based on the aforementioned principles, this section presents some valuable techniques to be used in young learners' classrooms.

Providing multisensory materials. Although the term 'language learning materials' is mainly associated with coursebooks, the term actually refers to anything which is used deliberately by teachers and learners. Language learning materials are for drawing the learners' curiosity, attention, and interests, supporting their language learning process, and increasing their knowledge and experiences via informing them about the language, exposing them to language in use, or stimulating language use (Tomlinson, 2011).

In addition, the expectation of new generation learners, particularly of young learners, about the integration of visuals in a foreign language classrooms increases day by day as a result of the pervasiveness of media in the outside world. Thus, it is urgent for teachers to create a visually rich learning environment particularly to engage visual learners (Brinton, 2014) by integrating a variety of materials including audio-visual materials, print materials, authentic materials, real objects and activities which are natural part of children's world (Yangın Ekşi, 2012; Yılmaz & Karatepe, 2013). In addition, words which are immediately associated with a visual representation facilitate vocabulary learning (Royce, 2002). To that end, teachers can create supportive learning environment to enable learners to promote more language output through incorporating as many types of materials that are presented in figure 2 as they can.



Figure 2. Suggested language learning/ teaching materials for TEYLs

In addition to the materials displayed in the table above, multisensory materials are designed to activate at least two senses of children. Using those as an instructional tool in young learners' classroom helps teachers to draw students' attention, design variety of multisensory activities, and create a meaningful context for language practice. Moreover, receiving multisensory input is an excellent way for learners to deduce the meaning of the target language.

For instance, the use of two-dimensional and three-dimensional images is valuable aids and stimuli to facilitate language learning. According to Vandemaele (2002, cited in Verkest, 2010) using 2-D and 3-D materials offers three basic advantages. Firstly, like songs and picture sticks in the head, they are considerably memorable. Secondly, children, adolescent and young adults could be motivated easily by images in many different forms which are flexible and attractive resources. Thirdly, formal modeling becomes much easier, faster, and more accurate as it creates common goals, targets and terminology. Furthermore, as Çakır (2004) suggested, any topic can be presented and practiced through visual materials

which are large, colourful and amusing to help learners derive meaning from the contexts and to make learning more memorable and fun.

Puppets with brilliant colors, assorted textures, and exaggerated physical expressions and gestures help teachers to motivate children by enhancing their interest and attention, and to encourage children particularly those who are shy to engage in classroom activities (Salmon & Sainato, 2005). Moreover, puppets with a powerful learning paradigm play into different learning channels such as visual, auditory, tactile, kineasthetic, interpersonal and intrapersonal (Benjamin, 2003).

Puppets which have evolved from masks to doll figures with moving limbs are described as “figures whose movements are controlled by an outside force through, strings, rods, or hand movements” (Turner, 2003, p. 35). To put it differently, a puppet which is an inanimate object is “something that is not alive which a performer can bring to life, not to imitate life but bring an illusion of life ” (Eshuchi, 2013, p. 86). Actually, as Benjamin (2003) emphasized, any object can be used as a puppet on condition that it is vocalized. Children can progress in their use of language not only in terms of vocabulary knowledge but also register, dialect, and subject matter. In addition, puppets have power to turn stories into plays, science experiments into skits, math problems into interactions between opposing forces. Above all, they enable children to speak in public, speak in a foreign language, work with new words, speak clownishly. Thus, teachers should integrate puppets into their lessons through buying puppets, making puppets their own, or having the children making puppets (Turner, 2003).

Remer & Tzuriel (2015) examined the influence of puppets as a mediation tool on learning motivation, and enhancing literacy achievements in early education by conducting a semi-structured interview with each mediator following the intervention program. Each mediator (10 in special education and 8 in regular kindergarten) taught two groups of children: an experimental group was mediated through a puppet, and a control group was

mediated without a puppet. The study conducted with 145 5-7-year-old children 68 of whom came from 10 special education kindergartens and 77 of whom came from 5 regular kindergartens in central Israel. The evaluation of the personal interviews with each of the mediators at the end of the intervention program revealed the following benefits of using puppets in interactive mediation from the most frequently mentioned to the least mentioned (Remer & Tzuriel, 2015, p. 359): Puppets

1. generate interest, attention and motivation in the children,
2. create an emotional relationship with the children,
3. increase the children's involvement in learning,
4. facilitate presentation of interesting explanations,
5. enable further elaboration on a topic being taught,
6. add humor and create a playful atmosphere,
7. direct communication with the children,
8. help maintain rules of behavior in the group,
9. help verify children's understanding, and
10. serve as educational role model.

In brief, mediating with a puppet increased the mediators' use of mediated teaching strategies and increased learning motivation and raised achievements in emergent literacy. Therefore, the study suggests that puppets should be considered as an effective tool to develop young children in terms of cognitive, emotional, and social aspects. Furthermore, because mediating with a puppet comprises a variety of significant linguistic interactions, it is highly suggested that teachers should incorporate the use of puppets in programs for promoting language (*ibid*).

As Verkest (2010) envisages, the teacher for the 21st century will need to follow a comprehensive approach with diverse teaching strategies to more diverse learning styles.

Natriello (2007) draws our attention to the growing use of intelligent software agents to facilitate human cognition and learning by suggesting teachers to integrate the online modes of learning as a foundation for learning activities in addition to face-to-face human learning. Thus, in addition to manipulative materials such as puppets, the technological devices should also be incorporated into language classrooms such as videos, digital stories, vocalized Powerpoint presentations, and even robots.

In short, although it can be challenging and time-consuming for teachers to develop materials individually, it can be very effective for them to provide fruitful learning experience by developing insight into their teaching, targeting the types of activities that will be most appropriate to their learners, and to adapt the materials to their learners' needs (Brown, 2004). Below are presented salient techniques through which learners can make use of variety of materials actively.

Songs & Rhymes. Since play and having fun is the natural instinct of children, teachers should find ways of teaching a foreign language through fun activities. The use of rhymes and songs can be powerful language teaching tool in the primary classroom due to their benefits from both affective and linguistic aspects. The following factors are affective: creating a fun, lively, enjoyable and relaxed atmosphere in a foreign language classroom, stimulating interest in learning a language, motivating children to practice language more, developing rapport between teachers and their pupils. In addition, song and rhymes with repetitive and rhythmical patterns provide linguistic benefits for the language learner such as enlarging the vocabulary background of children, developing pupils' listening and speaking skills, introducing and familiarising children with the foreign language culture, improving the children's pronunciation, teaching different language functions, and developing auditory discrimination. Thus, children become familiar with the sound system of a foreign language which sounds very different compared to their mother tongue. Furthermore, songs and rhymes

can provide smooth transition when combined with other classroom activities such as stories, games, some paper-based activities, such as picture, colour, or number dictation, and some activities including action and movements (Garcia Conesa & Juan Rubio, 2015; Gürsoy, 2012).

Moreover, when children sing songs via doing the actions they activate more than one sense, which helps them to practice and retain language. Songs which are usually designed around a theme or a topic could be valuable pedagogical tools to build up vocabulary on condition that they are selected appropriately for both vocabulary and theme. For instance, the song *Head, Shoulders, Knees and Toes* with its repetitive patterns provides the context to practice body part (Millington, 2011) and the words for the different body parts in the song could be replaced by gestures when singing each serial (Kirsch, 2008).

The benefits of incorporating songs, rhymes, chants, and musical activities in language classrooms are noted by Flora (2009, p. 15) as follows:

1. Singing words, rather than speaking them, makes it easier for children to imitate and remember language.
2. Singing helps children acquire a sense of rhythm.
3. Songs, rhymes, and chants are wonderful tools for teaching patterns of English language.
4. Children are interested and motivated by music.
5. Musical games provide a context for language.
6. Songs and chants can be used to teach the sounds and rhythms of English.
7. Songs contain many high-frequency words and offer a high degree of repetition.
8. Songs can help children with socialization skills.
9. Music can develop aesthetic tastes and help children express feelings.
10. Auditory learners benefit from being able to listen.

In short, the use of songs is suggested as an effective technique to be incorporated by English teachers into the young learners' classrooms by referring to its numerous benefits (for further, see Brewster & Ellis, 2007; Enache, 2015; Coyle & Gracia, 2014; Çakır, 1999; Gürsoy, 2012; Hisar, 2006; Kirsch, 2008; Linse, 2006; Moon, 2000; Rumley, 1999; Sarı, 2014; Shen, 2009; Şevik, 2012).

Storytelling and Drama. Children have fantasy world and like meaning-based imaginative play. Thus, stories and drama help children to be familiar with themselves and the world around them. Through storytelling and drama, children's interests, attention, and imagination are engaged meaningfully in addition to developing their language skills in a holistic way (Read, 2007). Furthermore, stories which are communal classroom experiences foster learners' social/ emotional skills and attitudes as they listen, provide a response of laughter, sadness, excitement, and anticipation, collaborate, take turns, show respect for others (Brewster et al., 2002; Çubukçu, 2012; Haznedar, 2010; Read, 2007).

Above all, learners' different learning styles as the construction of meaning is supported through various learning channels by incorporating the use of visuals, realia, published materials, the teacher's and the pupils' drawings on the blackboard, cut out figures, masks, puppets, mime, gesture, voice and characterization (Çubukçu, 2012; Read, 2007). Thus, it is clear that stories should be told, not read by involving children as active participants in the construction of meaning through providing multimodal input such as the story teller's well-coordinated gestures, facial expressions and voice modulation (Lwin, 2016). Moreover, learners develop some thinking and learning strategies such as predicting, guessing the meaning of new words, and training the memory (Çubukçu, 2012). Thus, literacy is considered as a socially constructed and multimodal concept. Moreover, children can construct their identity by making sense of their places in the world and thinking about who they are (Barton & Baguley, 2014).

Stories either digital or print-based are comprised of chunks. Those with repetitive and predictable formulas and patterns help learners develop cognitive and language skills (Porrás González, 2010). Thus, instead of presenting a language through isolated chunks, teachers can design a variety of activities including vocabulary, speaking, listening, reading, writing, and other type of activities such as games, songs, and drama through stories which provide meaningful, interesting, contextualized and rich linguistic input with repetitive and predictable patterns (Çubukçu, 2012; Enache, 2015; Haznedar, 2010; Lwin, 2016; Porrás González, 2010; Yenici, 2003; Yıldırım & Torun, 2014). If used effectively, stories are considered as effective instructional tools that foster creativity of both learners and teachers.

Furthermore, real life situations can be incorporated into the classroom through literature as stories with their cross-curricular topics such as history, mythology, social studies, geography, environmental education, and many others include a variety of themes, topics and content together. For many learners from all age groups, a foreign language sounds really foreign with its strange sounds. A real life story with a familiar plot can compensate the distance between learners' world and the language (Yılmaz & Karatepe, 2013). In addition to a single story, a series of easy, fun and enjoyable activities related to a theme can be organised easily along a storyline (Zoltán, 2003).

Providing a story-based lesson. It can be planned as three phases including pre-while- and post story telling activities. Before reading the stories, the class should be arranged to create the most optimal physical conditions in the class (Haznedar, 2010). Then, the teacher can familiarize the content of the story to young learners by introducing the characters of the story, showing visual materials, and relating the story to children's own lives (ibid). Furthermore, pre-reading input can be given as teacher's talk, puzzles, games, reading and listening activities (Porrás González, 2010). For instance, the new vocabulary items within a story can be presented through a Powerpoint presentation including the pictures of the target

words to check the pronunciation of the new words or can be practiced through a crossword (Enache, 2015). After activating students' prior knowledge, the following three main strategies such as the connection between illustrations and written text, predictions, and questions could be used during while reading phase. After reading the text, a variety of post listening and post-reading tasks can be designed. On the other hand, by moving from receptive to productive skills, speaking and writing activities related to the text can also be planned to integrate four skills (Porrás González, 2010). The following activities could be also used as post reading activities: "Answer the questions", "True or False", and "Multiple choice" exercises to check the comprehension of the text (Enache, 2015); drawing or choosing a picture illustrating a text, sequencing the text, acting out the text (Kirsch, 2008); various types of guessing games, producing a picture dictionary including the words within the story, using a bingo game or songs to consolidate what has been given in a story, writing the beginning or the end of the story (Haznedar, 2010); miming, role play and other drama activities to involve learners also physically (Çubukçu, 2012). If required, the content of the story can be put as a play in stage as children like being actors (Enache, 2015). Furthermore, technological applications such as digital stories should be considered as instructional tools to help learners build communication and information-creation skills (Abdul-Ameer, 2014; Köse & Küçüköğlü, 2012; McGeoch, 2012; Salkhord, Gorjian & Pazhakh, 2013).

Digital stories. They are defined as; "3-5 minute long computer-based and user-generated short video clips that enable learners to utilize and combine various skills" (Köse & Küçüköğlü, 2012, p. 396); in more detail as; "brief movies distinctive in featuring the digitized voice of the author who narrates a personally composed story and an assemblage of visual artifacts (photographs old and new, images found on the Internet, snippets of video, and anything that one can convert to digital form" (Hull & Nelson, 2005, p. 231). Digital stories which inherently provide multisensory input by combining animation pictures, sound, music,

rhyme, and narration can facilitate learners' meaning making and enable learners to work with both text and multimedia to gain listening, reading, writing and speaking skills (Salkhord et al, 2013). In addition, Hull & Nelson (2005) signified the semiotic power of multimodality in digital stories by focusing on the relationality between and among modalities as a result of their analysis of 200 digital stories. They considered multimodality as a "democratizing force" to make use of varied channels of expression by integrating words with images, sound, and movements. Moreover, emotional satisfaction is also experienced by viewers and creators due to adding music to digital stories. Therefore, teachers can digitalize a story by using some of the most common free-of-charge digital story telling programs such as Windows Movie Maker and Microsoft Photo Story 3 (for Windows based PCs) and iMovie for Macintosh computers to revitalize traditional classes and to enable learners to experience deep learning (Köse & Küçüköğlü, 2012).

Drama as multisensory learning tool. There is a close relationship between literature and drama as stories provide the basis of a drama activity (Barton & Baguley, 2014). Drama offers situations for multi-sensory, kineasthetic responses to stories as children need to learn by doing through listening and responding to storytelling, doing short, introductory drama activities such as language games, mime, frozen image building. When performing those drama activities, children use mime, sounds, gestures, and imitation to show their understanding and to make associations between language and accompanied expressions. They memorize key language implicitly in an enjoyable way through making connections between language and semantic clues (Read, 2007; Dündar, 2012).

Similar to literature, drama which has power to engage multidimensional learning styles such as sight, hearing, and physical bodies also helps teachers to learners with different learning styles. That is, learners receive the language through the channel the most appropriate for each of them through involving into drama activities (Dündar, 2012; Phillips,

1999). For instance, kinesthetic learners engage their physical body in realistic simulation exercises sometimes through miming the actions whereas auditory learners receive language input when the music or the music of language is incorporated into the drama. In addition, learners sometimes are required to visualize what is said to them (Ashton-Hay, 2005). For instance, drama accompanied by video stimulates the imagination of the pupils and supports learners visually (Zalta, 2006). Imagination as the magic force can transform the ordinary classroom situation into a significant quasi-real language situation (Boudreault, 2010).

The decontextualized text used in the classroom becomes meaningful when children relate it to their life experiences through drama. This is because children engage with the text by seeing, touching, and experiencing when they imagine themselves in the situations in which they personify different characters (Greenfader & Brouillette, 2013).

Active learning could be promoted via drama which is considered as a constructivist and communicative teaching tool (Gül-Peker, 2010). Learners even those with limited language can be involved in communication through using non-verbal communication including facial expressions and body movements (Phillips, 1999). Language becomes more meaningful and memorable when children are actively involved.

As it provides interactive, visual and contextualized language use, drama with the characteristics of recreation brings fun into the classroom, which enables learners to feel relaxed, less inhibited which leads to less blocking out the new language. As a result they are enthusiastic about learning new concepts (Boudreault, 2010). If learners particularly those who are shy about speaking English and do not like being involved in group activities are encouraged by giving special roles and providing them with the use of puppets and masks, they are more likely to develop confidence (Phillips, 1999). As seen, there is a close relationship between emotion and language learning that learners comprehend the concepts better if they are emotionally involved. Imagination through taking different roles in their

make-believe plays from the age about three or four help childrens mature. Furthermore, learners can be motivated and classroom pace can be changed via integrating interesting topics from the other lessons by following cross-curricular approach (Phillips, 1999).

As multisensory teaching works towards a whole body and mind upbringing, drama activities will make the child more mature both physically, mentally and emotionally while making an invaluable contribution to linguistic and interpersonal skills.

Games. Learning a language is a continuous endeavour that every learner needs to make an effort to understand and use newly learnt items accurately in conversations and in written compositions. Hence, this demanding process could be facilitated through games which enable learners to experience language as living communication through chunks in a meaningful way and help them sustain their interests (Wright, Betteridge & Buckby, 2006). The fact that the mind is focusing on the task itself rather than language and learners use language naturally and spontaneously yields implicit language learning (López & Méndez, 2004). Learners play with language in a safe, non-threatening environment through games and songs (Rumley, 1999).

Because children learn quickly but forget easily, regular revising and recycling the new language items by providing a variety of activities should be considered by teachers. If not, what they have presented new will very likely fade away and be forgotten quickly. If teachers desire to teach English in an entertaining way and expect students to keep new language items in long-term memory, they should design a variety of language games (Koprowski, 2006). In addition, any subject and event can be remembered with the help of visuality and play as learners see, touch and be involved in the happy or sad situations (Dolati & Mikaili, 2011). Thus, games should not be regarded as time-consuming but central to language teachers' repertoire (Wright et al., 2006).

Components and ludic principles of a language game. Although games share having fun aspects with other communicative child-appropriate activities, they have some distinctive features. An effective game must involve clear and well-defined ultimate goals, a visible set of rules as a guide for learners to function successfully, and an element of strategy through which learners apply language and other skills (Lewis & Badson, 1999). Moreover, games with specific outcome should be motivating and challenging to stimulate analytical thoughts and can be designed as either competitive or cooperative (Read, 2007). Language use can be maximized by setting the use of English as a game rule, which encourages children to monitor their use of language when playing (Linse, 2006).

What is also must for a game was explained by Khan (1991) as the ludic principles as such: balancing luck aspect and the skills to practice, the existence of cooperation rather than strict competition, and uncertainty by considering demands made on memory to design more exciting and fair games.

Benefits of games. Games are effective instructional tools not only in terms of accommodating different learning styles but also contributing the whole development of the learners as seen in the following points (Flora, 2009, p.19):

1. Games can provide a welcome classroom break from daily classroom routines.
2. Games can be motivating and entertaining, which makes the acquisition of learning more likely and more natural.
3. Playing games can help decrease frustration and anxiety levels, which increases a student's acquisition of comprehensible input.
4. When children play games, it is more likely that they will use language more spontaneously and not "think" so hard before speaking.
5. Games can provide a relaxed atmosphere that is more conducive to practicing language in a real-world environment particularly for those who are shy or quiet.

6. Playing games allows children to introduce new concepts and new ideas, and use language in a meaningful context.
7. Students can practice listening, speaking, reading and writing depending on the games presented by the teacher.

In addition, young learners can develop some practical competencies and social practices that are required for 21st century social lives, workplaces, and communication through games (Stanford & Williams, 2005).

The study by Çelik Korkmaz (2012) which was conducted to investigate the views of 60 state primary school English teachers with regard to TEYLs through games empirically highlighted aforementioned benefits of using games with children in foreign language classrooms. Despite acknowledging the benefits of incorporating games into language classrooms, the teachers reported that they could not allocate enough time to practice different components of a language through games due to lack of time, difficulties of organizing a game, crowded classroom, prescribed coursebooks they had to follow (Çelik Korkmaz, 2012). Similar results were noted in the study of Çelik Korkmaz (2010), İnan (2006), and Yolageldi & Arıkan (2011). However, children who are laughing and enjoying in the classroom through fun games become more eager to be involved into the activity which provides exposure to language input and language practice through the use of language chunks that facilitate building the language system. Fundamentally, this helps them to develop positive attitudes towards learning English (Moon, 2000). Therefore, teachers should push their limits to incorporate contemporary techniques particularly games into their realms of teaching.

Multisensory aspect of games. In his book entitled “*101 Language Games for Children: Fun and Learning with Words, Stories, and Poems*”, Rooyackers (2002) included a variety of games to help children develop their own sense of language by exploring many of the skills such as speaking, writing, listening, reading and creating besides spelling,

vocabulary and storytelling. Activating children's senses is vital as we need our senses to communicate. Thus, among many types of games such as letter games, newspaper games, introduction games, sound games, storytelling games, word games, story-writing games, and poetry games, sense games which have power to wake the class up and develop their concentration can be used as introductory activity for the core ones and increase children's awareness of what they want to watch for, listen to and observe. To put it differently, we need sense of sight not only to read words but also to observe a person's gestures and expressions when speaking, to identify different styles and colours of letters, and to form mental images of the words we read or hear. In addition, we need our sense of hearing to listen to the words produced by a person, to detect the tone of voice and the use of stress, and how the words are pronounced. For instance, children develop their auditory senses through listening to their teacher's read aloud the scrambled-letters to guess what word the letters could spell. Moreover, other senses such as flavors, smells, and textures could also be involved when playing games depending on the subject matters. For instance, to practice the words related to 'food and drink', you can taste the words on a good menu (Rooyackers, 2002).

As seen, games can be multi-sensory similar to other contemporary primary classroom activities. To put it differently, children develop physical coordination and psychomotor skills via games involving actions and movements. In addition, they develop visual-spatial awareness, creative thinking, and concentration and memory skills through associating language and meaning presented through actions, pictures, objects and sounds (Read, 2007). Owing to the fact that games have profound role in activating learners' senses which help them to create a more concrete and comprehensive scene of the target language in their mind, they should be considered as an integral part of teaching a foreign language to YLs.

Suggestions for teachers. It is evident that excellent teaching for young learners could be achieved on condition that teachers develop critical thinking, do reflection about the

techniques used in the classrooms and be aware of those that should be used, modified and/or rejected as a result of their evaluation of practice. Because there is not a recipe book with teaching techniques that will work for all teaching contexts and for all learners, teachers should seek for what best supports their particular learners. Teachers also should consider education as a ‘deliberate and thoughtful’ process which should be planned by taking the characteristics of children and how they learn a language into account (MacNaughton & Williams, 2009).

In short, all in all, the multisensory techniques suggested in this section provide innovative ideas to teachers of YLs about planning their lessons optimally for their particular classes. They can start to apply techniques by gradually moving from the techniques which are easy to design, implement, and manage to those which are more complex in order not to face with problems that might discourage them from using all these innovative techniques and resources that are appealing to YLs.

When choosing the most appropriate techniques for the particular class and preparing materials and activities accordingly, teachers need to consider the following factors such as the age group, proficiency level, learners’ aptitude, motivation and attitude, the number of students, timing, the space required, language goals, having fun together, the learning styles theory, multiple intelligences theory, the classroom settings in addition to learners’ cultural, economic, and social conditions.

Teaching Vocabulary to Young Learners

Vocabulary which is more than a list of words and a proxy for content knowledge (David, 2010) can be defined as “ the total number of words that are needed to communicate ideas and express the speakers' meaning” (Alqahtani, 2015, p. 25). Vocabulary is considered as a key point to develop both receptive and productive language skills in EFL. However, vocabulary which is not a closed system with a limited set of rules like grammar is likely to

become the major problem in learning a language (Schmitt, 2010). Thus, vocabulary teaching with an open and unlimited subsystem had been ignored until 1990s when compared to grammar teaching with a closed and manageable system due to the influence of structuralism. During the 1990s, because the main aim for teaching a foreign language was to achieve communication, vocabulary teaching received a great deal of attention and considered as a fundamental component of a foreign language learning (Chacón-Beltrán, Abello-Contesse & Torreblanca-López, 2010). In the same direction, it was believed that, a person with a good deal of grammatical knowledge would not be able to communicate without a required lexical knowledge which has the basic role in shaping and transmitting meaning in that language (Olmos, 2009). Therefore, vocabulary is considered as very critical to be able to communicate in variety of social situations.

Being able to communicate in the target language requires learners to have a large vocabulary size both receptive and productive. Throughout language acquisition process, learners gradually incorporate new words into their lexical store in the target language. It is suggested that starting point for vocabulary teaching is through cognates which refers to words in one language with the same origin like words in another language such as police, ambulance, etc. (Zorba & Arıkan, 2012). In addition, children firstly learn words related to people and objects that they are familiar with or can exist in the immediate environment (e.g. mommy, cup, ball), and later actions and adjectives related to these people and objects, and finally, as they progress in foreign language learning, more difficult words such as abstract ones can be taught (Linse, 2005; Silverman & Hartranft, 2015). Similarly, the feature of a word affects vocabulary retention that concrete words which are easily associated with the items are better remembered (Ois Pichette, Serres & Lafontaine, 2012). The target words that are aimed to be taught through multi-sensory stimulation are all concrete words so that they

are expected to be remembered more easily than other abstract words due to the fact that the pupils could associate the words with multisensory materials.

Implicit versus explicit vocabulary teaching. In addition to mentioning vocabulary size of elementary school learners and the types of words to help learners incorporate new lexical items into their vocabulary store, the way of teaching and learning vocabulary should be considered to provide effective vocabulary instruction. Despite several attempts, no single comprehensive theory appeared with regard to vocabulary acquisition processes in foreign language teaching literature (Zimmerman 2014). However, the two ways of learning identified by cognitive psychologists, namely explicit and implicit, have been taken into account by many second language researchers (Chacón-Beltrán, Abello-Contesse & Torreblanca-López, 2010; Ellis, 1994; Ellis, 2009; Esteki, 2014; Graves, 2006; Hanson & Padua, 2011; Morrow, 2013; Schmitt, 2010). Implicit learning refers to learning that occurs without any metalinguistic awareness through automatic and unconscious integration of new information and knowledge into the learner's interlanguage system to be restructured by the learner. On the other hand, explicit learning refers to learning that takes place consciously and intentionally by using metalinguistic awareness (Ellis, 2009).

The debate with regard to the best method of vocabulary instruction revealed that research evidence unfolds in two methods. In some studies, explicit instruction is suggested as an efficient technique to improve vocabulary knowledge (Biemiller & Boote, 2006; Coyne, McCoach & Kapp, 2007; Hanson & Padua, 2011; Kesler, 2010). In their study, Hanson & Padua (2011) emphasized that besides incidental vocabulary learning through wide reading and other language-rich activities, new words are learnt if they are taught explicitly. Hanson & Padua (2011) investigated the way of teaching vocabulary explicitly by referring to the experiences of a 4th grade teacher Mrs. Kaholo who kept anecdotal records of her students to be able to help them in their reading and vocabulary development through the use of

independent word learning strategies, such as using meaningful word parts, context clues, and the dictionary to figure out the meaning of unknown words. Similarly, the study conducted by Coyne et al. (2007) revealed that the meanings of targeted words were learnt by 31 kindergarten students who attended a K–4 elementary school in a small Northeastern town better when children were directly taught the meanings by following extended method of vocabulary instruction through interactive opportunities and increased exposure to the targeted words in various contexts rather than learning through incidental exposure which resulted in almost no word learning and embedded instruction which resulted in only partial word learning.

On the other hand, implicit instruction was found more efficient to facilitate vocabulary learning (Campfield & Murphy, 2013; Dahl & Vulchanova, 2014). In their study, Dahl & Vulchanova (2014) worked with 60 first-grade pupils in two Norwegian elementary schools in their first year to investigate whether it is possible to facilitate naturalistic acquisition of vocabulary by providing better quality target language exposure within a normal curriculum. Although the participants in the experimental group received increased naturalistic target language input via extensive use of English by the teacher during morning meetings and English classes through giving simple instructions and using classroom management techniques throughout the day, the participants in the control group followed regular instruction with the use of L1 as the main medium of instruction. Pre-test scores of a translated version of Form A of the Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4) revealed no significant difference in pre-test scores. Although the mean raw score on the PPVT™-4 had increased for both groups, the bilingually-based group scores were slightly higher for both cognates and non-cognates in post-test scores. The overall results of this study indicated that vocabulary can be acquired naturally in a classroom environment without following immersion approach but providing a variety of input and continuous

exposure to the target language. To put it differently, it is hardly possible to learn a word from a single occurrence of a word within a context. As learners meet the word in new and different contexts, they can learn more and more about a word's meaning (Graves, 2006). Thus, learners should be provided multiple exposures to the target words to facilitate their vocabulary learning.

Nash & Snowling (2006) investigated whether the students that were taught through the context method would be more successful than the students that were taught through the definitions method in increasing vocabulary knowledge of children with poor existing vocabulary knowledge, and if gains in vocabulary knowledge would benefit reading comprehension. Among 24 3rd grade primary school children, 12 of them were taught new vocabulary items using definitions of simple dictionary whereas the rest was taught through the context method by using a strategy for deriving meanings from written context of a short passage, namely a semantic map. The intervention took two 30-min sessions per week for 6 weeks. Pre-, post 1-, and post 2 vocabulary tests were given before teaching, immediately after teaching and 3 months later successively. Although the one-way ANCOVA results revealed no significant difference immediately after the intervention, the context group indicated significantly better in the post 2 test regarding both expressive vocabulary knowledge and vocabulary dependent comprehension questions.

In spite of many controversial views with regard to vocabulary instruction, there is a consensus that explicit and implicit processes which yield different benefits interact and complement each other (Ellis, 2009; Esteki, 2014; Graves, 2006; Hulstijn, 2001; López & Méndez, 2004; Morrow, 2013; Schmitt, 2010). Using the terms intentional and incidental learning to refer to explicit and implicit learning, Schmitt (2010, p. 40) reported the benefits of intentional learning versus incidental learning as follows:

Intentional learning:

- generally leads to more robust and faster learning;
- generally involves deeper engagement leading to better retention;
- can focus on important vocabulary selected by the teacher (e.g. high frequency, technical, targeted).

Incidental learning:

- can address words which cannot be explicitly taught for time reasons;
- fills out the kinds of contextual word knowledge which cannot easily be explicitly taught;
- provides recycling for words already taught explicitly;
- addresses other language skill areas (e.g. reading).

It is clear that explicit and direct learning encourages learners to develop accuracy of the language, whereas implicit and indirect way enhances a spontaneous and more fluent use of language (López & Méndez, 2004). As these two approaches compensate for each other's shortcomings, teachers should have good teaching strategies to make the most of both approaches. The following factors are key points to identify the best vocabulary instruction: the words themselves and the learners themselves (Schmitt, 2010) including their intellectual development (López & Méndez, 2004), and the context (Allen, 1999). When learners are provided with well placed contextual clues, students can make accurate guess of the meaning by using their existing schema. Allen (1999) stated that teacher's mediation is not required to be given to teach word meaning but to create opportunities for learners to systematically use them. Remaining in line with this argument, the present study hypothesizes that our participant young learners are more likely to learn vocabulary indirectly and implicitly through continuous exposures to meaningful input in English (Cameron, 2001; Clark, 1990; Dekeyser, 2000; Gürbüz, 2010; Lightbown, 2000; Yılmaz, 2012; Yüksel, 2010).

The field of TYLs suggested following both implicit and explicit instruction when teaching vocabulary to children by highlighting the advantages of each (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Blachowicz, Baumann, Manyak & Graves, 2013; David, 2010; Linse, 2005; Zorba & Arıkan, 2012). Children acquire many words naturally when interacting with parents, caregivers, neighbors, and others, and through exposure in their environment (e.g. books, television, and the Internet) while acquiring their mother tongue. Similarly, children who are exposed to a word frequently enough across contexts may eventually figure out its meaning and usage and can use it in interaction (Silverman & Hartranft, 2015). Thus, the teachers of YLs should allocate much more time to enable their learners to contact with language in use by taking their attention to the message of a speaker or a writer as observed in meaningful contextualized indirect activities rather than getting learners to work with words out of context by involving them decontextualized direct vocabulary activities (Nation, 1990). However, acquiring a language implicitly or incidentally requires a huge amount of input which can only be provided by a total immersion program rather than a program with a few hours of foreign language teaching per week (Dekeyser, 2000). In addition, figuring out the meaning may not be an easy task for children who enter school with limited vocabulary due to poorly-organized context with vague context clues and children's lack of content knowledge and skill to reach the meaning of the word by identifying and making sense of the clues provided in the text. By the line with this fact, the following explicit techniques were suggested to help students to make sense of children's literature: explanation of the teachers as to illustration, helping children use their background knowledge, rereading or referring to the text, and modeling reasoning and helping children to reason (Schickendanz & Collins, 2012; Yılmaz & Karatepe, 2013). Thus, it is clear that children need more than incidental exposure to words in order to comprehend the target words in school. To put it differently, children with limited vocabulary also need systematic and explicit vocabulary instruction to

gain vocabularily depth, develop strategies for learning words, and to enhance their reading, writing, listening and speaking skills (Sarioğlu, 2013; Silverman & Hartranft, 2015). That is to say, explicit vocabulary teaching can be used as a pre-reading or pre-listening activities to help children to comprehend listening and reading texts. On the other hand, as emphasized by Nation (2001), although learners learn form, collocation and word class through incidental learning, they pick up meaning better when the words are taught explicitly.

Explicit instruction can be used in an integrated manner. Teachers should consider the following points: provide not only repeated exposure to target words in context through repetition but also appropriate spacing between the repetitions; create opportunities to balance both meaning through implicit instruction and form via explicit instruction; engage learners by planning tasks through which learners pay attention to the words and manipulate them; design activities in the form of group work that help learners interact with each other to exchange about the words to negotiate word meaning (Zimmerman, 2014).

In another study, Cain (2007) investigated whether or not explanation would facilitate 7- to 8-year-olds' ability to derive novel word meanings from story context by conducting an experimental study with 45 British children aged 7 to 8 years old. Pupils read 16 short stories, each of which contained different novel words and contextual clues that students could use to make sense of the word meaning. The subjects were divided into three groups as follows: the children in the feedback-only group received feedback on its accuracy and nothing else; the children in the feedback plus explain own reasoning group were asked to justify their definition and later received feedback on its accuracy; the children in the feedback plus explain experimenter's reasoning group were asked to explain how the experimenter knew the correct answer after receiving feedback. Pupils were asked to define the novel word at the end of each story. Although majority of children were successful in their word definition, the results of the post-intervention test revealed that the group who explained their own

definitions outperformed the other two groups. This study suggests the use of explanation as an efficient explicit instructional technique that facilitates children's ability to derive word meanings from context.

The aforementioned views are well justified in the following study conducted by Brett, Rothlein & Hurley (1996). In their experimental study, Brett, et al. (1996) investigated the impact of 3 different conditions, namely listening to stories with a brief explanation of the unfamiliar target words (N= 89), without explanation of the word (N= 56), and having no exposure to the stories or vocabulary (the control condition) (N= 61) on students' vocabulary acquisition of 175 fourth grade students from six classrooms in two elementary schools in Miami, Florida. Two popular trade books (Bunnicula and The Reluctant Dragon) were read by teachers once as a chapter or section over a period of 10 school days (5 days for each). All the groups were given pre-, post- and delayed-post tests (6 weeks later) for each story. Post hoc analyses of the pretest scores for the story-with-word-explanation group were lower than the scores for the other two groups. On the other hand, the story-with- word-explanation group outperformed both in the post-test and delayed post-test scores than the scores of the other groups for both books. Thus, this study suggests the use of both implicit and explicit vocabulary teaching through reading aloud stories accompanied by explanations of new words as they occur when reading particularly for fourth grade elementary school learners.

In brief, by taking the aforementioned views and the research result into account, the present study inherently comprises both implicit and explicit activities by giving the priority to the contextualized multi-sensory vocabulary activities to teach the target words to the young learners in the experimental group.

Multisensory vocabulary teaching (MSVT). Research in the areas of sensation and perception has made great contribution to daily life through manufactured objects as telephones, clocks, televisions, and computers. Not surprisingly the field of education has

taken advantage of these objects in developing ways to increase young children's skills and motivation by designing educational materials which are in the form of visually attractive pictures, figures, graphics, and charts to support comprehension of written material (Jhonson, 2014).

MSVT, which has proved to be an efficient technique for children with special educational needs to remember, retain and recall the newly presented linguistic items, has been favoured aid in a foreign language classroom. Thus, before teaching the target words, teachers need to consider different ways of activating students senses by incorporating the principles of MSVT which were reported by Król-Gierat (2014) as follows:

1. Putting the words into context, relating to real experiences, children's interests, or discussing pictures and stories to create background knowledge.
2. Using visuals, gestures, sounds, demonstrations and experimentations.
3. Building links around word meaning.
4. Building links around the sound and spelling of the words.
5. Extensive practice and consolidation.

By taking the principles into account, Król-Gierat (2014) suggested a variety of techniques for practicing words with different natures such as shared story reading by pointing to the target words and repeating them, story sequencing, book making, group discussion, acting out a real life situations, bringing realia into the classroom, games, hand movements, art and crafts.

In addition, there appear a variety of multisensory materials and activities suggested in the literature of YLs to practice vocabulary. Due to the fact that written texts in books fail to appeal students' taste, Fišer & Dumančić (2015) suggested integrating multisensory tools such as online computer games, flash cards, videos, songs, music video clips in every classroom to take and sustain learners' attention on the subject at hand. Films with subtitles

can also be accepted as multimodal stimuli as they combine auditory verbal information via soundtrack, written verbal information via subtitles, and pictorial information via images (Bisson, van Heuven, Conklin & Tunney, 2015).

On the other hand, children need to be exposed to newly learnt words many times and in different situations (David, 2010). Although the language is very limited to the use of high frequency words, teachers of young children can enrich children's minds with new word meanings and listening comprehension through the interactive talk between the teacher and the children. In other words, knowledge of semantics of young children can be built through engaging them in meaningful and contextualized conversation including the target words centered around events or activities. Moreover, read-alouds of children's storybooks with their powerful words and colourful illustrations can provide opportunities to perceive and practice new vocabulary if a teacher is able to use the author's text to engage children through the conversational interaction with students in the form of asking open-ended questions, setting engaging dialogue to focus on the words. Furthermore, children's attention can be drawn when children are asked to identify and manipulate realias or objects as the teacher reads aloud, to replicate teacher demonstration, and to use their body language by saying words' names aloud to display word meaning (Sinatra, Zygouris-Coe & Dasinger, 2012).

Vocabulary learning can be supported by means of creating opportunities to use the target words, by stimulating children's interests and curiosity (Zorba & Arıkan, 2012). One way for this can be planning a variety of word games such as word bingo, crosswords, and jumples through which they work with words in a word-rich environment by having fun (Blachowicz & Fisher (2004). In addition, using visuals such as wallcharts, commercially-produced flashcards, home-made magazine picture flashcards, hand-drawn pictures, diagrams, grids, illustrations from the course books and supplementary books can be used for vocabulary presentation, practice, revision, and testing (Gairns & Redman, 1986). To put it

differently, multi-sensory vocabulary input will expose children to the target words in rich context. For example, children can be taught parts of a house as follows: bringing toy furniture to place household items in an appropriate room; playing different vocabulary games through picture cards related to the rooms in a house; performing a puppet show where puppets are moving into a new house (Linse, 2005). Teaching vocabulary by following multi-sensory approach is comprised of concurrent presentation of linguistic material through various sensory channels. For instance, the word needs to be heard, pronounced, assembled out of plastic /wooden letters, underlined in a text, and finally written down (Fišer & Dumančić, 2015). Above all, the literature is rich with studies highlighting the importance of providing language-rich environment and diverting vocabulary teaching away from decontextualized, single definitions towards multi-layered contextualized vocabulary practices scaffolds learners' skills development for all age levels (*cf.* Hadley, 2003; Opp-Beckman & Klinghamer, 2006; Walz, 1989). Based on the literature, the present study strongly argues that vocabulary teaching to young learners should be contextualized and supported with a variety of multisensory materials and activities which include co-presence of visual, auditory and kineasthetic modes which are used to enable children to retain newly learnt words easily. The next part will present details of how such materials can be put into use in the classroom.

Multisensory vocabulary activities. The following suggested activities are performed by using a variety of manipulative materials such as pictures, cards, flashcards, realias, and puppets to help learners to recognize, practice and memorize new vocabulary items (Kirsh, 2008; Murray & Christison, 2011, p. 80-81; Nunan, 2011; Read, 2007, p. 89-90;)

- *TPR-based activities:*

Semantic vocabulary practice: After introducing each word verbally and visually (i.e. with a Picture) and cueing each visual with an appropriate

gesture, the pupils are asked to get the target words to manipulate the realia or visuals by using the following commands such as ‘*pick up, put down, point to, touch, show me, give*’ .

Productive vocabulary practice: The vocabulary activity above could be practiced by pupils by taking turns to give instructions. In addition, the teacher can elicit one word answer by asking questions, “e.g., *Is it a coat? Is it a hat?*” and pupils can answer by looking at the items in their hands. After learners exchange pictures or realias the teacher asks, *who has the coat? Who has the hat?* to provide further practice. The materials in pupils’ hands can also be used to create a story.

- *Learn with a puppet:*

Follow the puppet’s instruction (semantic aspect of vocabulary practice):

After laying out the flashcards or objects on the floor or sticking them on the board, children listen and do what the puppet says (eg. Touch the banana...).

Correct the puppet (productive aspect of vocabulary practice): After asking questions to the puppet which needs to give wrong answer, pupils listen and correct the puppet in chorus.

Guess what’s in the puppet’s bag (productive aspect of vocabulary practice):

After introducing the bag that is full of a variety of objects and flashcards, children are asked to guess what’s in the bag which is held up by the puppet.

- *Flashcard vocabulary activities:*

Flashcard instruction: After sticking a set of flashcards on the walls around the classroom, give the groups different instructions to perform one by one (eg. Group 1- walk to the elephant. Group 2- jump to the lion)

Flashcards groups: After dividing the class into groups, assign each group a flashcard, e.g., 'apple' in order to name them. Ask children to follow the instructions as a group such as *Apples, touch your nose!*

Missing flashcard: After sticking a set of flashcards in a row on the board, children say or repeat the words. After removing the flashcards one by one, children with closed eyes open their eyes and name the missing flashcard.

- *Card games (e.g., Domino, Pelmanism or card games, treasure hunt...):*

Domino is a card game which requires pupils to create a simple question-and-answer reading exercise by finding a domino card that holds the answer to a question asked on another domino card.

Pelmanism is played with two sets of cards which need to be faced down in front of pupils. A child turns over one card from picture file and the other card from the pile including the words labeling the pictures in order to match correctly to be able keep both cards. The winner is the pupil with the most cards.

Happy families require pupils to collect all the cards of the same family such as clothes, food, etc. ...

- *Sequencing:* Sequencing activities can be performed in many forms including sequencing letters to form words, and sequencing words to form sentences, and sequencing sentences to form short stories or paragraphs either orally or at desks with papers or manipulatives.
- *Classifying and sorting:* Learners can sort written vocabulary based on the key concepts into their appropriate categories such as clothes, food, etc. Learners can sort vocabulary.

The following activities help pupils practice written aspect of vocabulary items:

- *Word Search*: Children can be given a puzzle or a shaped grid with the written target words. Pupils are asked to circle or colour each target word. This activity can be used as an individual activity or a group game. Children can draw pictures for each word or match the words to pictures, flashcards or realias.
- *Scrambled word challenge*: After writing each scrambled word on the board or on the PowerPoint slide, students can guess it.
- *Odd one out*: Pupils can find the odd word among several different word sequences on the board (e.g., Hat, coat, ball, T-shirt)

The studies investigating vocabulary teaching through activating different senses.

Teachers, as stimulators of the learning process, need to present vocabulary in context and in chunks by incorporating songs, rhymes, visuals, puppets, toys, hands-on activities, role play, stories by planning a well-balanced recycling of language to provide children with opportunities to use the target language in a more relaxed and natural way (Lundberg, 2007, p. 27). Thus, the studies summarized in this section present the effects of multisensory materials, songs and rhymes, various forms of stories, drama, games, and mixed / multimodal activities respectively on young learners' vocabulary development.

Flashcards have been used as an instructional tool both inside and outside of the classroom. For instance, Nakata (2011) conducted a comprehensive investigation of nine flashcard software programs which were developed for learning vocabulary in a second language. The results of his investigation revealed that most programs with multilingual and multiword units accompanied by various types of exercises also allow learners to include valuable information such as contexts, audios, or images to flashcards. Thus, it can be concluded from the investigation that most of the programs have been developed to facilitate vocabulary learning.

Another study with flashcards was carried out by Teng & He (2015) with 25 fifth-year primary school students who were required to create flashcards to use outside of their classroom. The results of the examination of the flashcards created by the participants indicated that flashcards are helpful for promoting autonomy. The analysis of the notes on the flashcards revealed the following techniques were used by the participants from the most frequently used to the least as: example sentences, copied sentences, phonetic symbols to memorize the pronunciation, collocations, synonyms, drawings, semantic mapping, and translations.

On the other hand, Sitompul (2013) investigated to what extent the use of flashcards and word list could help students' vocabulary mastery by conducting quasi-experimental design with two fifth grade classes. The experimental group was taught vocabulary items through flashcards whereas the control group received word list as the treatment. The result of the paired-samples t-test of the post-test score of the experimental group indicated that both the use of flashcards and word list help students' vocabulary mastery. Moreover, the interview results showed that these students were more motivated and interested in learning vocabulary, as a result they memorize the words easily. On the other hand, the students in the control group became disinterested in learning vocabulary by reporting that learning vocabulary via word list is a tedious strategy.

Similarly, Nugroho, Rahayu & Kasyulita (2015) investigated whether the use of flashcards can improve vocabulary mastery by conducting a classroom action research in SDN 007 Bangun Purba with 32 students. The research was carried out through two cycles, each of which included four steps namely plan, action, observation and reflection. The data were collected through a four-week classroom observation, interviews, field notes and vocabulary mastery tests. The quantitative results based on the students' mean score of vocabulary mastery were in cycle 1 52.65 and in cycle 2 75.83, which means that teaching

vocabulary through flashcards is an effective technique to improve young learners' vocabulary mastery. Moreover, the qualitative analysis of the study including field notes and observation sheet showed that the situation of teaching and learning process became better through the intervention and the students enjoyed, paid attention, and actively participated in the teaching and process. In addition, the following points emerged as factors for the improvement: the materials, namely flash cards that were made of colorful cards; the teaching media; the teaching activity including classroom discussion, small group discussion, and a variety of games played by using the flash cards; and the teacher who was responsible for being well prepared to create the supportive joyful and fun teaching learning process, organizing the classroom, and for encouraging the students to involve in the activity. In short, this study suggests the use of flash cards to improve young learners' vocabulary mastery.

Assuming that the use of appropriate methodologies and various kinds of visual materials help learners to negotiate meaning and exchange views by interacting with one another and thus develop their vocabulary knowledge, Abebe & Davidson (2012) examined the role of visual materials in teaching English vocabulary by conducting a study with 120 eight grade students of three second cycle primary schools in Robe town in India and their eight English teachers. The data collection instruments were questionnaire, observation, interviews and document analysis. The results of the document analysis revealed that the textbook did not include sufficient visuals to assist the students to facilitate their vocabulary learning. Similarly, teachers barely use visual materials like real objects, cards, charts etc. when teaching the meaning of words and they even did not attempt to supplement the textbook with visual materials that facilitate vocabulary learning. On the other hand, the majority of teacher and student respondents reported that visual materials such as language games, charts, pictures, mime, action, gestures, flashcards, postcards, models, real objects enhance students' vocabulary learning to a greater extent.

Similarly, Konomi (2014) investigated to what extent teachers use visual materials in English as foreign language classrooms with YLs in primary education in Korça, Albania in grades 3 and 6 by administering a questionnaire with 12 teachers in each grade. Moreover, teachers were also interviewed to find out the impact of the use of visual materials on children. Finally, a class of 26 third grade pupils was observed during two English lessons in one of which the words were taught through the pictures offered by the coursebook while in the other lesson the words were taught through different visual materials such as flashcards, pictures from the coursebook and drawings on the blackboard. The pupils were given a test after the each lesson. Researchers looked at the frequency of multisensory media and the most frequently used media were pictures, posters and postcards and the least frequently ones were word wall, picture books, television, videos, computers in both grades. Flashcards and real objects were frequently used in grade 3 whereas graphics and tables were more frequently preferred in grade 6. The results of the interviews revealed that visual materials enhanced the children's creativity, made teaching clear, and boosted interests in learning new words involved. In addition, the interview results of the YLs showed that they enjoyed when they were actively involved in learning English and they found visual materials particularly objects that teachers brought in the classroom, flashcards, posters or blackboard drawings were very interesting and fun. Finally, the comparison of the tests revealed that 85% of the pupils were accurate from the first test onwards then 97% of them were accurate in the second test. The study has suggested that the teachers should facilitate vocabulary learning by incorporating visual materials which help YLs to pick up words.

Furthermore, Önder & Gürsoy (2010) conducted a study to investigate to what extent visual materials and techniques (i.e. realia, photographs, flashcards, charts, pictures, and kineasthetic activities such as hide and seek, guessing game, point and tell, hands-on activities, and drawing) promote vocabulary learning of 7 young learners who are six years

old and attending in the kindergarten at Uludag University in Bursa, Turkey. In addition, an audio-visual picture dictionary was used in order to expose the participants to a correct model for pronunciation of 12 target words related to “Seasons” and “clothes”. During a four-week intervention program, the data were collected through vocabulary tasks, anecdotal records, interviews with the classroom teacher, parents, and children. The results of the non-parametric Wilcoxon Signed Test revealed that there was a statistically significant difference between the mean score of the pre-test and post-test results, which shows that combination of visual and kineasthetic techniques facilitated vocabulary learning of young learners. Furthermore, the results of the interviews and the anecdotal record indicated that using visuals helped learners to become autonomous learners, more enthusiastic about new and relevant vocabulary, and motivated to be involved in games and kineasthetic activities.

Barani, Mazandarani, & Seyyed Rezaie (2010) investigated the effect of the Picture into Picture audiovisual aids on the vocabulary learning of sixty young Iranian EFL learners who were attending to a Language Institute in Aliabad Katool (aged 7-12). The experimental group was taught unknown words through using audiovisual aids such as watching and listening, watching and copying, listening and drawing, looking and drawing, looking and writing, looking, listening, saying and writing and so on. On the other hand, the control group was taught unknown words through the curriculum book, *New Parade, Book 2*, via the following activities such as fill in the blanks, look and match, listen and circle, read and write, draw and write, listen and point, think and write new words. The T-test result showed that the subjects in the experimental group outperformed those in the control group, which is a clear indication of a positive effect of using Picture into Picture audiovisual aids on vocabulary learning among young Iranian EFL learners.

Arıkan & Taraf (2010) investigated the effectiveness of authentic animated cartoons as audio-visual input in teaching English to thirty 4th grade pupils studying in a Turkish private

school. During four weeks, the control group (n= 15) was taught through a traditional grammar-based syllabus by practicing the newly presented language forms and words via mechanical exercises, structurally focused games, the reading of short texts, the writing of simple sentences, and question-answer drills while the experimental group (n= 15) was taught through authentic animated cartoons, namely 'The Simpsons', the longest-running cartoon on prime time television. When watching the cartoon, the teacher used pausing and replaying strategy to ask questions regarding the scene watched and Powerpoint presentations with some images captured from the episode, gave active role to learners in all the sessions through role play activities, dialogues, and games. The independent sample T-test scores of the post-test indicated that experimental group outperformed the control group. Thus, the study suggests that children need to be provided both aural and visual support in meaning contexts to teach grammar and vocabulary to young learners.

Accordingly, Baltova (1999) examined whether bimodal authentic video with L2 subtitles, or with L1 subtitles and L1 audio can enhance L2 learners' understanding of authentic texts and their learning of content and vocabulary in the L2. Because the video was originally prepared for L1 learners, not all of the content but the most important content including key words were subtitled by leaving out repetitious, optional, or secondary information to create a 7,5- minute scientific video both in English and French. The study was conducted with 93 Grade 11 core French students in Canada by assigning three groups, namely, traditional, reversed and bimodal. The subjects in reversed group watched the video with English audio and French subtitles first (reversed format), then with French audio and French subtitles (bimodal format) and finally French audio and no subtitles (traditional format). The subjects in the bimodal group watched the same video in a bimodal format twice then once in the traditional format whereas the subjects in the traditional group watched the same video three times in a traditional format. A content test with 10 open ended short-answer

comprehension questions were asked to the participants to measure about their learning and retention of the video content. A close test with thirty vocabulary items were given after the third and final run of the video. Two or three letters of each word were given to scaffold students' memory and to narrow down possible choices. Repeated measures analyses of covariance (ANCOVA) revealed that the learners in the reversed and bimodal subtitled conditions were significantly outperformed the learners in the traditional format in terms of learning video content. With regard to learning of vocabulary content the learners in the bimodal group significantly outperformed the learners in the other two groups, which means that students who are learning both vocabulary and content in L2 by watching French videos subtitled in French will get benefit more than students who are watching English videos subtitled in French.

Songs in the target language are invaluable auditory input to be integrated into language classrooms as they help children practice vocabulary, rhythms, and structure of the language by having fun in the classroom (Akcan, 2010). Thus, there appear some studies that were conducted to investigate the impact of using songs on learners' vocabulary knowledge.

For instance, in their study, Coyle & Gracia (2014) examined whether the exposure to new words within the context of song activities leads to the acquisition of receptive and productive vocabulary in young EFL learners. The study was conducted with 25 children attending to a semi-private school in Spain. The participants with two years of experiences in learning a foreign language were taught English through songs accompanied by pictograms displayed on the Interactive White Board and follow-up activities such as doing the actions of the song lyrics and playing a game which requires children to point at the image that corresponded to a target word. This study also could be considered as multisensory because the intervention contains all three learning preferences, namely visual through pictograms, auditory through songs, and kinesthetic through doing actions. Pre-post- and delayed post

vocabulary tests which include images of the five target words were administered to test both productive and receptive vocabulary of the participants by asking each child to name the words in English to check their productive vocabulary knowledge and to point to the words stated by the researcher to check their receptive vocabulary knowledge. The results of a Friedman test showed statistically significant changes as regards receptive vocabulary but not productive vocabulary. Moreover, Wilcoxon signed-rank tests results revealed significant improvement in the children's receptive vocabulary development from Pre-test to Post-test 1 and from Post-test 1 to Post-test 2 but not in their productive vocabulary. Thus, the study suggests that the limited exposure to the song was efficient to improve children's receptive vocabulary but not sufficient to develop their productive vocabulary.

In a similar vein, Sari (2014) explored the benefits of using songs in teaching vocabulary to young learners of English by conducting a six-week case study with 20 second grade students studying at private Tarsus Toros Primary School in Mersin by using the researcher's diary entries as a research instrument. The songs which were used to present and practice vocabulary items were as follows: Numbers and jobs, Animals and Abilities, Animals and Senses, If You Are Happy and You Know It, Head and Shoulders Knees and Toes, Countries and Capitals Song and Row Your Boat Song. Different procedures were followed for presenting and practicing the vocabulary items within each song that most of the songs were sung by the learners by doing the actions. Moreover, their language skills such as listening, speaking and writing were also enhanced when they were asked to read and write the lyrics after singing. The results of the content analysis revealed the following points: use of songs helps children's language learning process by presenting the vocabulary items in the context which helps children to derive the meanings of the vocabulary items easily and by practicing the language via listening to the songs for the second or the third time to associate the words with their meanings. The study found that the use of songs increased children's

level of classroom participation as the more they understood the lyrics and used the new vocabulary in the class, the more motivated and enthusiastic they got to engage in. Besides, the use of songs helped to establish a stress free classroom environment due to being involved in implicit learning environment; and finally use of songs helped children's listening improvement that as they listened and understood the vocabulary, they were more able to do the actions emphasized in the songs.

Moreover, Lechel (2010) conducted an action research to investigate whether certain children's songs are effective to help 3rd grade learners (aged seven to nine years) at a primary school in Germany to learn basic nouns in English during five months and in totally 24 lesson hours. The songs were "Old Mac Donald had a farm", "Peter put your scarf on" and "Have you got a pet?". There were four groups: Group A and B were taught through the same two songs related to the topics 'clothes' and 'animals' during 16 lessons whereas groups C and D were taught through one song concerning 'pets' in eight lessons. After four lessons, the method of using a song which was used in class A was swapped in class B but with a different song. In this case, class D is the one in which a song method was not used. Six specific nouns for each song were chosen as the target words which were tested through flashcards before and after the intervention. The results revealed that when children were taught nouns via songs, they comprehended basic nouns more quickly. Thus, it is clear that the children's songs are useful to understand basic nouns around a specific theme.

As one type of the multimedia technologies, tablets with the multimedia teaching applications (apps) on various subjects, including English as a foreign language were given to every primary school child in Thai by the Thai government as a part of a national Project. Thus, Vungthong, Djonov & Torr (2015) conducted a case study by using 23 song videos in the two song sections (16 from the Grade 1 app and 7 from the Grade 2 app) to investigate the visual-verbal relations to support vocabulary teaching by following a multimodal social

semiotic approach. The analysis revealed three types of relation such as (1) images elaborating words: exposition and clarification, (2) complementarity relations: augmentation and divergence, and (3) projection relations. Among these three, it was observed that the song videos included elaboration relations the most and project relations the least. Moreover, the questionnaire which was completed by 213 Grade 2 Thai EFL teachers revealed that among eight sections of the Grade 2 English app, vocabulary learning was ranked as the most important aspect of children's EFL learning and could be supported by the One Tablet per Child (OTPC) Project which needed to be carefully guided and integrated by the teachers with other classroom activities. The overall results indicated that the teachers had a significant role in using language teaching materials including new multimedia technologies.

Believing that stories provide a language-and-word-rich environment, Lwin (2016) examined the potential multimodal features in oral storytelling to support children's vocabulary learning during the story time at a kindergarden. In the first session, "The Ugly Duckling" was told to a group of 10 four-to-five-year old children and in the second session, "The King with Dirty Feet" was told to a group of 14 four-to-five-year old children by professional storytellers who told stories with no accompaniment of a book but with their well-coordinated gestures, facial expressions and voice modulations. A discourse-based qualitative analysis revealed that only few verbal strategies such as providing definitions or synonyms, and explicit correction which were mostly used during read-aloud or shared storybook reading were used by the storytellers. Instead, various vocal and visual features were identified as context clues such as high or low pitch, fast or slow pace, loud or soft volume, cessation or suspension of speech as pause, emphatic stress, and enlarged syllable as the vocal features and mimic gestures, metaphoric gestures, propositional gestures, deictic gestures, and beats as the visual features. The study suggests the use of oral story telling with its vocal and visual features to support children's noticing and inferring of word meaning.

In a similar vein, Kaya (2011) also investigated the impact of authentic animated stories which were used as visual and audio-visual vocabulary teaching materials, on vocabulary learning and retention of the 4th graders attending at a state elementary school in Kocaeli. The control group with 27 students was taught 42 target words through the coursebook accompanied by flashcards and songs whereas the experimental group with 28 students was taught the same words through animated stories and follow-up activities such as spelling and memory games, a worksheet with a puzzle, and a matching exercise during four weeks. The pre-test was given a week before the treatment whereas the post-test was administered immediately after each week. Finally, the delayed post test was given a month after the intervention. Mann-Whitney U tests results revealed no significant difference for the pre-test scores, but showed significant results for both the post and delayed post test scores.

Abdul-Ameer (2014) conducted an experimental study to investigate the impact of digital stories on 40 eight year old 3rd grade Iraqi primary students' understanding the story and gaining new words. The experimental group (20 students) was taught through the three selected digital stories online by computer whereas the control group (20 students) was taught through the stories based on only the teacher not the technology throughout three weeks (two hours per week). A vocabulary test with two sections was administered after a three-week experiment. The first section of the test was designed to evaluate students' vocabulary knowledge they have learnt throughout the experiment and the second section was planned to examine the participants' general knowledge in English through asking them to understand yes/no questions in English, and build up some new vocabulary items related to actions, colors, animals, places and numbers. The results revealed that the students in the experimental group outperformed the students in the control group not only in terms of comprehending new vocabulary items they have gained in the experiment but also in terms of the four basic language skills particularly listening comprehension.

The impact of drama in young learners' foreign language vocabulary learning was examined by the following researchers: Demircioğlu (2008), Demircioğlu (2010), Köylüoğlu (2010), Tokdemir (2015). For instance, Demircioğlu (2010) investigated whether drama has an impact on 9-10 year-old 3rd grade learners' vocabulary learning by setting experiments with two classes, one of which was randomly assigned to the experimental group and the other to the control group with 25 subjects in each. 32 new vocabulary items which were taken from the coursebook were taught through drama to the experimental group. After a warm-up activity, the teacher introduced the target words by telling and acting out the stories via using pictures, puppets, masks, and real objects. The students played different games to practice newly learnt vocabulary items then they improvised different situations besides preparing advertisements, puppets, and poster displays as a group and finally they expressed their feelings about the drama process and talked about the topic of the lesson plan. On the other hand, vocabulary items were taught to the control group by following the book, providing the Turkish equivalence of the words, and showing the pictures. Independent Samples T- test result revealed that there was a significant difference between the groups' post-tests scores in favour of the experimental group, which shows that teaching vocabulary to young learners through drama is more effective than traditional vocabulary teaching methods.

Similarly, in her MA thesis, Tokdemir (2015) investigated whether drama helps English teachers to teach English vocabulary and whether young learners enjoy learning vocabulary through drama activities by conducting a qualitative study with 20 second grade students in a Private Primary School in Mersin. The researcher prepared four lesson plans for a four-week intervention programme by aiming to teach seven new vocabulary items for each lesson. The data were collected through observation form, daily journal, video recordings and open-ended, follow-up interview questions immediately after every lesson. The intervention

activities include an explanation of the subject, warm-up activities to prepare students physically and mentally for the lesson, the teacher's telling stories to introduce new words in addition to the use of pictures, puppets, masks and real objects, and activities to practice newly learnt words such as various games, improvisation of different situations. The overall results of the content analysis revealed the students' positive opinions and attitudes towards drama which have a significant effect on teaching vocabulary to young learners. The majority of the students used the new words even out of the classroom with different situations. Moreover they became more self-confident and also more enthusiastic to participate in classroom activities, and they felt so relaxed that they were not afraid of making mistakes. Thus, teachers can increase their students' level of participation and vocabulary knowledge in English lessons and their motivation towards learning English through drama activities.

Considering the multiple trial aspect of cross-situational learning process into account, Akkuzu (2015) investigated the impact of the mobile game-application on vocabulary acquisition of 64 EFL students who were between Grade 2 and Grade 8 at a state school in Turkey by adopting a one-group pre-test/post-test quasi-experimental design. The participants' vocabulary knowledge about a group of selected words was evaluated via a pre-test which required the players to match the vocabulary items which are four nouns, four verbs and four adjectives for each grade with pictures of objects on their tablets within the mainstream classroom environment. The post-test which was almost identical to the pre-test was administered after the game application. The paired-sample t- test was used to check whether the pre-test and post-test results were statistically significant or not and One-Way ANOVA method was used to analyze the failed count results. The overall results suggest that the game-based application developed in this study was found effective in acquiring English vocabulary and motivating for primary and secondary school students. The survey results of the students revealed that most of the students thought the game was useful, motivating. In

line with the survey results, the results of the semi-structured interviews of two English teachers in the study were also very positive and favorable towards using games in their lessons.

Since children will be able to memorize and reproduce chunks of language in games, songs and stories, Primary modern foreign language programs include songs, rhymes, storytelling, role-plays and game-like activities with high language content (Martin, 2000). The following studies investigated the effects of mixed activities on children's vocabulary knowledge.

Chou (2014) conducted a study to investigate how far games, songs and stories helped and motivated 72 Taiwanese EFL primary school pupils from grade 2 to grade 5 learning English vocabulary. Believing that activities facilitate and motivate vocabulary learning, six words associated with each of the five international festivals, namely 'Easter Holiday', 'Thanksgiving', 'Carnival Festival', 'Halloween' and 'Christmas', and two marker sentences were taught through the following procedure for each (1) storytelling about festivals, including related vocabulary, (2) a formal presentation by the teacher on vocabulary and marker sentences, (3) three different games to practice vocabulary and (4) songs. By using a mixed method, the qualitative data were collected via classroom observation and semistructured interviews while quantitative data were obtained from the pupils' pre-test and post-test scores and a self-assessment questionnaire. The results of the self-assessment questionnaire revealed that almost all of the pupils loved to learn English through games, songs and stories in class. They agreed that playing language-related games, singing theme-based songs, and listening to stories helped them memorise English vocabulary more efficiently. Moreover, it was found that pupils at higher grade levels (grade 4-5) were better at memorising English vocabulary than lower grade levels (grade 2-3). The pupils in the higher grades outperformed those in the lower grades in both the pretest and post-test. It was

observed that the participants fostered positive attitudes towards active involvement into the activities as they found learning through games, songs and stories fun and motivating, and meaningful for them.

Similiarly, Dapo (2014) conducted a case study with nine Bosnian 1st grade children who were attending at International Primary School of Sarajevo to investigate the effect of implementation of teaching methods appropriate for teaching young learners English vocabulary. In spite of the low statistical power, the study is worth mentioning since the target units considered and vocabulary teaching techniques were similar to the ones used in this thesis. For instance, the words (nouns and verbs) that were taught in the study were related to the three topics such as 'my classroom, parts of the body, my family'. The target words were presented and practiced through a variety of activities during two months and 21 lessons before they were given a vocabulary test that was comprised of the words in these three target units firstly just after the intervention, secondly twenty days later. The activities implemented within this study were as follows: *presenting a set of concrete objects, flashcards, elicitation, questions to prompt vocabulary development, Total Physical Response, games, magic box, making their own picture dictionary, Power point presentation (slide show), posters presenting their own family members, songs, miming the actions, making posters around the classroom (word walls)*. The results of the post and retention tests indicated that all of the participants scored at or above the 50% with regard to the target words which were nouns. However, most of the children weren't able to recall even the 50% of the words which were verbs.

Manyak (2010) worked with fourth- and fifth-grade teachers to design and implement a multifaceted, comprehensive vocabulary instructional program (MCVIP) in mixed English learners (%70) and native English speaker (%30) classrooms in relatively high-poverty schools. The program focused on the following components: (1) providing rich and varied

language experiences, (2) teaching individual words, (3) teaching word-learning strategies, and (4) developing word consciousness. During implementation, the teachers relied heavily on the use of visual images to introduce the word meanings, discuss the ways that the images represent these meanings and to enhance instruction of individual words. They used word walls with pictures alongside each word. The preliminary results of a three-year project depicted that the program which provides the intensive, multifaceted vocabulary instruction increased the learners' self-efficacy and word consciousness culture in the classrooms because they became enthusiastic about learning new words and playing with language.

With regard to the aforementioned project, Manyak et al., (2014), the research team, published their findings emerged from the following instruments: the researchers' weekly observation in MCVIP classrooms, the researchers' and the teachers' meetings (twice a month during the school year) to discuss the project, and students' pretests and posttests to test their general vocabulary knowledge and vocabulary knowledge in specifically taught words. The quantitative findings of the project indicated that students showed more than expected growth on a standardized test in general vocabulary knowledge and very large positive effect sizes on specifically taught words. Moreover, qualitative results revealed the following pragmatic principles for enhancing vocabulary instruction: “ (1) Establish Efficient yet Rich Routines for Introducing Target Words (2) Provide Review Experiences (3) Respond Directly to Student Confusion by Using Anchor Experiences (4) Foster Universal Participation and Accountability” (Manyak et. al., 2014, p. 16).

Following these principles, practical instructional activities were suggested in the study such as PowerPoint slides with firstly through contextual examples to derive the meaning from contextul clues, secondly with a part of speech and a kid-friendly definition of the word, and finally with a visual image of each target word to introduce the target words; comparing and contrasting word meanings, teasing out nuances of meanings, using words in

writing, or applying target words while analyzing texts, characters, and concepts were used to provide deep processing experiences in addition to a vocabulary word wall; providing kid-friendly definitions or examples of use to clarify students' confusion; and engaging the students in vocabulary activities to prompt pair discussion before whole-class discussion about their vocabulary learning. In short, the study highlights the importance of using a variety of instructional activities to enhance pupils' vocabulary knowledge.

Kim & Gilman (2008) investigated the use of multimedia components such as visual text, spoken text, and graphics in a web-based self-instruction program to increase English vocabulary learning of 172 learners aged 14 in five classes at Myungin Middle School in Seoul, South Korea. All participants were separated into six groups as follows: visual text (Group A), visual text and added spoken text (Group B), visual text, and added graphics (Group C), visual text, added graphics, and added spoken text (Group D), reduced visual text and added spoken text (Group E), and reduced visual text, added graphics, and added spoken text (Group F). The vocabulary test with 30 items was administered to each participant as a pre-test one week prior to the study, as a post-test one week after the intervention and as a retention-test one week after the post test besides administering the 40 items of the attitude inventory. The results of the mixed factorial design (the split-plot analysis of variance) and one-way ANOVA revealed that the students in Group C ("visual text and added graphics") and Group D ("visual text, added graphics, and added spoken text") learned and retained English vocabulary more effectively than students who received the other types of instruction. In short, the study suggests that graphics should be used to illustrate what the vocabulary means owing to the fact that providing text alone may not make sense to learners.

Tight (2010) investigated whether there were differences in L2 vocabulary gains and retention on immediate or delayed posttests among all learners when instruction was through (a) a single, more preferred learning style, (b) a single, less preferred learning style, (c)

mixed-modality instruction, or when (d) there was no instruction. The study was conducted with 128 participants in eight intact classes of third-semester intermediate Spanish students at a large Midwestern university. Learners studied a total of 36 Spanish vocabulary items which were concrete nouns and unfamiliar to the participants. Visual, auditory, tactile/ kinesthetic, and mixed modality materials were used to provide vocabulary instruction which was based on both a classroom and a computer module. The study was conducted over the course of 5 days. Firstly, the vocabulary pretest including the translation and the multiple-choice tasks was given to the participants on day 1. On day 2, which took place one week after the first day, the participants studied the target words through classroom-based instruction firstly by studying 12 words through their more preferred modality (matching), followed by the other 12 words through their less preferred modality (mismatching), and finally the last 12 words through mixed-modality instruction. On day 3, which took place 1 week after day 2, they studied the words as they studied on day two but that time through computer-based study modules. After the instruction had ended, the participants took a delayed posttest on days 4 and 5 which occurred 1 week and 1 month, respectively. The descriptive results indicated that the majority (64%) had a single preferred learning style such as the visual category (38%), followed by the auditory (16%) and tactile/kinesthetic (9%) categories, whereas a smaller group (36%) showed a mixed-modality preference. Although the participants with different learning style preferences were equally successful at acquiring and retaining L2 Spanish vocabulary, mixed modality instruction was noted as the most beneficial one in L2 vocabulary instruction. That is to say, the results of the immediate posttest, the 1-week posttest, and the 1-month posttest showed that mixed-modality instruction always stimulated the greatest overall mean gains, followed by instruction in a more preferred modality, instruction in a less preferred modality, and no instruction in addition to having significant advantage over the other instructions. Similarly mixed-modality instruction leads to significantly greater

retention on the delayed posttests than both instruction in a single, more preferred modality and instruction in a single, less preferred modality.

Bisson, van Heuven, Conklin & Tunney (2013) investigated the effects of multi-modal incidental learning situation with 8 times exposure to FL stimuli in the form of auditory and written FL words with a picture on following explicit FL word learning through the translation equivalents of foreign language word. The study which was conducted with sixty-six adult English participants with no prior knowledge of Welsh revealed that the process of word learning could be facilitated by incidental vocabulary acquisition through multi-modal exposure through activities such as games or watching FL films with subtitles not only in that moment but even days later.

In their subsequent study, Bisson, van Heuven, Conklin & Tunney (2014) conducted another experiment to find out whether vocabulary acquisition occurs as a result of fewer exposures such as 2, 4, 6, and 8 times to FL words in a multimodal situation. A repeated-measures design was used to find out the impact of repeated exposures to 80 Welsh words which were all concrete nouns and were not Welsh-English cognates on 78 paid university-level participants' vocabulary acquisition. The multimodal information was provided through the auditory form of the Welsh words, a line drawing depicting the meaning of the target words concurrently with the presentation of the written word forms. Participants' vocabulary knowledge was evaluated through explicit vocabulary practice via completing a translation recognition task, in which they were required to give the meaning of Welsh words directly. The results once more again indicated the positive effect of the multimodal incidental learning on vocabulary acquisition by revealing that incidental vocabulary acquisition can occur extremely fast although learners are complete beginners in a FL. It was also found that very few exposures such as 2 to new words in a multimodal incidental learning are enough for vocabulary acquisition to occur. Moreover, this study indicated that the effect of exposure was

not constant across number of exposures; however, it decreased following the initial encounters.

In another study, Bisson et al. (2015) found out that providing multimodal stimuli, namely auditory and visual through written native language translations and pictures was more effective method of learning FL vocabulary than providing single auditory stimulus not only for immediate vocabulary achievement but also for one week later retention.

The effect of MSVT on comprehension was investigated in the field of social studies by Graham, Graham, & West (2015) and of science education by Husty & Jackson (2008). Graham, et al., (2015) conducted a study in order to investigate the effect of multi-component social studies vocabulary instruction on comprehension, and whether that difference sustained. By assigning 23 different teachers of 29 classes randomly, the study included 375 fourth-grade students from 3 different districts in the southwestern part of the United States and 5 schools. The study was comprised of 15 treatment groups and 14 comparison groups which were also assigned randomly. After designing the curriculum of the intervention program for the six weeks by paying attention to the district curriculum into account, all of the teachers in the treatment group were trained regarding the vocabulary intervention strategies which include explicit instruction, student study teams, active engagement in learning tasks, vocabulary maps, connections webs, semantic feature analysis before the intervention. Students were actively involved in multi-modal activities such as games like Ready, Set, Go; Vocabulary Memory; or Jeopardy which are facilitated by the teachers besides their instruction. The instruments used in the study were pretests, six-week posttests, and additional posttests to assess the acquisition and maintenance of the content learned through vocabulary strategies. At first, The Test of Silent Contextual Reading Fluency was administered with pretests to determine students' reading ability. Secondly, a Curriculum-Based Measures (CBM) test consisting of 20 items (words and definitions) in a matching format was administered to

determine if students' vocabulary performance improved during the intervention. Finally, a Checkpoints for Content (Checkpoints) test designed as a multiple-choice unit test covering the same material was given to measure students' performance in comprehension. Moreover, observation was conducted by one of the authors and four trained data collectors to check the quality of the implementation. The results indicated that there was not statistically significant difference between the groups with regard to silent contextual reading fluency. Moreover, the mean difference between the pre-test and post-test 1 was greater for the experimental group in both tests than for the control group. Although, the difference for the CBM was statistically significant, the difference for the Checkpoints measure was not statistically significant. However, when the results from all three pre-test, post-test 1, and post-test 2 scores are taken into account, both CBM and Checkpoints measures show a statistically significant difference in favour of the experimental group. Eventually, the results of the study revealed that the multi-modal vocabulary intervention in the 4th grade social studies had a greater impact on the learners performance in both vocabulary and comprehension areas improvement in retention.

Husty & Jackson (2008) suggested some strategies as a result of their experiences with a group of third-grade English Language Learners when learning vocabulary related to science, particularly the properties of matters, by following a sustained, context embedded, and multisensory approach. Students learn through seeing, hearing, touching, manipulating, naming, and discussing the target words to develop deeper understanding of the words. One of the techniques suggested by them is having a kind of interactive word walls in elementary classrooms. The Word Wall used by them was referred to as a bag-and-tag Word Wall with a visual representation of the vocabulary (in a bag) and an accompanied vocabulary label (a tag) to present the words to students who can individually interact with the objects by touching,

feeling, forming visual representations. Moreover, learners also make individual contributions to suggest relevant connections.

After examining the vocabulary used in five of the most commonly used English as a foreign language (EFL) course books at that time in Greece in the first two years of primary EFL teaching, Konstantakis & Alexiou (2012) revealed that picture/story cards and flashcards are typically used for vocabulary presentation and practice, along with mime and gesture to describe or introduce a word in addition to rhymes and chants, songs, movement, storytelling and projects. In a similar vein, after evaluating two English teaching course book series which were written for 4 and 6 grade learners and widely used in Sweden in terms of including high-frequency words, Nordlund (2016) found out that word frequency was not considered by textbook writers. As a result, despite following inadequate teaching materials, she signified the importance of having dedicated teachers who can provide optimal conditions to learners to acquire a substantial vocabulary by recycling the textbook vocabulary more often than what is suggested in the book and adapt it by incorporating vocabulary outside the textbook into their teaching.

The findings of the aforementioned studies can enhance the premise behind this study that MSLT in various forms is an effective way of promoting young learners' vocabulary knowledge. In brief, learners should be provided a variety of meaningful and engaging activities to be exposed to and use new words. Reading, writing, speaking, and especially teacher-directed conversations are considered as effective ways of practicing new words (Carlo et al., 2004). The study focused on the effects of MSLT on learners' listening and reading skills achievements in addition to receptive vocabulary knowledge. In other words, dealing with productive words is not within the scope of this study. Receptive vocabulary refers to words that are recognized and understood by learners when they appear in context, but that are not produced when speaking and writing whereas productive vocabulary refers to

words that are understood, pronounced and used correctly in speaking and writing (Alqahtani, 2015). Vocabulary is needed to make sense of what is seen and heard; thus understanding of receptive words affects receptive skills primarily listening comprehension and secondarily reading comprehension (Honig & Diamond, 2004; Sinatra et al., 2012).

The following sections clarify listening and reading skills through which learners can retrieve the words.

Developing Listening Skills of Young Learners

Knowing a language means being able to understand what is produced in that language and also being able to speak in that language. Listening enables learners to get the gasoline they need to fuel the acquisition of an aural language (Nunan, 2011). To put it differently, listening not only completes but also amplifies communication by shaping its meaning (Rost, 2002). Listening which is very prominent in language acquisition refers to a process comprising three steps: receiving through which listeners receive either the aural stimuli or the combined aural and visual stimuli given by the speaker; attending through which listeners focus on related stimuli by disregarding redundant messages; and assigning meaning through which listeners understand the speaker's message. Listening process comes to an end when listeners respond to the message (Hişmanoğlu, 2012). More comprehensively, it accounts for four different processing systems: neurological processing with hearing which is the main physical and neurological systems, consciousness, and attention referring to intentional involvement; linguistic processing dealing with how speech is perceived by making sense of sounds, words, grammatical units besides prosodic features; semantic processing with regard to constructing meaning through activating appropriate memory structures; pragmatic processing related to a social and cultural context. In short, successful listening depends on how these four interwoven processes are utilized by an individual listener (Rost, 2002).

Owing to the fact that listening is very fundamental to provide the required input to acquire the language, learners, particularly beginner level learners and children, cannot be expected to produce a foreign language without being exposed to various listening situations in which they can hear the language and develop their listening skills. To put it differently, children who are learning another language need a 'silent period' as they do in their first language to listen to the language around their immediate environment, internalize it, and build their own personal grammar by adapting and expanding as they are provided more listening opportunities (Phillips, 1993).

Based on his observation of several teachers working in EFL classrooms in an elementary school, Nunan (2011) stated that none of the non-native speaker teachers and their students used their first language most of the time despite they were in English lessons. Because the teachers reported their reasons as lack of confidence in their English ability, they were suggested to prepare themselves for classroom language by listing at least fifteen classroom commands to be used continuously in the classroom in addition to some expressions to manage the class to familiarize students with the target language without caring about teaching the structures but deriving meaning from the contextual clues given by the teachers. He emphasized the importance of creating opportunities for listening and speaking in English in order not to avoid giving the message: 'English is just a school subject'. Thus, it is clear that teacher talk in the target language is very significant as the main input of the language.

Since challenges that students might face require teachers to be aware of what listening entails and how listening comprehension is facilitated identifying the characteristics of listening is very crucial. The characteristics of listening are defined by Sariçoban (1999) as follows:

1. Coping with the sounds,

2. Understanding intonation and stress,
3. Coping with redundancy and noise,
4. Predicting,
5. Understanding colloquial vocabulary,
6. Fatigue,
7. Understanding different accents,
8. Using visual and environmental clues.

Moreover, according to Nunan (2011), young learners have some difficulties when listening to a text in a foreign language such as limited attention span and attending that results in failure to follow a range of instruction besides having difficulty in prediction and understanding some key words such as *although*, *however*, *except* and *unless*.

Similarly, Yılmaz & Yavuz (2015) aimed to identify problems of young learners with listening by conducting a study in Turkan Soray Primary School in İstanbul in Turkey among 56 4th grade students in three different classes in order to shed light on the situation and offer solutions to the emerged problems in listening. The participants practiced listening in English through a children song with post-listening activity which contains a “fill in the blanks sheet” with some free time activity verbs from the song and reordering a ready copy of the song with verbs in wrong order was used within the study. After the post activity, a questionnaire with four options was administered to the participants. Based on the percentages, the results of the questionnaire revealed the following points from the most stated to the least stated one:

- The speakers utter the words in a different way than we have learned (29%)
- I cannot understand clearly as the speaker in the song are speaking so fast (25%)
- I know the words, but I feel so anxious and under pressure to fill in the activity (25%).
- I know the words, but I cannot remember immediately when I hear (21%)

As solutions for the emerged problems, the following suggestions were provided: “Phonetics” should not be neglected by teachers in Turkish public schools by teaching sounds in phonetic alphabet through enjoyable listening activities; learners should be provided with authentic listening materials as much as possible through songs, listening texts and films in addition to creating opportunities to practice listening through international blogs where they could meet their peers, digital games, theatre games in English, drama activities and speaking lessons; and learners should be helped to get rid of their psychological problems that hinder their ability to perform a listening task successfully such as their high anxiety level during the listening activity, the idea of being perfect and the fear of being unsuccessful.

In short, it is obvious that listening is not a passive process including the hearing of the speech signals but an active process that learners need to make sense of different levels of text such as sounds, grammar, lexis, and discourse structure and also context including the topic, the participants, and the place or setting for the interaction (Goh, 2014). Thus, listening is defined as “a communication process in which the listener works actively to make meaning and evaluation of a message before a response is produced” (Topkaya, 2012, p. 189). This process may be easy in face-to-face interactions as listener can extract meaning from the speaker’s mime, facial expressions, gesture, tone of voice, and body language. However, when direct interaction is not possible, it is very vital for students to be supported by multisensory materials such as digital stories, video songs, puppets, flashcards, hand-made materials through which students’ comprehension can be facilitated. Another way of facilitating the process of listening is to be aware of how students process the listening input, namely bottom-up and top-down processes.

Bottom-up and top-down processing, and the interactive model. Bottom-up and top-down processes can be identified considering the type of knowledge that listeners need to make sense of what is perceived as listening input, namely linguistic knowledge and

background knowledge. *Bottom-up* processing which requires listeners to utilize linguistic knowledge including phonology, grammar and vocabulary etc. enables them to construct an understanding of a message by breaking down the speech into the parts by moving from sounds, words, phrases, clauses, and to sentences respectively to reach the whole meaning. On the other hand, *top-down* processing which requires listeners to activate their background knowledge (existing schemata) in processing information enables them to comprehend a message particularly by taking advantage of their knowledge of topic of discourse, different text genres, context, situation and speaker (Goh, 2014; Hişmanoğlu, 2012; Kirsh, 2008; Nunan, 2011; Topkaya, 2012; Yüksel, 2010).

It seems apparent in the literature that both bottom-up and top-down processes are indispensable parts of listening comprehension; thus, learners need to engage in both processes to become successful listeners in second and foreign language learning (Goh, 2014). However, they can be practiced separately in the classroom depending on the aim of the listening tasks (Topkaya, 2012).

The development of bottom-up process depends on to what extent learners are exposed to the foreign language via listening to specific sounds and words. Learners also develop their vocabulary, grammar, and language learning strategies simultaneously (Kirsh, 2008). The following activities can help learners to practice bottom-up processing (Brown, 1994, p. 247; Topkaya, 2012, p. 192):

1. Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column1 (rising) and column 2 (falling), depending on the pattern you hear.
2. Listen to pairs of words. Some pairs differ in their final consonant (stay/steak) , and some pairs are the same (laid/laid). Circle the word “same” or “different,” depending on what you hear.

3. Listen to a series of sentences. Circle “yes” if the verb has an –ed ending, and circle “no” if it does not.
4. Match a word that you hear with its pictures.
5. Circle the words / the sentences you hear.
6. Number the words /the sentences as you hear them.
7. Place the items (fruits, objects, animals, shops, furniture, clothes) in the picture as you listen to the descriptions.
8. Listen and do what you hear.
9. Fill in the nursery rhyme/song/dialog/mini story etc. with the words you hear.

The aforementioned listening activities aim at discriminating between intonation contours and phonemes, selective listening for morphological endings, selective details from the text, and listening for normal sentence word order (Brown, 1994).

On the other hand, in order to help learners to process the information in a top-down manner, background knowledge which is formed by an individual’s life and educational experiences should be dealt with by teachers carefully. In that, what learners know helps teachers to increase their curiosity, caring, and exploration (Roschelle, 1995). Knowledge base content may change depending on many external factors such as age, environment, culture, race, socioeconomic status etc. (Burriss & Brown, 2014). Here, age is a more defining factor as children are developing conceptually and they have limited world knowledge. Thus, the contents of listening texts should be familiar to children to enable them to activate their background knowledge so that they can comprehend and interpret what they are hearing (Nunan, 2011). Furthermore, considering Piaget’s account of conceptual change including assimilation, accommodation, and equilibration, it is clear that learners gradually reconstruct their prior knowledge. Thus, teachers continuously need to facilitate these slow and maturational processes by setting simple, engaging, playful, and direct tasks (Roschelle,1995)

such as rhymes, songs, and TPR activities in which listeners can be involved physically and can manipulate objects freely (Nunan, 2011). The following are some of the activities requiring top-down processing (Brown, 1994, p. 247; Topkaya, 2012, p. 192):

1. Look at the title, pictures, some extracted words/sentences and guess what the listening text is about/where it takes place.
2. Look at the pictures and decide which of the given sentences you can hear.
3. Listen to the speakers delivering a sequence of utterances and identify their emotions.
4. Listen to the dialog and guess what kind of relationship they have.
5. Listen to a dialog and decide where the conversation occurred. Circle the correct location among three multiple choice items.
6. Listen to a conversation, look at a number of greeting cards that are pictured, decide which of the greeting cards was sent, and write the greeting under the appropriate card.
7. Listen to a conversation and decide what the people are talking about. Choose the picture that shows the topic.

These activities share three different goals for listening such as discriminating between emotional reactions, getting the gist of a listening sentence or a text, and recognizing the topic or general idea (Brown, 1994). When using top-down processing to perform, listeners are to apply contextual knowledge by utilizing contextual knowledge to make sense of the utterance (Flowerdew & Miller, 2005).

As a matter of fact, people make use of a combination of the two processes in real-life listening to get the intended meaning of what we hear by using more semantic (meaning or context), syntax (word order and grammar), and background knowledge (schemata) and by using fewer individual sounds and words which have little meaning alone (Johnson, 2016). In

respect of classroom situation, learners apply both linguistic and world knowledge to the listening input to comprehend the spoken message depending on the aim of the listening tasks.

When listening involves and synthesizes these two processes, it is called *interactive model* that is developed by Rumelhart (1975; cited in Flowerdew & Miller, 2005). Although the theory was originally developed withing the context of reading, it was applied to listening well. This model enables some learners to focus on bottom-up processing whereas others to rely more on top-down processing. It is obvious that beginners need to spend more time on developing bottom-up skills while advanced learners need to activate top-down skills (Flowerdew & Miller, 2005). Which process should be used by listeners dominantly when performing listening tasks depends on different factors such as listeners' proficiency levels, their familiarity with topics or the listening purposes of the activities (Yüksel, 2010). The following activities with their various goals utilize interactive processing (Brown, 1994, p. 248):

1. Listen to words from a shopping list and match the words to the store that sells it (Goal: recognize a familiar word and relate it to a category).
2. Listen to a description of a route and trace it on a map (Goal: Following directions)

What is certain is that teachers need to provide variety of listening activities to enable learners to practice different processing by following the techniques such as songs, chants, rhymes, stories, digital stories, games, dictation, and cartoon films. The following activities taken from the literature are appropriate for the age group and the focus of the study. Since one of the aims of the study is to increase listening comprehension, the activities regarding sound identification have not been considered within the scope of this study.

Teaching listening with suggested activities. In traditional classes, teachers talk too much and learners are passive. However, when teachers use activities involving learners through communication and action, teachers talk less and pay more attention to students. This

gives them time to learn about students' interests, observe and reflect on learning activities to adjust instruction accordingly (Waks, 2015). Therefore, it is very important for teachers to be able to design a variety of listening activities to meet the demand of learners. Because complete listening lesson can be planned by following three stages including pre-listening, while-listening, and post-listening, the following three sections suggest child appropriate listening activities, tasks and techniques under these categories.

Pre-listening Stage. The aim of this stage is to prepare learners to perform main listening tasks by using activities focusing on the content of the text and / or the language in the text by following the techniques such as brainstorming, researching, viewing pictures or photos, and discussing. Activities of this stage help learners to understand the requirements of the actual task by predicting what they are going to hear, what the text contains and plan appropriate strategies they may apply accordingly (Goh, 2014). Teachers can facilitate learners' comprehension of the listening material by implementing the following tasks (Topkaya, 2012, p. 194).

- introducing the setting and the characters (if there are any characters)
- activating learners' background information related to the topic of the listening
- engaging learners in guessing activities
- revising and/or pre-teaching vocabulary
- revising and/or pre-teaching structures

For instance, before listening to a song, the children are given several questions, for example, *“Is this song going to be happy or sad?” “Who do you think is the singer, a girl or a boy?”* and *“Do you think you will like the song?”* (Yuliana, 2003, p. 63).

While-listening Stage. During this stage, students develop their listening skills and fluency through one-way and two-way listening tasks.

Total Physical Response (TPR) proposed by Asher (1969) has been accepted as one of the most appropriate techniques when teaching to YLs owing to the fact that learners are expected to respond non-verbally to teachers' commands until they feel ready to speak as in the case of first language acquisition. Thus, before speaking, learners can receive a good level of comprehensible input along with a lot of physical manipulation and action language by following "here and now" principle that emphasizes the importance of relating the subjects to things that are physically present (Nunan, 2011). Furthermore, children are actively involved in the meaningful activity that supports their understanding of the language used (Moon, 2005). More importantly for this study is that TPR utilizes all learning channels such as auditory, visual and tactile as they listen, watch one another, and do the commands themselves (Linse, 2005).

In literature, there exist different TPR-based *listen and do* activities suggested by many authors (Kirsh, 2008; Linse, 2005; Moon, 2005; Phillips, 1993; Nunan, 2011; Scott & Ytreberg, 1990; Yüksel, 2010)

- Performing one-word commands, such as jump, stand, put on etc.
- Performing more complicated but child-friendly commands supported by appealing realias or pictures.
- Singing TPR songs such as "*Head and Shoulders*" or saying finger plays such as "*The Eensy Weensy Spider*" by pantomiming.
- TPR storytelling such as "*Goldilocks and the Three Bears*" that requires learners to hold up the corresponding storytelling piece or puppets to move according to the story as teachers tell the story.
- TPR yes/no cards to be used for responding to teachers' questions.

- TPR drawing by following the same instructions given by teachers. Alternatively, two pupils can sit back to back. While one of them describes a simple picture the other draws what is said.
- TPR games such as *Simon Says* requiring learners to carry out the commands when it is uttered without prefaced by *Simon Says*.
- Miming the target words or stories.
- Listen and engage in art and craft activities such as making a mask to be used in a role play or drama.

In addition to action-based activities, there appear many other valuable *listening for information* activities accompanied by pictures, worksheets or other visual and tactual materials suggested by well-known authors (Brewster et al., 1992; Kirsh, 2008; Linse, 2005; Moon, 2005; Phillips, 1993; Nunan, 2011; Read, 2007; Scott & Yetreberg, 1990; Ur, 1996).

- *Listen and label*: Listen to a description of an animal, person, or place so as to label specific parts.
- *Listen and match*: Pupils can listen to a piece of language and match with many items such as pictures to sounds, pictures to words, words to definitions, questions to words, pictures to speech bubbles extracted from dialogues or stories, and missing words to their sentences. They can be stuck on the board, on the worksheets or on bingo cards.
Find Your Partner (Interactive way of matching) Pupils move around with their picture, definition, word, question, or answer and ask questions of each other till they find their partner or correct match.
- *Listen and classify*: Pupils listen to descriptions and sort into different sets by making use of pictures, flashcards or worksheets. In addition, they can find the odd one out as they listen.

- *Listen and sequence:* Pupils rearrange the pictures, flashcards, or written phrases as they listen to a story, set of instructions or descriptions.
- *Listen and detect mistakes:* Pupils identify the mistakes either in the listening text or visuality accompanied by the text. For instance, when teacher tells a story or describes something in the classroom, listeners can raise their hands, call out or something else when they hear the mistake made deliberately by the teacher.
- *Listen and colour:* Pupils can color enjoyable pictures as they listen to descriptions.
- *Listen and guess definitions:* Learners write down or say what they guess about the teacher's oral definitions of a person, place, thing, action etc.
- *Listen and answer simple comprehension questions*
- *Listen and fill in missing information:* pupils can fill in the missing words within a grid, a questionnaire, a timetable, a song, and a short text.

Post-listening Stage. This phase provides a follow up to the listening activity to fulfill some basic purposes such as assessing the activities, material and self; personalization; extending the topic of listening through other skills such as reading, speaking, and writing (Şevik, 2012, Topkaya, 2012). Thus, it is the review process that provides feedback on the quality of their performances regarding the prelistening assignment and empowers learners to practice the target language based on the listening passage in additional related communication activities (Chastain, 1988 /1976). For instance, it is possible to design speaking activities through which students use some of the language in the text by relating the text to their own lives (Read, 2007). For instance: the following questions can be asked after listening to a song: “*How do you feel when you listen to the songs?*” “*What words do you remember?*” “*Do you like this song?*” “*Why or why not?*” (Yuliana, 2003, p. 63).

When different kinds of post listening activities aiming to encourage learners to do guided reflections are performed, learners become more conscious about what they have learned. In addition, when they share their reflections with their peers, they can discover new perspectives regarding the task of listening (Goh, 2014).

The studies investigating developing listening skills through activating different senses. Visuals accompanied by listening input such as pictures, sketches on the board or overhead projects should be the characteristics of most listening situations to support what is listened to and increase the attention and motivation of the learners. Believing the significance of visuality in learning a foreign language, Karimi & Biria (2014) conducted a study with 150 elementary students of English at The Iran Language Institute to investigate whether the use of visuals would improve the Iranian EFL learners' listening comprehension and motivation. The participants were divided into two language proficiency homogeneous groups to apply the listening treatment of the study. With regard to the treatment, the participants of the experimental group (N= 64) were shown a picture of the situation in which the conversation was taking place in addition to using predicting questions as a pre-listening activity whereas the participants of the control group (53) were exposed to the listening material without seeing any visuals, only having a pre-listening activity in which they were asked to answer some predicting questions. Although the T-test results of listening pretests revealed no significant difference between the groups, the result of the posttests showed that there was a significant difference between the groups in terms of their language proficiency in favour of experimental group. Furthermore, the statistical results of Schmidt's test of motivation which was administered to see if the treatment had any effect on the motivation of the subjects indicated that the use of visuals also improves the participants' motivation.

In a similar vein, Jones (2009) investigated the effects of providing multisensory support on 171 first-year second-semester English-speaking students of French with different

spatial and verbal abilities during their regular class time. The subjects were randomly assigned to four groups while listening to a passage in French: a control group that listened to the pronunciation of the keywords received no annotations; the students in the pictorial annotations group view their pictorial representations but not their written annotations; the students in the written annotations group view their English translations but not their pictorial annotations; the students in the pictorial and written annotations group received both written in the form of the English translation of the selected keyword and pictorial annotations by viewing the pictures. Immediately after the treatment and again 3 weeks later, the multiple-choice vocabulary recognition test and the recall protocol comprehension test were administered to the participants to find out the differences. Although high-verbal-ability learners consistently outperformed low-verbal-ability learners on both tests when they received pictorial annotations alone, the overall results indicated that within the low- and high-ability groups, the participants who received both the pictorial and written annotations outperformed all other learners who received uni-modal support in both tests. Thus, it is clear that interaction with the language and acquiring the language can be increased by providing multi-modal support. The overall results suggest that listening comprehension should not be considered as a single or unimodal process. Instead, it should be considered as multimodal process through which students are allowed to select, organize, and integrate information based on their preferences and cognitive needs.

In addition to recorded dialogues and monologues, puppets can be a good source for real time listening activity in the young learners class. Despite its rich potential as a teaching aid, the literature is poor in this respect. Among few, Yonki (2015) aimed to develop English talking puppet media consisting of hand puppets, mini speaker, flash disk and teacher manual in order to improve listening skills of 30 10-12 years old 5th grade elementary school learners of SD Negeri Tegalrejo II in Indonesia. Based on Research and Development model, five

steps were followed: (1) Conducting needs analysis from students' questionnaires and English teacher's interview; (2) Designing the media based on the needs analysis; (3) Developing the media based on the design; (4) Implementing the media to the students; (5) Evaluating the media. The teacher was given a guide book containing the followings: (1) Course grid and lesson plan; (2) Steps in using Talking puppet media; (3) Script of the story; and (4) assessment and key answers. Before using the talking puppet, the teacher introduced the new words by showing flashcards to the students and asking them to listen and repeat. Before listening to the story of "very hungry caterpillar" which was created as the audio output within the puppet, the pupils sang the song together. When the teacher pushed the button on the puppet, the pupils began to listen to the story. As they listen, they also perform a series of activities such as matching pictures with the right words, colouring the pictures, arranging the pictures to make a good story. After listening to the story, the participants completed the chart by using the words in the story. The quantitative data were analyzed with simple descriptive statistics and the qualitative data were analyzed in the narrative form. By getting 82% of items with regard to materials of instruction, it was clear that the material in the media were acceptable. Moreover, no revisions and evaluations were noted related to the materials. The English teacher' evaluation questionnaires revealed that the syllabus and program content were feasible and suitable for teaching of listening to young learners (82% in percentage of items). Finally, by getting 84% in percentage of items, the talking puppet is considered very good to use as media to teach listening to the fifth grade students. As can be seen, the talking puppet in this study is also a multisensory material which can accommodate all learning channels. By taking into account experimental suggestions of the study, it is very prominent to incorporate the use of the puppets in this MSLT program to provide visual and tactual /kinaesthetic input to the pupils in the intervention.

Multisensory listening comprehension activities could be achieved through the implementation of computer-based materials such as digital stories. The reason for using digital stories especially to a younger generation of learners is that they have visual and audio component through the integration of text, images (Oskoz & Elola, 2016). In another words, digital stories should be incorporated into language classroom due to its multimodal features that welcome a variety of learning channels (Hull & Nelson, 2005). Assuming that children receiving language instruction through the use of digital stories could show greater improvement in learning a foreign language, Verdugo & Belmonte (2007) carried out a study to examine whether there was a significant difference between the means for the control and experimental groups in their listening comprehension score as a result of incorporating digital stories in English teaching. The study was conducted with 220 six-year-old Spanish young learners who had just started learning English. The intervention was administered during 22 weeks in the second semester of the academic year 2005 by 6 EFL teachers attending to six different schools of Primary Education in Madrid, Spain. During two sessions per week, 112 students in the control group were taught English through teacher instruction and the exploitation of an EFL textbook *Zoom 1* (Richmond Publishing-Santillana, 2003) without being exposed to the Internet-based technology. On the other hand, 108 students in the experimental group were taught English by receiving the same kind of instruction as the control group during one session and by working on a selected number of digital stories in the other session. Although the pre-test results of the T-test for independent samples indicated no significant differences among the participating groups there appeared significant differences between the two groups in the post-test scores in favour of experimental group, which means that learners in the experimental group improved their listening comprehension skills more than those in the control group. Mentioning that the multisensory features of digital stories provided an immediate context for the lexis and actions presented in the narration, the study

suggested the use of digital stories to improve children's listening comprehension in English as a foreign language.

Songs can be used as a valuable teaching and learning tool, particularly to improve listening skills and pronunciation, and to teach vocabulary and sentence structures, and to have enjoyable time in the classroom. However, learners cannot learn how to communicate in another language only through singing songs but through using songs as tasks that help learners transfer the words in a song into using and maximizing the potential of songs as teaching and learning tools. Tasks should include a core stage at which students sing the song chorally several times and perform actions, and follow-up stages that should be considered as the successful completion of the core stage through writing sentences or gap-fill activities, or role-play activities (Millington, 2011).

Ghanbari & Hashemian (2014) investigated whether using songs is more effective than the traditional method which does not use songs in teaching English listening comprehension and pronunciation of 60 grade 5 young Iranian L2 learners from two language schools in Isfahan, Iran by assigning two experimental groups (one is male group with 15 pupils and the other is female group with 15 pupils) and two control groups (one is male group with 15 pupils and the other is female group with 15 pupils). They also examine whether L2 learners' gender make any significant difference in their success in English listening comprehension and pronunciation learning. The participants in the experimental group were instructed mainly through 10 nursery rhymes from the book "*Jingle Bells and Other Songs*". On the other hand, the participants in the control groups were instructed through the listening activities in the book *First Friends 1*(2009). The two-way ANOVA results revealed statistically significant difference between the experimental and control groups with regard to teaching listening comprehension and pronunciation through songs in favour of experimental

groups. However, no significant difference was noted between the male and female learners' performance in obtaining better results in listening comprehension and pronunciation.

Developing Reading Skills of Young Learners

Reading process is both a sensory process that depends on certain visual skills such as identification of symbols and a perceptual process that refers to the interpretation of what is sensed. It can be concluded from what is suggested in the literature on reading that reading is a visual and mental phenomenon (Ahuja & Ahuja, 2007). It is not wrong to say that successful reading depends on whether readers have clear vision or poor vision. In addition, readers with good auditory acuity and auditory perception can be efficient readers.

To put it differently, reading which is “a set of skills that involves making sense and deriving meaning from the printed word” requires not only decoding that refers to sounding out the printed words but also comprehending what is read (Linse, 2005, p. 69). For young learners, it is very vital to automatically recognize words that can be developed through rapid and efficient *decoding* which is related to the features of print concepts and how the text is organized, *alphabet principle* that means the ability to visually recognize and name the letters of the alphabet, and phonemic awareness that refers to be aware of that spoken language comprised of phonemes or speech sounds (Murray & Christison, 2011).

More comprehensive explanation with regard to reading was provided by Hallman (2009) by referring reading to a complex process rather than a level of achievement. In other words, the process of reading should aim to have a child developing some individual skills instead of reading at their grade-specified level. According to her, reading comprises of the some interrelated components that enable the reader to comprehend the text easily such as decoding in addition to fluency, expression accompanied by tone, and phrasing.

Fluency requires the reader to read effortlessly without using a staccato style whereas expression requires the reader to add feeling and emotion to the text through emotional voices

and appropriate facial expressions to reflect the character or the author's feelings. Moreover, phrasing is related to the text features such as commas, periods, exclamation points, questions marks, and quotation marks. Furthermore, decoding, as the problem solving aspect of reading, refers to the use of syntax, meaning, and visual discrepancy to decipher unfamiliar words. Reading in staccato style cannot be accepted as reading and expecting students to give their full attention to decoding words makes their brain overworked and makes comprehension difficult (Hallman, 2009). Through decoding, we convert visual symbol into auditory pattern and when students identify types of words, word parts, and chunks that represent meaning, they can decode a word independently. Moreover, in order to include kineasthetic element, teachers can provide students with materials such as commercially available letter tiles, magnetic letters, or index cards for manipulatives to enable them to work with words in a flexible way to create a mystery word in the end (Ruth, 2009, p.37).

On the other hand, children need to make high quality, relevant connections about the text to *comprehend* what they are reading by applying a variety of strategies such as activating their schema and interacting with the text.

Providing instruction in phonemic awareness and phonics is very vital for learners to achieve some level of automatic decoding which is necessary for short term memory's working on comprehension. Thus, teachers should balance activities that focus on decoding and comprehension due to the fact that the more learners spend too much mental energy into sounding out the words, the less mental energy they use in comprehending the text. Furthermore, teachers need to scaffold learners to be able to comprehend the text easily through teaching the way of making text-to-text, text-to-self, and text-to-world connections (Pardo, 2004). In addition, because questioning provides children with deeper comprehension, purpose, enjoyment and engagement, elementary children need to learn how to ask questions before, during, and after reading as a strategy to become skilled readers (Burkhardt 2009).

In addition to decoding, fluency, expression, phrasing and comprehension, learners need to *interpret* the written text through thinking and talking about what is read and through considering the mere symbols again to infer meaning not directly stated. Thus, the interpretation of learners could be assessed by the teacher to reveal whether they read and understood the text appropriately (Coşgun Ögeyik, 2012). As seen, there is depth in this type of reading that readers need to ask questions of texts, negotiate their understanding with classmates, notice multiple interpretations, and construct own understanding through individual connections.

Intelligent interpretation refers to the following skills (Ahuja & Ahuja, 2007, p. 34):

- Reading to get the main idea;
- Reading to get important details;
- Reading to answer specific questions;
- Reading to follow the logical sequence and development of the idea;
- Reading to apply what is read;
- Reading for deduction and implications; and
- reading to evaluate.

Bottom-up and top-down processing, and an interactive processing model. When working with written language, learners utilize the same two techniques they used in processing oral language, namely bottom-up and top-down processes. Although the late '80s' and early '90s' witnessed the reading wars between a phonics-first approach and whole language approach, it has nowadays been renamed as a code-first approach and a meaning-first approach. The code-first approach to reading instruction is based on bottom-up model that uses behavioral learning theory as a base while a meaning-first approach is based on an interactive model that uses constructivism or cognitive learning theory as a base.

The code-first approach gives emphasis on decoding that focuses on a bottom-up or phonological model of reading, which considers reading as sounding out words. Readers, in their working memory, use lots of small moving parts such as letters that are later converted into sounds, the sounds that are combined to form words, each word is placed in a sentence, and finally each sentence is comprehended within a whole, meaningful text. Thus, bottom-up processing refers to the use of language knowledge such as phonology, grammar, punctuation, cohesion, orthography by learners when decoding and making sense of a written text. That is, readers use their bottom-up skills when using the language processing strategies such as recognizing letters, associating each letter in English with its appropriate sounds, identifying individual words, making sense of the word, and trying to get meaning of phrases by chunking words (Anderson, 2014; Johnson, 2016; Kirsh, 2008). To put it differently, until students have phonological competency, they are required to deal with a variety of linguistic signals to infer meaning from the printed text.

Furthermore, having the higher-order top-down skills in reading is vital to comprehend the text. Top-down processing refers to ‘schema theory’ which emphasizes that meaning does not emerge from the text itself but learners derive meaning from the printed text by using the information, knowledge of the topic, context, author, and text genres, emotion, experience and culture they have (Barlett, 1932; Carrell, 1987). The meaning-first approach which reflects an interactive model of reading enables students to be engaged in whole, complete, texts first, and then teaching skills within that meaningful context. Moreover, whole language teachers and scholars do not focus solely on top-down process by ignoring phonics instruction. They do not ask what phonics instruction is but consider how and how much phonics instruction should be given. Thus, it is suggested to focus on an interactive model which emphasizes the use of both a bottom-up and a top-down processing throughout reading process. This is because readers cannot interpret the text successfully via using only their bottom-up skills

despite being able to decode the word and encode its meaning correctly. It is clear that readers also need top-down strategies such as making connections between the text and their background knowledge, making predictions through using contextual clues and constructing knowledge from the combinations of words appeared in the text to be able to make sense of the printed text. Because of this, sounding the word out becomes more difficult when the meaning of what is read does not make sense to the readers. Thus, the use of an interactive processing model that requires learners to utilize both bottom-up and top-down processing would be a better option for them to become fluent readers (Anderson, 2014; Brown, 1994; Johnson, 2016; Murray & Christison, 2011). A further discussion on teaching techniques will be summarized in the coming sections.

The most appropriate time to introduce children to literacy. The print word is the second main source of language after listening for beginners in learning a foreign language. However, as learners progress in the foreign language, the print language becomes their main source of expanding the language (Scott & Ytreberg, 1990). Although reading is necessary to pass exams and to be successful at secondary school and beyond, the most efficient time for children to start to read has frequently been discussed. In the literature there is no clear indication regarding the most appropriate time for children to start to read in L2. However, the following factors have been highlighted when making a decision on this issue (Kirsh, 2008; Linse, 2005; Nunan, 2011; Phillips, 1993; Read, 2007).

- The developmental stage of the child.
- The children's L1 specifically whether Latin script is used in their L1 or whether there is a one-to-one sound-letter correspondence in their L1.
- Their current literacy skills in L1.
- The child's level of oral proficiency in English.
- The child's interest and enthusiasm for reading English.

- Whether the child has a physical impairment or visual problem.
- The types of the text that students will read.
- What the curriculum dictates as to the starting age of introducing children to literacy.

As seen, L1 literacy is a prerequisite skill for learning to read in a foreign language to be able to transfer the skills and knowledge that an individual has developed from his/her L1 to his/her L2. Because children are exposed to different examples of written language such as signs, food labels, advertisements, packaging, the internet or SMS in their daily lives, it becomes artificial, from a linguistic aspect, to separate oral language from written language (Brewster et al., 1992; Kirsh, 2008). However, teachers have some doubts about introducing beginners the print word due to the fact that pupils might be confused, feel threatened or lose interest in learning the foreign language as well as beginning to mispronounce words that were previously pronounced correctly. Some teachers also become anxious about limiting the enjoyment aspect of language learning through focusing on reading (Kirsh, 2008). The fears of the teachers might have some ground to a certain extent that a challenging reading task can put off young learners too soon (Farrell, 2009). Therefore, teachers are responsible for dealing with this problem through clarifying unknown words contextually and prevent the beginners from having negative attitudes towards reading and from losing their interest in reading. It is clear that once they foster a positive attitude towards reading, they can improve their language and become efficient readers (Jose & Raja, 2011). To this end, the following suggestions can be given to teachers: Encourage an interest in reading through sending a message that the teacher personally values and enjoys reading, be sure that children comprehend what they are reading to engage learners and provide their enjoyment in learning; motivate learners to initiate and sustain engagement in a particular activity, give importance to talk about the text,

create a reading culture in the classroom, for instance, through reading aloud to children; and give positive feedback (Cremin, 2009; Vrublevskis, 2015).

A debate has been going on about the starting age of introducing children to literacy in English, in the ELTP 4th grade curriculum, the present study has had its fair share of this debate in that the intervention course design does not meet the standards of the MoNE curriculum which has been put into practice as of 2012 academic year; however, it had been planned and approved by the university and MoNE authorities back in 2006. The study was carried out in the first term of 2012-2013 academic year during which the 2006 ELTP 4th grade curriculum was still valid. Consequently, our reading activities and our reading achievement test were prepared in accordance with that curriculum. It emphasized the use of very short recorded dialogs and passages, very short, simple reading texts, short phrases and sentences, short descriptive paragraphs, stories (story telling / story reading), and various reading texts (ID forms, ID cards, mathematical problems, symbols, invitation cards, lists, timetables, weather reports, etc). As seen, although integration of four skills was emphasized by then, currently the listening and speaking skills have been forefronted in the 2nd through the 4th grades. Besides, the length of reading texts was not limited in the previous one; however, it is limited to 25 words at a time for 4th and 5th graders. As a matter of fact, reading activities are limited to the word level and as learners develop reading skills, they move to the sentence level and above (MoNE, 2013). The length of our reading texts used in the activities and in our reading achievement tests is not considered as appropriate for 4th grade learners attending to Turkish state primary schools anymore as of 2012.

Unskilled nonnative readers do not read the whole text and tend to translate the text word by word without considering comprehension which is the main goal of reading. Even reading whole texts, ways of reading are different either to get information or to get pleasure (Vrublevskis, 2015)

Furthermore, it is vital to be cognizant of difficulties that YLs face with in reading to be able to plan efficient lesson for them. The following behaviours that YLs exhibit while reading were identified by Murray & Christison (2011, p. 76):

Young language learners

- read slowly
- have poor comprehension if the topic is unfamiliar
- have trouble paraphrasing and isolating the main idea
- have trouble predicting what will come next in a narrative
- cannot differentiate among different genres
- have difficulty reading for meaning
- rarely self-correct when reading aloud.

By taking the aforementioned points into account, it is very vital to consider the most appropriate way/s of approaching the introduction of reading in a foreign language. Teachers should decide on when and how to scaffold children's reading. They need to be extra patient and encouraging when working with children. Although human cognition and psychi work in similar ways regardless of age, children should not be put off by arduous tasks and disheartened by fear of possible failure. Therefore, teachers are expected to treat more carefully and guide youngsters while learning.

Different approaches should be followed for children and adults by bearing in their mind that children and adult utilize different strategies when reading in the foreign language due to having different world knowledge and strategies to be applied in their L1(Farrell, 2009). The next section suggests some appropriate ways to introduce reading to YLS.

Ways of approaching the introduction of reading in a foreign language. Young learners are initially taught the letters of the alphabet and sound/symbol correspondences through phonics in addition to the names of high frequency vocabulary relevant to their life.

They are later asked to focus on the content after being exposed to the sentences presented in context, paragraph, and a variety of text types gradually (Nunan, 2011). Child-appropriate techniques such as phonics-based instruction, word games look and say, whole sentence reading, language experience approach, and reader and storybooks are mentioned in the relevant literature (Coşgun Ögeyik, 2012; Linse, 2005; Nunan, 2011; Scott & Ytreberg, 1990; Ur, 1996).

Phonic-based instruction. This approach refers to letter and sound relations that aims to develop word recognition skills. Students are firstly introduced to the letters of the alphabet and the combination of letters and then they are taught how to pronounce them. Phonic refers to the teaching of sounds as a part of decoding and phonic-based instruction is related to teaching children how letters can be put together to form words to help them recognize the correspondence between letters and sound (Crystal, 1989). On the other hand, pronunciation refers to the way of articulating sounds (Linse, 2005). Different forms of the letters should be recognized by the learners within the context of a text such as songs, rhymes and stories. In addition, phonics games and activities are valuable to enable learners to practice sound /letter relations (Nunan, 2011). With this object in her mind, Vera Clark (2009) designed 100 phonic-based lessons in her book entitled “*Vera Clark's Teach Me to Read English in 100 Easy Lessons: An easy-step by step phonics-based reading program for everyone*”.

Linse (2005) quite rightly warns teachers that phonics can easily be overemphasized by teachers and young learners by focusing on decoding more and meaning less. Thus, in ESL and EFL classrooms, phonics instruction should be well-planned and children should never be asked to read a word whose meaning is not known by them. Lest, it becomes difficult for YLs to notice that they are reading words, sentences, stories, or pieces of non-fiction due to over-focusing on the individual sounds. To sum up, it is clear that phonic-based instruction should be carefully integrated to the main course so that valuable class time is saved.

Whole words /Key words approach. A child practices saying the word that is generally presented on flash cards as s/he sees the card to achieve rapid whole word recognition. After mastering 15 words, they are introduced very simple books including only the known words. In order to teach word recognition, a variety of card games can be adapted such as Dominoes, Bingo, and Snap (Brewster et al., 1992). For instance, firstly cards are prepared by writing each word on two cards by an individual in order to play Snap! which is played either in pairs or small groups. All cards are laid face down in front of each person. Every person with a set of cards turns over two cards at a time to find out its pair. The winner is the person who matches all of the cards in the first instance (Nunan, 2011).

Flashcards and words written on cards are frequently used by teachers to design different activities to encourage learners to recognize as many words and phrases as they can before reading a text. For instance, students can be asked to point to the object on the card, guess which card a character (i.e. Teddy) has picked out of the hat (based on the information emerged from the story used in the classroom), match words and pictures (Scott & Ytresberg, 1990), odd-one-out or spot the difference among the words grouped in threes or fours (Brewster et al., 1992).

Readers and storybooks (Whole sentence reading). Rather than providing isolated phrases and sentences, familiar stories can be used to provide learners meaningful context to recognize phrases and sentences. Stories should be selected considering the principles of repetition, relevant and meaningful content to the lives of the learners, and the use of context (Nunan, 2011). A shared class story which is based on a picture can be created by the teacher and the pupils collaboratively. Teacher can write a simple sentence produced by the child orally in the child's book. The reading task of the child is to repeat the sentence after the teacher by pointing to the words as s/he reads. The teacher should spare limited time for each learner not more than a couple of minutes (Scott & Ytresberg, 1990).

Print-rich environment. Environmental print refers to what is seen all around people such as signs, labels, billboards etc. People are naturally exposed to the main language of communication through English-language environmental print in countries where English is widely spoken because exposing to English both in and out of the school is one of the most effective factors when learning a second language (Moon, 2000). Thus, it is certainly advisable for English language teachers to create print-rich environment in English classrooms. (Linse, 2005).

Labelling is a good starting point to provide a print rich environment that the children's coat hooks, trays, and desks can be labelled with their names. Pupils can be familiar with a foreign language through labels on the furniture and objects. Pupils need to be encouraged to practice the labels regularly. For instance; after putting labels on the items with regard to curriculum subject, pupils are introduced a cut-out butterfly (or a star or...) that would be found in a different place in the room each day. Entering the class, they are asked to find where the butterfly is to take their attention to the word on the label. It is important not to use too many labels and change them every week (Cameron, 2001).

Teachers can also create a literate, print rich classroom environment in English through creating a weather and date chart, making a birthday calendar and a chart with key instructions and symbols, displaying pictures of famous people, story or course book characters with speech bubbles for key classroom language, and sticking a notice board to write messages (Read, 2007, p. 48). What is more, a reading display of different text types can be set up including menus, timetables, stories, letters, advertisements, food packets, tickets, invitations etc. to make children be aware of different purposes of reading either to get pleasure or to find information (Brewster et al., 1992). That is, this technique helps to foster language beyond and above word level to paragraph level and text type level. This is

particularly helpful as it would prepare learners to learn language at discourse level, which has sadly been ignored in our EFL classes (Harmer, 2007).

Providing literacy events and routines in the foreign language classroom. In addition to providing print rich environment, the idea of ‘routines’ and ‘formats’ can be used as a social reading activity to make the written text as a part of the event. The classroom routine can involve “completing weather and date charts; devising rotas for classroom duties; checking attendance; recording reading progress” on a chart or picture by writing the title of a book that a child finishes; and a birthday event that can be designed as presented in figure 3 (Cameron, 2001, p. 144).

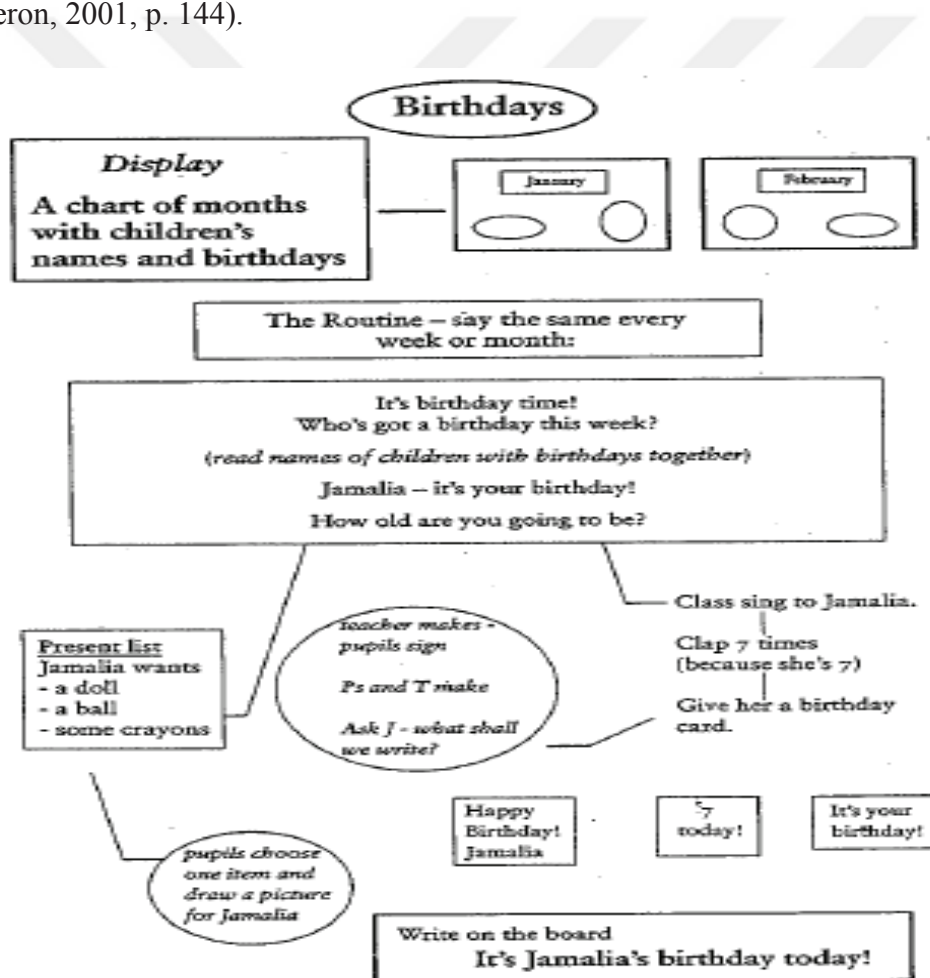


Figure 3. Meaningful reading and writing regarding birthday event as the class routine.

Language experience approach. This approach takes the advantage of the principles of personalization, and collaboration (Nunan, 2011). Because the content is formed by the pupil, this approach is a pupil-centered approach. The teacher writes down a sentence which

is required to be read by the pupil after listening to what the child has said (Scott & Ytreberg, 1990). This approach can also be designed as a group activity in which learners describe what happened after a shared event by using their own words and the teacher writes everything produced by the children on a giant size paper, a smart board, an overhead projector, or any other writing space in which all students can see the words and sentences as you write them to be read and re-read the text by the pupils together with the teacher (Linse, 2005). Since the text is created by the experiences of the learners, reading becomes more meaningful and pleasurable for them (Brown, 1994; Johnson, 2016; Linse, 2005; Nunan, 2011). Furthermore, if the sentences are written on large sheets of paper, it can be prepared as a big book for the class to be used in the following reading activities (Cameron, 2001).

Although having product outcome after finishing every type of activity is very important, the focus should be on the process through applying some techniques. Students need to be scaffolded by showing different processes, strategies and skills to enable them to accomplish any reading task (Sharma, 2004). The next section presents the most frequently used techniques in teaching reading.

Reading techniques. There appear many techniques and strategies that readers can apply when reading a variety of text types such as the use of background knowledge, reading for matching and reading for sequencing, predicting from the title what the passage would contain, guessing the meaning of unknown words from the context, using textual aids to anticipate information, skimming to get at the gist of the passage, scanning for specific information in the passage (Sharma, 2004).

Reading aloud & silent reading. It is the most common strategy used in elementary school level to associate the pronunciation of a sound and its written symbol. The teacher may have to reduce the time allocated to read aloud if children have little difficulty in decoding and pronouncing the printed words. Otherwise children might get bored and

decoding may fail to constitute proper reading (Chastain, 1988). Reading aloud to the teacher does not mean that reading round the class one by one. Instead, individually or in small groups, the teacher should ask questions in order to check pupils' thoughts by giving his/ her full attention to correct their pronunciation mistakes. Choral reading can easily become a chant in crowded classess (Scott & Ytresberg, 1990). Some ways of reading aloud were highlighted by Cameron (2001, p. 141) as such:

- Teacher reads aloud, children just listen, and perhaps look at pictures;
- Teacher uses a 'big book' , i.e. a large book with large enough print so that all children can see;
- Each child uses a text.

Each way of reading aloud requires learners to respond differently. For instance, when listening and watching an adult reading aloud, pupils can notice how books are dealt with in terms of words and ideas; they become cognizant of the patterns of text types such as stories, information texts, and sentence types; they can be motivated so that they desire to read themselves (*ibid*).

On the other hand, when students are involved in activities which require them to use both bottom-up and top-down processing and develop fluency in reading, silent reading can be used to enable them to interact with the text and to derive meaning from the text without being interrupted by the teacher (Coşgun Ögeyik, 2012). Although skillful readers can be motivated to read silently by reminding them to keep their lips still and attempt to read through the brain instead of using the mouth, it is not easy for readers to make this transition at a primary level (Cameron, 2001). Children should realize that it is absolutely necessary for them to read for understanding and for pleasure; thus, teachers should foster positive attitudes towards reading right from the beginning (Scott & Ytresberg, 1990).

Scanning & skimming regardless of age. Many students are ‘text-bounded’, which means that they tend to focus on the text and work slowly through every word. Thus, it is very vital to make readers notice that understanding every word is not always essential by teaching them some practical techniques to help them get rid of being ‘text-bounded’ readers (Littlejohn & Hicks, 1999). They also need to be aware of that learners approach the texts by using various reading skills considering the purpose learners have for reading it and the purpose of the text. Skimming refers to quickly checking a text or chapter to get the main idea of the contents whereas scanning refers to running through a text to find some specific information (Harmer, 2007). As seen, they are not exaggerated reading that there might be more looking and less reading. To use skimming, readers can read the introduction and conclusion parts of a text, or specific information by reading at a faster speed to get an overall idea from the whole text whereas to use scanning, readers stop once the information is obtained; thus, reading through scanning is a mere hit-or-miss procedure. When skimming precedes scanning, it becomes easy for readers to scan the text (Ahuja & Ahuja, 2007; Coşgun Ögeyik, 2012; Jose & Raja, 2011). The following skimming and scanning activities are suggested respectively by Coşgun Ögeyik (2012, p. 226)

- Matching headlines with texts
- Matching pictures with texts
- Matching statements with the topic of texts
- Using keywords to make predictions about the topic

On the other hand by making sound /symbol relationships, readers can perform different scanning activities as follows:

- Finding a specific information in a text
- Finding an item in a text
- Finding a particular number, name, programme in a text, and so on.

In addition, 'wall crawl' is another reading task that children can improve their reading skills through scanning. Students need to get specific information from a mixture of visual and written information displayed on the class wall to answer a list of questions. The teacher can limit the time and group the children depending on the number of questions they answer to provide feedback for their answers (Tice, 2004)

In short, at the beginning, teachers need to scaffold students' decoding and reading the word, chunks, sentences and texts at different length; teachers need to scaffold students through creating activities suitable to their age and proficiency besides through modeling and explaining strategies, thinking aloud, demonstrating them in their use, and helping them how to use them in a flexible way. However, they need to reduce their support gradually when students have more exposure and practice (Pardo, 2004).

Teaching reading with suggested activities. Reading was considered as a basic skill to be taught in the elementary school as it was formerly believed that once a student learned the basic essentials, s/he could progress in learning individually without any particular instruction partly because education was so widespread and accessible. However, reading specialists later suggested that reading cannot be focused as a separate skill to be learned in the elementary school. Instead, reading is suggested to be studied and taught throughout student's school life and even in adulthood (Stranchfield, 1965; cited in Ahuja & Ahuja, 2007). Thus, the whole lesson cannot be planned by merely focusing on reading skill with longstanding pre- while and post reading activities. Indeed, it is incongruent to plan a lesson by following a way different from activity-based language learning and teaching including a variety of activities when teaching English to YLs. Thus, it is clear that reading activities should be integrated in a lesson plan after students are exposed to enough oral input. The activities suggested will be explained in three phases.

Pre-reading activities. During this phase teachers need to allocate a few minutes to introduce a topic by taking students' attention to the title or graphics or pictures, encourage skimming and scanning, and activate schemata by inviting students to use their knowledge and skills (Brown, 1994). Besides understanding the reason for reading the text, learners need to be ready for reading in terms of both linguistic aspect and content aspect (Coşgun Ögeyik, 2012).

Pre-teaching vocabulary. It is very important to select a text appropriate for students' level by taking into account "The Input Hypothesis" proposed by Krashen (1985) who defined a learner's current language level as i and suggested that the input given to a learner must be $i+1$ level to make the input comprehensible. Thus, it is very essential that the text should include only few unknown words in order for readers not to spend too much mental energy in getting through unfamiliar words. Prior to reading, teachers should identify words that are necessary for readers to make sense of the text and teach them to students who must actively engage with those words by using them in written and spoken language. For example, students can be asked to create graphic organizers that show relationships among unknown and known words, which helps for creating new schema and strengthen the existing ones (Pardo, 2004).

Build and activate prior knowledge. Comprehension of the text is related to getting the author's ideas; however, it can be difficult for young learners to associate the text with something meaningful for them. Although all readers have schema, elementary teachers need to be model and teach their students how to utilize and apply their background knowledge to text to increase both enjoyment and comprehension besides supporting their learning through a variety of activities. Thus, teachers should create text-to-self connections by activating the learners' schema and relating the text to their own life experiences before moving to the actual reading process. Once they achieve authentic life connections with the text via making

use of their emotions, opinions, and personal experiences, they become more involved in the process of reading and consequently their reading experiences become more meaningful. Text-to-text connections can also be built through children's literatures by identifying commonalities between a new story and a previously read story to make the connections. Connections among different text types can also be created through making use of the titles, pictures, and colors, and describing the cover, the characters, or the plot. Reading aloud and teacher modeling are two helpful techniques to activate schema and make connections (Burkhardt 2009; Hennen, 2009; Pardo, 2004).

While-reading activities. Students need to be given a sense of purpose or a task by the teacher rather than merely reading the text (Brown, 1994). When performing the task, learners utilize both bottom-up and top-down processes by decoding and comprehending the text. Depending on the aim of the activity, students apply some techniques such as reading aloud, silent reading, and etc. (Coşgun Ögeyik, 2012). Since learners need to interact with the text during this phase, teachers should be careful about not only the text in terms of its genre, vocabulary, and language but also the readability of the text including the type of font and size. The quality of text can influence a reader's interaction with the text and a personal respond to the text (Pardo, 2004). The following activities can be used with young learners to develop their reading skills (Brewster et al., 1992; Cameron, 2001; Coşgun Ögeyik, 2012; Kirsh, 2008):

- *Alphabet game:* After learning the alphabet by singing or chanting it rhythmically, pupils can play a simple fun game. Immediately after the teacher says a letter at random from the alphabet, children shout out the next one or the one before.
- *Read and draw/ color /illustrate according to instructions:* When pupils are performing these types of reading activities, it is best to limit the time and remind them not to focus on details (comprehension).

- *Read and classify:* Pupils can read the words and classify based on a certain theme. For instance, they can classify the words as the clothes and food or clothes and body parts etc. They can also read different text types such as food packets and adverts and classify these under headings.
- *Read and identify the misfit (Odd-one-out or Spot the difference):* Pupils are asked to find inaccurate information within a given context. They can also be given a short text such as a recipe and asked to scan for the irrelevant word.
- *Read and match words or sentences or speech bubbles to pictures:* A matching activity can be combined with the activity above (identify the misfit) by involving some incorrect information to the text to be corrected by pupils through picture checking to make it more challenging.
- *Read the sentences or lyrics of a song or a poem and sequence them:* Pupils are asked to arrange the sentences of lyrics in the right order. It is very salient for learners to be exposed to the print after setting listening and speaking activities prior to reading activities.
- *Read and tick a chart to make sentences or ask questions:* Chart can be stuck on the board or on a worksheet to be completed by pupils and to be used as a prompt for interaction in pairs.
- *Read and complete the worksheet:* After reading a text, pupils can answer 'true /false' or multiple-choice exercises on the worksheet which are easy to design and administer.
- *Read and complete graphic organizers:* After reading a shaped poem related to a fruit, pupils can complete a semantic map by describing the fruit in the poem by using adjectives and. In addition, after reading a very short story about two animals pupils

can use a Venn diagram to compare animals by writing the similarities in the middle and differences on the left or right side of diagrams.

Post-reading activities. The following activities can be used as post-reading activities such as answering comprehension questions, guessing vocabulary from the context, identifying the main idea, examining grammatical structures, or preparing students for related writing activities (Brown, 1994).

- *Read and Answer the questions:* After reading a text such as a shaped poem, pupils can answer the questions. The questions can require learners to find very specific information (a word) such as the colour of the apple from the text (scanning) or to answer very general questions such as their favourite fruit.
- *Vocabulary Practice:* After reading a short text pupils are asked to find the key words they read on the given puzzle.
- *Jigsaw:* A part of the information each student has needs to be compiled and shared with the group in order to accomplish the main problem-solving activity (Murray & Christison 2011).

Multisensory studies with regard to reading. Making meaning when reading is associated with what is seen, what is heard and what is produced by pupils. These mental connections are built by multiple modes and senses. Thus, it is vital for early literacy activities to offer opportunities for pupils to see, hear, manipulate, touch, and feel at every level of literacy such as a letter, word, sentence, and a text through painting, tracing, colouring, and using modeling clay, visualising in their minds. Moreover, key features can be highlighted via coloured chalks or pens (Cameron, 2001).

Modeling is a very important way of supporting the comprehension of young learner as it is easier to retain modelled behaviour when learners describe what is expected by using their own words or through visual imagery alone without using verbal coding. YLs without

literacy skill can use pictures rather than a text. Instead of verbal response, they can point to the visual cues respond. If not, teachers remodel the behavior (Murray & Christison, 2011). Students can respond to written text through talking, drama, art, dance, photography, writing and the use of multiple media to show their comprehension of the text (Cremin, 2009).

Learners especially those who have difficulty in comprehending abstract concepts or reading texts learn more easily via visual stimuli. Thus, the impact of a lesson could be enhanced when multiple visual aids are integrated into the lesson (Baines, 2008). The success in reading, writing, and good behaviour which requires more complex sensory integration is based upon well-organized sensory integration utilized in moving, talking, and playing (Ayles & Robbins, 2005).

After noticing students' notebooks and binders which were covered in images from teen magazines and their explanations that they did not read the printed text but looked at the images, Buelow (2015) developed a strategy called Visual to Print Transfer (VPT) when working as a sixth-grade teacher in a culturally diverse elementary school. In this way, students can be engaged in text analysis by integrating out-of-school literacies into the official curriculum. Describing literacy as a meaning making process through several modalities, the author made use of text including a variety of forms such as print, visual, oral, and forms related to digital technologies. The class was divided into small groups in which students selected an image collaboratively to analyze. The teacher used thinking aloud strategy to teach how to analyse a text to assign meaning by explaining that all texts include a variety of elements. The teacher modelled by showing the following elements: person, hair/make up, clothing, and accessories as context clues about the theme before asking them to list the elements in their images, consider how the details for each element support to the theme of the text. Students wrote their understanding individually after discussing the narrative elements collaboratively. Thus, the study showed that the use of VPT, particularly media

images of Hollywood icons, motivated the students and supported their transfer of knowledge from a visual text to a print text by helping them to analyze and identify textual evidence and applying a critical perspective to different text types.

For instance, Brown (2013) carried out a project to qualitatively examine the impact of integrating graphic novels on the language and literacy skills of 18 diverse elementary school students living in the Southeastern United States. As guided reading groups, learners firstly read various print-based graphic novels and later they wrote their own graphic stories by publishing them into digital format using Microsoft Photo Story. The researcher, as the additional reading teacher, provided scaffolding through verbal interaction by asking comprehension questions before, during and after reading and by taking their attention to the images in graphic novels which primarily supported their text comprehension. Besides, mini lessons were given to the learners with regard to the use of narration, different types of speech bubbles, punctuation, setting, character development, and reality versus fantasy. The results of the project revealed that the students' understanding of story was enhanced as a result of scaffolding through teachers' questions and teachers' taking the readers' attention to the images.

Van Staden (2011) also conducted an experimental study in order to investigate the effects of direct instruction and scaffolding on reading and reading related skills including phonological/phonemic awareness, sight words and word identification, reading fluency, vocabulary knowledge, syntactic awareness, and the application of reading comprehension skills of 288 ESL learners from 24 primary schools in South Africa. The reading scaffolding techniques used in the study were comprised of interactive word-wall activities, the Fernal approach (VAKT approach) including the implementation of reciprocal questioning through interactive discussions as to the title, pictures and new words, the Cloze procedure with contextual clues and the use of reading comprehension strategies such as predicting,

questioning, making inferences, and summarizing and retelling stories in English to enhance reading comprehension in addition to playing word games and sorting vocabulary cards of word meaning into different categories or themes. The results indicated that the students in the experimental group outperformed the students in the control group with regard to reading and reading related skills. Thus, this study verified that explicit instruction in conjunction with multi-sensory instructional strategies used as reading scaffolding techniques can promote ESL learners' reading and reading related skills.

In order to scaffold learning, Suits (2003) suggested the use of guided reading by taking each child's competencies, interests, and experiences to be able to adjust the teacher's support to make learners independent readers by using strategies such as small group instruction, meaningful texts, accessing and building background knowledge via cooperative learning, graphic organizers, the language experience approach, shared and interactive writing, teaching vocabulary in context by giving opportunity to work on word meanings through making vocabulary webs and using drama, pictures on charts, picture dictionaries, and posters. Besides, she also emphasized the importance of daily read-aloud accompanied by teachers' use of facial expression, gestures, tone of voice, illustrations, and modeling so as to demonstrate literacy concepts. Therefore, guided reading lessons were planned by her including a variety of levelled guided reading books from various genres. During one school year, 39 second language learners in grades 1-3 from a multicultural population participated in this study. A computer spreadsheet was used to report the learners' each grade level quarterly. It was reported that the students progressed an average of 3.5 levels during the intervention; thus, they made rapid progress in reading.

In addition, Proctor, Dalton & Grisham (2007) provided multimedia digital reading environment including the use of the two work storage databases, namely Work Log and My Glossary by defining some reading comprehension strategies such as questioning, clarifying,

predicting, summarizing, visualizing and feeling responses so as to scaffold vocabulary knowledge and reading comprehension of the 4th-grade Spanish-speaking English language learners and struggling readers. The results of this study revealed that the scaffolding given in the intervention enabled the learners to promote their vocabulary knowledge and reading comprehension.

In the same vein, hypothesizing that digital stories that combine animation pictures, sound, music, rhyme, and narration facilitate understanding of the meaning in a faster way, Salkhord, Gorjian & Pazhakh (2013) conducted a study to investigate the impact of digital stories on reading comprehension of 60 Iranian young learners with the mean age 12.7 years by dividing them into three groups such as two experimental groups and one control group. One of the experimental group was taught through internet-based instruction including 10 digital stories with pre and post-reading tasks whereas the other experimental group was taught through paper-based instruction including the printed form of the same digital stories and activity worksheet and the same pre and post reading activities. The control group was taught through conventional instruction including the printed text of the same 10 digital stories without any pre or post reading tasks but depending on reading and translating. After the treatment, each group was administered an immediate post test and a delayed post test based on 10 digital stories. The post-test contained 50 items including reading comprehension questions such as questions with short yes/no answers, true and false, and multiple-choice. The results of one way-ANOVA revealed significant difference among the groups and the Post-hoc Scheffe test indicated that The online instruction of digital stories does have more significant impact on the learners' reading comprehension skill than conventional or paper-based instruction. The results also showed that applying the pre and post reading tasks may improve the learners' reading comprehension.

In their study, Martens, Martens, Doyle, Loomis, & Aghalarov (2012) explained the results of their a yearlong project with first grade children in which they explored how children gained insights in reading and communicating besides developing critical thinking skills via their reading of picture books (totally five picture books during the project) by making sense of the art in it besides written words and their creation of their own work. Picture books which are one type of multimodal text include the linguistic (written text), visual (illustrations), spatial (evident in the design, layout, and composition), and gestural (found in the positions and movement in the illustrations) modes. The researchers helped the children notice art besides written language through brainstorming and discussion for each picturebook. They observed that children responded very positively to every picture book they read, expand their understanding of text by creating and constructing meaning via using multiple modes, and create meaningful texts. Moreover, the study indicated that when readers focused solely or primarily on written language their comprehension was limited. On the other hand, children became critical thinkers and enhance their reading and writing abilities via multimodal experiences.

Wang (2013) carried out a comparative analysis of two multimodal texts that combine words and images and one monomodal written text that relies on words to examine whether multimodal texts produce meaning in a different way from monomodal texts. The same subject matter of all the texts is wildlife protection so as to educate people to be aware of the harmful effects of climate change on polar bears and penguins and to have a responsibility to protect environment and stop the current situation getting worse. The analysis revealed that readers approach multimodal and monomodal texts differently in such a way that multimodal texts are more effective in attracting viewers' attention and delivering the message in a split second whereas the monomodal text of writing is more effective in providing readers with detailed information of the subject matter. In addition, the structure and organization of the

multimodal texts directly display the primary concern or subject matter at viewers' first impression, which makes it easy for readers to comprehend the subject matter. Furthermore, an analysis of the events and circumstances helps viewers understand the world represented in the multimodal texts. Moreover, the results indicated that multimodality and monomodality texts create different interpersonal relationships between designers/writer and viewers/readers with regard to the meaning construction. To put it differently, a reader can easily interact with a text when combined with the image and understanding of the subject matter becomes a joint and coherent event between a writer and a reader whereas readers are more directed by the writer to get information and knowledge from the monomodality text.

Pandya (2012) investigated the relationship between multimodal texts and literacy skill development. The author reported the results of her case study with Mai, a 20 year old Vietnamese with fluent English, who arrived in the USA when she was 8 years old. She enrolled in an undergraduate literacy course at California State University in which learners were required to design digital videos as multimodal texts that represented their interpretation of the target novel in two weeks after reading the target novel in a literature-circle format over a five-week period. The author assessed her literacy skill. The researcher interviewed with over 60 English learners age 8–25 with regard to their experiences in composing digital videos that enabled them to engage verbal, visual, written, and other modes of meaning making before and after they begin making videos. The results indicated the following points: audience was considered when choosing images with great care; recording the voice and hearing it back individually provided a comfortable situation to speak rather than speak to the peers and the professor; when compared to traditional essay writing, composing for digital video was considered as engaging and fun.

Multimodal texts might include picture books, information books, newspapers, magazines and technology-based texts such as mobile phones, email, some other digital

devices such as CD Roms or DVDs and music players incorporating photography, entertainment, gaming, and internet access. Walsh (2006) examined the differences between print-based texts and multimodal texts to reveal how readers might process each text by scrutinizing a novel (*Milo's Wolves*) as a unimodal text and a picture book (*The Wolf*) and an internet site (*The International Wolf Center*) as multimodal texts. The differences emerged from this analysis are displayed in table 1.

Table 1

Comparison of reading print-based texts and reading multi-modal texts

Reading print-based texts	Reading multimodal texts
<ul style="list-style-type: none"> • Principals mode: the words that 'tell', including the discourse, register, vocabulary, linguistic patterns, grammar. Arrangement and layout of chapters, paragraph and sentence structure, typography. • Use of senses: visual some tactile. • Interpersonal meaning: developed through verbal 'voice' – through use of dialogue, 1st, 2nd, 3rd person narrator. • Verbal style: including tone, intonation, humour, irony, sarcasm, word play, developed in the use of 'words'. • Typographical arrangement, formatting, layout, font, punctuation. • Verbal imagery: including description, images, symbolism, metaphor, simile, alliteration, poetic devices with words, sound patterns. • Reading pathway: mostly linear and sequential. Reader mostly follows. 	<ul style="list-style-type: none"> • Principals modes: visual images that 'show' including layout, size, shape, colour, line, angle, position, perspective, screen, frames, icons, links, hyperlinks. Movement, sound, animation with graphics, video clips, voice-over, write-over. • Use of senses: visual, tactile, hearing, kinaesthetic. • Interpersonal meaning: developed through visual 'voice': positioning, angle, perspective-'offers' and 'demands' and sound. • Visual style: choice and arrangement of medium, angles, colour, graphics, animation, Windows, frames, menu board, hyperlinks. • Visual imagery and sound effects: use of colour, motives, icons, repetition, with specific voice, music, sound f/x. • Reading pathway: use of vectors- non-sequential, non-linear. Reader has more choice and opportunity to interact.

The information in table 1 indicates that readers rely merely on how the words are used to derive meaning from print-based texts. However, readers have opportunities to construct meaning through using multi senses with the help of simultaneous functioning of the modes of prints, image, movement, colour, gesture, 3D objects, music and sound on a digital

screen. Reading comprehension requires the use of some strategies such as prediction, guessing, imagination and questioning. It is obvious that although readers engage with two types of texts by activating a variety of schemata such as background knowledge, knowledge of topic, knowledge of genre, how different modes contribute to the meaning-making process is different.

In addition, appropriate drama activities can be used to provide active reading and to accommodate the needs of kinesthetic learners. Because classroom drama does not include silent reading by sitting down and taking a test, students can interact with the text by being involved physically. For this purpose in her mind, Branscombe (2015) conducted a series of lessons with 21 3rd graders to examine the effect of using the tableaux which is also called “still image” or a “frozen Picture” on their reading comprehension, particularly getting main ideas in informational texts about the Earth and the solar system. Firstly, a passage was read aloud by the teacher to the class of third-grade students. The students worked in groups to reread the text in order to decide on the main idea and practice a tableau representing the main idea to present their tableau presentation to each other. Children were taught that focusing on the meaning was very important to create a tableau in addition to responding to the text by using their gestures, facial expressions, and spatial positioning. After the study, they were given a survey including the following question “Did making a tableau help you understand the main idea of a science text?” with an open part which required the students to write about their reasons for their choices of yes or no answers. 16 students responded “yes”, 2 students circled both “yes” and “no”, 1 student wrote sometimes,” and 2 students responded “no” in order to answer the question. Moreover, the analysis of the open-ended part indicated that the use of tableau increased the comprehension of most of the students due to its visual and active components. As a post reading activity, it was suggested to arrange a free speaking activity in

which students were asked to answer whom or what they were in the tableau by depicting meaning from a scene.

This chapter summarized teaching vocabulary, listening and reading in English to YLs with suggested activities and related studies. The following chapter will present methodology used in this study including the research paradigm and design, the context and participants, the treatment (MSLT) with its planning phase, materials and activities, the research instruments, data collection and analysis procedures, and finally the study's ethical integrity.



Chapter III: Methodology

Introduction

Research studies are conducted in different ways considering different theoretical frameworks, goals, methods, and data sources (McKay, 2006). Additionally, there are sets of certain beliefs which can be referred to as a paradigm that is to be followed by a researcher in searching for answers to research questions. Therefore, the purpose of this chapter is firstly to discuss about the research paradigm, upon which the present study has been grounded in order to explain why and how the researcher has made decisions related to the methodological approach in this study. Secondly, this chapter presents detailed information about the research design of the study and the research questions. Thirdly, it describes the context, its participants and the instrumentation for the study. Finally, this chapter delineates the study's data collection process, adopted approach, and the study's ethical integrity.

Research Paradigm

The way how we think affects the way how we study different phenomena in social sciences. Therefore, researchers need to understand the philosophical underpinnings that inform the reasons for choosing research problems, formulating research questions, dealing with methodological aspects, seeking ways and tools to elicit data to answer research questions (Cohen, Manion & Morrison, 2000; Grix, 2004). Researchers have a dilemma in the use of quantitative and qualitative research designs which have distinctive views about the nature of our knowledge about the physical and the social world (Pring, 2000). Quantitative research aligns with the positivistic paradigm, whereas qualitative research aligns with naturalistic or constructivist paradigm. Thus, the aim of this section is to clarify the researcher's intentions and the philosophical assumptions with regard to the present study.

The foundations upon which research is based on such as our beliefs about the nature of social reality (ontological aspect) and the knowledge of the social reality (epistemological

aspect), which are being investigated, frame our choices, actions and particular practices that we do to attain that knowledge (methodological aspect). With regard to the nature of the social reality (ontological concern), the quantitative research is based on realism which emphasizes that the social reality is external to the researcher who perceives it while qualitative research is based on a relativistic and constructivist view that regards social reality as being internal to the researcher and multi-faceted (Krauss, 2005). On the other hand, in terms of the nature of knowledge (epistemological concern), positivist approach to research in social sciences emphasizes that knowledge of social reality is objective and findings of such research are true and verified hypotheses are considered as facts or laws whereas naturalist approach is subjectivist and stresses that findings of this type of research are considered as significant when they converge with individuals' own reality (Allison & Pomeray, 2000).

Quantitative methods in positivistic paradigm are seen to be appropriate to the physical world rather than the personal and social world (Pring, 2000) by seeking generalizable causal knowledge and thus inherently privileges cross-context recurring regularities in human action (Greene, 2006). On the other hand, qualitative methods used in social field are designed to help researchers understand the meanings people assign to social phenomena. The advantage of using qualitative methods following an interpretivist paradigm is that they generate rich, detailed data via valuing multiple perspectives to examine the multiplicity and contextuality of social knowing from the point of view of those involved in research context (Greene, 2006; Krauss, 2005; Weinreich 1996).

Pring (2000, p. 88) stated that "in failing to do a proper philosophical job, educational researchers have drawn too sharp a contrast between quantitative and qualitative traditions". Thus, researchers might find out a new philosophical foundation which embraces a wide range of research questions in order to understand the complex processes in educational research. Cohen et al. (2000) highlighted a new approach to educational research as the

paradigm of “critical educational research” which regards both positivist and interpretive paradigms as presenting incomplete account of social behavior, in that they seek to understand and delineate an existing situation. However, the paradigm of critical theory which is influenced by the early work of Habermas seeks to question and/or transform an existing situation. His approach subsumes the previous two paradigms, namely positivist and interpretive, and goes beyond them (Habermas, 1972 cited in Cohen et al, 2000).

Greene (2006) and Creswell & Plano-Clark (2007) emphasized the necessity of studying and discussing the adopted paradigm on the basis of a mixed methodology due to its paradigmatic pluralism. Accordingly, critical realism or pragmatism or multiple paradigms were suggested as a strong candidate for such an alternative paradigm which should encompass all of quantitative and qualitative research. Therefore, the researcher has adopted multiple worldviews in this study in order to address the chosen research questions. Accordingly, the researcher found it necessary to combine the quantitative/positivist paradigm which enables her to statistically analyze the scientific data obtained from the achievement test results with the qualitative/interpretive paradigm which provides the understanding of the perspectives of learners and the teacher about multisensory language teaching via the teacher’s blog and the learners’ diaries in order to triangulate the data to encompass various aspects of MSLT on the learners’ achievement of vocabulary knowledge, listening and reading skills in English.

Research Design

The study will draw on both qualitative and quantitative research paradigms in order to achieve triangulation so as to provide the researcher with the opportunity to investigate the convergence, inconsistency or contradiction of the evidence (Greene, 2008). Following a mixed method design, the study adopted the notation system, firstly introduced by Morse (1991), which uses a plus sign (+) to indicate that both the data collection and analysis of

methods occur subsequently. Moreover, the weight or importance of the methods within the study should be represented by using uppercase letters for prominence and lowercase letters for less dominant methods (Morse, 1991). The notation system rule of this study is presented as the following: QUAN + qual (quantitative approach is dominant).

True experimental designs require random assignment of subjects whereas quasi-experimental designs which are similar to randomized experimental designs in terms of manipulation of an independent variable are not randomly assigned (Ary, Jacobs, Sorensen & Walker, 2013; Depoy & Gitlin, 2015; Taylor, Kermode & Roberts, 2007). Hence, in this study it was decided to employ quasi-experimental research type with the nonequivalent comparison groups design, as random assignment is not possible in state primary schools throughout mainstream education.

In this study, subjects were two intact groups of 4th grade classes, 4A as a control group which was given mainstream education, and 4B as an experimental group which was given the treatment of multisensory. As Nunan & Bailey (2009) emphasized, the nonequivalent comparison groups design is not as stronger as the true experimental designs due to lack of randomization, so it is difficult to claim that the groups were equal. However, this design is stronger than the intact groups design due to the data from the pre-test which allows the researcher to assert whether or not the groups were identical or quite similar before giving the treatment (*ibid*, 2009). Based on the pre-test results, it is clear that the pupils in two classes were similar in terms of their demographic features and background knowledge. An experiment was conducted in the first term of 2012-2013 academic year. At the end of the treatment, both groups were measured to see if there was a significant difference between them as a result of the treatment.

Context

The site for this research was a small state primary school, namely Görükle Hasan Güney Primary School. Görükle is located in Western suburb of Bursa, which is the fourth largest city of the country with a population of around 2 million. Although the district used to be a slum area, it has been torn down and new residential buildings such as houses and hostels, restaurants, pubs, coffees, laundries and recreation centers have been constructed particularly to provide university students new accommodation opportunities. Therefore, it has become a major attraction for university students.

The school was built by a benefactor who was a school teacher, Hasan Güney, in 1998. It comprises totally 21 classrooms, 1 nursery class, an indoor sport facility, a tennis court, and a turf football field. It attracts mostly students from middle class families with 2-3 children. Most of them make their living through livestock, olive cultivation, farming including tobacco, wheat, and sun flower besides industrial labor. Because families' literacy rate is almost 100% they place special emphasis on education without gender discrimination.

The school was small but well-maintained, decorated, clean and appealing to pupils and well-equipped with the technological devices. Each class has its own computer with head projector and internet access which is only available with the teachers' password. In the classroom, all desks and chairs are placed in a row forming 3 columns over-looking the board, which is typical in a teacher centered traditional classroom. There is no big working space between the board and desks and the teacher needs to remove the front desks to the sides in order to create extra space for some activities. The classrooms are well-lit, well-heated and there is no acoustics problem in the classrooms or disturbing background noise coming from traffic.

The school has a double shift system (also called double session school) to be able to cater for two separate groups of learners during a school day. The first group of pupils, 5-6-7-

8 graders (middle school period), attends classes from early morning (07.30) to early mid-day (12.20) while the second group, 1-2-3-4 graders (primary school period) attends from mid-day (12.30) to late afternoon (17:30). Therefore, each classroom is used by two groups of pupils, which affects the use of the bulletin boards, walls, the storage of materials and supplies, and classroom decoration and seating arrangements.

The researcher, teaching in the ELT Department of Uludağ University faculty of education, has been cooperating with this school for 3 years in accordance with the protocol between the Turkish Ministry of National Education and teacher education institutions. In the seventh term of their education, student teachers studying at the faculty of Education visit two schools to do their practicum. Therefore, this school was chosen as the site for this study because of practical reasons; it takes about 10 minutes to arrive by car from the university campus, the researcher was already familiar with the teachers, the administration, the school environment, and the student profile.

Participants

The subjects. The participants of the research consist of totally 51 4th grade Turkish pupils (9-10 year-olds) enrolled in Öğretmen Hasan Güney Primary School. Pupils are introduced to English for the first time in their 4th grade in Turkish state schools. Therefore, our subjects were not expected to have any previous knowledge of the English language. The school administration had already placed 4th grade pupils in two separate groups, namely 4A and 4B. Deciding which group was going to be control and which one experimental was based on their weekly schedule. The researcher decided to have 4A as the control group and 4B as the experimental group. The rationale behind this decision is that 4B's weekly schedule fitted to her weekly schedule. Moreover, 4B had two hours English class on Mondays and the two hour time space was thought to provide enough time for the teacher to do the main part of scheduled teaching. Table 2 presents the demographic features of the participants.

Table 2

Distribution of the Participants' Gender and Background Knowledge of English

Treatment Groups	No	Gender		Background knowledge of English		
		(Number/ Percentage)	(Number/ Percentage)	(Number/ Percentage)	(Number/ Percentage)	(Number/ Percentage)
		Female	Male	Yes	No	A little
Control (4A)	26	12(46,2%)	14(53,8%)	1(3,8%)	11(44,3%)	14(53,8%)
Experimental (4B)	25	9(36%)	16(64%)	3(12%)	6(24%)	16(64%)

Considering the information in table 2, it is clear that the control group (4A) consisted of 26 students, 12 of whom were female (46.2 %) and 14 of whom were male (53.8 %) while the experimental group (4B) consisted of 25 students, 9 of whom were female (36%) and 16 of whom were male (64%). The classes were already existing groups of learners, thus no random selection or no other statistical sampling method was employed. All of the students were Turkish with similar backgrounds. With regard to the participants' background knowledge of English, in the control group, 11 students (44.3 %) reported that they knew English, 1 of them mentioned that she does not know English (3.8 %) and 14 of them said they knew a little English (53.8 %). On the other hand, in the experimental group, 6 students (24%) reported that they knew English, 3 of them mentioned that they did not know English (12%) and 16 of them said they knew a little English (64%). When their pre-achievement tests were analyzed, it was seen that the students who reported that they knew English could answer the questions only related to 'colors and numbers' which are not the main content of the study. Because the groups were intact classes, there were absentees from each group. As a result, not all of them took every single test the researcher gave them. The participants who did not receive pre-achievement tests were excluded from the study. However, to what extent their reports could be reliable is questionable since they did not have an English course in their educational programme.

The teacher. The teacher in this study was female and 32 years old. She graduated from Uludağ University Faculty of Education ELT department in 2004. She has been teaching English in different state primary schools since she graduated; thus, she had a nine-year teaching experience with children. She took In-class Activities for Young Learners course from the researcher during her teacher education. Therefore, it became easy for the researcher to share, discuss and plan activities, materials and lessons in collaboration with her as both the researcher and the teacher were able to think along the same lines and therefore both were able to develop communication on an existing rapport between them. With regard to her characteristics, it was observed that she was positive, helpful, energetic, tactful and cheerful. She seemed to have positive attitudes towards teaching English and her students. As a professional, she is enthusiastic for learning, open-minded, ambitious and an innovator in her own sphere.

The Treatment (MSLT)

Every learner has a tendency to perceive whatever s/he is taught through one or more modalities, thus providing language input through multiple-modality stimulations can be an advantage for learners in foreign language classes (Dunn & Waggoner 1995). Various research findings suggest that children's learning is enhanced when the new material and subject are introduced multiple times through a variety of media and forms including auditory, visual, verbal, and spatial presentation, and in a multi-sensory language learning environment in order to activate different parts of their brain (Akpınar & Aydın 2009, Davis 2009, Nilson, 2010). Therefore, using multiple input modes is an advantage not only for learners to maximize their learning but also for teachers who can revive their teaching and thus feel professional fulfillment due to the use of multiple teaching techniques and multisensory teaching materials (Nilson 2010; Read, 2007).

Considering the advantages of teaching via multisensory approach aforementioned in the literature part of the study, the researcher carried out this intervention study which focused on English language instruction and materials combining auditory, visual, and tactual/kinesthetic perceptual learning styles. In the following three sections, the steps of planning the treatment, multisensory materials and multisensory activities are given in detail based on the learners' perceptual learning preferences such as visual, auditory and kinesthetic.

Planning the treatment. The researcher firstly decided on the target units in the coursebook “İlköğretim English 4 Student’s – Workbook 1”. Following this, pre-achievement tests were prepared by the researcher based on the contents of the target units, namely unit 3 (Family Members, unit 4 (Clothes), and unit 5 (Body Parts). These tests and a learning style survey were administered during the second week of the winter term.

The participants had 3 hours of English language course per week and the syllabus was designed accordingly. Each unit had to be covered in approximately two weeks (6 hours). The students were instructed in their normal English classroom at their regularly scheduled times as seen in the following table.

Table 3

Distribution of English Lessons of the Treatment Groups

Treatment Groups	Intact Classes	Class Days	Class Hours	Duration	Class Time
Experimental	4B	Monday	2 hours	80 minutes	12.30- 15.00
		Wednesday	1 hour	40 minutes	15.10-15.50
Control	4A	Monday	1 hour	40 minutes	15.10-15.50
		Wednesday	2 hours	80 minutes	12.30- 15.00

For the purpose of designing multisensory lessons, firstly learning preferences of the learners were analyzed so as to plan each lesson including materials and activities by

accommodating their learning preferences better. Table 4 shows the weekly procedure of the treatment.

Table 4

Procedures for Treatment Groups

Weeks	Control Group	Experimental Group
1 st	<ul style="list-style-type: none"> Finding out weekly schedule of the group A 	<ul style="list-style-type: none"> Finding out weekly schedule of the group B
2 nd	<ul style="list-style-type: none"> Administering the learning style survey 	<ul style="list-style-type: none"> Administering the learning style survey
3 rd	<ul style="list-style-type: none"> Administering pretests respectively vocabulary, listening and reading achievement tests in different class hours 	<ul style="list-style-type: none"> Administering pretests respectively vocabulary, listening and reading achievement tests in different class hours
4 th	<ul style="list-style-type: none"> Mainstream education 	<ul style="list-style-type: none"> Mainstream education
5 th	<ul style="list-style-type: none"> Unit 3 entitled “immediate family” through traditional textbook-based teaching 	<ul style="list-style-type: none"> Unit 3 entitled “immediate family” through multisensory language teaching
6 th		
7 th	<ul style="list-style-type: none"> Unit 4 entitled “my clothes” through traditional textbook-based teaching 	<ul style="list-style-type: none"> Unit 4 entitled “my clothes” through multisensory language teaching
8 th		
9 th	<ul style="list-style-type: none"> Unit 5 entitled “body parts” through traditional textbook-based teaching 	<ul style="list-style-type: none"> Unit 5 entitled “body parts” through multisensory language teaching
10 th		
11 th	<ul style="list-style-type: none"> Administering post-tests respectively vocabulary, listening and reading achievement tests in different class hours 	<ul style="list-style-type: none"> Administering post-tests respectively vocabulary, listening and reading achievement tests in different class hours
12 th		
13 th	<ul style="list-style-type: none"> Mainstream education 	<ul style="list-style-type: none"> Mainstream education
14 th		
15 th	<ul style="list-style-type: none"> Administering delayed posttests respectively vocabulary, listening and reading achievement tests in different class hours 	<ul style="list-style-type: none"> Administering delayed posttests respectively vocabulary, listening and reading achievement tests in different class hours

Procedure for control group. Although the same teacher taught both the experimental and the control group, she used different techniques for the groups. The participants in the control group were taught through following only the target units [unit 3 (family members), unit 4 (clothes), and unit 5 (body parts)] in the coursebook “İlköğretim English 4 Student’s and Workbook 1” during the treatment. They were exposed to exercises, tasks, pictures and songs in the coursebook whereas the participants of the experimental group were taught by multisensory materials and activities.

Procedure for experimental group. The experimental group received the treatment of MSLT including various materials and activities which addressed to different learning channels.

Multisensory materials. In line with the coursebook, materials of different types and sources were used in young learners’ classes such as audio and visual materials including songs, dramatizing, rhymes, cartoons, masks, drawings, pictures, flashcards, posters, animations, photos, videos. They enjoy arts and crafts activities.

Therefore, the researcher based her treatment on the use of lots of hands-on activities such as toys, puppets and realia. Right at the beginning of this intervention, a set of multisensory materials were designed to facilitate learning in addition to multisensory activities which were prepared to serve for the three coursebook units “Immediate Family, My Clothes, Body Parts”.

In table 5, the materials are categorized based on different learning channels, respectively visual, auditory and kinesthetic. In the next part, activities carried out with these materials are described in detail.

Table 5

Distributions of the Materials According to Different Senses

The Units	Visual	Auditory /Audio-visual	Kinesthetic
Immediate	<ul style="list-style-type: none"> • Photos 	<ul style="list-style-type: none"> • Digital Story 	<ul style="list-style-type: none"> • Hand-made puppets
Family	<ul style="list-style-type: none"> • Flashcards • Pictures • Puzzle • Worksheet 	<ul style="list-style-type: none"> • Songs • The teacher's explanations, examples, and commands 	<ul style="list-style-type: none"> • Veneer designed as a family tree • Realia
My Clothes	<ul style="list-style-type: none"> • Pictures • Cards • PowerPoint Presentation • Cardboards • Worksheet • Sticks with pictures 	<ul style="list-style-type: none"> • Digital Story • The teacher's explanations, examples, and commands 	<ul style="list-style-type: none"> ○ Hand-made models ○ Hand-made clothes ○ A colorful wooden wardrobe ○ Clothespins ○ A washing line ○ Dolls ○ Spinner (Wheel) ○ Pupils themselves
Body Parts	<ul style="list-style-type: none"> • Pictures • Bingo cards • Cardboards • Sticks with pictures • A big hand-drawn picture of a man • PowerPoint presentation 	<ul style="list-style-type: none"> • Songs • The teacher's explanations, examples, and commands 	<ul style="list-style-type: none"> • Hand-made magnetic body parts of a monster • A big colorful carton model clown • A puppet monster • A toy monster • A big colorful spinner • A big dice • A dart board • The teacher • Students themselves

As presented in table 5, eleven hand-made puppets representing different family members, considered as both visual and tactual, were prepared as the main resources for unit 3 (Immediate Family) to take the learners' attention to the lesson and to enable learners to practice the names of family members by touching, seeing and feeling. Additionally, a digital story introducing the puppet family, which was vocalized by a 10 year-old American native speaker (NS) girl (Appendix O), was designed by the researcher via inserting the photos of the puppets. These were used in the warm-up session to accommodate visual and auditory learning style of the learners.

Other visual materials to practice family members were flashcards of the puppet family, pictures of different families, and a crossword puzzle. Additional auditory materials were teacher's explanations, examples and commands about family members in addition to the following songs related to family members 'finger family' and number 'Let's count 1 to 10', which can be watched and listened through the following websites:

<https://www.youtube.com/watch?v=mjFcrv6Lfx8>,

<https://www.youtube.com/watch?v=85M1yxIcHpw>

Concerning supplementary tactile materials of the unit, veneer designed as a family tree and different belongings to represent different family members such as walking stick, shawl, cap, hairpin, apron, newspaper, hand-made white beard and black mustache were brought to the class to be used in the drama session.

For unit 4 (My clothes), hand-made Buggs Bunny and Lola Bunny models with their colorful hand-made clothes were considered as main visual and tactual materials besides a colorful wooden wardrobe, clothespins, and a washing line. Digital story with various photos of Buggs Bunny and Lola Bunny which were showing different pieces of clothes was used as a warm-up of the unit (Appendix R). The slides of Buggs Bunny were vocalized by a seven-year old American NS boy and slides of Lola Bunny were vocalized by a ten-year old

American NS girl to provide auditory input to the pupils. Supplementary visual materials of this unit were pictures of clothes, cards with written forms of names of clothes, the sticks with pictures of singular and plural pieces of clothes, Power Point presentation and worksheet, different pictures of boys and girls, written papers with the descriptions of people. Moreover, the song ‘What’s your favourite colour?’ was incorporated in the lesson by using the following website <https://www.youtube.com/watch?v=WsL3PPwHLGY> in order to provide audiovisual material. Moreover, supplementary tactual materials were a female doll and a male doll with their clothes, a big colorful wheel with different pictures of clothes, and the pupils themselves with their clothes.



Picture 1. Buggs Bunny and Lola Bunny models with colorful hand-made clothes

For unit 5 (Body Parts), PowerPoint Slides to introduce the parts of the character, an Egg Monster (Appendix T), hand-made magnetic body parts of the monster, a big colorful carton model clown, and a puppet monster with its detachable parts were used as the main visual and tactual materials. Other supplementary visual materials were pictures of different body parts, bingo cards with various pictures of clothes and body parts, and cardboards with written words of different body parts. Moreover, additional tactual materials such as the teacher and students themselves, a stuffed toy green monster, the sticks with pictures of different colors of monsters, a big colorful spinner with three parts, and a big dice whose each side indicates different subject pronoun and symbols of positive (+), negative (-), and question

mark (?), the sticks with pictures of different people representing different subject pronouns, and a dart board with a hand-drawn picture of a big man body were used to enable the learners to practice body parts. Finally, audio materials of this unit were teachers' explanations, examples and commands regarding body parts, the pupils' own statements, and the song 'Head Shoulders Knees and Toes' through using the following website <https://www.youtube.com/watch?v=d8FwBSITW-4>



Picture 2. Hand-made magnetic body parts of a monster and a puppet monster with its detachable parts

Multisensory activities. This section explains the procedures of putting multisensory activities into practice in details. Although the activities below were explained in three target dimensions of the study such as vocabulary, listening and reading, the other components of language learning (speaking, writing, and grammar) were taught and practiced to have more logical layout of the lesson and to be fair with the learners. The layout of each lesson was not planned in the way it is done in a traditional language class as such: Presentation-Practice-Production. Instead, each lesson was planned around various activities which are presented from easy to difficult and targeting receptive skills to productive skills. First, pupils were exposed to many multisensory input related with the subject to activate different senses and then they were expected to do the activities. For each activity, firstly the teacher explained what they were going to do by giving simple and clear verbal instruction supported with

nonverbal messages such as gestures, mimes, and body language. Following her demonstration, pupils were involved in the activities below.

Table 6 presents the multisensory activities of unit 3 “Immediate Family, unit 4 “My Clothes”, and unit 5 “Body Parts” related to vocabulary, listening and reading respectively for each unit.

Table 6

Distribution of Multisensory Activities According to the Different Senses

The Units	Visual	Auditory	Kinesthetic
Immediate Family	• Matching with flashcards	• Listening games	• Vocabulary Labelling
	• Crossword Puzzle	• Listen and stick	• Hands-on Activity
	• Read and match	• Guessing games	• Listen and Perform
	• Read and find the mistake	• Using yes/ no cards	
1My Clothes	• Read and find the mistake	• Listen and perform	
	• Matching	• Listen and do	• Finding the Correct Item
	• Puzzle	• Listen and stick	• Find your Partner
	• Categorizing the Words	• Using yes/no cards	• Read and color
Body Parts	• Read and match		
	• Read and correct the mistakes		
	• Guessing game	• Songs	• Listen and do (TPR)
	• Matching	• Listen and do (TPR)	• Dart game
	• Completing the worksheet	• Listen and stick	• Bingo game
	• Using yes/no cards	• Read and perform	
	• Read and match		
	• Read and stick		

Family members. Before doing the activities for the immediate family unit, the teacher introduced each family member puppet within the context of a story:

Hello students! I have a surprise for you. Can you guess what it is? Here is Ann. She has got a friend from Africa. His name is Didier. He is at Ann's house now. He wants to meet Ann's family. Are you ready to meet Ann's family?

After meeting each member of the puppet family, hearing the correct pronunciation of every word, and seeing the written forms of them on the puppets many times, they became ready for the activities.

Vocabulary activities. Vocabulary activities of this unit included matching, labelling, completing crossword puzzle and hands-on activities in order to combine all learning channels.

- *Matching:* The pupils matched the written forms of family words with the correct puppet to practice semantic and written aspects of the words (Appendix P, 1.).
- *Labelling:* The pupils chose different cards with written forms of family members and stuck it on the velcro fastener part of the correct puppet so that the learners with kinesthetic learning style had the opportunity to work with the words by touching the puppet.



Picture 3. Labelled puppets

- *Crossword Puzzle:* In order to practice the written words of family members, the pupils circled the target words in a crossword puzzle.

- *Hands-on Activity:* The pupils took the correct puppet from their place after listening to the teacher's command and hanged it on the correct part of family tree on the veneer. Therefore, they had the opportunity to practice the vocabulary of family members by activating all senses; namely by seeing the written forms of the words, by touching and feeling the puppets, and by hearing through following the teacher's command.

Listening activities. Listening activities of this unit were listening games, listen and stick activity, guessing games, using yes/ no cards for comprehension check, and listen and perform.

- *Listen and Stick:* Firstly, the teacher introduced a framework of Ann's family tree drawn on the board and the flashcards of the puppets on the teacher's desk to the pupils. After the teacher's demonstration, the pupils completed Ann's family tree by choosing the correct flashcard as the teacher gave instruction and by sticking each flashcard on the correct place of the family tree (Appendix P, 3.)
- *Listening Game:* In order to play listening game which aimed at checking the pupils' listening comprehension as to numbers and family members, the teacher stuck the flashcards of the puppet family on the board and divided the class into two groups. The teacher selected numbers to call a student from each group and commanded as such: "*Number three from each group come here! You are a grandfather*". After they had lined up in front of the board, the quicker member who put her/his flynet on the right flashcard got 5 points. The group with higher score became the winner of the game.
- *Listen and Use Yes/ No Cards:* The teacher stuck a big family picture on the board and handed out hand-shaped yes/ no cards to each pupil. As soon as the teacher produced a sentence about the picture and the pupils decided whether the sentence was true or false, they were expected to hold "yes" sides of their cards for each true statement.

The teacher showed a PowerPoint slide to give the right answer with some funny pictures representing “yes” and “no” (Appendix P, 2.) .

- *Drama (Role Play)*: The teacher brought some stuff for family members such as hand-made white beard, black mustache, walking stick, shawl, cap, hairpin, apron, newspaper etc. to the classroom and took out each item from her bag and put them on the teacher’s desk to make children see clearly. Volunteers approached the desk and chose belongings of the family member by following the teacher’s explanations to do the drama show (Appendix P, 4.)

Reading activities. Reading activities of Family Members consisted of read and match and read and find the mistake in each sentence.

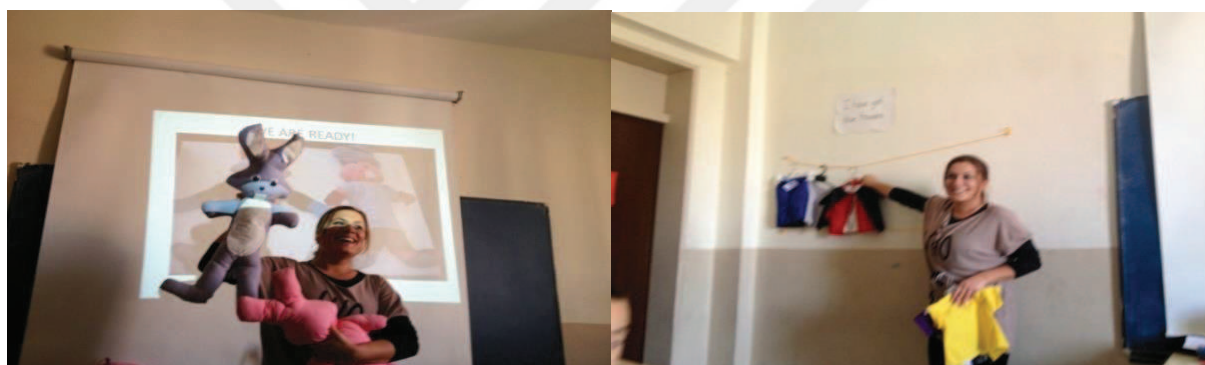
- *Read and Guess*: The teacher stuck six different colorful photos of interesting alien families and popular families from TV serials on the board. Then, she divided the class into six groups and gave the written description of the photos to the groups. Group members read about their photos one by one and the rest of the class tried to guess the correct family picture stuck on the board. The first group with correct guess got 5 points. The group with higher score became the winner of this game.
- *Read and Find the Mistakes*: The teacher stuck the big picture of the puppet family on the board and handed out a paper with a sentence including one mistake related to number. The pupils, as a pair, were asked to read their sentence carefully and circle the mistake to write the correct word.

My clothes. In order to support the instructions for the unit My Clothes, various multisensory activities appropriate for young learners were planned and designed by the researcher and used by the teacher to enable the pupils to practice many words related to different pieces of clothes and to practice description of clothes in this unit. Firstly, the

teacher introduced hand-made Buggs Bunny and Lola Bunny models by explaining the context in L1.

Do you know them? Do you like them? They have a problem. They will go to a party but they do not have clean clothes to wear. Fortunately, they have time to wash their clothes. Watch me carefully. “This is a dress”.

She took a piece of clothes from their wardrobe (e.g., a dress) by pronouncing the word aloud, pretending that she was washing the dress and finally she pinned it on the washing line one by one. Moreover, she took the written form of each word from the box to hang on each piece of clothes to revise the words. After familiarizing the pupils with various pieces of clothes, the following activities were done by the pupils to practice different clothes.



Picture 4. The teacher when introducing the characters and their clothes

Vocabulary activities. Vocabulary activities of this unit were finding the correct item, matching, find your partner, categorizing the words and a puzzle.

- *Listen and Find the Correct Item:* Firstly, the teacher hung the clothes on the washing line to revise the words. Then, she asked for the pupils to help her to put the dried clothes in the wardrobe. The pupils were expected to unpin the right piece of clothes from the washing line as the teacher said their names and put them in the wardrobe.
- *Vocabulary Matching:* The teacher stuck different colored cardboards on the board. The pupils were asked to match the written words of colors that were stuck on the board with their correspondent colors.

• *Computer Game:* The teacher divided the class into two groups. One member from each group pressed the play button to mix the colours in turn. When s/he pressed again, there appeared one colour. A member was asked to press the correct written form. If it was correct the group got the point. The group with higher score won the game.



Picture 5. Pupils when doing matching activity and playing a computer game

• *Find your Partner:* In order to provide a variety, the researcher prepared many sticks with written forms of the clothes and their pictures. The teacher divided the class into two groups to find out their partners from the other group. The teacher uttered a word (e.g. dress), the pupil with the picture of the dress from group A and the pupil with the written form of the word from group B were expected to come to the board as a pair to hold the correct piece of clothes and to practice .



Picture 6. Pupils finding their partner and holding the piece of cloth

- *Categorizing the Words:* The teacher stuck a big display with written forms of clothes and their pictures to familiarize the pupils with singular and plural forms of clothes. The pupils were asked to categorize each word as singular and plural.

- *Puzzle:* As the final vocabulary activity, the pupils individually wrote the names of clothes in the puzzle with pictures to find the missing cloth in Bugs Bunny's wardrobe.

Listening activities. Listening activities of the unit which aims at introducing different pieces of clothes comprised of three types of activities: *Listen and Do*, *Listen and Stick*, and *Listen and Decide Yes/No*.

- *Listen and Perform:* To accommodate the needs of tactual and kinesthetic learners, the researcher planned a Listen and Perform activity via hand-made Bugs Bunny and Lola Bunny models and their hand-made clothes. The teacher divided the class into groups of three and demonstrated what they were going to do with simple and clear instruction as follows:

Listen to me carefully. It is time to go to a carrot party. Three of you will come near the wardrobe, take appropriate pieces of clothes for the party as I say their names and decide whether each one is Bugs Bunny's or Lola Bunny's clothes. Then, dress him or her up.

After getting instruction by the teacher, three members came up to the pieces of clothes, piled the right ones for different contexts and dressed up the target character.

- *Listen and Stick:* In this activity, the pictures of Barbie, Ken and their different pieces of clothes were stuck on the board. The teacher called a student to stick the piece of clothes on Barbie or Ken as she produced sentences (e.g. "Barbie has got a pink handbag").

- *Using Yes/No Cards:* The teacher introduced two other dolls, Ayşe and Bora, who had different pieces of clothes with different colors to the class. She handed out hand-shaped

yes/ no cards to each student and produced a sentence as such “*Ayşe has got a red dress.*” and the pupils decided whether the sentence was true or false by looking at the doll. If the sentence was true, they were expected to show their “yes” sides of their cards. The teacher used a PowerPoint slide to give the right answer with some funny pictures representing “yes” and “no”. For the second half of the activity, the same was procedure followed for Bora’s belongings.



Picture 7. The teacher and the pupils when using yes/no cards

- *Listen and Speak:* The teacher divided the class into two groups. Two pupils from each group were asked to come to the board to turn the wheel with lots of colourful pictures on it. One of them turned the wheel and the other threw the dice to produce positive or negative statement or ask a question. If they asked and answered correctly, they got 5 points. The group with higher score won the game (Appendix S, 2).

Reading activities. Reading activities of this unit involved read and match, read and perform, read and correct the mistakes, and read and color activities.

- *Read and Match.* In this activity, the teacher firstly formed pairs and handed out different short passages with different numbers on them. The teacher stuck different pictures of boys and girls with colourful clothes on them. The pairs were expected to read and comprehend descriptions of what children in pictures had on and identified the correct picture stuck on the board (Appendix S, 1).

- *Read and Perform:* The teacher divided the class into groups of three and showed a short descriptive speech bubble for each group on the Power Point slide. The pupils were expected to read the descriptions and dress up either Buggs Bunny or Lola Bunny model (Appendix S, 3).



Picture 8. Pupils when doing read and perform activity

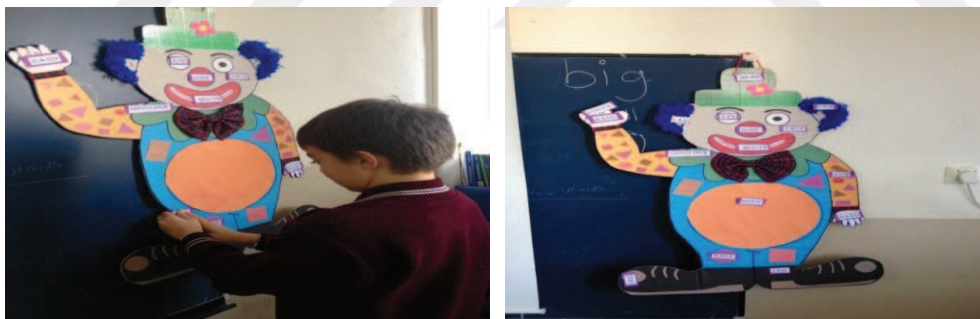
- *Read and Correct the Mistakes:* In the second activity, a big colorful picture of three girls whose names were Lisa, Linda and Ann were stuck on the board next to a big cardboard where 5 sentences were written regarding what each character was wearing. The pupils read each sentence, underlined the mistake which could be about either the names of clothes or their colors or the use of ‘have got’ and ‘hasn’t got’ and wrote its correct form.
- *Read and Color:* For the last activity, each pupil was given the worksheet including a picture of a girl and a boy with written descriptions of what they had on. The pupils were expected to read and color the pictures following the written descriptions. Finally, the teacher showed the finished pictures to provide feedback to the pupils.

Body parts. With regard to the last target unit entitled “Body Parts” (unit 5), the teacher firstly used Power Point presentation introducing different parts of the egg monster. Afterwards, she took the learners’ attention to the box she had taken with her and revised the names of different body parts by taking each hand-made magnetic body part of a monster from the box. She showed the part by pronouncing correctly aloud and stuck it a big hand-

made magnetic body on the board. Finally, she made sentences as such “It has got three eyes” etc. After familiarizing the pupils with different body parts, the following activities were carried out.

Vocabulary activities. Vocabulary activities regarding this unit included guessing game, matching, dart game and completing the worksheet.

- *Guess the correct one:* To play this game, the teacher showed the pictures of different parts of bodies through PowerPoint Slides with three alternative answers that show written forms of different body parts (a-b-c). Each pupil guessed the correct one by holding the correct card.
- *Matching:* To do matching activity, a big colorful model clown with colorful body parts was introduced to the pupils and written words of different body parts on cardboards were put in the box. The pupils chose one of the written cards in the box and stuck it on the right part of the clown to display in the classroom.



Picture 9. Pupils when matching words with body parts of the clown

- *Dart Game:* A dart board with a big hand-drawn man picture was hung on the wall and the class was divided into two groups to play the dart game. One member from each group came to the board and chose a written word (e.g. nose), and threw the dart towards the nose of the man in the picture on the dart board. If a member could shoot the correct part on the dart, his/her group got 5 points. The group with higher score won the game.

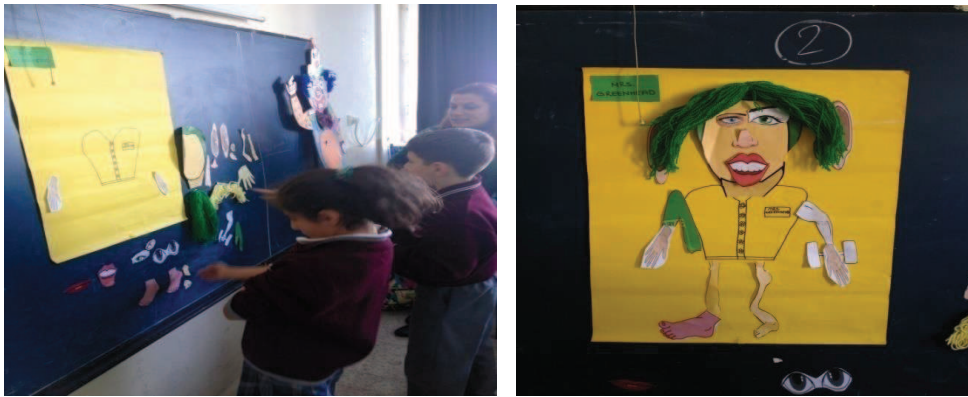


Picture 10. Pupils when playing the dart game

- *Worksheet:* As for final vocabulary activity, the pupils wrote the names of body parts on the man picture which was used in the dart game to complete the worksheet.

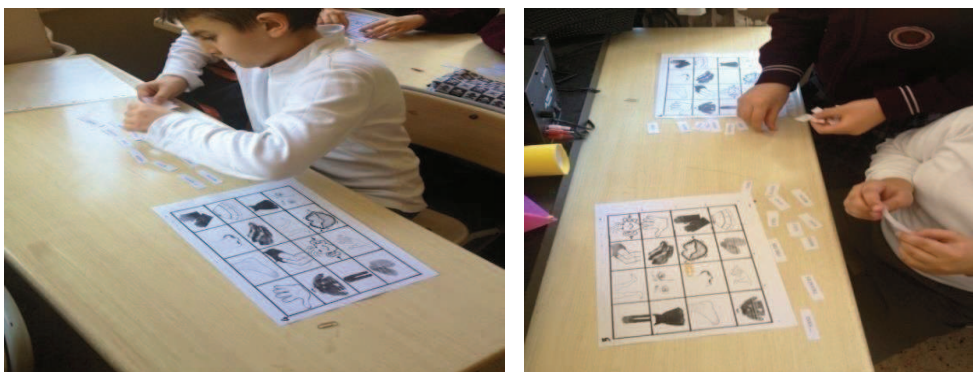
Listening activities. Listening activities for this unit comprised of songs, listen and do (TPR), listen and stick, using yes/no cards, and bingo game.

- *Listen and put the pictures in the correct order:* The teacher firstly let students watch and listen to the song “Head, Shoulders, Knees and Toes” together with the teacher by doing the actions. Later they put the pictures stuck on the board in a mixed way in the correct order to form the whole song.
- *Listen and Do (TPR):* The teacher got the pupils to stand up to do some actions. The teacher gave different commands to check the learners’ listening comprehension with regard to some action verbs and body parts (*e.g.* Close your eyes- touch your head- point to your knee, etc.).
- *Listen and Stick:* The teacher stuck an *empty* body of a woman (Mrs. Green) and various paper body parts prepared in different size and length to make children practice some adjectives such as “small/ big and long / short”. The pupils listened to the teachers’ commands, chose the correct body parts and stuck it on the model on the board.



Picture 11. Pupils when doing listen and stick activity

- *Using yes/no Cards:* Firstly, the teacher introduced the green toy monster to take the students' attention and later asked yes/no questions about the monster to check their listening comprehension. The pupils were expected to show yes or no side of their cards to answer each question (Appendix U, 3).
- *Bingo Game:* To play this game, bingo cards with pictures of different pieces of clothes and body parts were given to the pupils. Bingo cards were prepared in five groups, which meant that five students had the same cards. The teacher chose a card and read either the name of a cloth or body part aloud and the pupils listened to it carefully and covered the correct picture if s/he had. The teacher (the pupils also might become the caller) kept calling until one or more players claimed BINGO.



Picture 12. Pupils when playing bingo game

- *Listen and Do:* The teacher stuck three magnetic bodies of monsters on the left side of the board and stuck different magnetic body parts on the right of the board. To perform

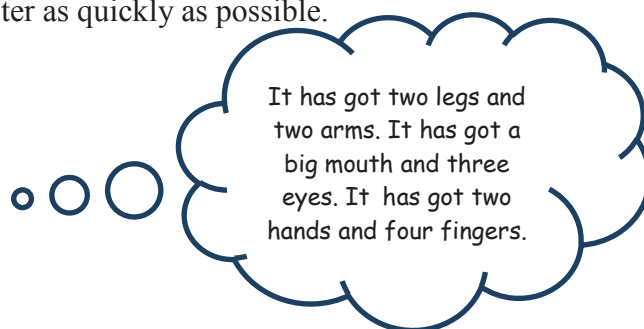
this listen and do activity, the class was divided into groups of three. Following the teacher's commands, the pupils came to the board, chose the correct part and stuck it on their monster's body. At the end of the activity, the class had three monsters.



Picture 13. Pupils when forming their groups' monsters

Reading activities. Reading activities of this unit were read and match, read and stick, and read and perform activities.

- *Read and Match:* The teacher divided the class into five groups and stuck pictures of 5 different monsters on the board and handed out one speech bubble with the description of one of the monsters stuck on the board to each group. Each group read the speech bubble and identified their monster as quickly as possible.

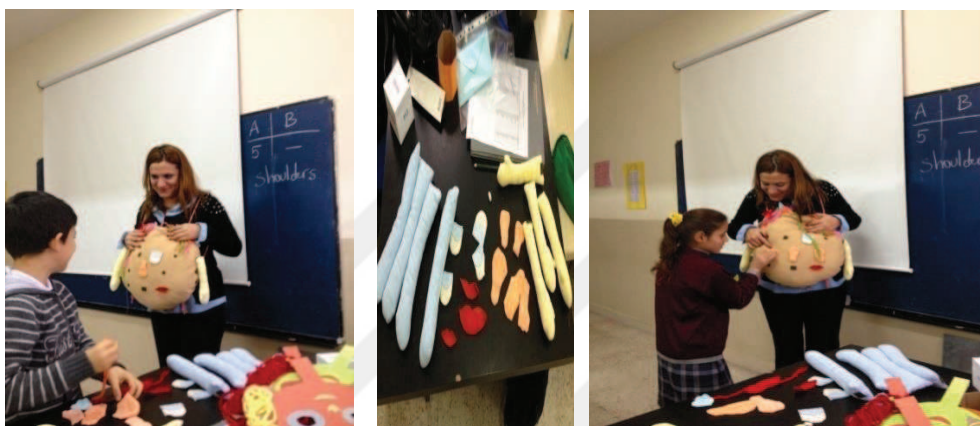


Picture 14. Sample speech bubble and its correspondent picture of the monster

- *Read and Stick:* To do this activity, different pieces of clothes and two models were stuck on the board and the written sentences were presented through slides. The pupils were expected to read carefully, choose the most appropriate pieces of clothes

considering body parts and stick them on the model (*e.g.* Choose a piece of clothes to put on legs).

- *Read and Perform:* The teacher wore a hand-made puppet monster with its detachable body parts. The monster had colorful hair with an attached card on each strand. The pupils were expected to choose one of the cards, read it aloud, take the correct part of the monster on the teacher's desk and to attach the part to the right place on the face/ the body of the monster to complete it.



Picture 15. The teacher and pupils when using puppet monster

Data Collection Instruments

Data collection instruments consisted of a set of various means: the learning style survey, achievement tests for vocabulary, listening and reading, the learners' diaries, the teacher's blogs and interview. These instruments will be introduced in the following sections.

The dependent or criterion variable refers to the variable that is expected to be affected by or respond to changes in other variables called the independent variables. The independent variable in this study is multisensory language teaching and the dependent variables for this study are posttest vocabulary scores, scores of listening and reading achievement tests.

The learning style survey. In search of an appropriate instrument to investigate students' perceptual learning style, several instruments have been offered in the literature about learning styles. However, to the best of the researcher's knowledge, none of them were

convenient for measuring learning styles of elementary school learners except for ‘The learning Style Survey for Young Learners’ which was developed by Cohen & Oxford (2001). Cohen & Gómez (2008) mentioned that this instrument was appropriate for L2 learners in elementary schools and in language immersion programs. Therefore, administering this survey was considered as the most appropriate one when the participants’ ages were taken into account (9-10 years old).

The survey consists of four parts with regard to learning style such as using physical senses (part A), exposing oneself to learning situations (part B), dealing with tasks (part C), and receiving information (part D). However, the scope of this study does not include each learning style preference. Because this study aims to investigate the effects of multisensory language teaching on the participants’ vocabulary knowledge, reading and listening skills achievement, the first part of the survey which was entitled as “how I use my physical senses” was included within this study. It was administered to pupils in both experimental and control groups to find out their overall style preferences rather than their behaviors in every instance before giving the treatment.

As the pupils were beginner learners, the original survey was translated from English into Turkish by the researcher and checked by three teacher educators from ELT department of Uludağ University who were interested in TEYLs and translation besides the researcher’s retranslation from Turkish to English to provide linguistic validity. It was also checked by two English teachers with MA degree in ELT by considering the participants’ context to provide cultural validity. The Turkish version of the survey was administered to a group of 4th grade pupils (N=30) studying in state primary school to identify any problems associated with unclear items and to modify them accordingly. Two sentences were rewritten as a result of this piloting study. The data obtained from the pilot study was not included in the data obtained from the actual study. The internal consistency reliability and reliability coefficients,

Cronbach's alpha of the pilot instrument was found to be .68, which can be considered as neither positive nor negative. The Cronbach's alpha was found to be .71 for the actual instrument.

The results of this instrument were used to prepare materials, plan activities and lessons in accordance with the participants' overall learning style preferences. In addition, questions including demographic features were added in this questionnaire to make sure that all participants were equal in terms of their demographic features and to assess whether they had any background knowledge about the target topics. For the adapted version of the survey, see Appendix D.

Preparation of the achievement tests. In educational practices, it is frequent to use achievement test scores in evaluating the effects of courses of study, teachers, teaching methods, and other factors (Best & Kahn 2006). Achievement tests which have the role of determining whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction are confined to a particular material in a curriculum within a certain time frame (Brown, 2004, p. 48).

Tests that have direct and high-stakes consequences for students can provide powerful incentives for students and motivate them to give more effort into learning. Teachers can customise their pedagogy in accordance with the results of student-based standardised assessments. Furthermore, the way of using resources and additional support can be determined and /or intervention studies may be conducted by higher authorities owing to the results obtained from achievement tests. Most importantly, the data obtained from achievement tests can be used to inform policies to create more efficient learning environments and to encourage schools, teachers and the students themselves to achieve centrally established education outcomes (Gurria, 2013).

The achievement tests in this study were prepared by the researcher to check the learners' vocabulary knowledge, listening and reading skills covering the units "Immediate family, My Clothes and Body Parts" in the book of "İlköğretim English 4 Student's – Workbook 1. The types of questions in these tests included multiple-choice items, true-false questions and matching lists. The items aim to test receptive knowledge. That is, pupils did not need to create a response (Brown, 2004, p. 56).

Preparation of the vocabulary achievement test. Vocabulary tests are categorized as achievement, placement, or diagnostic tests, as well as components of proficiency tests (Schmitt, 2000, p.168). Because, vocabulary achievement tests are designed to test the learners' knowledge of a sample of the lexical items that they have studied during the course (Read, 2000, p.152) or to find out if learners have learned the lexical items that were taught (Schmitt, 2000, p.164), an achievement test was chosen as an appropriate vocabulary test type for the purpose of this study due to the fact that the test prepared by the researcher aims to evaluate the effect of multisensory language teaching on the learners' vocabulary knowledge.

In addition, pictures were used in a test format as also suggested in the study conducted by Vedyanto (2016) who provided statistical evidence to use pictures in test format to assess the students' vocabulary achievement. The result of this study also indicated that the participants fostered positive attitudes such as concentration, confidence, and enjoyment in doing the test format with pictures while they seemed very slow when answering the questions in the test without pictures and looked anxious and perplexed.

Considering the subjects within the target units chosen for this study, the content categories within this test and their allocated scores were the names of clothes (30 pts.), colors (10 pts.), body parts (30 pts.), family members (16 pts), and numbers from 1 to 10 (14 pts.). As for the format, the test involves matching and multiple choice items.

Preparation of the listening achievement test. The listening achievement test was prepared by the researcher considering “*Oxford Cambridge Young Learners English Tests Starters levels*” which are designed for 7-12 years old to reveal the efficacy of the treatment on the learners’ listening comprehension. The test includes a content which assesses a student’s ability to understand what is read to them at word and small paragraph level. The test assesses a student's comprehension of texts read to them. An information transfer technique which requires the use of visual representation such as identifying an element within a picture (Brown, 2004, p. 127) was used within this test to enable test takers to focus on just the relevant information. There are four parts, two of which are at word level whereas the other two are at short paragraph level. The first part of the test is about body parts (20 pts) with three pictures for each item, the second part is about pieces of clothes (20 pts) with three pictures for each item, the third part requires the test takers to identify the correct person among five pictures after listening a short paragraph as to colors and pieces of clothes (36 pts), and the last part is about identifying the correct family with three family pictures (24 pts).

Preparation of the reading achievement test. With respect to the process of construction of the reading achievement test, Oxford Cambridge Young Learners English Tests Starters level which are designed for 7-12 years old were examined so as to determine appropriate test types for 4th grade foreign language learners. As a result of investigation, the following categories were decided to be involved in the test: Choose whether the sentences are yes /no by looking and reading; read the short passages and match with the pictures and picture-cued items. The language input was simple and short and also it was supported with colorful pictures.

Validity of the achievement tests. The concept validity from traditional point of view could be summarized via this key question: “Does my test measure what I think it does?” and

it is the responsibility of the test developer to achieve validity whereas contemporary point of view about it extends the possible responsibility of the test developer to all uses of the test. It refers to the extent to which a test score about the knowledge, skills, and abilities is relevant and useful for test takers. Thus, a test should be structured and scored according to the target knowledge, skills and abilities (Fulcher, 2010). When preparing the achievement tests both traditional and contemporary views were taken into account in such a way that the tests were structured and scored to evaluate the participants' vocabulary knowledge, listening and reading skills besides their content validity.

The content validity which is a primarily crucial point for this type of test checks the relevance of test content to the inferences that could be drawn about the functioning in the criterion situation (Mcnamara, 2000). Expert judgment is the primary method used to determine whether a test has content validity. The experts in this study were selected with regard to three axes: having MA or Phd degree in teaching young learners, the knowledge of testing and evaluation in ELT, and the knowledge of material evaluation and adaptation.

The seven experts selected included four assistant professors, two instructors with PhD and one instructor with an MA degree. They were asked to participate in this process of expert validation by providing suggestions about appropriate changes to tests requiring amendments, rewriting or redesigning. They were expected to answer the following questions:

Were the contents of the items appropriate for 4th grade language learners?

Were the types of questions appropriate for the target pupils?

Were the items comprehensive enough for the target units?

The tests were given accompanied by the target units, namely family members, clothes, and body parts. Face to face communication was carried out with each expert after they analyzed the tests.

From the viewpoints of the experts, the tests were considered well-prepared, well-designed and comprehensive enough to measure what they intended to measure on the whole. However, they made suggestions and comments which required certain changes to improve the tests such as improvement of writing, distribution of the scores for the items and parts, the number of the items in each part, a better sequencing of the items, and alternative samples for each part.

Moreover, five state primary school English teachers who were still teaching to 4th graders were also asked both to check whether all of the vocabulary, listening and reading test items adequately and representatively sampled the content area (family members, clothes, and body parts) to be measured and whether the pictures selected for the tests were any interests of the subjects. Their ideas were precious in the sense that they were actually involved into the realms of language teaching to young learners; thus, they had valuable knowledge about what could take students' attention, what numbers of items could be answered by students in the limited time.

After taking into account all suggestions and comments, the tests were modified by the researcher; the number of the items was reduced and as a natural consequence of this, the scores were increased; two family photos were replaced with more familiar ones; the parts of the tests were reordered so as to move from easy to difficult. The elaborated versions of the tests were reexamined by the supervisor of the thesis and the experts. After getting approval from the supervisor and the experts to each of the modified test, the researcher proceeded to the piloting stage.

Besides content validity, the issue of face validity which refers to the extent to which test takers believe the test is measuring what it is supposed to measure was considered (Ary et al., 2013). Therefore, 5 pupils participated in the pilot study to provide face validity. They

were also asked to comment on vocabulary, listening and reading tests to ensure their acceptance of the tests and cooperation on the part of the test takers.

Pilot study of the achievement tests. Despite careful planning of the tests, the most efficient way to determine the final version of the tests is piloting which enables the researcher to get feedback from the trial population who must be representative of the actual test population to the greatest extent possible on such issues such as the level of difficulty of tasks and of the whole test, the clarity of the instructions, the adequacy of time for each test (Douglas, 2000, p. 254).

In the present study, totally thirty 4th grade Öğretmen Hasan Güney Primary School learners were involved in piloting phase of each achievement test in order to try out the effectiveness of the items. Based on classical test theory, reliability is considered as an aspect of construct validity via in measures of internal consistency which is related to the extent to which all items test the same thing (Spolsky & Hult, 2008). Therefore, the analysis of the Item-Total Statistics of the vocabulary, listening and reading tests used in the piloting phase identified items which were formed poorly to be removed from the actual test which was considered as a better quality.

Pilot study of the vocabulary achievement test. In order to test the internal consistency reliability of the vocabulary test, the 45-questioned vocabulary test (see Appendix E) was administered to a group of 30 4th grade pupils in Öğretmen Hasan Güney Primary School. First, the pupils' answers were marked by the researcher based on the determined score of each item. Then, the researcher formulized an Excel spreadsheet to feed the data into computer. In this respect, the correct answers were given 'from 1 to 3' point/s while the wrong ones were given '0' point. As all the items were totally objective in terms of marking process, there was no need for an interrater reliability score.

The analysis of the item total correlation test of the 45 items in the vocabulary test presented in appendix F indicate that all the items, except for the items of 1, 16, 39 and 45, were appropriate to be used in the present study. Thus, these four items were removed from the test. The answers of the participants on the remaining 41 items were reanalyzed to find out the reliability of the vocabulary test. Reliability analysis revealed a Cronbach's alpha score of $\alpha = .81$ over 41 items in the vocabulary test. This score enabled the researcher to use the 41-itemed vocabulary test in the main study (See Appendix G).

Pilot study of the listening achievement test. In order to test the internal consistency reliability of the listening test, the 18-question vocabulary test (see Appendix H) was administered to a group of 30 4th grade pupils. After marking the pupils' answers and determining the score of each item, the data was fed into the computer via an Excel spreadsheet. In this respect, the correct answers were given 'from 5 to 8' points while the wrong ones were given '0' point. As all the items were totally objective in terms of marking process, there was no need for an interrater reliability score.

The analysis of the item total correlation of the 18 items in the listening test shows that all the items were appropriate to be used in the present study (see Appendix I). Thus, Reliability analysis revealed a Cronbach's alpha score of $\alpha = .822$ over 18 items in the listening test, which enabled the researcher to use the 18-item listening test in the main study (see Appendix J).

Pilot study of the reading achievement test. In order to test the internal consistency reliability of the reading test, the 25-question reading test (see Appendix K) was administered to a group of 30 4th grade pupils. After the pupils' correct answers were given scores between 2- 5 points and the wrong ones were given '0' point, the data was fed into the computer through an Excel spreadsheet.

The analysis of the item total correlation test of the 25 items in the reading test indicate that all the items, except for item 16, were appropriate to be used in the present study (see appendix L) Thus, item 16 was removed from the test. The reliability analysis of the participants' answers on the remaining 24 items revealed a Cronbach's alpha score of $\alpha = .866$, which enabled the researcher to use the 24-itemed reading test in the present study (see Appendix M).

The achievement tests used in the main study

Vocabulary achievement tests used in the main study. A 41-item vocabulary test with seven sections which was developed by the researcher and evaluated in terms of its reliability and validity was administered to both experimental and control groups as pre, post and delayed posttests to investigate vocabulary knowledge of the participants. In respect of the internal consistency reliability and reliability coefficients of the post and delayed post vocabulary achievement tests, the answers of the participants on the remaining 41 items were then analyzed. The analysis revealed a Cronbach's alpha score of $\alpha = .80$ over 41 items in the post vocabulary test and $\alpha = .87$ over 41 items in the delayed post vocabulary test.

Listening achievement tests used in the main study. An 18-item listening test with four-sections which was developed by the researcher and evaluated in terms of its reliability and validity was administered to both experimental and control groups as pre-, post and delayed posttests to investigate listening comprehension of the participants. With regard to the internal consistency reliability and reliability coefficients of the post and delayed post listening achievement tests, the answers of the participants on the 18 items were analyzed. The analysis revealed a Cronbach's alpha score of $\alpha = .78$ over 18 items in the post listening test and $\alpha = .81$ over 41 items in the delayed post listening test.

Reading achievement tests used in the main study. A 24-item reading test with five-sections which was developed by the researcher and evaluated in terms of its reliability and

validity was administered to both experimental and control groups as pre-, post and delayed posttests to investigate reading comprehension of the participants. With regard to the internal consistency reliability and reliability coefficients of the post and delayed post reading achievement tests, the answers of the participants on the remaining 24 items were analyzed. The analysis revealed a Cronbach's alpha score of $\alpha = .83$ over 24 items in the post vocabulary test and $\alpha = .87$ over 24 items in the delayed post vocabulary test.

The pupils' diaries. The students in both experimental and control groups were given diaries by the researcher to write about their experiences, ideas and feelings with regard to each English lesson during the treatment. The students were at beginner level, thus they wrote their diaries in Turkish.

The teacher's blogs. Because bloggers look for important ideas to write about, consider their audiences as they write and clarify the purposes accordingly, they develop critical reading, writing and thinking skills. In addition, they are expected to write their own reflections on, or experiences with the ideas they are writing about (Richardson, 2010). When viewed from this aspect, blog writing and traditional writing could be compared as seen in the following expressions: "*Writing stops; blogging continues. Writing is inside; blogging is outside. Writing is monologue; blogging is conversation. Writing is thesis; blogging is synthesis*" (ibid, p. 30-31).

In that vein, the teacher in this study wrote her observations, feelings, and views about teaching each lesson with multisensory materials and activities regularly for 6 weeks in her blog. She inserted pictures of materials used in the classroom and students when doing activities for each lesson in her blog comment. She wrote her blog in Turkish to be read by not only English teachers but all teachers who desire to apply innovative ideas in their classes. The parts of her blog included in this study were translated from Turkish into English.

Semi-structured interview with the teacher. The views of the teacher are very valuable to be able to delve into and triangulate the results obtained from the quantitative data. Thus, the interview was conducted with the teacher firstly immediately after the intervention to answer the following first and second questions, and secondly immediately after the retention tests to answer the third question.

1. What are your views about MSLT? What are your positive and negative experiences during the program when you compare MSLT with the traditional method?
2. Can you compare the treatment groups in term of motivation, attitude, and learning?
3. How can you evaluate the results particularly the increased scores emerged from the retention tests?

Data Collection Procedures

Measurements taken before the treatment are traditionally referred to as pre-test whereas measurements taken after the treatment are traditionally referred to as post-test (Lynch, 1996). At the beginning of the experiment, the pre-tests, each of which was designed to measure respectively the learners' vocabulary, reading and listening achievement were given to both groups to determine whether the control and experimental groups were equal regarding their background knowledge about the target subjects.

Multisensory language teaching and testing of the learners' achievement were concealed within ordinary classroom routines. The time allocated to teach each unit was approximately two weeks. Because three units were involved in this study, the duration of the treatment was six weeks. A week after the treatment, the students were given post-tests to assess their achievement in vocabulary, listening and reading. Each achievement test was administered in different lessons. A month after the treatment, the students were given delayed posttests. Table 7 displays the distribution of the instruments and data collection procedures.

Table 7

Distribution of the Instruments and Data Collection Procedures

Treatment Groups	Pretests	Treatment	Posttests	Delayed Posttests
Experimental	Two weeks after the term begins	Traditional textbook-based teaching (six weeks)	A week after the treatment	Four weeks after the treatment
Control	Two weeks after the term begins	Multisensory language teaching (six weeks)	A week after the treatment	Four weeks after the treatment

In order to achieve test reliability which depends on the physical context (Brown, 2004), measurements for both groups were taken under exactly the same condition and totally standardized with regard to the measurements recorded (e.g., a clean photocopied test sheet, print quality, color print), instructions to the subjects, the precise learning environment (e.g., time, noise), the use of measurement tools (e.g., the recorder for listening part, clear sound amplification, the crayons for reading part), and the chocolate incentive for each pupil as suggested by (Sprigs, 2010) by stating that small incentives provided to children and young people to encourage sufficient enrollment are ethically acceptable.

The listening test takers were explained that the test comprises four sections and they were going to hear recordings at word level for the first two parts and at short paragraph level for the last two parts. They were also told to listen to the recordings carefully and answer by ticking the relevant boxes in each question or forming a circle around the correct option.

Data Analysis Procedures

The data obtained from the Learning Style Survey was analyzed by using descriptive statistics such as frequency, mean and standard deviation through a computer statistical program (SPSS-Statistical Package for Social Sciences). The independent sample t-test was used to compare the groups' perceptual learning styles. Furthermore, the independent sample t-test was used to analyze post reading achievement tests whereas the Mann-Whitney U statistical test which is an excellent alternative to parametric tests like the t-test due to the lack of conditions of normality (Nachar, 2008) was used to evaluate the difference between the pre-post and delayed-post vocabulary and listening achievement test scores, besides pre and delayed-post reading achievement scores. Finally, content analysis was used to analyze the teacher's blogs including her classroom observation, feelings, and views and the learners' diaries including their feelings, thoughts and attitudes towards each English lesson to justify the results obtained from the quantitative research instruments, and to discover the benefits of multisensory language teaching.

The Ethical Integrity of the Study

Before conducting an experimental research or administering research instruments in Turkish state schools, researchers are obliged to write a detailed research proposal including the title, the purpose, the significance of the study with its research questions, premises, limitations, methods, sample and population, instrumentation and analysis. Moreover, the attached forms of the Department of Research and Development of Education, namely research evaluation form, written contract regarding the research delivery after completing the study, written contract of reparation of possible physical damaged in the research permitted to be conducted in any kind of school and institution of Ministry of education are to be filled in and signed by the researcher. The researcher began conducting the study after receiving

approval from the Department of Research and Development of Education, National Educational Directorate (see Appendix A).

Considering ethical responsibilities towards participants is vital to all research (O'Leary, 2004). Informing children in an appropriate way about the scope of the research is psychologically good and less frightening for them, demonstrates respect for children and allows them to share their opinions about whether or not they want to participate in the study (Spriggs, 2010). The researcher explained in an explicit way to the children that they could inform whenever they wanted to withdraw from the research or they did not want to participate in it to minimize the effects of power relation. Moreover, they were informed that their responses and test results would be kept confidential, as one of the principles of research ethics is that participants should be protected from harm (Dörnyei, 2007). Therefore, they were assured that I would protect their anonymity in any future publications derived from the research.

Because child assent is valid when it is used in conjunction with parental consent (Miller & Nelson, 2006), an informed consent form was given to each parent. The researcher prepared two forms which are identical in format but different in content. The form prepared for the parents of control group (see Appendix B) comprised of the information about the overall scope, aims, duration and data collection procedure of the study whereas the form designed for the parents of experimental group (see Appendix C) consists of the detailed information about the scope, aims, duration, data collection procedure and implementation of the treatment. The forms were signed by all of the pupils' parents before conducting the study.

Conclusion

This chapter firstly addressed the different paradigms of educational research and rationale for setting a quasi-experimental design in this study. Following the presentation of setting and participants, the treatment (MSLT) was explained in detail including its planning

phase, materials and activities. Besides, the preparation phase of the data collection instruments regarding their reliability and validity was presented in addition to the data collection and analysis procedures. Finally, the ethical integrity of the study was explained in this chapter.

The next chapter will present the results obtained from both the quantitative and qualitative data of the study.



Chapter 4: Results

Introduction

This chapter presents the findings of the statistical analysis of the data obtained from the learning style survey, pre-post achievement tests and delayed post achievement tests regarding vocabulary, listening and reading besides the content analysis of the teacher blogs and pupils' diaries. The chapter first introduces the research questions and hypotheses of the study and finally aims to answer the research questions and check hypotheses in accordance with the findings.

Research Questions and Hypotheses of the Study

This study aims to investigate the following research questions and hypotheses:

RQ1 What are predominant perceptual learning styles of young learners aged 9-10?

RQ1.1. Is there a statistically significant difference between the treatment groups regarding their perceptual learning style?

H_a1.1. There will not be any significant differences between perceptual learning styles of the experimental and control group participants.

H₀1.1. There will be significant differences between perceptual learning styles of the experimental and control group participants.

RQ2 Is there a statistically significant difference between the vocabulary achievement scores of the treatment groups immediately after the implementation of MSLT?

H_a2 Experimental group participants will outperform control group participants in their vocabulary knowledge immediately after the implementation of MSLT.

H₀2 There will not be any significant differences between the vocabulary achievement scores of the treatment groups immediately after the implementation of MSLT.

RQ3 Is there a statistically significant difference between the vocabulary retention scores of the treatment groups a month after the implementation of MSLT?

H_{a3} Experimental group participants will outperform control group participants in their vocabulary retention scores a month after the implementation of MSLT.

H₀₃ There will not be any significant differences between the vocabulary retention scores of the treatment groups after the implementation of MSLT.

RQ4 Is there a statistically significant difference between the listening achievement scores of the treatment groups immediately after the implementation of MSLT?

H_{a4} Experimental group participants will outperform control group participants in their listening comprehension immediately after the implementation of MSLT.

H₀₄ There will not be any significant differences between the listening achievement scores of the treatment groups immediately after the implementation of MSLT.

RQ5 Is there a statistically significant difference between the listening retention scores of the treatment groups a month after the implementation of MSLT?

H_{a5} Experimental group participants will outperform control group participants in their listening retention scores a month after the implementation of MSLT.

H₀₅ There will not be any significant differences between the listening retention scores of the treatment groups a month after the implementation of MSLT.

RQ6 Is there a statistically significant difference between the reading achievement scores of the treatment groups immediately after the implementation of MSLT?

H_{a6} Experimental group participants will outperform control group participants in their reading comprehension immediately after the implementation of MSLT.

H₀₆ There will not be any significant differences between the reading achievement scores of the treatment groups immediately after the implementation of MSLT.

RQ7 Is there a statistically significant difference between the reading achievement scores of the treatment groups a month after the implementation of MSLT?

H_{a7} Experimental group participants will outperform control group participants in their reading retention scores a month after the implementation of MSLT.

H₀₇ There will not be any significant differences between the reading retention scores of the treatment groups a month after the implementation of MSLT.

RQ8 What are the views of the teacher and the pupils on learning English?

Results of the Study

To find out the effects of MSLT on the participants' vocabulary, listening and reading achievement scores, the achievement tests were administered before, just after and a month after the treatment. To prepare the treatment, the participants' perceptual learning styles were identified to reveal the distribution of their learning channels such as visual, auditory and kinaesthetic.

Results of research question 1. *What are predominant perceptual learning styles of young learners aged 9-10?*

Before preparing the multisensory activities to plan the treatment, the participants' perceptual learning styles were investigated. The results of the analysis of descriptive statistics were indicated in table 8.

Table 8

Distribution of the Treatment Groups' Perceptual Learning Styles

Treatment Groups	Learning Style	N	Minimum	Maximum	\bar{X}	SD
Experimental	Visual	23	1.67	2.86	2.27	.31346
	Auditory	23	1.57	2.57	2.12	.29061
	Kinesthetic	23	1.11	2.67	1.75	.35518
Control	Visual	27	1.86	2.86	2.42	.32229
	Auditory	27	1.71	2.71	2.22	.28967
	Kinesthetic	27	1.11	2.44	1.65	.28532

According to the mean scores presented in table 8, the participants of both the experimental and control groups were predominantly visual, then auditory and finally kinaesthetic.

Results of research question 1.1 and hypothesis 1. *Is there a statistically significant difference between the treatment groups regarding their perceptual learning style?*

An independent sample t-test was conducted to find out whether there was a statistically significant difference between the treatment groups with regard to perceptual learning styles.

Table 9

Independent Samples T-Test Statistics of Treatment Groups' Perceptual Learning Styles

Treatment Groups	Learning Style	N	\bar{X}	SD	df	t	p
Experimental	Visual	23	2.27	.313	48	1.625	.111
Control		27	2.42	.322			
Experimental	Auditory	23	2.12	.290	48	1.226	.226
Control		27	2.22	.289			
Experimental	Kinesthetic	23	1.75	.355	48	-1.083	.284
Control		27	1.65	.285			

* The mean difference is significant at the .05 level.

The results presented in table 9 revealed that there was no statistically significant difference between experimental and control groups with regard to each perceptual learning style, respectively visual, auditory and kinesthetic. This finding confirms the first alternative hypothesis that 'there will not be any significant differences between perceptual learning styles of experimental and control group participants'.

Results of research question 2 and hypothesis 2. *Is there a statistically significant difference between vocabulary achievement scores of the treatment groups immediately after the implementation of MSLT?*

In order to investigate the effects of MSLT on the participants' vocabulary knowledge, The Mann-Whitney U test which assumes that two samples coming from the same population was used on the participants' pre scores of vocabulary achievement test. Therefore, it would be applicable to make the comparison between experimental and control groups. So as to find out whether there was a statistical significant difference between the groups in terms of their vocabulary knowledge, the Mann-Whitney U test was run.

Table 10

Results of the Mann-Whitney U Test of the Difference in the Mean Ranks of Treatment Groups' Pre Vocabulary Achievement Test Scores

Treatment Groups	N	Mdn	Range	Mean Ranks	Sum of Ranks	U	z	p
Experimental	23	14	68	23.30	536	260	-.099	.651
Control	23	14	46	23.70	545			

* Significant at the .05 level.

The Mann-Whitney U test result indicated that there is no statistically significant difference between the groups' pre vocabulary achievement test scores ($U = 260$, $p = .651$). Since there was no statistically significant difference between the treatment groups with regard to their vocabulary knowledge about the target subjects used in this study, the groups could be asserted as equal to each other in terms of their vocabulary knowledge. Thus, the comparison of their vocabulary scores would reveal reliable results.

Table 11

Mann-Whitney U Test Results of Treatment Groups' Post Vocabulary Achievement Test Scores

Treatment Groups	N	Mdn	Range	Mean Ranks	Sum of Ranks	U	Z	p
Experimental	23	79	78	16.74	385	109	-3.418	.001
Control	23	65	69	30.26	696			

* Significant at the .05 level.

The Mann-Whitney U test result presented in table 11 indicated that there is a statistically significant difference between the treatment groups with regard to their vocabulary knowledge ($U = 109$, $p = .001$, $r = -0.503$). Based on the median scores of the groups, it is clear that the experimental group's post vocabulary score ($Mdn = 79$) were higher than the control group's score ($Mdn = 65$). The result confirms the second alternative hypothesis: "Experimental group participants will outperform control group participants in vocabulary knowledge after the implementation of MSLT".

Results of research question 3 and hypothesis 3. Is there a statistically significant difference between the vocabulary retention scores of the treatment groups a month after the implementation of MSLT? Participants were given the vocabulary retention test a month after the treatment in order to investigate whether there was a statistically significant difference between experimental and control group regarding their vocabulary retention by using Mann-Whitney U test.

Table 12

Mann-Whitney U Results of Treatment Groups' Vocabulary Retention Scores

Treatment Groups	N	Mdn	Range	Mean	Sum of Ranks	U	Z	p
Experimental	23	84	50	17.30	398	122	-3.134	.002
Control	23	69	60	29.70	683			

* Significant at the .05 level.

The Mann-Whitney U test result displayed in table 12 showed that there is a statistically significant difference between the treatment groups with regard to their vocabulary retention ($U = 122$, $p = .002$, $r = -0.45$). Based on the median scores of the groups, it is clear that the experimental group's delayed-post vocabulary score ($Mdn = 84$) was higher than the control group's ($Mdn = 69$) score. This result confirms the third alternative hypothesis which predicted that experimental group participants would outperform control group participants in vocabulary retention scores a month after the implementation of MSLT.

Figure 4 and 5 present the results of experimental and control groups' pre-, post-, and delayed post vocabulary achievement levels respectively.

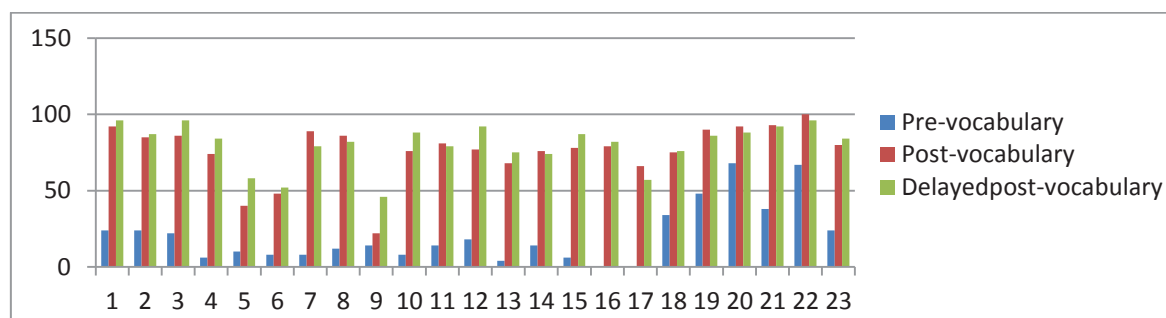


Figure 4. Distribution of the experimental group's pre-post and delayed-post vocabulary scores

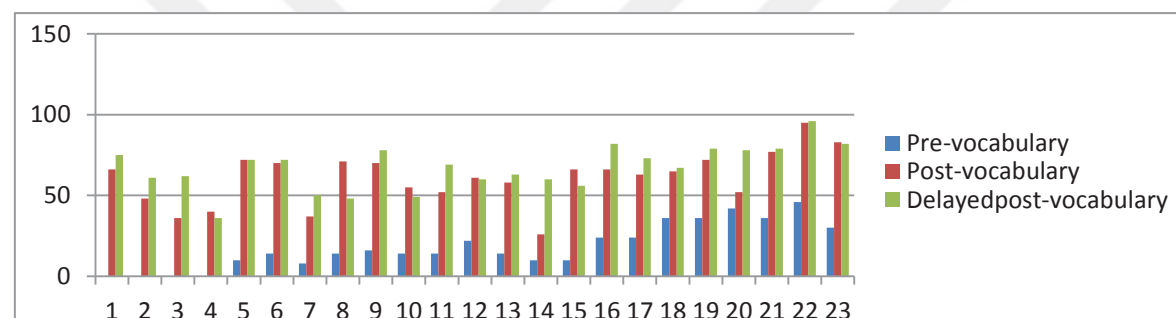


Figure 5. Distribution of the control group's pre-post and delayed-post vocabulary scores

Results of research question 4 and hypothesis 4. Is there a statistically significant difference between the listening achievement scores of the treatment groups immediately after the implementation of MSLT?

In order to investigate the effects of MSLT on the participants' listening comprehension, The Mann-Whitney U test was administered on the participants' pre scores of listening achievement test in order to ensure that the participants in the experimental and control groups were equal in terms of their listening comprehension.

Table 13

Mann-Whitney U Test Results of Treatment Groups' Pre-Listening Achievement Test Scores

Treatment Groups	N	<i>Mdn</i>	Range	Mean	Sum of Ranks	<i>U</i>	<i>Z</i>	<i>p</i>
Experimental	22	0	74	22.41	493	240	-1.002	.316
Control	26	10	38	26.27	683			

The Mann-Whitney U test result as seen in table 13 indicated that there is no statistically significant difference between the groups' pre vocabulary achievement test scores ($U = 240$, $p = .316$). Since there was no statistically significant difference between the treatment groups with regard to their listening comprehension about the target subjects of the study, the groups could be asserted as equal to each other in terms of their listening. Thus, the comparison of their listening achievement test scores would reveal reliable results.

Table 14

Mann-Whitney U Test Results of Treatment Groups' Post-Listening Achievement Test Scores

Treatment Groups	N	<i>Mdn</i>	Range	Mean	Sum of Ranks	<i>U</i>	<i>Z</i>	<i>p</i>
Experimental	22	64	58	17.40	452	101	-3.825	.000
Control	26	41	88	32.89	723			

* Significant at the .01 level.

The Mann-Whitney U test result displayed in table 14 revealed that there is a statistically significant difference between the treatment groups with regard to their listening comprehension ($U = 101$, $p = .000$, $r = -0.552$). The median scores of the groups indicated that the experimental group ($Mdn = 64$) outperformed the control group ($Mdn = 41$) with regard to listening comprehension. This result confirms the fourth alternative hypothesis which foresaw that experimental group would outperform control group in listening comprehension after the implementation of MSLT.

Results of research question 5 and hypothesis 5. *Is there a statistically significant difference between listening retention scores of the treatment groups a month after the treatment?*

Participants were given the listening retention test a month after the treatment in order to investigate whether there was a statistically significant difference between experimental and control group regarding their listening retention.

Table 15

Mann-Whitney U Test Results of Treatment Groups' Listening Retention Scores

Treatment Groups	N	Mdn	Range	Mean	Sum of Ranks	U	Z	p
Experimental	22	66	78	18.52	481.50	130.50	-3.227	.001
Control	26	54	90	31.57	694.50			

* Significant at the .05 level.

The Mann-Whitney U test result displayed in table 15 indicated that there is a statistically significant difference between the treatment groups with regard to their listening retention ($U = 130.50$, $p = .001$, $r = -0.475$). Based on the median scores of the groups, it is clear that the experimental group's listening retention scores ($Mdn = 66$) were higher than the control group's ($Mdn = 54$). The finding confirms the fifth alternative hypothesis 'experimental group participants will outperform control group participants in listening retention scores after the implementation of MSLT'.

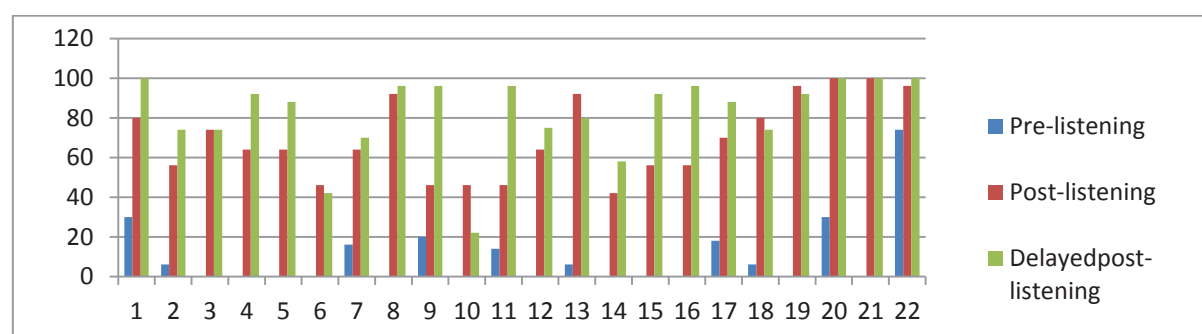


Figure 6. Distribution of the experimental group's pre-post and delayed-post listening scores.

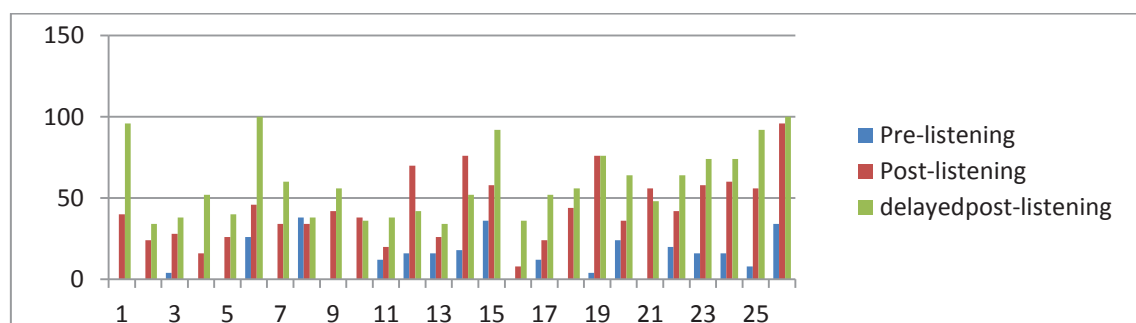


Figure 7. Distribution of the control group's pre-post and delayed-post listening scores.

Results of research question 6 and hypothesis 6. Is there a statistically significant difference between reading achievement scores of the treatment groups immediately after the implementation of MSLT?

To answer the sixth research question and test the related hypothesis, the reading achievement tests were given to both groups before the treatment to find out whether the groups were equal in terms of their reading comprehension.

Table 16

Mann-Whitney U Test Results of Treatment Groups' Pre-Reading Achievement Test Scores

Treatment Groups	N	Mdn	Range	Mean	Sum of Ranks	U	Z	p
Experimental	21	3	21	19	456	260	-.099	.921
Control	24	0	16	27.57	579			

The Mann-Whitney U test result revealed that there is no statistically significant difference between the groups' pre reading achievement test scores ($U = 260$, $p = .921$). Since there was no statistically significant difference between the treatment groups regarding their reading comprehension about the target subjects of the study, the groups could be asserted as equal to each other in terms of their reading skills. Thus, the comparison of their reading achievement test scores would reveal reliable results.

Table 17

Mann-Whitney U Test Results of Treatment Groups' Post-Reading Achievement Test Scores

Treatment Groups	N	Mdn	Range	Mean	Sum of Ranks	U	Z	p
Experimental	21	71	61	31.83	668.50	66.50	-4.222	.000
Control	24	42	65	15.27	366.50			

* Significant at the .01 level

As table 17 indicates, The Mann-Whitney U test result revealed that there is a statistically significant difference between the treatment groups with regard to their reading comprehension ($U = 66.50$, $p = .000$, $r = -0.629$). The median scores of the groups indicated that the experimental group ($Mdn = 71$) outperformed the control group ($Mdn = 42$) in their listening comprehension. This result confirms the sixth alternative hypothesis: “Experimental group participants will outperform control group participants in reading comprehension after the implementation of MSLT”.

Results of research question 7 and hypothesis 7. Is there a statistically significant difference between reading achievement scores of the treatment groups a month after the implementation of MSLT?

To answer the seventh research question and test related hypothesis, the reading retention test was administered to both groups a month after the treatment and their scores were compared by using independent samples t-test.

Table 18

Independent Samples T-Test Results of the Treatment Groups' Reading Retention Scores

Treatment Groups	N	\bar{X}	SD	df	t	p
Experimental	21	80.09	18.843	43	-5.134	.000
Control	24	51.70	18.205			

* The mean difference is significant at the .05 level.

When p value is considered [$t = -4.381$; $p = .000$] in table 18, the t-test result indicated that there is a statistically significant difference with large effect size ($d = 1.53$; $r = 0.60$) between the treatment groups with regard to their reading comprehension. The mean scores revealed that the experimental group ($M = 80.09$) outperformed the control group ($M = 51.70$). Thus, the result confirms the seventh alternative hypothesis which predicted that the experimental group would outperform the control group in reading retention scores a month after the implementation of MSLT.

Figure 8 and 9 present the results of the experimental and control groups' pre-, post- and delayed post reading scores respectively.

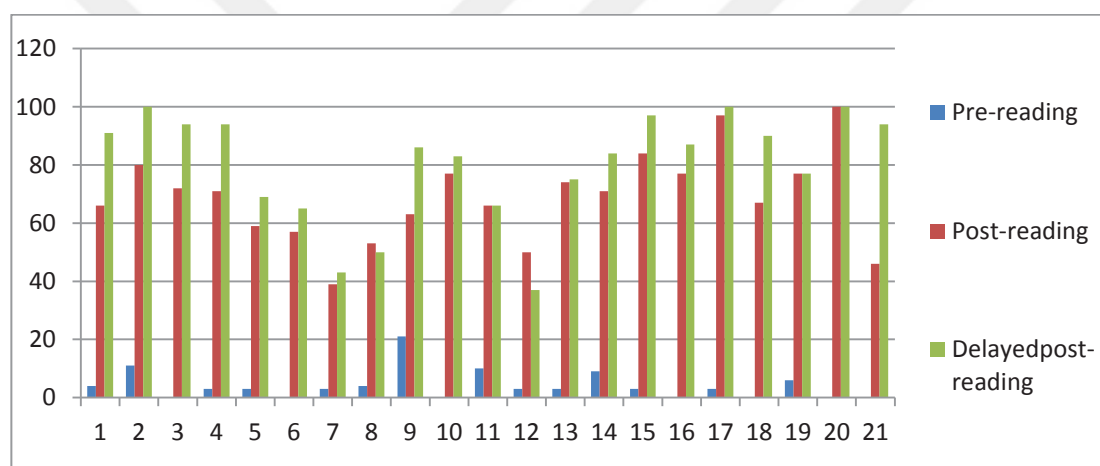


Figure 8. Distribution of the experimental group's pre-post and delayed-post reading scores.

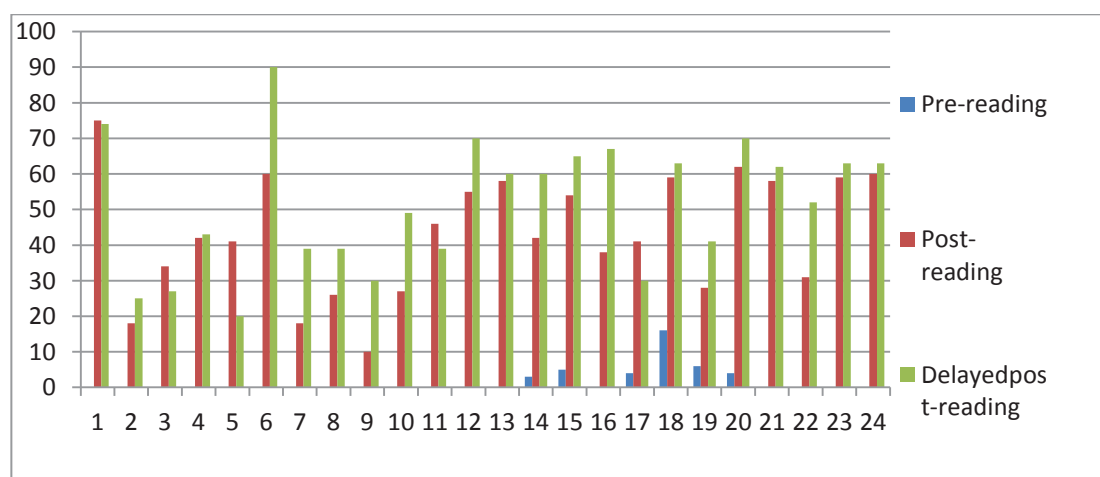


Figure 9. Distribution of the control group's pre-post and delayed-post reading scores.

Results of research question 8. What are the views of the teacher and the pupils on learning English?

Narratives from the pupils' diaries, the teacher's blogs, and the teacher's interview results conducted with the teacher were analyzed by using content analysis technique in order to evaluate the views of the pupils and the teacher on learning English.

Results of the pupil's diaries. The data elicited by means of diaries and the blog have been categorized under the following headings.

- Views and feelings about English lesson and activities and materials
- Views and feelings about their English book
- Views and feelings about their teacher
- Negative views and feelings about different components of MSLT
- Views and feelings about reading, listening and vocabulary in English

The following subsections will present the findings from the narrative data firstly belonging to the experimental group and then the control group.

Views and feelings of the experimental groups' pupils with regard to their English lesson including the activities and materials. The following extracts taken from the experimental group indicate the pupils' views and feelings about English lesson with its activities and materials.

P1: "I love English lesson very much because we always do very fun and enjoyable activities. Today we played games and I had a lot of fun. I had great time..."

P1: "I had a lot of fun since we played games about clothes..."

P1: "Today I had great time in English lesson. I learnt numbers by playing bingo game. I think this unit will be nice..."

P2: "I love English lesson because we played games. We became mother and father and of course we played with the puppets. I love this lesson because I gradually learn more and more English and it is enjoyable..."

P2: "I had a lot of fun. I learnt numbers by playing bingo game. I think each lesson will be very nice and enjoyable..."

P4: "I love English lesson. I never get bored from anything done in this lesson. We met the puppets today. We put the puppets on the correct place to form a family tree. Later we stuck the written form next to the puppets. We did enjoyable lesson..."

P4: "Nihan teacher wore the monster but it was empty. It has not got any body parts such as eyes, ears, legs etc. There was a lot of hair on its head. We read the body part written on the card and stuck the correct part on the monster. What we did in English lesson was enjoyable. It became the most enjoyable lesson in the school..."

P5: "I love English lesson because it is fun. Nihan teacher does everything her level best to entertain us. For example, she brought toy rabbits and their clothes. We put on clothes on Buggs Bunny and Lola Bunny. She brought many other things that are too many in number that I cannot even count. The things I remember are dolls, puppets, songs, spinner etc..."

P5: "Today we played a dart game and we wrote the body parts on the worksheet. I had fun..."

P17: "Today we played games in English lesson as usual. Of course the games were related to our lesson. I had a barrel of fun in this lesson. I loved forming the monster the most. I hope the other lessons will be as enjoyable as today's lesson..."

P6: "English lesson was easy for me. I am learning by having fun. I like English lesson because I played with puppets..."

P7: "Playing with puppets is more enjoyable than doing exercises in the book..."

P8: "I had a lot of fun. We played with the puppets. I took one of the puppets and introduced it to my friend. My puppet was Ann's mother..."

P8: "I love today's lesson and our teacher showed pictures on computer's slides. We played yes/no game. Oh! In addition, we promised to obey the classroom rules..."

P9: "Today we had very fun lesson. We stood up and formed a family tree with the puppets with my friends as a group..."

P9: “Nihan teacher introduced us different colorful monsters coming from the space. We met them and introduced our monster to my friends. Today what we did in English lesson was very enjoyable...”.

P10: “Today I learnt the words of family members. We played with the puppets. They were very ridiculous. We played games. We became mothers and fathers...”.

P10: “Today our teacher brought a clown to us. We placed his body parts on him. Later we played a game through computer. She handed A/B/C cards to each of us. We showed the correct card to answer the question. We had an enjoyable day today...”.

P11: “I love English lesson as the things we do in the lesson appeals to me. Today we had fun with the puppets. I can remember many things we have learnt in the lesson...”.

P11: “Today we matched the sentences with the pictures of clothes stuck on the board. Also I had a picture of trousers and I tried to find the written word of trousers stuck on the stick. It was fun...”.

P12: “The lesson was really great. The teacher handed puppets to us and we played with them. We introduced them to our friends. Today I really both had fun and learnt English...”.

P13: “We had very enjoyable lesson. Everybody stood up and we dressed up Buggs Bunny and Lola Bunny as a group. We were groups in three. The lesson was very enjoyable...”.

P14: “Nihan teacher gradually brings new things to our classroom and this makes me very happy. It was very fun and enjoyable...”.

P14: “I want to see the puppets, games, yes/no cards and monsters in English lesson again. I also want to do activities outside...”.

P15: “Today we turned the spinner and when it stopped we produced sentences about the picture on it. It was great. Today I had fun...”.

P16: “I loved English lesson. I never got bored. Monsters, puppets, rabbits and all of them were very good. Thanks to English lesson...”.

P18: “Today we learnt two new things- *I have got a mother. / I have got a father.*- In fact I raised my hand and I took the turn. I became happy. I became very happy. I love opening my heart to you my dear diary...”.

P19: “Learning family members and clothes was easy but I did not understand body parts at the beginning. But later, when we sang the song I understood...”.

P20: “English lesson is very good and also effective. We spoke English by holding the puppets. We dressed up rabbits. We spun the spinner and shot the dart board. We did not write much...”.

P20: “Today English lesson was very favorable. Bugs Bunny and Lola Bunny came. It was great...”.

P20: “We had very enjoyable English lesson today because monsters came to our class...”.

The extracts presented above indicate the extent of the pupils’ positive views and feelings about their English lesson. When we consider how having positive attitudes toward learning English is very crucial point for young learners, the following extract might summarize the effect of English lesson planned for this experimental study on the target pupils.

P2: “I will never quit learning English. I will continue my English life. We always do interesting activities...”.

Views and feelings of the experimental group pupils with regard to their English coursebook. The following extracts taken from the experimental group indicate the pupils’ views and feelings about working with their English coursebook.

P2: “...playing with the puppets is more enjoyable than doing exercises in the book...”.

P5: “We do not use our coursebook in English lesson. We do lots of group work. I love group work activities because we work together and learn together. When I go home I review the subjects from my book...”.

P8: “... puppets and monsters are more enjoyable than the book. I liked the puppets. They were beautiful...”.

P11: “I like working with materials more than the book. I like yes/no cards the most because answering questions was more effective, beneficial and enjoyable. I also want some outside activities...”.

P12: “I have very good thoughts about the things we are doing in the classroom. I like learning English with the things my teacher brings to the classroom rather than our book...”.

P14: “I like to learn English more with the materials my teacher brings. They are very attractive...”.

P15: “I like to learn English with the book because when we use books we can work with individually. I got bored today because we always did lesson through activities...”.

Views and feelings of the experimental group’s pupils with regard to their English teacher. The following extracts taken from the experimental group indicate the pupils’ views and feelings about the teacher.

P1: “What we did in English lesson was very enjoyable today. As for me it is very enjoyable to have lesson with Nihan teacher...”.

P2: “I love English lesson because we have Nihan teacher. I love my teacher...”.

P3: “Today I had a very enjoyable day. It was nice. I love my Nihan teacher”.

P4: “...I love my teacher. She drew smiling face next to my sentence. It was great...”.

P5: “I had very fun in Nihan teacher’s lesson. Everybody becomes very happy. When she sees us happy she also becomes very happy...”.

P6: “...Nihan teacher is a very good person. She prepared lots of enjoyable activities for us. Sometimes she asked us to write something on our notebook. Some of my friends do not want to write but for me Nihan teacher is supporting us. As she wants to give more information to us ☺...”.

P8: “...I love English lesson because I love my Nihan teacher...”.

P11: “I have fun in English course because our teacher does everything to see us happy but we always speak. Therefore, we should not make our Nihan teacher upset. We are lucky. We have Nihan teacher. But for her, what can we do? ☹...”

P12: "... Nihan teacher does everything as much as she can do to entertain us. Therefore, I love Nihan teacher very much...".

P14: "I had fun with the puppets in English course because I love Nihan teacher.... Today we met Ann's family and we had a lot of fun. I love my Nihan teacher very much...".

P18: "Sometimes our teacher is shouting at us. I feel very sad but she is right as we are really naughty...".

P19: "Today I would like to write about my feelings. Nihan teacher sometimes does the things that I do not want. In short, what I am trying to say is that Nihan teacher does not give puppets and toys to me. But anyway, it is not so important. She cares about us. It is enough for me...".

P20: "I love Nihan teacher. They (including the researcher) prepare toys and amusing materials so that we have fun and good time. They love us and of course I love them. Of course I am speaking for myself. I do not know others...".

Negative views and feelings of the experimental group's pupils with regard to different components of MSLT. In addition to the pupils' positive feelings and views about the lesson and the teacher, they also mentioned about what affected their feelings and views negatively as presented in the below extracts.

P2: "I love English lesson my dear diary but if only my teacher let me involve into the activity...".

P3: "I hoped we would do more enjoyable things today. Our teacher handed the puppets to us and she did not give me and Ozan any puppets. I was worried but anyway some activities were so good. She does everything to entertain us so I love my teacher...".

P5: "I love English but sometimes I do not love. Because I raise my finger but she does not give me permission. But still learning English is good...".

P6: "I like English lesson very much. But one day somebody took the costume I wanted. I was very angry that time...".

P7: “Hi my diary. Today my teacher did not give me an opportunity to talk and I did not like this situation. In fact, I like English because we do lots of activities, games and many other enjoyable things...”.

P10: “Nihan teacher brought the puppets of family members. I think if we play these puppets in the school garden, it would be better...”.

P11: “I got a little bit bored today because a pupil who went to the blackboard could not go again...”.

P11: “I got bored today because we did revision...”.

P14: “Today I had great time because we played dart game. It was good but it had also negative aspect because we lost the game...”.

P15: “When Nihan teacher asks something, she usually gives me an opportunity for talking twice or three times. But anyway it is enough for me...”.

P16: “I was a little bit offended by Nihan teacher. But anyway, she gave me an opportunity to do the activity and use the materials...”.

P16: “I did not like English lesson today because my friends made a lot of noise and I could not understand anything. We had only one hour English lesson today and I could not repeat what my teacher said...”.

P17: “Because my friend spoke without getting permission when the teacher asked questions we did not get an opportunity to do things. Of course I do not like this situation...”.

P19: “When my friends were dressing up Buggs Bunny and Lola Bunny the bell rang. We could not do it although the other groups did. Therefore, I am a little bit unhappy...”.

As mentioned above, the number of opportunities provided by the teacher to be involved in the activity and to manipulate the materials is not satisfying for the pupils. Besides, they complained about making noises as a classroom management issue.

Views and feelings of the experimental group's pupils with regard to reading, listening and vocabulary in English. In addition to sharing their worries about not being

involved into the activities, a few pupils mentioned about their views on learning English particularly with regard to learning vocabulary, reading and listening in English.

P1: "Today I love English lesson in general because I love learning new things. For example, learning English words today was very easy for me..."

P3: "Our teacher brought us a clown. We stuck the words of his body parts on him. Later we played yes/no game. Today I had an enjoyable day..."

P6: "It is easy to learn English for me. I always revise what I have learnt when I go home. Thus, I will not forget English words easily..."

P6: "I had fun because there was something like a pillow (a big wearable puppet) and we pulled a hair from its hair and read the word aloud. Finally, we stuck the body part on the pillow..."

P7: "I will explain my thoughts and feelings about today's lesson. Today we had fun because our teacher brought three monsters and I and my group members formed our own monsters by reading the description of our group's monster. It was an enjoyable game ..."

P16: "Today we learnt the names of clothes. We dressed up Buggs Bunny and Lola Bunny. We learnt how to pronounce and write the names of clothes. This lesson was fine but learning English words was very difficult for me..."

P17: "It was easy to learn English words because sentences were simple..."

P17: "...in the meantime I had difficulty in remembering some words. I will share this with my teacher in the following lesson..."

P18: "It is enjoyable to learn new words. I like English lesson the most so that I do not want to sneak off from my class..."

P19: "We had a lot of fun with the puppets today. I can keep many words in my mind..."

P19: "Today we studied clothes. We played a game by using the spinner on which there were lots of pictures of clothes. I forgot some of the words because there were a lot of words. It was difficult for me to learn many words..."

P4: "I understand English because I like it but I cannot read in English sometimes..."

P6: “It is difficult to understand what I am reading in English. Because I cannot understand...”.

P7: “I understand everything because our teacher read it perfectly and clearly...”.

P8: “The teacher handed out the worksheet and we completed them. She stuck the charts with pictures on the board and we read the words by adding plural forms of clothes. I got a little bit bored...”.

P10: “I love English my dear diary especially when Nihan teacher let me go to the board. Today I read out a card to my friend and attached the two eyes (as the target body part) to the right place on a puppet monster. I became very happy. I very much like to write about my feelings in my dear diary...”.

P11 “It is difficult to understand what I am listening to. If we are listening to something including the words that I have not learnt well, I cannot understand easily...”.

P13: “What we did in this lesson was very different and enjoyable. We answered the teacher's questions by holding “yes /no cards”. I could understand many of the questions easily...”.

Views and feelings of the control group’s pupils with regard to their English lesson.

The following extracts were taken from the control group. Firstly, the pupils’ views and feelings about English lesson are presented.

P1: “Today I liked the lesson because the subjects were easy. I think I will like the following subjects...”.

P2: “I like today’s subject. When listening to the teacher I learnt something. I liked the subject I learnt...”.

P3: “Today I had fun because Nihan teacher made the lesson enjoyable. We listened to the music. Learning English through music is a very good thing for me. My diary, if you were in Nihan teacher’s class, you would have fun too. It is enough for today my dear diary...”.

P4: “I had fun in English lesson today. We learnt family members. Grandmother means büyük anne, grandfather means büyük baba, mother means anne and father

means baba, brother means erkek kardeş and sister means kız kardeş. That's all from me my dear diary...".

P5: "Today I revised what I have learnt in English lesson after the lesson to better learn the words. Thus, I understood better...".

P6: "The subjects were very fun because I was prepared for the lesson well...".

P7: "At the beginning today's lesson was difficult for me. But later I learnt easily with the help of my teacher...".

P7: "We had fun in English lesson today. We learnt grandfather, grandmother, father, mother, brother, sister, aunt and uncle...".

P8: "Today we learnt numbers from one to ten. Firstly we wrote numbers in our notebook to learn. Later we prepared bingo cards and we played bingo game. It was fun...".

P8: "Today English lesson was good. We did exercises and we controlled our homework...".

P9: "Today our teacher asked a few of us to say numbers from one to ten. Some pupils could count from one to ten but some pupils could only count to five. She gave different homework to the pupils who could not count. They would write the numbers three times. I also could not count to five so the teacher also wanted me to write and it was fun...".

P10: "Today's lesson was good because we learnt new things. Everybody thought that lesson was exciting because there was a song in the book and our teacher sang it and it was fun. I love English lesson very much. I hope my friends in my previous school like English lesson...".

P11: "I like today's subject. I listened to my teacher very well because she will transfer the pictures we drew in the lesson to her computer. I think I will love the new subjects...".

P12: "Today we studied very much. In fact we studied for the exam. We will have an exam two days later. Should I be worried about it? Should I be happy? I don't know. However, we had fun...".

P14: “It was a good day because we played a game. I formed a sentence. I formed a sentence with the new subject we had learnt. Every pupil produced a sentence and it was an enjoyable day...”.

P15: “Today we learnt numbers and wrote numbers in our notebooks. We drew a picture next to it. Later our teacher handed a piece of paper to each of us and we played a game. The name of the game was bingo. It was enjoyable...”.

P16: “Our English lesson was always good. I always raise my hands. When I answer correctly I become happy and when I answer wrong I become unhappy but I never get bored from English lesson...”.

P17: “Today I had great time in English lesson. Our teacher wrote numbers from one to ten on the board and we wrote them in our notebooks. Later we drew items or shapes up to those numbers. For example, I drew five pencils next to 5. Later we colored them. Goodbye my dear diary. See you in the next English lesson...”.

P18: “Today we had good time in English lesson. We learnt new things such as “Have you got a sister?” etc. Our teacher made us write something about the subject in our notebooks. We did exercises in our book. We had fun. That’s it for me for today my dear diary. Good bye...”.

P19: “We learnt the names of clothes and colors. We completed worksheets. Our teacher handed the pictures of clothes to us. Our teacher wanted us to say the names of clothes and their colors. I had the picture of belt and it was black...”.

P20: “Today we learnt the names of body parts. Our teacher wrote the names of body parts on the board and we copied them in our notebook. Later our teacher gave us homework and we did some activities. That’s all for today...”.

P21: “Today we counted the numbers. Nobody knew the numbers except for me. I could count from one to twenty...”.

P22: “Today I am very happy. Our English lesson was very good. We did lots of things...”.

Views and feelings of the control group’s pupils with regard to their English coursebook. The following extracts taken from the control group indicate the pupils’ views and feelings about working with their English book.

P7: “We learn lots of things from English book. We sometimes do coloring activities.

I always do my homework and I never get bored...”.

P11: “We are learning lots of things from the book. Sometimes we do coloring. I

always do my homework. Our English teacher loves us...”.

P13: “I did not like English lesson today because I do not like doing something in the book...”.

P21: “Today we did some activities from our English book. There were questions in

English and we answered them. I had enjoyable time...”.

Views and feelings of the control group’s pupils with regard to their English teacher. The following extracts taken from the control group indicate the pupils’ views and feelings about the teacher:

P3: I never get bored from English lesson because our English teacher loves us very much and we love her very much too...”.

P5: “Today we learnt new subjects from the book. We asked questions and we answered. I had fun in today’s lesson and I love my English teacher very much...”.

P10: “I had very good English lesson today as I always have. Everything was like a game. I love you my teacher. My dear teacher...” (she added lots of heart symbols).

P13: “Our teacher was so tired today that we could not have fun. In fact, I did not get bored but all my friends became very unhappy because of our teacher’s tiredness. I think she might be sick. I could not study English enthusiastically. Why do you think it is so my teacher? Because of your illness my dear teacher I felt very bad. Please! Do not be ill. I love you...”.

P18: “Today English lesson was very good because we learnt new subjects. That was happened as a result of my dear teacher’s effort not my effort...”.

Negative views and feelings of the control group’s pupils with regard to English lesson. In addition to positive views and feelings about English lesson, they mentioned about some negative views and feelings about the lesson as presented in the below extracts.

P5: “I cannot readily say I had fun today because we only wrote family members such as father and mother...”.

P11: "I did not like the English lesson today because I had forgotten to do my homework and I felt bad about it..."

P13: "I got bored today because we did revision..."

P6: "Today it has been a good day but our teacher got angry because some pupils made noise. For example my desk mate always talks. I wish our teacher would separate us. Deniz would be a better desk mate. Anyway, I will tell my teacher next time..."

P14: "Some of my friends made noise today so I did not like English course today..."

P16: "I did not like today's English lesson because I forgot doing my homework for today and I got ashamed. However, I love my friends and my teacher..."

Views and feelings of the control group's pupils with regard to vocabulary, listening, and reading in English. A few pupils mentioned about their views related to learning English particularly related to learning vocabulary and reading and listening in English.

P3: "English lesson was good. We always learn new words. We had fun..."

P4: "The subjects we have learned today were difficult for me. Thus, I revised them after the lesson..."

P5: "I understood the words which we have learned today easily because it was useful for me in daily life..."

P7: "...To be able to learn the words we learnt today I did revision. Therefore, I understood the words better..."

P13: "Today I was prepared well for the lesson so the subjects were easy for me..."

P8: "Our English lesson was good but it was difficult to read..."

P14: "English is just a language like Turkish. However, reading English letters is different..."

P16: "Today we were going to have an exam but our teacher forgot it. Never mind. We will study more. Anyway we had a good lesson but it was difficult to read. I am looking forward to the next lesson..."

P20: “English seemed easy at the beginning but in fact I had difficulty in understanding. Later, I learnt easily with the help of my teacher. For me English lesson was very important...”.

As it is seen in the above extracts, the pupils in control group mentioned about the subjects they learnt, doing exercises and tasks in the book, doing homework about English lesson, playing bingo game and singing a song in English.

Results of the teacher’s blogs. The data elicited from the teacher’s blog were categorized under the following headings:

- Views and feelings about being a part of the study
- The materials used in the study
- The activities used in the study
- General views, observation and feelings about the lessons

The teacher’s views and feelings about being a part of the study. The following extract taken from the teacher’s blog indicates the extent of the teacher’s enthusiasm for working with the researcher to conduct this experimental study.

T: “Everything started with gorgeous offer. It was an educative and supportive call that would make my current school year pass with excitement and enthusiasm. It was an offer from my dear instructor Şule Çelik Korkmaz who is attending Uludag University English Language Teaching Department to start a study in which it will be conducted with fourth grade English learners. The aim is to enable children to learn English by doing and with fun. That was what I needed so that I accepted the offer with pleasure...”.

T: “We are getting benefits from our long-term study. For two weeks, we have had our lessons by using the materials prepared for the unit “the family” without using the coursebook. It is very enjoyable. To know how such a right study I am involved also makes me happy as I observe my pupils’ interests in the lesson, their success in the activities and their joy, which is the most important thing for me...”.

T: “We finished our last lesson for the study. This time we learnt with fun thanks to lots of monsters. Again we smiled a lot. I hope we transfer our energy to you. My last word is for my Şule teacher for her unquestioning support. Thank you. One more private thanks is for my student teachers who took the photos of our lesson without denying their support to me and whom I believe that they will be brilliant future teachers...”.

The teacher’s views and feelings about multisensory materials. The following extracts indicate the teacher’s evaluation of the materials used in the classroom.

T: “The character that Şule teacher chose for the unit “the family” is Ann. This is Ann’s family (the photo was uploaded). My pupils learnt family members through these gorgeous puppets. This is the family tree which is difficult to carry but which has great function. The pupils placed the correct puppets on the correct places by saying their names. The main purpose of them was to touch the puppets of course if they speak English...”.

T: “...I and my pupils liked these “yes/no hands” the most. We said no when the sentences we listened to were wrong and we said yes when they were true...”.

T: “... to prepare some materials is difficult but never impossible. I was lucky thanks to Şule Hoca’s support. Not only her support for material but also her support for providing motivation and energy was very precious for me. She waited for me excitedly at the door at the end of each lesson with chocolate and cookies...”.

T: “...My pupils match the pictures with the written words of the clothes stuck on the sticks. To take the colorful sticks in their hands was enjoyable enough for them☺...”.

T: “We started our lesson with the colorful spinner. We firstly spun the spinner with numbers, later the spinner with the pictures of body parts. Finally we produced sentences about what we had. Students could speak without being afraid of making mistakes and with fun via the spinner which could be prepared easily from the construction paper...”.

T: “In the classroom, we played a game to revise newly learnt words. When a game was involved in the lesson, my pupils had much more fun. I handed out A-B-C cards to my pupils. They tried to raise the correct card after listening to questions

considering the pictures on the slides. They like so much to take, to touch and to use things which are easy to prepare like these cards...”.

T: “This time our guests were lots of monsters... My students met various colorful body parts stuck on the board...At this point, it sometimes becomes difficult to convince them to stay in their places. That’s the moment when I say that I wish we did not have any time problem. At that moment their curiosity not only arouses but also enthuses...”.

T: “Sticks...sticks... sticks which gave a magic touch to our classroom. Now I really cannot think a lesson without using them. This time, as you may guess there is a different monster stuck on each stick. The pupils described each of them as we described the toy...”.

The teacher’s views and feelings about multisensory activities. The following extracts indicate the teacher’s evaluation of the activities used in the classroom.

T: “Today we had so much fun in the classroom that I want to share our energy in the heat of the moment. The characters of the unit “My Clothes” were Bugs Bunny and Lola Bunny which you know very well. We dressed up them today for the carrot party and we did it successfully. They are ready for the carrot party...”.

T: “...When doing matching activity related to the clothes their communication with each other by saying “*no that is not true, yes that is true*” was striking. Through the activities we did in the classroom, the pupils learnt how to represent and support their groups instead of being angry and sulky pupils who were always saying “*I will do this, I will do this*” by coming to the blackboard...”.

T: “We said that Ann has got a family and we are also a family. Thus, we gave roles of father, mother, aunt and grandfather. My pupils looked so good in the costumes. Every new word they learnt became real when they played these roles. They learnt through experience. Their behaviors, mimics and facial expressions changed immediately...”.

T: “...It is really a great feeling to observe that my pupils learn by playing, doing and experiencing and to get positive feedback from them. Put everything to one side, it is

worth being tired due to their childish excitement, smiling, innocence and joy on their faces. So glad I have them.

T: “In this lesson I realized that it is more useful and effective to do the activity via a big colorful cardboard stuck on the board than to do via an individual worksheet at the end of the lesson. It is always more interesting for pupils to touch, to feel and to have the product outcome and succeed together...”.

T: “Although it seemed that it would be an individual activity cooperation started immediately when I started to hand out the pupils’ worksheets. The product outcome belongs to the whole class. It shows again that being a team and working together for the sake of a shared goal reveal good work...”.

T: “After doing the activities with the monsters, we went on learning body parts via a different toy character. This was a listening activity. After I handed out Yes/ No hands which my children like very much, I produced sentences about the body parts of the toy. If my sentence was true, they showed Yes hand and if it was wrong, they showed No hand. I thought about why my learners like Yes/ No hands so much except that they are different and fun. I noticed that using Yes/No hands (or cards) might prevent pupils from being afraid of making mistakes when giving answers. Ultimately those hands are not their own hands 😊...”.

T: “We planned our reading activity as a settling activity after the stirring ones. We read the paragraphs and matched with the pictures on the worksheet individually. However, the most fun part of the lesson was doing the same activity by touching the big pictures on the board as a reading game...”.

The teacher’s views, observations and feelings with regard to the lessons taught through MSLT. The following extracts show the teacher’ views, observations and feelings about the lessons in general.

T: “We finished the unit “the family” fast, vigorously and joyfully. What is left from the lesson was my pupils’ diary entries... we will continue these studies for a while. We will share our good results with you. Do not stop playing games how old you are. Games are much more effective learning tools than you estimate. Stay with games and love!... ”.

T: “We finished the unit “my clothes” as much fun and fruitful as the unit “my family”. What is left from the lesson was these nice pictures...”.

T: “We finished one more stirring and lively lesson again. We again learnt with fun, supported each other and became a wonderful team. My teacher friends know very well what it means to have pupils who go out as if they were escaping from something as the bell rings. It is possible to do the opposite of tiny touches. Doing such small things provides both us and our pupils support and energy. I hope that you received today’s positive energy and warmth from our classroom. Hoping to see in the following lessons and activities...”.

T: “And the happy ending. It is time to say goodbye to such an energetic classroom in which there are brilliant children and in which not only the pupils but also the teacher learn lots of things. With the colorful clown we both learn and had fun...”.

<http://nihantoptan.com/2013/03/13/bizimkisi-bir-aile-hikayesi/>

<http://nihantoptan.com/2013/03/13/bu-sefer-dersimizde-bakin-kimler-var/>

<http://ekampus.orav.org.tr/Blogger/nihantoptan/Page/40663/kiyafetler-unitemizi-tamamladik--->

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<http://ekampus.orav.org.tr/Blogger/nihantoptan/Page/40749/vucudumuz-ogreniyoruz--->

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Results of the teacher’s interview.

1. What are your views about MSLT? What are your positive and negative experiences during the program when you compare MSLT with the traditional method?

The teacher explained the impact of MSLT on learners as seen in her following expressions particularly regarding the student whom she considered uninterested and lazy:

T: “While using MSLT, I observed that students’ participation increased and they took active role in their learning. Therefore, they mostly learn by doing and experiencing. I realized that learning becomes more permanent when the coursebook was supported by supplementary materials and a variety of activities. The most interesting experience for me was that I noticed one of the children whom I thought

that he lacked of language aptitude and interest was trying to be involved in the activity supported by a big, hand-made materials. I was surprised that the uninterested student suddenly became an interested child in my lesson. I mean that every child can find something interesting and motivating when learning English through multisensory materials and activities. I noticed that it is not true to label some students as lazy. We need to consider that they do not like the activities in the coursebook. What is worrying is that some of the students lost their attention when I turned back teaching by using the coursebook.”

The teacher pointed out how children developed positive attitudes towards learning English through MSLT by sharing her experiences when this intervention programme ended:

T: “My pupils did not forget what we did during the intervention and they asked spontaneously why they didn’t have materials any more and what happened to our materials”

The teacher explained how she teaches to the control group:

T: “When I was using the coursebook, most of the time I took an active role and students became passive. For instance, when teaching vocabulary, I expect them to underline unknown words in the passage, to guess the meaning of the words in the context by evaluating whether the meaning of a word is positive or negative, to match the words with the pictures, and finally to look up a dictionary to get the meaning.

The teacher also explained some difficult aspects of implementing MSLT related to classroom management as follows:

T: “I had difficulty in managing the class as the children were not accustomed to learning English through this method. Because no tactual and kineasthetic materials were given accompanied by coursebooks, children were so excited when they saw all those colourful and appealing materials in the classroom. Very naturally, they immediately wanted to touch and use them, which created a chaotic classroom atmosphere. Later, they understood that the teacher would give an opportunity for all

of them with touching and using these materials. Fortunately, they got used to learning through MSLT materials and activities”.

In addition, she mentioned about how tiring it is to implement MSLT for her:

T: “Applying MSLT is tiring in terms of physical aspect for a teacher as you need to provide more effort. However, it is very appropriate for pupils who are naturally kineasthetic and energetic. Thus, it is worth using it in the classroom because I had lots of fun together with my pupils.”

As seen in the expressions of the teacher, she did not report any other negative experiences of implementing MSLT

2. Can you compare the treatment groups in terms of motivation, attitude, and learning?

The teacher mostly mentioned about the significance of manipulative materials by comparing them with technology-based materials.

T: “Even if new generations are said to be digital-native, even if I am also digital-native as a teacher, learning through by doing, touching and experiencing is more effective than learning through the technology. Since language is communication, practicing language should be face-to-face and through touching rather than through technology for children. For instance, when I compare the effects of computer games and games with regard to colors played with a tactual material, children are more interested in the game played with the tactual material rather than computer games, because tactual materials are more engaging and appealing. When you integrate technology, you can cater for visual and auditory learners but you cannot accommodate the needs of kineasthetic learners. Although kineasthetic style was placed in the last rank, elementary school children like moving around the most. When playing computer games, they only press the button or click the mouse.”

The teacher also explained why most of language classrooms are still teacher-centered by stating that some teachers believed that they had to teach dominantly and talk more than pupils. They even did not want to put two pupils together to prevent the classroom from management problems by ignoring the advantages of peer learning activities which require

pair and group works as organization, learning by doing, moving and touching. The teacher explained why English teachers do not use suggested communicative activities in the book, particularly those that involve action, as follows:

- Managing the classroom becomes more difficult for teachers
- Subjects are not interesting enough
- Teachers consider that these types of activities as time consuming and they believe that they do not have enough time to incorporate such activities.
- Teachers' lack of knowledge about how to plan and implement action-based activities.
- Teachers do not get pleasure from these types of activities

3. How can you evaluate the results particularly the increased scores emerged from the retention tests?

The teacher explained her personal reasons with regard to higher retention scores obtained from the delayed post tests as follows:

T: "Before anything else, I thought that we made a world of difference in the attitudes of my pupils towards learning English in a positive way. So much so that if you invited those to learn English in the same way throughout mid-term break or summer holiday right now, I am sure that every pupil would accept with great eagerness. Because, they enjoyed so much and they did not think that learning English was only a compulsory school subject but something fun for them. I believe that their readiness for learning English is increased. Therefore, it is highly likely that most of them studied English regularly when they went home. Moreover, just before administering the delayed post tests, they had written English exam and most probably they studied English concentratedly just before their written English exam.

Like every student, my pupils also attach great importance to written exams...".

As seen, the teacher mostly mentioned about positive aspects of MSLT except for classroom management aspects and its being tiring.

In this chapter, the findings obtained from the quantitative and qualitative data have been presented on the basis of related research questions. The following chapter will present the discussion of the findings, overall conclusion and suggested implications.



Chapter 5: Discussion, Conclusions and Implications

This study conducted with fifty-one 9-10 years old fourth-grade pupils recruited from Öğretmen Hasan Güney Primary School in Bursa to investigate the effects of Multisensory Language Teaching (MSLT) on their English vocabulary knowledge and listening and reading skills. The quasi-experimental study was conducted in two intact 4th grade English classes during six-week period of the first term of 2012-2013 academic year by assigning 4A as a control group which was taught English through mainstream education, and 4B as an experimental group which was taught English through MSLT.

This chapter comprises a summary of the research findings to be discussed from different viewpoints, conclusions drawn from the findings, and implications for teaching practices and future research.

Discussion

Both quantitative and qualitative instruments were administered in order to answer the research questions of the study. The findings of the study will be discussed with reference to each research question.

Research Question 1. *What are predominant perceptual learning styles of young learners aged 9-10?*

Perceptual learning styles deal with visual, auditory, kineasthetic and tactile style in isolation. However, the primary aim of this study is not to identify the learners' learning styles in isolation and to teach accordingly. Instead, the study aimed to reveal the interactional effects of different perceptual learning styles by referring to multisensory learning on the learners' foreign language achievement. Arslan (2012) stated that if successful outcomes are expected from YLs, the following factors need to be satisfactorily provided such as sufficient time, relevant materials and activities appealing to learners' perceptual learning styles, appropriate syllabus and professional teachers who are competent enough to teach young

learners. Agreeing with Arslan, the researcher believes that pupils need to be provided all sensory modalities concurrently in the classroom by providing multi-sensory activities and materials as we experience in our real world.

Therefore, the question which aimed to determine the participants' overall perceptual learning style preferences was formed as a starting point in order to prepare the materials, activities and the planning of the lessons in the design of the study. The results of this study were in line with the studies conducted by Gilakjani (2012), Kim (2009), and Ren (2013) because the answers of the participants to the questions in "*The Learning Style Survey for Young Learners*" indicated that they were predominantly visual, auditory and kinaesthetic in descending order of preferences. However, the interview results of this study supported the views of Dunn & Dunn (1992, 1993), Dunn & Griggs (2000), and Price (1980) who stated that the younger the children, the more likely they have tactual and/or kinesthetic perceptual preferences. Elementary students barely remember three-quarters of what they hear during a class period and only few of them can be successful in a traditional class. In line with their views, the teacher in this study asserted that elementary school children like moving around the most and learn by doing, touching and experiencing despite the appearance of the kineasthetic style in the last rank. Although the teachers reported that they used a variety of activities, the observation results revealed that kineasthetic activities were not performed in the classrooms due to limited time and crowded classes. Similarly, Dunn & Dunn (1992) pointed out that tactual and kinesthetic preferences of learners were not considered by educators who mostly focused on auditory and visual learning strategies.

Furthermore, Ma & Oxford (2014) asserted that in order to obtain insightful details about an individual learning preferences, it can be more useful to examine diary entries of each learner rather than administering a learning style questionnaire. As a matter of fact, the diary results of this study supports their ideas in such a way that the participants mentioned

more about learning English through games in their diary entries, which showed that they mostly like being involved in kinesthetic activities although the results of the learning style survey revealed kinesthetic learning styles as the least preferred one.

On the other hand, it is obvious that different studies revealed perceptual preferences of learners in different descending order. Contrary to the findings of this study, there appear numerous studies (Abidin, Rezaee, Abdullah & Singh, 2011; Chen, 2009; Erginer, 2007; Günaydın, 2011; Jowkar, 2012; Mulalic, Shah & Ahmad, 2009; Uğur, 2008; Utanır, 2008) that were conducted with different age groups in different learning contexts indicated different descending order of perceptual learning preferences which reveals that dominant modality changes with age depending on the learning context. In addition, some studies revealed that learners possessed combination of all learning styles rather than having only one specific style as seen in the study of Yahyaoğlu Yardım (2011). It might therefore be more useful to incorporate various types of instructional activities by addressing all learning styles to attain rapid language learning as also suggested by Ma & Oxford (2014).

Determining the strongest perceptual learning style of each participant and teaching an individual accordingly are not within the scope of this study. Instead, this study suggests the use of MSLT which is an eclectic approach integrating all senses such as visual, auditory, kinesthetic, and tactile to provide equal opportunities for students with different dominant learning preferences. The results of the following studies support the integration of multisensory approach in foreign language learning and teaching (Baş & Beyhan, 2013; Brahmakasikara, 2013; Chung, 2008; Griva & Semoglou, 2012; Jubran, 2012; Naqeeb & Awad, 2011; Plastina, 2013; Renou, 2004).

Research Question 1.1. *Is there a statistically significant difference between the treatment groups regarding their perceptual learning style?*

This research question attempted to find out whether there was a statistically significant difference between the treatment groups with regard to perceptual learning styles. The independent sample t-test result indicated no statistically significant difference between experimental and control groups with regard to their perceptual learning style. The participants in both groups preferred receiving information through visual, auditory and kinesthetic modalities respectively. This finding confirms the first alternative hypothesis 'there will not be any significant differences between perceptual learning styles of experimental and control group participants'.

Research Question 2. *Is there a statistically significant difference between the vocabulary achievement scores of the treatment groups immediately after the implementation of MSLT?*

This question was posed to reveal the effects of MSLT on the fourth-grade learners' vocabulary knowledge. In line with this purpose, initially, pre-vocabulary achievement tests were given and there was no statistically significant difference between the vocabulary scores of the treatment groups.

Agreeing with the views of the following researchers Chacón-Beltrán, Abello-Contesse & Torreblanca-López (2010), Ellis (1994), Ellis, (2009), Esteki (2014), Graves (2006), Hanson & Padua (2011), Morrow (2013), Schmitt (2010), the study implemented both explicit and implicit vocabulary teaching techniques when planning the multisensory activities in the treatment programme. The target words of each unit were taught explicitly through the use of multisensory materials such as hand puppets to introduce family members, hand-made Buggs Bunny and Lola Bunny models with their colourful hand-made clothes, a colourful wooden wardrobe, clothespins, and a washing line to introduce different pieces of clothes, and hand-made magnetic body parts of a monster, a big colourful carton model clown, and a puppet monster with its detachable parts to introduce the words of body parts. These visual and tactual materials were supported by auditory materials such as a video-based

song, Power Point presentations that were vocalized by two American children, and digital stories in addition to the teacher's presentation of these materials. Vocabulary was also taught implicitly through stories, songs and games to provide contextual information. This study aimed to deal with only receptive vocabulary that affects listening and reading comprehension. Thus, teaching productive words was not considered within the scope of this study. The learners were provided with a variety of multisensory activities which helped them to process the new word meanings by working with the new vocabulary items through activating multiple senses. On the other hand, the participants of the control group were taught the target words through the pictures, exercises, songs and activities in the book.

After the implementation of MSVT, the participants were given post-vocabulary achievement tests. The Mann-Whitney U test result indicated a statistically significant difference between the treatment groups. The median scores of the groups indicated that the experimental group (Mdn = 79) outperformed the control group (Mdn = 65) as a result of the treatment of MSVT.

The results of this study are compatible with the findings of the following studies which include various forms of multisensory L2 vocabulary teaching such as a variety of visual materials including pictures, flashcards, charts, drawings, photographs, realias, and kineasthetic activities such as hide and seek, guessing game, point and tell (Abebe & Davidson, 2012; Önder & Gürsoy, 2010; Kim & Gilman, 2008; Konomi, 2014; Nugroho et al., 2015; Sitompul, 2013; Vedyanto, 2016) in addition to audio-visual materials including authentic animated cartoons, bimodal authentic video, the picture into picture audio-visual aids, song activities through videos or tablets, authentic animated stories, digital stories, drama, a mobile game-application, and the combination of games, songs and stories (Abdul-Ameer, 2014; Akkuzu, 2015; Arıkan & Taraf, 2010; Baltova, 1999; Barani, Mazandarani, &

Seyyed Rezaie, 2010; Chou, 2014; Coyle & Gracia, 2014; Demircioğlu, 2010; Kaya, 2011; Lechel, 2010; Vungthong, Djonov & Torr, 2015).

As can be seen, there are a variety of multisensory materials and activities that help pupils to learn new words and increase their vocabulary knowledge. Since the intervention of the study included most of the aforementioned materials and activities, it is difficult to determine exactly which one of them was significantly more effective than another. It is more reasonable to attribute the success of vocabulary teaching in this study to the use of all learning modalities in combination.

The results of this study extend prior studies having previously revealed the effectiveness of presenting a new concept through using multiple senses (Bisson, van Heuven, Conklin & Tunney, 2013, 2014, 2015; Hecht, Reiner & Karni, 2009; Palop Garcia, 2010). For instance, the study by Tight (2010) concluded that mixed-modality instruction led to the strongest impact on vocabulary learning when compared to other uni-modal instructions, which could be considered as a significant evidence of the benefits of using multisensory approach in teaching vocabulary.

One of the reasons for the effectiveness of MSVT seems to come from their adaptability of learners' level of cognitive skills and perception. From the results of this study, it can be inferred that instruction by means of tailor-cut MSVT materials to suit the needs and tastes of the pupils increase their achievement in vocabulary test (Cameron, 2001; Linse, 2005; Moon, 2000; Moon, 2005; Read, 2007; Scott & Ytreberg, 1990).

Furthermore, in line with the qualitative studies conducted by Lwin (2016) who investigated the potential multimodal features in oral storytelling, by Sarı (2014) who examined learners' diaries to find out the effects of teaching vocabulary through songs, and also by Tokdemir (2015) who introduced the target words through drama accompanied by the use of pictures, puppets, masks, and real objects, the qualitative parts of this study including

the learners' diaries, the teacher's blogs and interview also provided insight from the perspectives of the participants with regard to multisensory vocabulary learning and teaching. Through qualitative data collection instruments, researchers can gain valuable information about the topic that can never be obtained through quantitative instruments as can be seen in the results of the pupils' diary extracts.

Some of the pupils mentioned about their views on vocabulary learning in their diary extracts which revealed that they developed mostly positive attitudes towards English lesson and more specifically towards learning new words in English through matching, labelling activities, and games. It is more likely that they had fun and enjoyable time when manipulating with big pictures, flashcards, puppets, and hands-on materials. On the other hand, they also reported that they had difficulty in pronouncing and writing the new words in English. The reasons for their negative experiences might be that the study did not aim to develop the pupils' productive vocabulary knowledge, but receptive one. Although activities that require the pupils to practice productive aspect of vocabulary learning were not completely ignored, most of the multisensory materials and vocabulary activities were designed and used to improve the pupils' receptive vocabulary knowledge. Furthermore, two of the pupils jotted down a problem related to remembering the words because they had to deal with too many words simultaneously in each unit. Dunlap (2015) emphasized that overloading students by expecting them to know too many words defeats the purpose of exposing them to and teaching them vocabulary items. She suggested that more than seven, eight or nine words should not be introduced at a time. Instead a small number of words should be carefully selected and taught wisely by creating a curiosity about words to build vocabulary. However, the researcher did not reduce the number of the words taught in the intervention program in order to verify the equivalence of the groups and not to contradict the impact of MSLT on vocabulary achievement. Thus, the number of the words per unit which

was over the recommended number was determined by the MoNE curriculum designer used in this study.

The data obtained from the cooperating teacher's blogs help the researcher to ascertain some notable aspects of the use of MSLT to teach English words and to evaluate MSLT more comprehensively. For instance, she stated that the pupils had much more fun when they played a game to revise newly learnt words. She suggested that the people should not stop playing games no matter how old they are by asserting that games are one of the most effective techniques to promote much learning. The teacher's views can be supported by the diary entries. They stated that they had fun, spent great and enjoyable time while playing games in addition to mentioning positively about hand-made multisensory materials used within a variety of games such as dart game and wheel game. In literature, language games are also considered as a powerful learning tool in teaching almost every component of a language including vocabulary by referring to their numerous benefits as mentioned by many authors such as Çelik Korkmaz (2012), Dolati & Mikaili (2011), Flora (2009), Koprowski (2006), Lewis & Badson (1999), López & Méndez, (2004), Linse (2006), Read (2007), Rumley (1999), and Wright et al. (2006).

In addition, the cooperating teacher also highlighted the importance of role play activities in noticing and rehearsing newly learnt words through experiencing by stating that 'every new word they learnt became real when they played these roles'. She also observed that when the pupils wore costumes to become different family members their behaviors, mimics and facial expressions immediately changed. What was observed in MSLT classroom is compatible with what is emphasized in the literature with regard to drama. Drama activities which are naturally multisensory enable learners to use mime, sounds, gestures, and imitation to make associations between language and these accompanied expressions serving as semantic clues (Ashton-Hay, 2005; Dündar, 2012; Phillips, 1999; Read, 2007; Zalta, 2006).

On the other hand, the diary entries of the control group might shed light on the mainstream elementary school English instruction in Turkey. Some of the diary extracts revealed that pupils learnt new English words through pictures, listening to the teacher, translation, revising the words after the lesson, getting help from the teacher, doing exercises in a worksheet as a homework, writing the words three times, and drawing and coloring items or pictures. When reporting their way of vocabulary learning, it was seen that they did not use positive expressions such as having fun in relation to aforementioned ways with two exceptions such as drawing and coloring activity and bingo game. This is the most important difference coming out of the diary data. With regard to the use of drawing to practice newly learnt words, Baines (2008) stated that creating drawings could help learners to depict the meaning of unfamiliar words. It is probable that learners forget definition of words but not a drawing or an image associated with a definition. Thus, their learning moves from short-term to long-term memory.

On the other hand, some of the pupils in the control group expressed positive feelings and views about two types of the book activities, namely bingo game and a song by stating that they had great time /good day in the classroom when learning through games and songs.

In the interview, the teacher also stated that she mostly used matching activity that requires pupils to match the words with pictures, which was also included in many elementary school English coursebooks. Furthermore, she tried to teach some strategies such as underlining unknown words within the passage, guessing the meaning of the words from the context by evaluating whether the meaning of a word is positive or negative, and finally to look up a dictionary to get the meaning of unknown words.

In short, it seems reasonable to assume that teaching English vocabulary through MSLT is more effective than through mainstream education. Thus, the results confirm the alternative hypotheses with regard to vocabulary learning, which predicted that experimental

group participants would outperform control group participants in both vocabulary comprehension and retention scores after the implementation of MSLT.

Research Question 3. *Is there a statistically significant difference between the vocabulary retention scores of the treatment groups after a month of the implementation of MSLT?*

Participants were given the vocabulary retention test a month after the treatment in order to investigate whether there was a statistically significant difference between experimental and control group regarding their vocabulary retention by using Mann-Whitney U test. The results revealed that the experimental group indicated significantly greater vocabulary retention score (Mdn = 84) than the control group (Mdn = 69). Thus, in accordance with the following studies conducted by Coyle & Gracia (2014), Dapo (2014), Kaya (2011), Kim & Gilman (2008), Manyak et al. (2014), and Tight, (2010) who incorporated multiple senses to teach vocabulary, the result of this study indicated the positive impact of MSVT on the learners' vocabulary retention.

Thus, it is obvious that multisensory vocabulary instruction helps learners not only to learn new words temporarily but also to keep them in the long term memory, which confirms the hypothesis 3. The findings of the study can support a dual-coding hypothesis proposed by Paivio (1990) who asserted that people comprehend environmental information by dealing with two systems cognitively such as the imagery system by referring to non-verbal objects, events and behaviors including processing of information through sensory modalities and the verbal system by referring to language phenomena which should not be associated with verbal system alone, but rather with imaginal system. In short, human cognition deals with both language and nonverbal objects and events simultaneously. Thus, the higher retention might be explained by what is claimed by Paivio (2007) and supported by Vekiri (2002) that the participants of this study appear to have stored the target words in at least two systems such as linguistic and multi-senses including visual in the long-term memory.

What is striking with regard to the immediate and delayed posttests scores of the treatment groups, the participants in both groups showed higher vocabulary achievement scores on the delayed post vocabulary tests than they did on the immediate post vocabulary tests.

Research Question 4. *Is there a statistically significant difference between the listening achievement scores of the treatment groups immediately after the implementation of MSLT?*

The Mann-Whitney U test result revealed that there is a statistically significant difference between the treatment groups with regard to their listening comprehension immediately after the treatment. The median scores of the groups indicated that the experimental group ($Mdn = 64$) outperformed the control group ($Mdn = 41$) with regard to listening comprehension. It can therefore be claimed that multi-sensory materials and activities facilitate the participants' perceiving and assigning meaning of the target language input, which is in line with the studies of Keller & Seculer (2015) Schwartz et al. (2009), Seitz et al. (2006), Vroomen (2010), and Yıldırım & Jacobs (2011) which suggest that auditory input should be supported by other sensory experiences.

Moreover, the increased outcome emerged from the post-listening achievement test in favour of the experimental group in agreement with the results of others Ghanbari & Hashemian (2014), Karimi & Biria (2014) Jones (2009), Verdugo & Belmonte (2007), and Yonki (2015).

However, the success of the MSLT in developing the pupils' listening skills cannot be attributed merely to the use of *TPR-based activities*. Instead, the improved listening comprehension in this study can be explained through the use of a variety of listening activities including both *TPR-based activities* and *listening for information* activities accompanied by many visual and audiovisual materials as suggested by Brewster et al., (1992), Kirsh (2008), Linse (2005), Moon (2005), Phillips (1993); Nunan (2011), Read

(2007), Scott & Yetreberg (1990), and Ur (1996). For instance, in her blog, the teacher mentioned about one of the listening for information activities that the pupils liked and had fun. It was designed as a listening game which required the pupils to listen to the questions accompanied by the pictures on the slides and answered the questions by showing the A-B-C cards in their hands. According to the teacher, the pupils like everything concrete because they like to take, touch, and use something tangible when learning a new subject.

Moreover, the analysis of the teacher's blogs revealed that the listening activities requiring the use of Yes/ No hands to show listening comprehension was the most notable and best-loved listening activity owing to the fact that they are different and fun for learners. The findings of the diary extracts also showed that the lesson in which Yes/No hands were used was very different and enjoyable. The teacher explained that during this activity the pupils responded spontaneously without any worries about making mistakes because it felt as if it were the hands not themselves responding. The diary extracts revealed that when the listening text included unknown words, the pupils had difficulty in understanding what was being listened to, which marked the significance of providing pre-listening activities including pre-teaching unknown words.

Compatible with Flowerdew & Miller (2005) who stated that beginners need to engage more in developing bottom-up skills while advanced learners need to activate top-down skills, the researcher predominantly focused on bottom-up processing but without ignoring developing top-down skills by taking into account the listeners' linguistic levels as also suggested by Yüksel (2010).

The positive results emerged from the study could be explained by the fact that the auditory input given to the pupils was supported by either visual or tactual materials to provide multisensory listening materials and activities. Therefore, as stressed by Dunn & Dunn (1992), most elementary children hardly remember three-quarters of what they hear

during 40- or 50-minute period; thus, teachers must do their level best to incorporate as many senses as possible into listening activities instead of relying merely on auditory input to facilitate listeners' comprehension and to draw their attention to the tasks. This is what really did happen within this study, which revealed the positive impact of MSLT on the 4th graders' listening skills in English.

Research Question 5. *Is there a statistically significant difference between the listening retention scores of the treatment groups a month after the implementation of MSLT?*

The Mann-Whitney U test result proves that there is a significant difference between the listening retention scores of the treatment groups. Based on the median scores of the groups, it is clear that the experimental group's listening retention scores (Mdn = 66) were higher than the control group's (Mdn = 54). Then the results reject the related null hypothesis of the study and confirm the fifth alternative hypothesis which assumed that the experimental group would outperform the control group in listening retention scores after the implementation of MSLT.

Thus, it could be declared that MSLT helps Turkish 4th grade EFL learners not only to improve their listening skills but also to maintain their skills over time. The finding was in line with the study by Jones (2009) which suggests that learners' working memory can be facilitated when aural materials are associated with visual materials and multimodal support can help learners to better store information in long-term memory.

Research Question 6. *Is there a statistically significant difference between the reading achievement scores of the treatment groups immediately after the implementation of MSLT?*

Revealing a statistically significant difference, it can be stated that the experimental group (Mdn= 71) outperformed the control group (Mdn= 42) in their reading comprehension according to the median scores of the groups. Thus, this finding rejects the related null hypothesis and confirms the sixth experimental hypothesis which predicted that the

experimental group would outperform the control group in reading comprehension after the implementation of MSLT.

The results of the current study are in line with the following studies such as Branscombe (2015), Martens et al., (2012), Proctor et al. (2007), Remer & Tzuriel (2015), Salkhord, Gorjian & Pazhakh (2013), Suits (2003), Van Staden (2011) which investigated the impact of a variety of multisensory materials including different images, print-based graphic novels, interactive word-wall activities, pictures, vocabulary webs, using drama, pictures on charts, picture dictionaries, posters, graphic organizers, picture books, digital reading environment, digital videos, digital stories on learners' reading comprehension. Therefore, it is plausible to further extend the results of the aforementioned studies that aimed to develop reading skills in English to the findings of the current study which also investigated the effects of MSLT on 4th grade learners' reading achievement in English. As in the studies above, the short reading texts were supported by multisensory materials such as different big colorful pictures, a variety of realias such as pieces of clothes and different handcrafted models, magnetic bodies of monsters, puppets, and a big hand-made puppet monster. The pupils were expected to read the texts sometimes individually but mostly in pair or groups. What is more important that they were asked to show their understanding by manipulating multisensory materials in question depending on the reading tasks such as matching, finding, sticking, and doing. Thus, the success of MSLT with regard to reading achievement can be attributed to the use of a variety of multisensory reading materials and activities when compared to reading the texts in the coursebook which was supported by pictures and limited audio materials.

In addition, agreeing with the opinion of Kress & van Leeuwen (2006) who remark that books are read individually whereas the text projected on the whiteboard or PowerPoint slides is read collectively, some of the texts in this study were read cooperatively through PowerPoint slides and digital stories. Hence, the success of the reading in this intervention

program might be attributed to the collaborative aspect of reading. The results of diary extracts and the teacher blogs showed that the pupils liked group work activities more than individual ones. This might be due to the fact that they are naturally talkative and social, they feel relaxed when working together, and their interpretation of the text can be facilitated through negotiation with their peers.

Besides, the use of MSLT particularly through manipulative materials rather than visual materials nurtured the pupils' love for reading as reported by one pupil who stated that she became very happy when she read out a card to her friends and attached the detachable two handcrafted fiber eyes as the target body part to the right place on a puppet monster. Two more pupils also expressed their positive feelings related to reading game in the form of a *Read and Perform* activity which was played through three magnetic bodies of monsters and a variety of magnetic body parts by noting that he had a barrel of fun when forming their own monster as they read as a group to win the game and hoped that the other lessons would be as enjoyable as that day's lesson. On the other hand, another pupil reported that he got a little bit bored when matching the pictures on the board with the written words he was expected to read. Thus, it is clear that the concrete operation children loved manipulative materials more than the visual materials. The result contrasts with the findings of the first research question which revealed that the pupils were predominantly visual, then auditory and last kineasthetic. However, it is compatible with the teacher who claimed in the interview that the pupils were mostly kineasthetic and liked the manipulative materials the most.

In line with Wang (2013) who revealed that the multimodal texts which reflect the combination of the images and the texts directly present subject matter at viewers' first impression so that a reader can easily interact with a text to be able to understand the subject matter, the readers in the present study were also provided with numerous visual, tactual and

action-based clues accompanied by the texts which might facilitate their comprehension of the texts.

Based on the results emerged from the diary extracts, it is clear that reading was also considered as difficult not only for some of the participants in the control group but also for those in the experimental group. Although they expressed their positive attitudes towards the English course and some reading activities, some of them thought that they had difficulties in reading in English. One of them thought that reading was not only difficult but also boring particularly with regard to the activity which required learners to read individually and to match with the picture. The teacher blog also showed that the pupils did not enjoy individual reading activity based on the worksheet that includes a matching activity. Instead, they like and prefer cooperative reading activities such as reading games. This is also supported by some of the diary extracts. For instance, in her diary, one of the pupils stated that she had fun when the teacher had them form their own monsters as a group with the help of manipulative materials by reading the descriptions of the monster. Thus, it is apparent that some of the participants developed negative attitudes towards reading in L2 as also emphasized by Kirsh (2008) and Farrell (2009) who revealed that YLs had difficulty in both decoding and comprehending what they were reading. In addition, the expression of one of the pupils stated that they could understand the text with the help of the teacher who read perfectly and clearly. It seems that this particular pupil needs his/her teacher as a facilitator. It is possible that these discontent kids have a difficulty in reading in Turkish.

Research Question 7. *Is there a statistically significant difference between the reading achievement scores of the treatment groups a month after the implementation of MSLT?*

Based on the t-test result, there appeared a statistically significant difference between the treatment groups in favor of the experimental group, which confirms the seventh experimental hypothesis which foresaw that the experimental group would outperform the

control group in reading retention scores after the implementation of MSLT. It is helpful to bear in mind the words of Masuhara (2007) who points out that if the text triggers positive emotion, readers are likely to add values, interest, and meaning to the text, which results in a durable memory to assist recall. It is clear that the pupils in the experimental group reported mostly positive feelings with regard to multisensory reading activities particularly accompanied by manipulative materials and action-based activities.

The analysis of this study revealed higher retention scores as a result of reading through multisensory materials and activities which is in line with Salkhord et al. (2013).

Research Question 8. *What are the views of the teacher and the pupils on learning English?*

The quantitative results revealed that pupils improve English more through MSLT which is based on the principles of learning through multiple senses such as seeing, hearing and doing. However, in order to delve deep into the views of the teacher and the pupils, the qualitative part of the study including the pupils' diary extracts and the teacher's interview and blogs provided invaluable data with regard to the implementation of multisensory materials and activities in the context of the classroom. Some common views of the pupils and the teacher were documented in the findings part of the study.

The overall results emerged from the diary extracts of the experimental group indicated that learning English through MSLT is nothing short of fun and entertainment owing to the fact that the multisensory activities used in the study were designed to suit their age and taste, which is why most of the pupils were very happy and foster positive attitudes towards English course.

In addition to this, it is interesting that some of the pupils compared learning English through coursebooks to learning through multisensory materials. Except for one who preferred learning with the book which provides more individual works, most of them mentioned about positive views and feelings with regard to multisensory materials and

activities which lead to more cooperative works than the coursebook activities do. They pointed out that multisensory materials, particularly puppets, Yes/No hands, and manipulative monsters, were more attractive, enjoyable and effective than what is offered within the coursebook. The reason might be that it is very difficult for elementary learners to sit still to work with the coursebook exercises. In such experimental studies, participants are usually impressed by the novelty of the whole experience.

It is apparent in their diary extracts that multisensory materials and activities increased the pupils' willingness and desire to be actively involved in stimulating and challenging activities accompanied by manipulative materials. That is, some individuals complained that they were not given a chance to be personally involved in activities and manipulate the materials as much as they would have liked. Some of the pupils became very upset when they could not get their costume to perform in the drama activity and when they could not manipulate with the puppets once more again, and when they could not take turn although they raised their hands.

The interview results supported that how the pupils' participation increased by referring to comprehensive aspect of MSLT. The teacher asserted that every pupil including those labelled as uninterested and lack of language aptitude could find something interesting and motivating among a variety of multisensory materials and activities, which stir up their enthusiasm for being involved in the activities supported by big, hand-made materials. She suggested that the pupils' levels of interests, attention and motivation regarding what the coursebooks offer should be taken into account before labelling them lazy. She also admitted that learning becomes more fun and permanent when the coursebook is supported by supplementary materials and activities. On the other hand, when the teacher becomes the slave of prescribed books, it is highly likely that the lesson would be teacher centered.

However, MSLT puts learners in action, and teachers are expected to take more of a passive stance while still being active.

The results obtained from the interview also drew our attention to the use of manipulative materials as opposed to technological materials. Despite being digital-native, the teacher believed that practicing language should be face-to-face and through touching, doing, and experiencing because she observed that the pupils were more interested in the games played with manipulative materials than computer games. She attributed learners' increased interests to the kineasthetic aspect of manipulative materials by emphasizing that learners spend less energy through pressing the button or clicking the mouse. In her blogs, she explained that it was difficult for her to convince them to stay in their places when colourful and attractive multisensory materials were first presented in the classroom.

As a matter of fact, when the diary extracts were evaluated from this point of view, it was noticed that pupils mentioned more about manipulative materials than technological materials except for few pupils who liked video-based songs the most. This study highlighted the significance of multisensory materials and activities by mainly focusing on manipulative materials but without excluding technological devices. Instead, available technological devices were integrated into the intervention such as a web-based computer to run YouTube to play the song, vocalized PowerPoint presentations, and a digital story. Therefore, the audiovisual opportunities which can be generated from technological devices which are also multisensory in nature should not be ignored and technology-based activities should be incorporated into the language classrooms wisely.

On the other hand, the diary extracts taken from the control group might portray the mainstream English education in Turkey. That is, most of the participants within control group attributed importance to the subjects being taught as easy, difficult, fun, and enjoyable, being prepared for the lesson, answering the questions, getting help from the teacher, learning

new things, doing exercises and homework, studying for the exam, being able to produce correct answer. They also mentioned about their favorite coursebook activities such as a bingo game, a song, drawing, and coloring. The results also indicated the pupils' negative views and feelings about doing revision and writing in a mechanical way. Despite having difficulties in dealing with some of the points, they fostered positive attitudes towards English course as a result of their love for their teacher for whom they express love and affection saying that she makes the lesson more enjoyable for them.

Conclusion

The existing study aimed to investigate the effects of MSLT on 4th grade learners' English vocabulary knowledge, listening and reading skills. At the core of this study, the principles of constructivism as the philosophy of education were adopted by scrutinizing the views and theories of Piaget, Vygotsky and Bruner.

The results of my study and the findings published in the literature strongly support MSLT in the classroom. The study indicated that the experimental group outperformed in the immediate post vocabulary, listening and reading achievement tests, which can evidence Biemiller (2003) who claimed that improving reading comprehension might be facilitated through improving listening comprehension. That is, the intervention group outperformed the control group not only related to listening comprehension but also reading comprehension. Additionally, the experimental group did indicate higher retention scores than the control group in the vocabulary, listening and reading retention achievement tests. This striking result could be explained by what is emphasized in the teacher's interview that the pupils fostered positive attitudes towards learning English, which motivated them to study more even when they go home. In addition, they were likely to study more just before administering the delayed post test due to their written English exam. Thus, it is apparent that MSLT revealed

positive attitudes toward learning English, which helps the pupils not only to better learn new information but also to keep it in their long-term memory.

It would not be wrong to say that the findings of the study provide methodologically-sound evidence for implementing MSLT which appeals to the child's senses such as seeing, hearing, and feeling in TEYLs. To put it differently, the findings corroborate the idea that learning could be promoted when language input is perceived through multiple senses. It is worth mentioning that young learners should be provided with a variety of multisensory materials and activities to present a new language item and to practice different components of a language, particularly vocabulary, listening and reading.

As a matter of fact, the public elementary school textbook and workbook which were used to teach English to the target group were multi-sensory as they include some audio and visual materials such as pictures, graphs, photographs, puzzles, and, songs. What is certain as a result of this study is that learning through the coursebook did not make learning experience more concrete, fun, enjoyable and memorable as the multi-sensory materials used in this study did. In view of the fact that MSLT helped the concrete-operational children who are in need of concrete foreign language learning experiences to develop better understanding and retention of foreign language, teachers of YLs who desire to assure the success in language learning particularly with regard to vocabulary, listening and reading skills and to sustain pupils' interests in performing classroom activities should incorporate MSLT into their teaching methodology.

Including English as a school subject in the curriculum as early as 2nd year does not itself guarantee successful learning in Turkey, but the use of appropriate techniques does on condition that they are applied by qualified and competent teachers who are particularly educated to teach YLs and who are equipped with the required knowledge of learning theories, children's characteristics, and the best possible ways to teach YLs. In a nutshell, if

teachers do not want to paint every pupil in a single brush via using one single method, they should follow MSLT which can pave the way for every learner to progress in language learning. That is, teachers can come up with a variety of activities based on MSLT by integrating numerous materials and activities.

As considered in traditional methods, learning is not transmitting certain knowledge and skills to learners who are expected to gain factual knowledge. Instead, it is a matter of instruction through which learners construct and reconstruct knowledge. When considered from this point of view, it is worthy of notice that MSLT helps pupils to develop required language skills, construct and reconstruct knowledge through engaging in child-appropriate multisensory activities accompanied by developmentally appropriate manipulative materials which provide first-hand experience by seeing, handling, or manipulating them.

Teachers must consider individual differences, particularly perceptual learning styles. Therefore, teachers must notice the power of MSLT for children to overcome inequalities created due to individual differences and compensate for shortcomings of the mainstream education, of which philosophy is one design for all. Unfortunately, the system appears to have turned a blind eye to the individual differences.

MSLT gives the teacher an opportunity to make a small change on this. History of education shows that remarkable changes come from within the classroom, from the individuals altering one or two practices. If this attitude becomes widespread, it can snowball itself and stir the system. Big changes coming from above are not usually so powerful to leave a work on an individual pupil's mind. No child would remember a word of Ministry of education, but s/he will always remember the teacher saying "*Here is a green moster*".

In fact, multisensory materials have been used by some English teachers as an indispensable part of some contemporary child-appropriate techniques in Turkish YLs' classrooms. However, there is a dearth of research to reveal its positive impact on learning

English as a foreign language. Therefore, in addition to this study, further studies should be conducted to reveal advantages and disadvantages of teaching English through MSLT at all proficiency and age levels. It is hoped that MSLT will be a mainstream foreign language instruction in Turkey in order to ensure the success of foreign language learning and teaching.

It is apparent from the qualitative part of the study that the use of MSLT draws pupils' attention to the lesson, sustains their interests, increases their motivation, and helps pupils develop positive attitudes towards learning a new language and what they do in the classroom to learn and practice new language items.

All in all, according to the researcher's personal understanding, intuition, and consideration which were in harmony with the findings of the existing study obtained from both the quantitative and qualitative instruments of the study, MSLT should be considered as one of the most effective method to be implemented in young learners' classrooms by taking into account its demanding aspects such as the preparation of multisensory materials and activities which requires more mental effort, energy, time, and cost when compared to following traditional methods which lead teachers to use the coursebooks like a slave. It should not be forgotten that the implementation of multisensory materials demands teachers to utilize a variety of teaching techniques which appeal to the combination of the senses. However, it is worth trying to implement MSLT with its numerous possible pictorial, auditory and manipulative materials and corresponding activities to cater for the needs of all learners. Thus, it is the ability of teachers to select a wealth of valuable materials and activities by taking their particular teaching situations and learners into account to promote more successful foreign language learning.

Implications of the study

MSLT was proved to be an effective method to teach English vocabulary, listening and reading skills to the fourth grade students according to the findings of the existing

research study. There appeared two overall findings from the study with regard to the incorporation of MSLT in teaching English to YLs. The findings of the quantitative part revealed that the use of MSLT in 4th grade elementary classrooms increased the learners' English vocabulary, listening and reading achievement scores. In addition, the findings of the qualitative part indicated that MSLT fosters more positive attitudes towards learning English due to having a variety of colourful, interesting and challenging multi-sensory materials and activities besides providing more enjoyable and fun teaching and learning process.

The study of Ramírez Romero et al. (2014) revealed that the creation of any quality program that will generate positive results in terms of English language acquisition depends on the involvement of all the stakeholders such as teachers, students, parents, principals, teacher educators, program coordinators. Therefore, the following recommendations could be given in the light of the findings of the current study:

1. Ministry of National Education

- MoNE needs to cooperate with both academics and practitioners so that teachers are given more freedom of action to be able to use more MSLT materials and activities. For the time being, teachers are under extreme pressure to catch up with loaded curriculum and the pace of centrally administered achievement tests. In this regard, existing principles of evaluation and testing need revision.
- In order to promote professional development, in-service teacher training programs should be designed by In-service Teacher Training Department at the MoNE particularly for primary English teachers after carrying out a needs analysis to find out what their needs are and plan the programs accordingly. Since teaching to YLs and teaching adults are completely different matters and the professional needs of primary and high school teachers are likely to be different from each other, the teacher education programmes should be organised separately for each group of teacher to

better satisfy their needs and to provide more effective programmes. It is suggested that these programs should not only aim to transmit theoretical knowledge from the experts to practicing teachers but also to equip teachers with a variety of innovative practical activities that can be implemented in the classrooms like the multisensory materials and activities used in this intervention study.

2. Curriculum and Material Developers

Actually, we do not have problems about the objective of writing up the curriculum guide as they were written through the cooperation of the members with different degrees of expertise in the field such as university researchers who were interested in and competent at TEYL; educational authorities who were in charge of organizing the curriculum but without experience in TEYL, and teachers who were directly teaching English to young learners. However, the coursebooks that were written without taking into account what is emphasized in the current curriculum might present many deficiencies that teachers have to deal with.

Coursebooks had been printed and sold by the MoNE until the onset of the Free Coursebook Distribution Project for primary school students in the school year 2003-2004. The fact that MoNE started to buy the coursebooks from the private sector and created a coursebook market indicated that education became more capitalized and commercialized. In parallel with this, teachers who considered coursebooks as poor in terms of content have tended to buy supplementary coursebooks and periodicals (for further, see Yolcu, 2014). Thus, it is essential that more comprehensible coursebooks should be published. When the findings of this study are considered, it can be suggested to material designers to include more multisensory materials and activities in coursebooks as such:

- Curriculum developers need to determine the best curriculum for their particular contexts by providing flexibility to teachers to be able to apply their own

methodologies which should be adjusted according to the needs of the particular pupils.

- The use of MSLT is recommended for foreign language teaching. Thus, before publishing, coursebooks should be evaluated from the point of multisensory aspect. To put it more clearly, there should be better connections among the texts whether they are written or oral and visuals including pictures, drawings, photographs, graphs, and charts. In fact, primary coursebooks provide audiovisual support by ignoring the power of manipulative materials for YLs. If manipulative materials such as puppets or other hands-on materials are included depending on the target subjects as one of the components of elementary school coursebooks in addition to pictorial materials, teachers will be more motivated, encouraged or somehow forced to use them by changing their teaching techniques in line with the requirements of more contemporary techniques. Thus, it is suggested that coursebook designers should be in cooperation with toy manufacturing companies in order to develop multisensory materials as one of the components of coursebooks.

3. Elementary schools

- Providing print-rich environment is very significant to expose pupils to English not only inside of the classroom but also outside of the classroom. A variety of input could be provided by extending exposure beyond language classrooms to include all around elementary schools such as the walls of corridors, doors, windows, garden etc. in order to display miscellaneous literacy and visual materials to scaffold the teaching learning process and to foster positive attitudes towards learning English. Elementary school rings might have fun and simple lyrics and melody in English to increase the auditory input in English.

4. Elementary School English teachers

But for teachers, no method can guarantee success in learning a foreign language without exception including MSLT. Thus, equipping teachers with practical and innovative ideas is very vital to scaffold learners' understanding. Teachers are responsible for providing comprehensible input and output that they need to implement a variety of multisensory activities by using appropriate multisensory materials. To be quite frank, giving suggestions to practicing teachers is not amount to much unless they firmly believe that the use of a particular method will make a difference in pupils' progress in English. Thus, teachers can be encouraged to incorporate MSLT in teaching English as the participants made a great deal of progress in learning English, particularly in their vocabulary knowledge, listening and reading skills. Thus, regarding MSLT, the following suggestions should be taken into account by elementary school English teachers:

- Considering YLs are energetic and kinaesthetic, thus, learn by hands-on experiences, teachers need to implement MSLT by being aware of how valuable manipulative materials and activities are in presenting and practicing new language item.
- They can use colourful, attractive, and purposeful multisensory materials which hit visual, auditory and kinaesthetic learning styles at the beginning of the lesson to introduce a new subject to draw students' attention to the target unit and to motivate them to the following activities.
- They can use these manipulative materials in the middle of the lesson in a variety of visual, auditor and kinaesthetic activities to boost their motivation, sustain their interests, and revive the class by inviting them to perform their tasks by seeing, hearing, touching, feeling, trying simultaneously.

- They can use multisensory materials and activities at the end of the lesson to revise newly learnt subjects, to consolidate the target language, and to finish the lesson at its peak level.
- Teachers should be digital native like the learners in the 21st century. Thus, available technological devices, most of which are multisensory in nature should not be ignored to activate more senses by designing and implementing technology-based activities.
- Teachers must consider grading principles when organizing the order of the activities. They need to keep in their minds that learning proceeds from concrete to abstract, easy to difficult, and receptive to practice.
- Learning is a life-long process. Hence, teachers must attend ELT seminars which are conducted every year by a variety of primary education institutions that invite prominent experts in TEYLs to equip themselves with a great deal of innovative ideas and teaching skills to refresh their knowledge, to discuss current problems and share suggestions to find solutions. Once teachers become competent, it becomes easy for them to build the target concepts by selecting, preparing, and presenting appropriate materials in addition to planning how to make use of them by implementing the most appropriate child-appropriate techniques and activities.
- It is apparent that teachers tend to use coursebooks and workbooks as they are. They mostly tend to focus on non-communicative activities which are easier to implement than communicative activities which are more demanding to run in crowded classes. Thus, teachers should discover that allocating more of class time to have YLs perform drill-like activities which are mechanical and meaningless is good for nothing but boring and dull. Thus, if coursebooks involve such exercises or activities excessively, teachers should adapt them by adding some sensory elements to make them more meaningful real-life activities.

4. Teacher Trainers and Teacher Trainees attending English Language Teaching Department

- The instructors of '*Teaching English to Young Learners*' course always consider what if when teachers of YLs are not competent, lack of the required theoretical knowledge in the field of TEYLs including the characteristics of YLs, how they learn including some practical and appropriate techniques to be used in YLs classroom. They should plan their lessons accordingly.
- Universities' ELT departments can work in collaboration with Music Education Departments to produce more lyrics and rhymes for the MSLT.
- ELT teacher training programs in Turkey should support the development and implementation of multisensory materials and activities during their practicum. Teacher trainees' use of those materials successfully in their practicum elementary classes is more likely to motivate and encourage practicing English teachers to modify their current techniques and change their perceptions about teaching to YLs. Consequently, multisensory materials as mediational tools can be used in many more state primary schools.

Suggestions for further research

- Other researchers who are interested in teaching English through multiple senses are suggested to conduct other studies with regard to the use of MSLT to investigate its impact on other components of a language. For instance, knowing a word truly does not only mean perceiving its meaning but also using it as a part of daily life so that students should be supported in using the target words in speaking and writing (Dunlap, 2015). Thus, further research can be conducted to investigate the effects of MSLT on learners' productive word knowledge, speaking and writing skills together or in isolation.

- Despite using a mixed method design by following both qualitative and quantitative research paradigms in order to achieve triangulation, this study followed predominantly quantitative paradigm supported by qualitative paradigm. Therefore, elementary school teachers should be encouraged to conduct action research.
- This study focused on primarily manipulative materials and activities, and secondarily on technology-based materials to provide MSLT. Thus, further studies could be conducted to implement MSLT based on primarily technology-based materials.
- This study lasted in six weeks with the aim of teaching three target units in the book to the particular 4th grade learners. Therefore, further studies could be conducted with different grade levels or as a longitudinal study which enables researchers to conduct repeated observations with regard to MSLT to obtain additional findings, which can serve as further validation of the use of MSLT in TEYLs.
- Elementary English coursebooks should be evaluated to find out to what extent the materials and activities are designed to accommodate the needs of visual, auditory and tactual/kineasthetic learners.

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Appendices



Appendix A: Permission Slip from Provincial Directorate for National Education

T.C.
BURSA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.0.16.20.02-605 / 40756
Konu : Şule ÇELİK KORKMAZ
Araştırma İzni

10 Eylül 2012

NÜLÜFER KAYMAKAMLIĞINA
(İlçe Milli Eğitim Müdürlüğü)

İlgi : M.E.B. Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.

Çanakkale Onsekizmart Üniversitesi Eğitim Bilimleri Enstitüsü Tezli Yüksek Lisans Programı öğrencisi Şule ÇELİK KORKMAZ'ın, "Çok Duyulu Dil Öğretiminin Devlet İlköğretim Okulu 4. Sınıf Öğrencilerinin İngilizce Öğrenimine Karşı Tutumlarına, Kelime Bilgisi, Dinleme ve Okuma Becerisi Başarılarına Etkileri" konulu tez çalışmasının ilçeniz Hasan Güney İlkokulu'ndaki öğrencilerine uygulanması ile ilgili onay örneği ilişikte gönderilmiştir.

Bilgilerinizi, konunun ekli onayda adı geçen ilçeniz okuluna duyurulması hususunda arz ederim.



Ensar MANAV
Müdür a.

Milli Eğitim Müdür Yardımcısı

EK:
Onay Örneği (1 Sayfa)

10/09/2012 Memur : L.CEBECİ
12/09/2012 Gör.Öğr : Y.BULUT



Adres: Yeni Hükümet Konağı A-Blok
Osmangazi / 16050 BURSA
Tel: (0 224)25670 00/116 Faks: (0 224)256 66 80
Web: www.bursameb.gov.tr / www.arqe.16.com
Müdür Yardımcısı: Ensar MANAV



Diyadin ve İnanın Birliği

T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

18 Eylül 2012

Sayı : B.08.4.MEM.0.16.20.02-605 / 40085
Konu : Şule ÇELİK KORKMAZ
Araştırma İzni

VALİLİK MAKAMINA

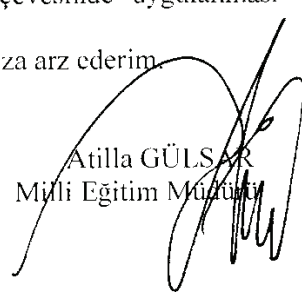
İlgi : M.E.B. Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 07/03/2012 tarihli ve 2012/13 sayılı Genelgesi

Çanakkale Onsekizmart Üniversitesi Eğitim Bilimleri Enstitüsü Tezli Yüksek Lisans Programı öğrencisi Şule ÇELİK KORKMAZ'ın, "Çok Duyulu Dil Öğretiminin Devlet İlköğretim Okulu 4. Sınıf Öğrencilerinin İngilizce Öğrenimine Karşı Tutumlarına, Kelime Bilgisi, Dinleme ve Okuma Beerisi Başarılarına Etkileri" konulu tez çalışmasına veri toplamak amacıyla çalışmasını ilimiz Nilüfer ilçesi Hasan Güney İlkokulu'ndaki öğrencilere uygulamak istediği Onsekizmart Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı'nın 31 Ağustos 2012 tarihli ve 044-1978 sayılı yazısı ile bildirilmektedir.

Millî Eğitim Bakanlığına bağlı her tür ve derecedeki okul ve kurumlarda üniversitelerin, sivil toplum kuruluşlarının ve araştırmacıların yapacakları araştırma faaliyetleri kapsamında verilerin toplanması ile ilgili izin talepleri ile ilgili uygulama esasları ilgi genelgede belirtildiğinden, Çanakkale Onsekizmart Üniversitesi Eğitim Bilimleri Enstitüsü Tezli Yüksek Lisans Programı öğrencisi Şule ÇELİK KORKMAZ'ın, "Çok Duyulu Dil Öğretiminin Devlet İlköğretim Okulu 4. Sınıf Öğrencilerinin İngilizce Öğrenimine Karşı Tutumlarına, Kelime Bilgisi, Dinleme ve Okuma Beerisi Başarılarına Etkileri" konulu tez çalışması ile ilgili veri toplama araçlarının, ilimizde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmesi sonucunda, araştırma ile ilgili anketlerin okullardaki eğitim öğretim faaliyetleri aksatılmadan, mühürlü ve imzalı anketlerin aslı okul müdürlüklerince görülerek, gönüllülük esasları ile okul müdürlüklerinin gözetim ve sorumluluğunda ilimiz Nilüfer ilçesi Hasan Güney İlkokulu'ndaki öğrencilerine ilgi Genelge çerçevesinde uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde gereğini olurlarınıza arz ederim.


OLUR
.../09/2012
Eyüp Sabri KARTAL
Vali,
Vali Yardımcısı


Atilla GÜLSAR
Millî Eğitim Müdürü

06/09/2012 Memur
06/09/2012 Gör. Öğretmen
07/09/2012 Müd. Yrd.

: İ. CEBECİ
: Y. BULUT
: E. MANAV



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Web: www.bursameb.gov.tr / www.arge16.com
Müdür Yardımcısı: Ensar MANAV



Appendix B: Sample of Parent Permission Form for Control Group

Sayın Veli,

Adım Şule ÇELİK KORKMAZ. Uludağ Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği bölümünde öğretim görevlisi olarak çalışmaktayım ve aynı zamanda Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi Bölümünde doktora öğrencisiyim. Görsel, işitsel ve dokunsal materyallerle İngilizce öğretimi konusuna yönelik bir araştırma yapmaktayım.

Tüm duyu organlarımı çalıştırarak öğrenilen bir yabancı dilin, çocukların yabancı dile karşı oluşturdukları tutuma, kelime hazinelerine, dinleme ve okuma becerilerine katkı sağlayıp sağlamadığını test etmek için öğrencilere dönem başı ve sonunda başarı testleri uygulanacaktır. Öğrencilere uygulanacak her türlü anket ve testler milli eğitimin denetiminden geçmiş ve de onaylanmıştır. Bu çalışma süresince öğrencilerin öğrenecekleri konularda herhangi bir değişiklik olmayacaktır. Yabancı dilin ülkemizde daha iyi öğretilmesine yönelik olan bu çalışmaya onay verirseniz çok memnun olurum.

Şule ÇELİK KORKMAZ
İngiliz Dili Eğitimi Doktora Programı
Çanakkale 18 Mart Üniversitesi
Çanakkale

Bu formdaki bilgileri okudum ve çocuğumun araştırmaya katılmasını kabul ediyorum.

Öğrenci Adı Soyadı:

Veli Adı ve soyadı:

İmzası:

Tarih:

Appendix C: Sample of Parent Permission Form for Experimental Group

Sayın Veli,

Adım Şule ÇELİK KORKMAZ. Uludağ Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği bölümünde öğretim görevlisi olarak çalışmaktayım ve aynı zamanda Çanakkale 18 Mart Üniversitesi İngiliz Dili Eğitimi Bölümünde doktora öğrencisiyim. Görsel, işitsel ve dokunsal materyallerle İngilizce öğretimi konusuna yönelik bir araştırma yapmaktayım. Bu araştırma kapsamında, ilköğretim 4. Sınıf İngilizce ders kitabının 3, 4 ve 5. ünitelerini öğrencilere öğretirken, sadece ders kitabına bağlı kalarak değil, aynı zamanda çocukların tüm duyu organlarını (görsel-işitsel ve dokunsal) aktif hale getirerek dil öğrenebilecekleri materyaller kullanarak öğretmek hedef alınmıştır.

Tüm duyu organlarını çalıştırarak öğrenilen bir yabancı dilin, çocukların yabancı dile karşı oluşturdukları tutuma, kelime hazinelerine, dinleme ve okuma becerilerine katkı sağlayıp sağlamadığını test etmek için öğrencilere dönem başı ve sonunda başarı testleri uygulanacaktır. Öğrencilere uygulanacak her türlü anket ve testler milli eğitimin denetiminden geçmiş ve de onaylanmıştır. Bu çalışma süresince öğrencilerin öğrenecekleri konularda herhangi bir değişiklik olmayacaktır sadece öğretim şeklinde değişiklikler olacaktır. Yabancı dilin ülkemizde daha iyi öğretilmesine yönelik olan bu çalışmaya onay verirseniz çok memnun olurum.

Şule ÇELİK KORKMAZ
İngiliz Dili Eğitimi Doktora Programı
Çanakkale 18 Mart Üniversitesi
Çanakkale

Bu formdaki bilgileri okudum ve çocuğumun araştırmaya katılmasını kabul ediyorum.

Öğrenci Adı Soyadı:

Veli Adı ve soyadı:

İmzası:

Tarih:

Appendix D: The Learning Style Survey for Young Learners

Merhaba Çocuklar




Aşağıdaki bilgiler sizi daha iyi tanımak için oluşturulmuştur. Şıklı olan soruları cevaplamak için sizin için en doğru olan cevabı yuvarlak içine alınız.







Öğrencinin Adı Soyadı: **Öğrencinin yaşı:**
Doğum yeri: **Öğrencinin cinsiyeti:** K / E
Öğrencinin İngilizce bilgisi var mı: Evet / Hayır / Biraz

Cevabınız Evet ve biraz seçeneği olduysa aşağıdakilerden hangisi ya da hangileri sizin için doğrudur:

- Ailemde İngilizce bilenler var
- Özel ders alıyorum
- Etüt merkezi veya dershanede öğreniyorum
- Televizyondan veya bilgisayardan öğreniyorum
- Başka bir şekilde öğreniyorsanız aşağıya yazınız

Aşağıdaki sorular genel olarak sizin en çok ne şekilde öğrenmeyi sevdiğinizi araştırmak için oluşturulmuştur. Her bir soru için size en çok uyan cevabın altına X işareti koyunuz. Tüm soruları cevaplayınız. Her bir maddeyi okuduğunuzda, işaretlemeyen önce öğrenirken neler yaptığınızı düşünmeye çalışınız. Katılımınız için çok teşekkürler.

PART A	Her zaman 	Bazen 	Asla 
1. Bir şeyi not edersem daha iyi hatırlarım.			
2. Bir şeyi dinlerken, duyduklarım ile ilgili resimler, rakamlar ve sözcükler aklımdan geçer.			
3. Okurken metnin farklı renklerle altını çizerim.			
4. Ödevlerde ve aktivitelerde ne yapacağımı yazılı yönerge olarak görmek isterim.			
5. Ne söylediklerini anlamam için insanlara bakmam gerekir.			
6. Konuşan bir kişiyi anlattıklarımı tahtaya yazdığında daha iyi anlarım.			
7. Grafikler, çizimler ve haritalar birisinin ne söylediğini anlamamda yardımcı olur.			

PART B	Her zaman 	Bazen 	Asla 
8. Olayları birisiyle konuşursam daha iyi hatırlarım.			
9. Ödevlerde ve aktivitelerde ne yapacağımı birisinin bana sözlü olarak söylemesini isterim.			
10. Ders çalışırken müzik dinlemeyi severim.			
11. Kendilerini görmesem bile insanların ne dediklerini anlayabilirim.			
12. Öğrendiğim fıkraları rahatlıkla hatırlarım.			
13. Sadece seslerinden insanların kim olduğunu bilebilirim. (mesela telefonda)			
14. Televizyonu açtığımda ekrandaki görüntüyü izlemekten daha çok sesi dinlerim.			
PART C	Her zaman 	Bazen 	Asla 
15. Bir işe başlarken, o işin nasıl yapılacağı hakkında verilmiş yönergelere dikkat etmek yerine hemen işi yapmaya başlarım.			
16. Çalışırken sık sık mola vermeye gereksinim duyarım.			
17. Okurken ya da çalışırken bir şeyler yemeye gereksinim duyarım.			
18. Eğer oturmakla ayakta durmak arasında tercih yapmam gerekirse ayakta durmayı tercih ederim.			
19. Çok uzun süre hareketsiz oturduğumda asabım bozulur.			
20. Dolandığımda daha iyi düşünürüm. (mesela adımladığımda ya da ayaklarımla hafifçe vurduğumda)			
21. Konuşmalar esnasında kalemlerimle oynar ya da onları ısırırım.			
22. Konuşurken ellerimi çok oynatırım.			
23. Ders esnasında defterime bir sürü resimler yaparım.			

Appendix E: Vocabulary Achievement Test Used in the Pilot Study

VOCABULARY EXAM

NAME:

CLASS:


SURNAME:


NUMBER:


TIME: 35 MINS.


A) Her bir soru için doğru cevabı yuvarlak içine alınız. (5 x 2 = 10 puan)

Örnek: A- What is this?  B- It is a a) coat b)shirt **c)jacket** d) bilmiyorum

1. A- What is this?  B- It is a a) dress b) shirt c) skirt d) bilmiyorum

2. A- What are these?  B-They are a) gloves b) shoes c) trousers d) bilmiyorum

3. A-What is this?  B- It is a a) hat b) belt c) tie d) bilmiyorum

4. A- What is this?  B- It is a a) cap b) dress c) t-shirt d) bilmiyorum

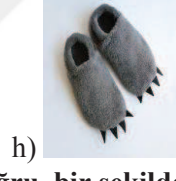
5. A- What are these?  B- They are a) shoes b) socks c) trousers d) bilmiyorum

B) Resimleri kelimelerle eşleştirin ve örnekteki gibi sayıların yanına doğru olduğunu düşündüğünüz seçeneği yazınız (10x2=20 puan). Eğer bilmiyorsanız bilmiyorum kutucuğuna X koyunuz.

Örnek: k boots

Bilmiyorum:

- 1) ___ a dress 2) ___ a skirt 3) ___ a coat 4) ___ a sweater 5) ___ pyjamas
6) ___ trousers 7) ___ a shirt 8) ___ a tie 9) ___ slippers 10) ___ gloves



C) Her bir sorunun cümlesini doğru bir şekilde tamamlamak için doğru olduğunu düşündüğünüz seçeneği örnekteki gibi işaretleyiniz (5x 2= 10 puan).

Örnek: I have got an ___cap a) green **b)orange** c) brown d) bilmiyorum







1. I have got a ___ cap. a) white b)blue c) red d) bilmiyorum

2. I have got a ___ cap. a) red b)blue c) green d) bilmiyorum

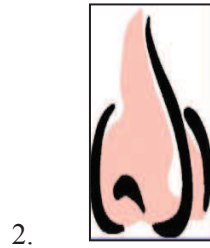
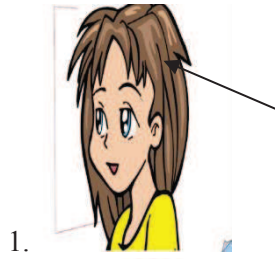
3. I have got a ___ cap. a) blue b) black c) green d) bilmiyorum

4. I have got a ___ cap. a) red b)blue c) yellow d) bilmiyorum

5. I have got a ___ cap. a) yellow b) black c) blue d) bilmiyorum

					
Örnek	1	2	3	4	5

D) Resimlerdeki vücudumuzun parçalarıyla kutuda yazılı olan kelimeleri örnekteki gibi kelimelerin yanına sayıyı yazarak eşleştiriniz (3x5= 15points). Eğer bilmiyorsanız bilmiyorum kutucuğuna X koyunuz.



örnek:

1 head

___ toe

___ foot

___ nose

___ ear

___ arm

bilmiyorum

()

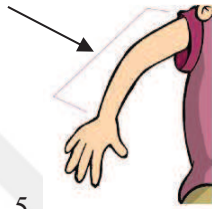
()

()

()

()

()



E) Resimlere göre cümleyi tamamlamak için doğru olduğunu düşündüğünüz seçeneği örnekteki gibi işaretleyiniz (3 x 5 = 15 puan)

E. g: I have got two _____



a) ears (b) eyes c) nose d) bilmiyorum

1. I have got two _____



a) arms b) legs c) ears d) bilmiyorum

2. I have got one _____



a) arm b) leg c) knee d) bilmiyorum

3. I have got five _____



a) hands b) fingers c) arms d) bilmiyorum

4. I have got one _____



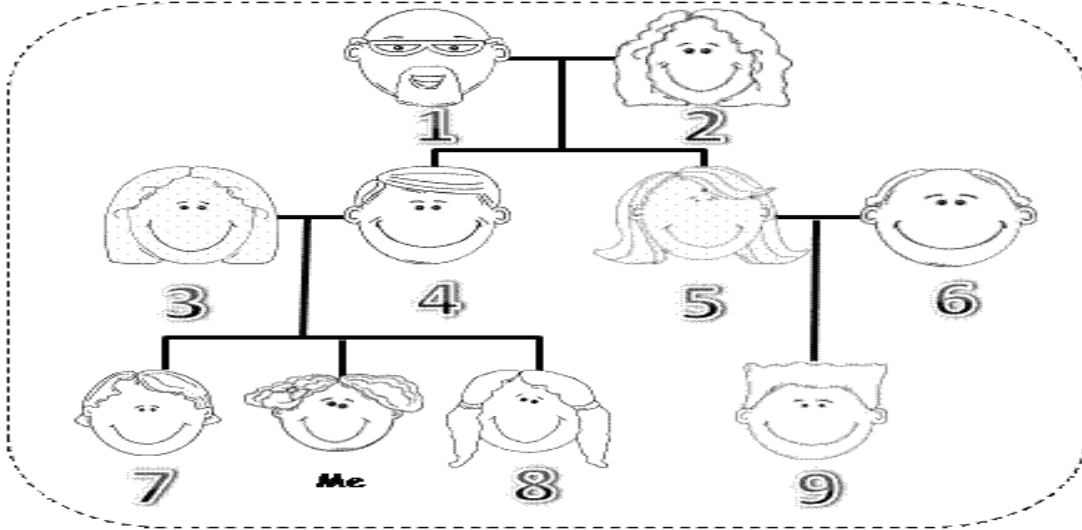
a) ear b) mouth c) nose d) bilmiyorum

5. I have got two _____



a) hands b) fingers c) arms d) bilmiyorum

F. Aşağıdaki resimlere bakarak soruları cevaplayınız. Örnekteki gibi doğru olan kelimeyle eşleştiriniz (2x8= 16 puan).



Örnek:

1. He is my _____ a) father b) brother c) grandfather d) bilmiyorum
2. She is my _____ a) mother b) grandmother c) aunt d) bilmiyorum
3. She is my _____ a) mother b) grandmother c) aunt d) bilmiyorum
4. He is my _____ a) father b) grandfather c) uncle d) bilmiyorum
5. She is my _____ a) mother b) grandmother c) aunt d) bilmiyorum
6. He is my _____ a) uncle b) grandfather c) brother d) bilmiyorum
7. He is my _____ a) father b) grandfather c) brother d) bilmiyorum
8. She is my _____ a) mother b) sister c) aunt d) bilmiyorum
9. He is my _____ a) uncle b) father c) cousin d) bilmiyorum

G. Aşağıdaki rakamları yazılı kelimeleriyle eşleştiriniz (7x2= 14 puan). Eğer bilmiyorsanız bilmiyorum kutucuğuna X koyunuz.

Bilmiyorum:

a) one b) two c) three d) four e) five f) six g) seven h) eight i) nine j) ten

Örnek:

4 d _____
8 5 1 3 6 9 7

Appendix F: Item-Total Statistics' Results of the Vocabulary Achievement Test

Item-total statistics' results of the vocabulary achievement test

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
01	74,8667	338,533	,105	,914
02	75,4000	332,041	,245	,913
03	74,6667	335,264	,351	,912
04	74,8667	330,395	,402	,911
05	74,8667	325,706	,576	,910
06	74,9333	326,823	,495	,910
07	74,8000	331,614	,395	,911
08	75,7333	325,582	,430	,911
09	75,8000	332,924	,228	,913
10	74,7333	335,306	,285	,912
11	75,4667	320,671	,560	,909
12	75,4667	322,740	,501	,910
13	75,3333	317,195	,672	,908
14	75,0667	320,754	,636	,909
15	74,8000	335,752	,230	,913
16	74,6667	338,161	,195	,913
17	74,8000	331,338	,407	,911
18	74,8000	327,614	,558	,910
19	74,8000	329,269	,490	,911
20	74,7333	328,961	,574	,910
21	75,0333	301,344	,725	,906
22	74,2667	322,340	,391	,912
23	74,1333	321,982	,424	,911
24	74,2333	309,220	,687	,907
25	74,5333	310,947	,572	,909
26	73,9000	325,472	,469	,910
27	74,7333	315,444	,459	,911
28	73,7000	333,872	,362	,912
29	74,0667	328,892	,288	,913
30	74,5333	316,326	,462	,911
31	74,8667	335,361	,220	,913
32	75,1333	332,189	,265	,913
33	75,3333	331,402	,266	,913
34	75,4667	323,844	,470	,910
35	75,6000	322,593	,505	,910
36	75,1333	320,878	,608	,909
37	74,9333	327,099	,486	,910
38	74,9333	323,099	,625	,909
39	74,6000	340,869	,078	,913
40	74,6667	334,989	,366	,912
41	74,6000	335,766	,460	,912
42	74,6000	335,766	,460	,912
43	74,6667	333,333	,457	,911
44	74,6667	333,195	,464	,911
45	74,5333	342,051	,000	,913

Appendix G: Vocabulary Achievement Test Used in the Main Study


NAME:


CLASS:

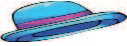
SURNAME:


NUMBER:


A) Her bir soru için doğru cevabı yuvarlak içine alınız. (4 x 2 = 8 puan)

Örnek: A- What is this?  B- It is a a) coat b) shirt **c) jacket** d) dress

1. A- What are these?  B- They are a) gloves b) shoes c) trousers d) socks

3. A- What is this?  B- It is a a) hat b) belt c) tie d) shirt

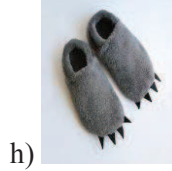
4. A- What is this?  B- It is a a) cap b) dress c) t-shirt d) jumper

5. A- What are these?  B- They are a) shoes b) socks c) trousers d) tights

B) Resimleri kelimelerle eşleştirin ve örnekteki gibi sayıların yanına doğru olduğunu düşündüğünüz seçeneği yazınız (10x2=20 puan). Eğer bilmiyorsanız bilmiyorum kutucuna X koyunuz.

Örnek: k boots





- 1) ___ dress 2) ___ skirt 3) ___ coat 4) ___ jumper 5) ___ pyjamas
6) ___ trousers 7) ___ shirt 8) ___ trainers 9) ___ slippers 10) ___ gloves






C) Her bir sorunun cümlesini doğru bir şekilde tamamlamak için doğru olduğunu düşündüğünüz seçeneği örnekteki gibi işaretleyiniz (4x 2= 8 puan).


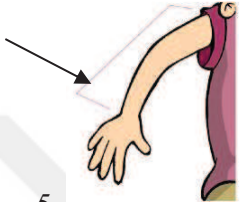

Örnek: I have got an ___ cap a) green **b) orange** c) brown

1. I have got a ___ cap. a) red b) blue c) green d) brown
2. I have got a ___ cap. a) blue b) black c) green d) yellow
3. I have got a ___ cap. a) red b) black c) green d) yellow
4. I have got a ___ cap. a) yellow b) blue c) black d) red

				
	1	2	3	4







D) Resimlerdeki vücudumuzun parçalarıyla kutuda yazılı olan kelimeleri örnekteki gibi kelimelerin yanına sayıyı yazarak eşleştiriniz (3x= 15points). Eğer bilmiyorsanız bilmiyorum kutucuna X koyunuz.

1.  2.  3. 

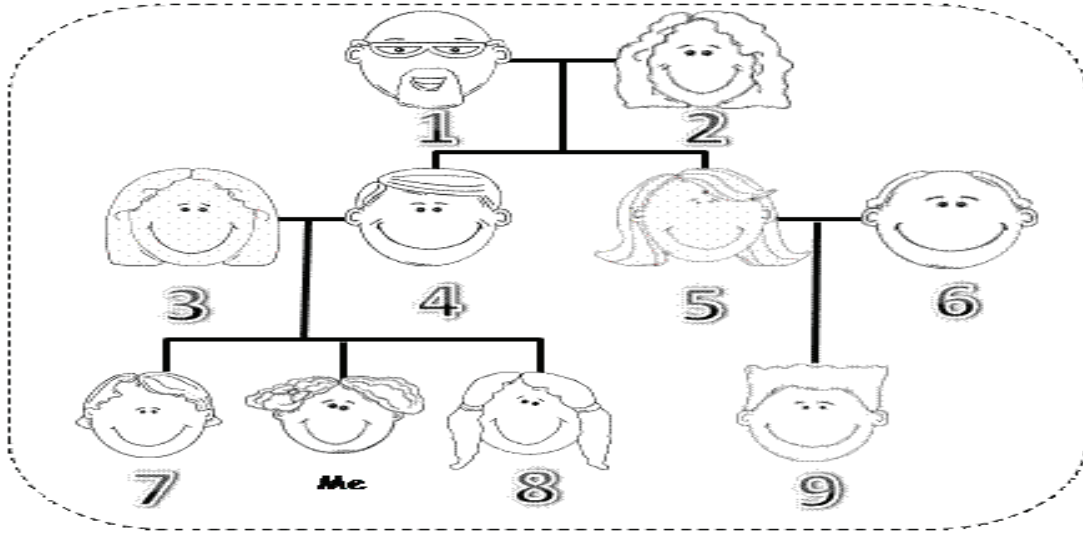
4.  5.  6. 

örnek:
1 head
 ___ toe
 ___ foot
 ___ nose
 ___ ear
 ___ arm

E) Resimlere göre cümleyi tamamlamak için doğru olduğunu düşündüğünüz seçeneği örnekteki gibi işaretleyiniz (3 x 5 = 15 puan)

- E. g: I have got two  a) ears b) eyes c) nose d) mouth
1. I have got two  a) arms b) legs c) ears d) shoulders
2. I have got one  a) arm b) leg c) toe d) knee
3. I have got five  a) hands b) fingers c) arms d) shoulders
4. I have got one  a) ear b) eye c) nose d) mouth
5. I have got two  a) hands b) fingers c) arms d) shoulders

F. Aşağıdaki resimlere bakarak soruları cevaplayınız. Örnekteki gibi doğru olan kelimeyle eşleştiriniz (3x8= 24 puan).



Örnek:

1. He is my _____ a) father b) brother c) uncle **(d) grandfather**

2. She is my _____ a) mother b) grandmother c) aunt d) sister

3. She is my _____ a) mother b) grandmother c) aunt d) sister

4. He is my _____ a) father b) grandfather c) uncle d) brother

5. She is my _____ a) mother b) grandmother c) aunt d) sister

6. He is my _____ a) father b) grandfather c) uncle d) brother

7. He is my _____ a) father b) grandfather c) uncle d) brother

8. She is my _____ a) mother b) grandmother c) aunt d) sister

9. He is my _____ a) aunt b) father c) cousin d) uncle

G. Aşağıdaki rakamları yazılı kelimeleriyle eşleştiriniz (5x2= 10 puan). Eğer bilmiyorsanız bilmiyorum kutucuna X koyunuz.

a) one b) two c) three d) four e) five f) six g) nine j) ten

Örnek: **4** _d_

5

1

3

6

9

Appendix H: Listening Achievement Test Used in the Pilot Study

NAME:

CLASS:

SURNAME:

NUMBER:

TIME:30 MINS

A) Dinlerken duyduğunuz kelimeyi gösteren resmi örnekteki gibi yuvarlak içine alınız. Eğer anlamadıysanız anlamadım kutucuğunu işaretleyiniz. (4x5= 20pts)

Anlamadım

1.



2.



3.



4.



5.



6.



B) Dikkatli bir şekilde dinleyip doğru olan kutucuğun içini örnekteki gibi işaretleyin. Eğer anlamadıysanız anlamadım kutucuğunu işaretleyiniz. (4x5= 20 puan).

Örn	<p>Anlamadım <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p>	3.	<p>Anlamadım <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
1.	<p>Anlamadım <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	4.	<p>Anlamadım <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
2.	<p>Anlamadım <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	5.	<p>Anlamadım <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

C) Dikkatli bir şekilde dinleyip doğru olan kişinin harfini yazınız. Anlamazsanız anlamadım kutucuğunu işaretleyiniz. (5x6= 30 points)

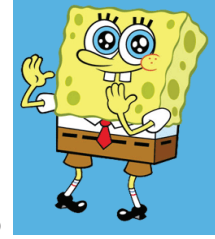
1) _____	2) _____	3) _____	4) _____	5) _____
Anlamadım <input type="checkbox"/>	Anlamadım <input type="checkbox"/>	Anlamadım <input type="checkbox"/>	Anlamadım <input type="checkbox"/>	Anlamadım <input type="checkbox"/>



a) Çilek kız



b) Pepe



c) Sponge Bob



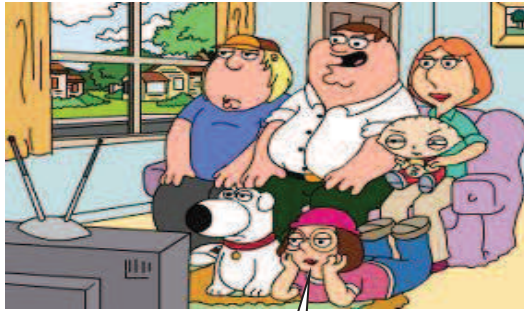
d) Smurfette



e) Barbie

D) Dikkatli bir şekilde dinleyip doğru aileyi gösteren harfi aile kısmının altına yazınız. Anlamazsanız anlamadım kutucuğunu işaretleyiniz (3x10= 30 puan).

Family	1) _____	2) _____	3) _____
	Anlamadım <input type="checkbox"/>	Anlamadım <input type="checkbox"/>	Anlamadım <input type="checkbox"/>



a)



b)



c)

Appendix I: Item-Total Statistics' Results of the Listening Achievement Test

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	62.3704	584.319	.552	.809
2	60.8889	607.179	.420	.816
3	60.4444	628.718	.235	.822
4	60.2963	629.447	.321	.821
5	62.0741	577.687	.619	.806
6	60.2963	629.447	.321	.821
7	61.6296	616.319	.228	.822
8	60.8889	617.641	.283	.820
9	62.3704	588.627	.506	.811
10	60.5926	621.789	.298	.820
11	60.8148	551.157	.575	.804
12	60.3704	588.627	.315	.819
13	60.1481	557.823	.560	.805
14	60.8148	564.080	.479	.810
15	60.1481	565.208	.503	.809
16	58.0000	493.538	.579	.805
17	58.6667	509.846	.475	.816
18	59.7037	490.986	.561	.808

Appendix J: Listening Achievement Test Used in the Main Study

NAME:
SURNAME:

CLASS:
NUMBER:

TIME:30 MINS

**A) Dikkatli bir şekilde dinleyip doğru olan kutucuğun içini örnekteki gibi işaretleyiniz.
(4x5= 20 puan).**

1.



2.



3.



4.





















5.








6.



**B. Dikkatli bir şekilde dinleyip doğru olan kutucuğun içini örnekteki gibi işaretleyiniz.
(4x5= 20 puan).**

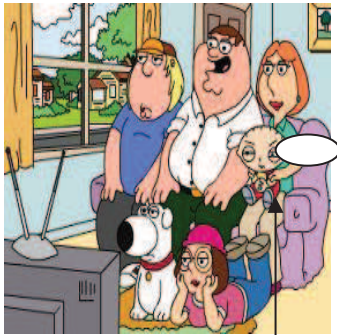
Örnek	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	3.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
1.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	4.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
2.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	5.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

C) Dikkatli bir şekilde dinleyip doğru olan kişinin adını sayıların yanına yazınız.
(6x6= 36 points)

		
a) Çilek kız	b) Pepe	e) Barbie
		
c) Sponge Bob		d) Smurfette
1) _____		
2) _____		
3) _____		
4) _____		
5) _____		

D) Dikkatli bir şekilde dinleyip doğru aileyi gösteren harfi aile kısmının altına yazınız.
Anlamadıysanız anlamadım kutucuğunu işaretleyiniz (3x8= 24 puan).

Family	1 _____	2 _____	3 _____
--------	---------	---------	---------



Appendix K: Reading Achievement Test Used in the Pilot Study

NAME:

CLASS:

SURNAME:

NUMBER:

TIME:30 MINS

C) Bakugan'ın cümlelerini okuyunuz. Cümle doğruysa (Yes) kutucuğunu yanlışsa (No) kutucuğunu işaretleyin. Anlamadıysanız anlamadım kutucuğunu işaretleyiniz (5x4= 20 puan).

Hello! My name is Bakugan. I have got one mouth and two ears. I have got two eyes and two arms. I have got two hands and ten fingers. I have got two legs and two knees. I have got one nose.

	(No)	(Yes)	(Anlamadım)
E.g: I have got three legs. (X)	()	()	()
1) I have got one knee.	()	()	()
2) I have got eight fingers.	()	()	()
3) I have got two eyes.	()	()	()
4) I have got four ears.	()	()	()
5) I have got one nose.	()	()	()

B) Aşağıdaki bilgileri okuyup doğru kişinin ismini kutuya yazınız. Anlamadıysanız anlamadım kutucuğunu işaretleyiniz (5x 5= 25 puan)

	Reading passage	Names	Anlamadım
1	Hi, I have got two arms and two legs. I have got six eyes and three heads. I haven't got a nose.		<input type="checkbox"/>
2	Hi, I have got two ears. I have got four hands and two legs. I have got three eyes.		<input type="checkbox"/>
3	Hi, I have got two arms and two legs. I have got two eyes and one nose. I have got a big mouth.		<input type="checkbox"/>
4	Hi, I have got two arms and two legs. I have got one mouth and two ears. I have got one big eye.		<input type="checkbox"/>
5	Hi, I have got one head. I have got three eyes and two ears. I have got six arms and three legs.		<input type="checkbox"/>



a) Mike



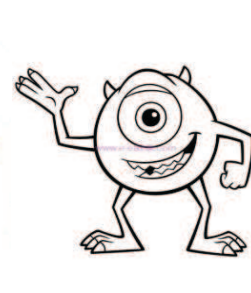
b) Jack



c) Tom

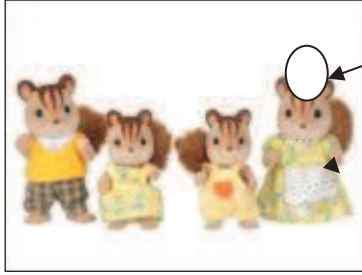


d) George

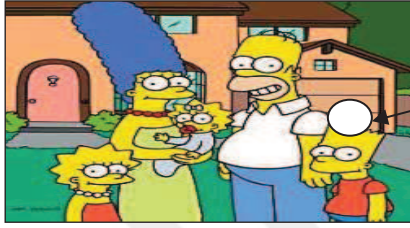


e) David

C) Aşağıdaki bilgileri okuyup bu cümlelerin kime ait olduğunu bulunuz. Cümleleri söyleyen kişilerin başında okla gösterilmiş daire görüyorsunuz. Konuşma balonunun okundan aileyi tanıtan kişiye doğru çizgi çizerek eşleştirin. Okuduğunuzu anlamadıysanız boş bırakınız (5x5= 25 puan).



I have got a mother and a father.
I have got three sisters.



I have got a father. He has got brown eyes. I have got a mother. She has got white dress. I haven't got any sister or brother.



I have got a mother and a father. I have got a brother. I haven't got a sister.



I have got a grandmother. She has got a red dress. I have got a grandfather. I have got a mother and a father. I have got a sister. She has got a blue dress.


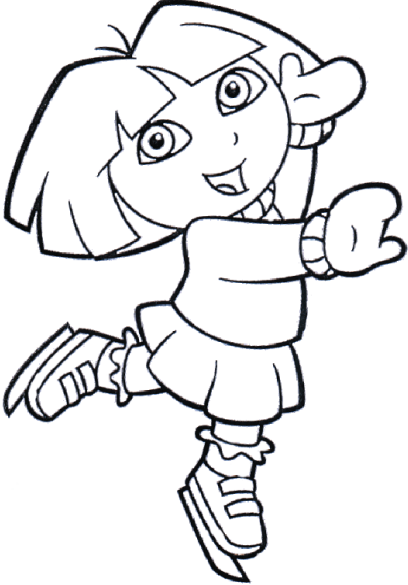


I have got a mother and a father. I have got two sisters and one brother. I have got an uncle and a cousin.



I have got a mother. She has got green dress. I have got a father. He has got white shirt. I have got two sisters.

**D) Ben 10 ve Dora'vı ařađıdaki cümleleri okuduktan sonra dođru bir řekilde boyayınız. .
Anlamadıysanız boş bırakınız. (3x10= 30 puan)**

Ben 10	Dora
<p>Hi, I have got green trousers. I have got yellow and white t- shirt. I have got black shoes. I have got blue eyes. I have got yellow hair.</p>	<p>Hi, I have got red skirt. I have got pink socks. I have got brown shoes. I have got yellow sweater I have got orange gloves.</p>
	

Appendix L: Item-Totals Statistics' Results of the Reading Achievement Test

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
01	63.3000	490.424	.259	.866
02	63.1667	480.282	.439	.861
03	63.3000	478.286	.433	.861
04	63.1667	472.557	.560	.858
05	63.3000	478.286	.433	.861
06	63.0000	444.276	.632	.854
07	62.8333	448.902	.607	.855
08	63.3333	443.816	.600	.855
09	63.6667	433.816	.682	.851
10	63.5000	438.328	.645	.853
11	64.1667	472.351	.299	.867
12	64.0000	467.724	.342	.865
13	63.6667	467.609	.347	.865
14	65.5000	471.431	.410	.862
15	64.5000	454.879	.477	.860
16	63.9000	504.783	.127	.867
17	64.3000	483.803	.441	.861
18	64.3000	490.838	.320	.864
19	64.3000	487.114	.383	.863
20	64.2000	498.441	.202	.866
21	63.7000	493.941	.510	.862
22	64.1000	485.334	.464	.861
23	64.8000	483.752	.387	.862
24	64.2000	485.821	.427	.862
25	63.8000	500.303	.260	.865

Appendix M: Reading Achievement Test Used in the Main Study

NAME:
SURNAME:

CLASS:
NUMBER

READING EXAM

C) Bakugan'ın cümlelerini okuyunuz. Cümle doğruysa (Yes) kutucuğunu yanlışa (No) kutucuğunu işaretleyin. (5x4= 20 puan).



Hello! My name is Bakugan. I have got one mouth and two ears. I have got two eyes and two arms. I have got two hands and ten fingers. I have got two legs and two knees. I have got one nose.

- | | (No) | (Yes) |
|---------------------------------------|------|-------|
| E.g: I have got three legs. (X) () | | |
| 1) I have got one knee. () () | | |
| 2) I have got eight fingers. () () | | |
| 3) I have got two eyes. () () | | |
| 4) I have got four ears. () () | | |
| 5) I have got one nose. () () | | |

B) Aşağıdaki bilgileri okuyup doğru kişinin ismini kutuya yazınız. (5x 5= 25 puan)

	Reading passage	Names
1	Hi, I have got two arms and two legs. I have got six eyes and three heads. I haven't got a nose.	
2	Hi, I have got two ears. I have got four hands and two legs. I have got three eyes.	
3	Hi, I have got two arms and two legs. I have got two eyes and one nose. I have got a big mouth.	
4	Hi, I have got two arms and two legs. I have got one mouth and two ears. I have got one big eye.	
5	Hi, I have got one head. I have got three eyes and two ears. I have got six arms and three legs.	



a) Mike



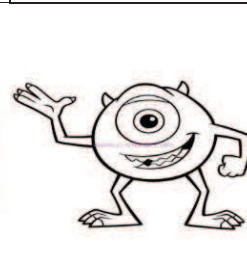
b) Jack



c) Tom



d) George

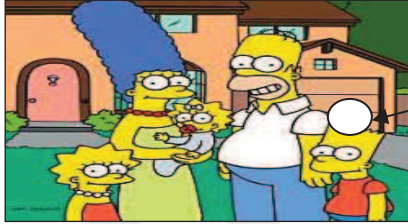


e) David

C) Aşağıdaki bilgileri okuyup bu cümlelerin kime ait olduğunu bulunuz. Cümleleri söyleyen kişilerin başında okla gösterilmiş daire görüyorsunuz. Konuşma balonunun okundan aileyi tanıtan kişiye doğru çizgi çizerek eşleştirin. (5x5= 25 puan).



I have got a mother and a father.
I have got three sisters.



I have got a father. He has got brown eyes. I have got a mother. She has got white dress. I haven't got any sister or brother.



I have got a mother and a father. I have got a brother. I haven't got a sister.



I have got a grandmother. She has got a red dress. I have got a grandfather, a mother and a father. I have got a sister. She has got a blue dress.


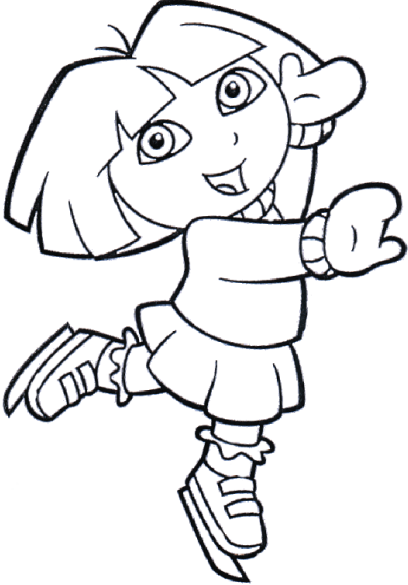


I have got a mother and a father. I have got two sisters and one brother. I have got an uncle and a cousin.



I have got a mother. She has got green dress. I have got a father. He has got white shirt. I have got two sisters.

D) Ben 10 ve Dora'vı ařađıdaki cümleleri okuduktan sonra dođru bir řekilde boyayınız.
(3x10= 30 puan)

Ben 10	Dora
<p>I have got yellow and white t- shirt. I have got black shoes. I have got blue eyes. I have got yellow hair.</p>	<p>Hi, I have got red skirt. I have got pink socks. I have got brown shoes. I have got yellow sweater I have got orange gloves.</p>
	

Appendix N: One sample Lesson Plan

SAMPLE LESSON PLAN OF UNIT 3 (FAMILY MEMBERS)

LESSON 1

Background Information: The pupils are familiar with introducing themselves.

Class: 4 B **Age:** 9- 10 **Time:** 40 **No in class:** 25

Coursebook Name: İlköğretim English 4 Student's – Workbook 1

Vocabulary: Family, grandmother, grandfather, father, mother, brother, sister, uncle, aunt, cousin.

Language Skills: Listening & Speaking

Functions: Describing family members

Language Structures: “ I have got” structure

Resources (Materials): Hand-made puppets of family members, digital story, a crossword puzzle

Objectives

Overall Objectives:

Students will watch a digital story with regard to family members to be familiar with them.

Students will meet the puppet family one by one to practice the names of family members.

Students will improve their vocabulary knowledge through ‘listen and do’ activity.

Students will practice “have/has got” structure with the help of the puppets.

Students will recognize the written forms of family members.

Behavioral Objectives:

Pupils will be able to pronounce and label the names of family members as they listen correctly.

Pupils will be able to introduce the members of the puppet family.

Pupils will be able to manipulate the correct puppets as they listen to the teacher's instructions.

Pupils will be able to produce sentences such as “I have got a grandmother”.

Pupils will be able to identify and circle the names of family members in the puzzle.

Lesson Procedures

Warm-up Session (2 minutes):

Teachers will use a digital story vocalized by two American children to introduce each family member. The pupils will watch a story and recognize each family member (see Appendix O).

Lead-in Stage (3 minutes):

While the learners are watching digital story for the second time, the teacher will repeat the sentence after each slide and ask the pupils to repeat.

Teacher's presentation:**Meeting Ann's Family (Introducing family members -10 minutes):**

The teacher will take firstly the puppet (Ann) and later her friend (Didier) from their places slowly to take the learners' attention Here is the teacher talk to explain the context of the lesson:

"Hello students! I have a surprise for you. Can you guess what it is? Here is Ann. She has got a friend. His name is Didier. He is at Ann's house now. He wants to meet Ann's family. Are you ready to meet Ann's family?"

After introducing the context, the teacher will take the puppet Ann to introduce each of her family members by using the target chunk "have got" (e.g. "I have got a grandfather. His name is David").

Listen and Touch (5 minutes): The teacher will take the puppets from their boxes and put all of them on the teacher's desk. Teacher will say one of the family members (e. g. father) and the pupils will be asked to manipulate the correct puppet one by one.

Listen & Do (5 minutes): The pupils took the correct puppet from their place after listening to the teacher's command and hanged it on the correct part of family tree on the veneer.

Students' Activities:**Speaking Activity (10 minutes):**

The teacher's demonstration: The teacher will play the music and when the music stops she will take one of the puppets to practice a chunk (e.g. *"I have got a mother."*).

The teacher will call 10 pupils, and ask them to be a big circle to perform this activity. They will dance untill the music stops. Each pupil will take one of the puppets and practice the target chunk. The activity will stop when every pupil will be involved into the activity.

Find and Circle the Words (5 minutes)

The teacher will hand out each pupil a crossword puzzle with the written forms of family members. Each one will find circle the written forms of family members.

Appendix O: Digital Story to Introduce the Puppet Family

<p>LET'S MEET MY FAMILY</p> <p>HI! MY NAME IS ANN. I HAVE GOT A FRIEND.</p> 	 <p>HE IS DIDIER. HE WANTS TO MEET MY FAMILY.</p> 
 <p>SUSAN</p> <p>THIS IS MY GRANDMOTHER.</p> 	 <p>JACK</p> <p>THIS IS MY GRANDFATHER.</p> 
 <p>MARY</p> <p>THIS IS MY MOTHER.</p> 	 <p>DAVID</p> <p>THIS IS MY FATHER.</p> 
 <p>TOM</p> <p>THIS IS MY BROTHER.</p> 	 <p>LISA</p> <p>THIS IS MY SISTER.</p> 
 <p>THIS IS MY FAMILY</p> 	<p>This is my family tree. They are all happy</p> 

Appendix P: Some of the Materials Used in Different Activities to Practice ‘Family Members’.

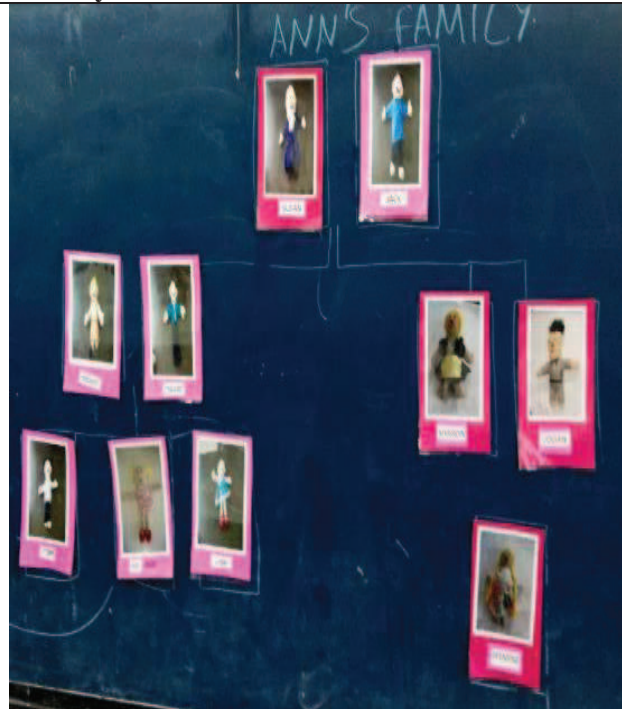
1 Puppets used in Vocabulary Matching Activity



2 Puppets used in listen and show Yes/No cards



3 Flashcards used in ‘Listen and Stick’ activity



4 Drama: Role Play



Appendix R: Digital Story to introduce Buggs Bunny and Lola Bunny and their clothes

<h3>HELP US! PLEASE</h3> <p>HI! MY NAME IS BUGS BUNNY HI! MY NAME IS LOLA BUNNY.</p>  		<h3>THIS IS OUR WARDROBE</h3> 
 <p>I HAVE GOT A <u>RED SKIRT.</u></p> 	 <p>I HAVE GOT A <u>RED HAT.</u></p> 	
 <p>I HAVE GOT A <u>GREY T-SHIRT.</u></p> 	 <p>I HAVE GOT <u>GREY SOCKS.</u></p> 	

 <p>I HAVE GOT A <u>BLACK JACKET.</u></p> 	 <p>I HAVE GOT <u>BLACK TROUSERS.</u></p> 
 <p>I HAVE GOT <u>BLUE GLOVES.</u></p> 	 <p>I HAVE GOT A <u>RED HAT.</u></p> 
 <p>I HAVE GOT <u>BLUE SLIPPERS.</u></p> 	 <p>I HAVE GOT A <u>GREEN SKIRT.</u></p> 
 <p>I HAVE GOT A <u>GREY HAT.</u></p> 	 <p>I HAVE GOT A <u>WHITE SHIRT.</u></p> 

	<p>I HAVE GOT <u>YELLOW</u> <u>SLIPPERS.</u></p>		<p>I HAVE GOT A <u>PINK SKIRT.</u></p>
			





	<p>I HAVE GOT <u>PINK GLOVES.</u></p>		<p>I HAVE GOT A <u>PURPLE T-SHIRT.</u></p>
			

	<p>I HAVE GOT A <u>YELLOW SHIRT.</u></p>		<p>I HAVE GOT BLUE <u>TROUSERS.</u></p>
			

























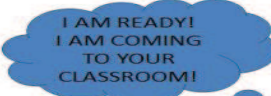

WE ARE READY FOR THE PARTY!




Appendix S: Some of the Materials Used in Different Activities to Practice ‘My Clothes’

<p>1. Read and find the correct Picture</p>	<p>2. Listen and Speak</p>
 <p>A photograph showing two young students in a classroom. They are looking at a large blackboard. On the blackboard, several small, colorful cutouts of clothing items (like a shirt, pants, and a dress) are pinned. The students appear to be engaged in a learning activity.</p>	 <p>A photograph of two students at a wooden table. One student is holding a small white card with text on it. To the right, there is a colorful spinning wheel with various icons. In the background, a blackboard has some handwritten text and drawings.</p>
<p>3. Sample Slides used in the Reading Game (Read & Perform)</p>	
<p>Group A</p>	<p>Group B</p>
<p>• Bugs Bunny 1</p> <div data-bbox="284 1064 667 1303" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #fff; margin: 20px auto; width: 80%;"> <p>I have got black trousers and a black jacket. I have got blue gloves and blue slippers.</p> </div> 	<p>• Lola Bunny 1</p> <div data-bbox="890 1064 1321 1332" style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #fff; margin: 20px auto; width: 80%;"> <p>I have got a grey hat and a white jacket. I have got a green skirt and yellow slippers.</p> </div> 
 <p>A photograph of a Bugs Bunny character costume. The character is wearing a black suit jacket, black trousers, a red turban, and blue gloves and slippers.</p>	 <p>A photograph of a Lola Bunny character costume. The character is wearing a white jacket, a grey hat, a green skirt, and yellow slippers.</p>

Appendix T: Slides of Powerpoint Presentation to Introduce 'Body Parts'

<h4>Let's Meet an Egg Monster</h4> 	
 	 
 	  
 	  
  	  
  	 

Appendix U: Some of the Materials Used in Different Activities to Practice ‘Body Parts’.

<p>1. A Worksheet to Practice Numbers</p> 	<p>2. Stick Monsters Used in the Speaking Activity</p> 
<p>3. A Green Toy Monster used in ‘Listen and Decide’</p> 	<p>4: Group Writing to Play Guessing game (Describing an Alien Family)</p> 