

EFFICIENCY OF LITERATURE-INTEGRATED APPROACH ON VOCABULARY COMPETENCE

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ABSTRACT

This study aims at helping students of 5th grades at Private Sinav School in Edirne in order to improve their vocabulary competence by integrating literature into their language learning process. Another purpose of the study is to increase students' motivation, pleasure and interest towards vocabulary learning by offering authentic and rich input.

The following questions were to be answered to collect data regarding the purpose of the study.

1. Does the integration of literature into the English courses of 5th grade students enable the learners to learn and practice vocabulary more effectively?
2. Is there a difference between the learners studying vocabulary by literature-integrated approach designed for the 5th grade students and the others studying vocabulary by traditional methods?

To begin with, in order to find answers to the questions above, the relationship between language teaching and literature were analysed. Reasons for using literature in classes were given, and the role of literature in vocabulary enhancement of the young learners was mentioned.

The study was conducted to 40, fifth grade students in Edirne Private Sinav School in the second semester of the 2007-2008 academic year. The subjects were assigned randomly as experimental and control. Both groups took English course for two hours a week, and the application took ten weeks. They were given pre-tests before the study in order to determine the subjects' vocabulary knowledge and they were given the same test as post-test in order to find out how much they improved.

Data were gathered through the activities in both control and experiment classes. While experimental group studied vocabulary by means of literary works, the control group were instructed by traditional methods and techniques. At the end, the results were statistically analysed. According to the results, integration of literature into the English courses had a positive effect on the enhancement of vocabulary competence. That is to say, experimental group was significantly better than the control group.

Key Words: Literature, Literature-based Approach, Young Learners

Başlık : Edebiyat Odaklı Yaklaşımın Sözcük Dağarcığı Gelişimine Etkisi

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ÖZET

Bu çalışma, Edirne Özel Sınav Dershanesi 5. Sınıf öğrencilerinin yabancı dil öğrenim süreçlerine edebiyatı dahil ederek, sözcük dağarcıklarını geliştirmede onlara yardımcı olmayı amaçlamaktadır. Çalışmanın bir diğer amacı ise, gerçek ve zengin veri sağlayarak öğrencilerin sözcük öğrenimine karşı motivasyonlarını, zevk ve ilgilerini arttırmaktır. Bu amaçla edebiyat, gerçek etkinlikler ve edebi metinler aracılığıyla öğrencilerin var olan ders planlarına dahil edilmiştir.

Aşağıda belirtilen sorular çalışmanın amacına ilişkin verilerin toplanması için cevaplanmıştır;

1. 5. Sınıf öğrencilerinin İngilizce derslerine edebiyatın dahil edilmesi, öğrencilerin sözcük öğrenme ve uygulamalarını daha etkili kılacak mı?
2. Edebiyat odaklı yaklaşımla sözcük öğrenen öğrenciler ve klasik öğretim yöntemleriyle çalışan öğrenciler arasında fark var mıdır?

Yukarıda belirttiğimiz sorulara cevap bulabilmek için öncelikle dil öğrenimi ve edebiyat arasındaki ilişki incelendi. Derslerde edebiyata yer verilmesinin gerekçeleri sıralanarak, yeni öğrenenlerin sözcük dağarcıklarının geliştirilmesinde edebiyatın rolünden bahsedildi.

Çalışma 2007-2008 eğitim-öğretim yılının ikinci yarısında Edirne Özel Sınav Dershanesi'nde gerçekleştirilmiş ve çalışmaya 5. Sınıflardan 40 kişi dahil edilmiştir. Öğrenciler deney ve kontrol grubu olarak rastgele belirlenmişlerdir. Her iki grup da haftada 2 saat İngilizce dersi almış ve uygulama 10 hafta sürmüştür. Gruplara çalışmadan önce öntest verilmiştir, bu sayede öğrencilerin sözcük dağarcıkları belirlenmiştir. Yine her iki gruba uygulamadan sonra sontest verilerek,

öğrencilerin ne kadar gelişme kaydettikleri belirlenmeye çalışılmıştır. Veriler her iki grupta da aktiviteler aracılığıyla toplanmıştır. Deney grubu edebi metinler aracılığıyla sözcük çalışırken, kontrol grubu ise geleneksel yöntem ve tekniklerin kullanımıyla eğitim almıştır. Sonuçlar istatistiksel olarak değerlendirilmiştir. Elde edilen sonuçlara göre, edebiyatın yabancı dil derslerine dahil edilmesi öğrencilerin sözcük dağarcığı gelişimine olumlu etki yapmıştır. Yani, deney grubunun kontrol grubundan çok daha başarılı olduğu saptanmıştır.

Anahtar sözcükler: Edebiyat, Edebiyata Dayalı Yaklaşım, Erken Yaşta Öğrenenler

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRACT	ii
ÖZET	iv
TABLE OF CONTENTS	vi
LIST OF FIGURES	ix
I. THE STUDY	1
Introduction.....	1
1.1. The Problem.....	2
1.2. The Aim	3
1.3. The Significance of the Study.....	4
1.4. Limitations	5
1.5. Concepts.....	5
II. LITERATURE REVIEW.....	6
2.1. Historical Development of Language Teaching Methodology.....	6
2.2. Traditional Methods in Language Teaching	8
2.2.1. Grammar Translation Method.....	8
2.2.2. Direct Method	9
2.2.3. Audio-Lingual Method	10
2.3. Contemporary Language Teaching Methods.....	10
2.3.1 The Silent Way	11
2.3.2. Suggestopedia	11
2.3.3. Community Language Learning	12
2.3.4. Total Physical Response	12
2.3.5. Communicative Language Learning.....	12

III. LITERATURE IN LANGUAGE TEACHING METHODOLOGY.....	15
3.1 The Relationship Between Language and Literature.....	16
3.2 Reasons for Using Literature in Classes	19
3.2.1 Valuable Authentic Material.....	20
3.2.2 Cultural Enrichment.....	21
3.2.3 Language Enrichment	21
3.2.4 Personal Involvement.....	22
3.3 Literature and Teaching Language Skills	25
3.3.1 Literature and Reading.....	26
3.3.2 Literature and Writing.....	26
3.3.3 Literature, Speaking and Listening.....	27
3.4 Children’s Literature and Its Genres.....	29
3.4.1 Using Poetry.....	34
3.4.2 Using Short Stories	35
3.4.3 Using Drama	36
3.4.4 Using Novel	37
IV. YOUNG LEARNERS AND LANGUAGE EDUCATION	39
4.1 Young Learners and Language Teaching	39
4.2 Young Learners and Literature Teaching	43
4.3 Literature and Vocabulary Teaching	48
V. METHODOLOGY.....	53
5.1 Research Method	53
5.2 Research Model	54
5.3 Population and Sampling	55
5.4 Data Collection	56
5.5 Data Collection Instrument.....	58
5.6 Research Procedure.....	59

5.6.1 Syllabus Design of Experimental Group	61
5.6.2 Syllabus Design of Control Group.....	63
VI. FINDINGS AND DISCUSSION	66
6.1 Results.....	66
6.2 Findings of the Research Questions.....	67
6.3 Discussion.....	78
VII. CONCLUSION & SUGGESTIONS.....	81
7.1 Conclusion	81
7.2 Suggestions for Further Researches.....	85
7.3 Limitations of the Study.....	85
BIBLIOGRAPHY.....	86
APPENDICES	91
Appendix 1 : Sample Literary Texts and Activities.....	92
Appendix 2 : Pretest-Posttest	124
Appendix 3 : Lesson Plans.....	127
Appendix 4 : Statistical Tables	143

THE LIST OF FIGURES

Figure 1 : The Implementation Procedure of the Experimental Group	60
Figure 2 : The Implementation Procedure of the Control Group	60
Figure 3 : Activities in the Treatment of Experimental Group	61
Figure 4 : Activities in the Treatment of Control Group	63

CHAPTER 1

THE STUDY

INTRODUCTION

The growing need for learning a foreign language has created a demand especially for English around the world. Today many people want to improve their command of English or to ensure that their children achieve a good command of English, and opportunities to learn English are provided in many different ways. The world wide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources (Demirel, 2004: 148). Learners set themselves demanding goals. Therefore, the emergence of English as a global language has caused innovations in language teaching methodology rapidly.

Throughout history, language teaching methodology has faced many different kind of changes. Formerly, with the traditional methodology, learners needed for good reading skills in foreign language, and mainly studied literary texts to achieve proficiency in a foreign language (<http://tesolgreece.com/nl/71/7104.html>). But then, a move toward oral proficiency rather than reading comprehension as the goal of language study has been developed, and modern methodologies that give priority to good communication skills have become influential in language teaching methodology (Larsen-Freeman, 2000: 121).

The issue of integrating literature in the language teaching methodology has been questioned since the early years of this century as it has been considered of prestige in language study (Short, 1989: 45). On the one hand the difficulty of many literary texts to non-native English speaking students and on the other, the lack of a

suitable methodology for the integration of literature brought about an opposite effect.

Although Communicative approach to language teaching during the 1970's and early 1980's emphasised the study of the language for practical purposes and claimed that literature has no practical uses, and it contributed nothing to the learners' objectives, interest in literature and language teaching hasn't lost its popularity in the methodology (Sage, 1987:34). Because with the integration of literature, learning English is an enjoyable and attractive process for the learners, and also it helps to stimulate students' curiosity about the target culture and language, and to encourage empathy towards its people. It's beneficial to improve and develop students' understanding and use of the target language through the reading and discussion of literary texts. Integration of literature to the curriculum paces the way to the learners' involvement with rich, authentic uses of the foreign language (Collie and Slater, 1987: 124). And various ways of using literature in foreign language classroom help to develop of vocabulary, oral and literacy skills of the learners. Within these perspectives, this study aims to search the effects of the integration of children's literature on vocabulary competence in the 5th grade English course.

1.1. Problem

Teachers generally regard literature as inappropriate to the foreign language classroom. And they all agree that there should be a separation between the study of language and the study of literature. However, the use of literary texts can be a powerful pedagogic tool; it helps to promote the learners' language development by making the process more enjoyable and meaningful.

In this respect, the problem was the lack of methodological awareness which limited the role of literature in classrooms. So, the integration of literature into the English courses of 5th grade students would enable the learners to learn and practice vocabulary more effectively and there would be differences between the learners

studying vocabulary by literature-integrated approach and the others studying vocabulary by traditional methods.

Another problem was the prejudice of the students about literary texts due to their ambiguity both in linguistic and meaning levels. But, the texts which were chosen carefully according to the age and linguistic level of the students enabled the learners to have more enjoyment and more authentic language use in foreign language learning process.

1. 2. Aim

This study aimed to provide an integrated approach to teaching and practicing English by children's literature chosen appropriately according to the level of the learners. It was revealed that integrated approach to the use of literature in the language classroom offered foreign language learners the opportunity to develop not only their vocabulary skills but their knowledge about language. The following research questions were proposed as the basis of the study;

1. Does the integration of literature into the English courses of 5th grade students enable the learners to learn and practice vocabulary more effectively?
2. Is there a difference between the learners studying vocabulary by literature-integrated approach designed for the 5th grade students and the others studying vocabulary by traditional methods?

In the selection of literary texts and activities for the courses, the linguistic level of the learners and their developmental stage characteristics were taken into consideration, and the courses were designed in these perspectives by keeping their needs and interests in mind.

1. 3. Significance of the Study

Language comes in a variety of discourse types and language teachers attempt to introduce learners to as many of these as possible. All these discourse types already play a significant role in teaching various aspects of language such as vocabulary and structure, or testing learners' comprehension (Akyel and Yalçin, 1990: 83). However, there is often reluctance by teachers to introduce authentic texts to the EFL syllabus. There is a general perception that literature is particularly complex and inaccessible for the foreign language learner and can be useless for the process of language learning (Carter, 1996: 54).

Contrary to the belief, authentic literary texts appropriate for the linguistic level of the learners could be beneficial and motivating in the process of learning a foreign language, and they are encouraging with colourful pictures and illustrations. Unlike the courses in traditional methods, the learners don't fed up with the rules and memory exercises, but they have a chance to experience and practice the target language in context by having enjoyment. Apart from offering a distinct literary world which can widen learners' understanding of their own and other cultures, it can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure (Carter, 1996: 92).

Besides, the integration of literature into the foreign language courses brings contributions to the language learning and teaching methodology. Because it offers a new approach in a holistic point of view without disregarding the other traditional and modern methods. It paves an alternative way for making the foreign language learning process promoting, motivating and enjoyable rather than mechanistic for the learners, especially for the young learners. Thus, such a comparative study will provide significant contributions to language teaching and learning; besides it will be a resource for many teachers.

1. 4. Limitations of the Study

This study is restricted with;

1. 2008-2009 academic year,
2. Sınav Dershanesi 5th grades in Edirne,
3. 40 subjects,
4. M.E.B Primary English course curriculum

1. 5. Concepts

Literature: Writings in prose or verse; especially writings having excellence of form or expression and expressing ideas of permanent or universal interest (<http://www.merriam-webster.com/dictionary/literature>).

Literature-based Approach: In which stories and literature are used as base and context for language learning.

(<http://www.thecenterlibrary.org/cwis/cwisdocs/pdfs/literature-approach>)

Young Learners: Learners defined as breakthrough level and basic user (<http://www.cambridgeesol.org/exams/yle>).

CHAPTER II

LITERATURE REVIEW

2.1. Historical Development of Language Teaching Methodology

Language teaching has a long and fascinating history over the last hundred years. The names of many of the methods are familiar enough, yet the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a single strategy or a particular technique (Qing-xue, 2007:3). As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration, partly from practical experience and inventiveness.

For ages, language teaching methodology has witnessed many changes. Whereas today English is the world's most widely studied foreign language, in past it was Latin, for it was the dominant language of education, commerce, religion and government in Western world.

In the sixteenth century, however, French, Italian and English gained importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. As the status of Latin diminished from that of a living language to that of an occasional subject in the school curriculum, the study of Latin and analysis of its grammar became the model for foreign language study from the seventeenth to the nineteenth centuries (Richards and Rodgers, 2001: 3).

During these centuries children in grammar schools were given an introduction to Latin grammar, study of translation and practice in writing sample sentences. Lessons were organized around grammar points, textbooks consisted of statements of abstract grammar rules, lists of vocabulary and sentences for

translation. Speaking the foreign language was not the goal and oral practice was limited to students reading aloud the sentences they had translated.

But in the nineteenth century some oppositions to such a kind of methodology were developed in several European countries. New approaches to language teaching were developed by language teaching specialists and they recognized the need for speaking proficiency rather than reading comprehension and grammar. The study of the spoken language and the use of the conversational texts were the significant developments in language teaching

The history of language teaching throughout 20th century witnessed a variety of language teaching methods. Some have had their hey day and have fallen into relative obscurity; others are widely used now; still other have small following, but contribute insights that may be absorbed into the generally accepted mix (<http://tesolgreece.com/nl/71/7104.html>). They had in common the belief that if language learning is to be improved, it would come through with changes and improvements in teaching methodology. Contrary to past experiences, contemporary linguists have suggested that the role of learner should be increased in learning process and the focus should be on the communicative abilities of the learners.

Language teaching methodologies have been greatly influenced by developments in the theories of language and theories of learning. Each method has contributed new elements and has attempted to deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical considerations.

Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should be aware of the fact that who the learners are, what their current level of language proficiency is, what sort of communicative needs they have and so on. No single method could guarantee successful results. For the better or best, they should be in a harmony.

In order to show the changing status of these methods, the main aspects of the most influential teaching methodologies should be reviewed focusing on the linguistic and learning theories behind them.

2.2. Traditional Methods in Language Teaching

As it's said before, the language studies go back to the early times in history. Beginning with the early methods in teaching, classical languages were studied in a structural manner and it was a tedious experience for the 'intellectual' learners.

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then they are given opportunities to practice them. Techniques that were often employed included memorization of dialogs, question and answer practice, various forms of guided speaking and writing practice. Great attention to accurate mastery of grammar was stressed from the very beginning stages of learning (Larsen-Freeman, 2000:17).

In this part, some of the well-known traditional methods will be discussed in order to indicate the language teaching characteristics of the period. Methodologies based on these assumptions include grammar-translation, direct and audio-lingual methods.

2.2.1. The Grammar-Translation Method

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language.

Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words (Richards and Rodgers, 2001: 6). Reading of difficult literary texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa (Cook, 2001: 202). It's clear that literature took its place in language teaching, but it couldn't be as effective as supposed.

2.2.2. The Direct Method

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. In Direct Method, lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative (Demirel, 2004: 39). Questions are answered in the target language. Grammar is taught inductively, rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language (Larsen-Freeman, 2000: 29). Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered as an important aspect of learning the language (Richards and Rogers, 2001:13).

2.2.3. The Audio-Lingual Method

This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to lack of grammar translation method. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning (Demirel, 2004: 40). Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2 (Larsen-Freeman, 2000: 46). Language laboratories, tapes and visual aids are widely used in classes. There is a tendency to focus on manipulation of the target language and to disregard content and meaning (Demirel, 2004: 40).

2.3. Contemporary Language Teaching Methods

In contemporary period, with the increased opportunities for communication especially in Europe it's believed that the old methods do not support the demands of the learners and it's necessary to develop new methods in teaching. Linguists are interested in the controversies that emerged about the best way to teach foreign language, and many ideas are proposed in order to make the language learning process more practical and more productive for learners.

In order to present the differences between the old and the new, initially some of the modern methods, such as silent way, suggestopedia, community language learning, total physical response, communicative language learning, and their characteristics will be described. And then the focus will be mainly on the role of literature in language teaching as it goes about meeting the goal in the right way by suggesting more for learners.

2.3.1. The Silent Way

In this method, students need to develop their own inner criteria for correctness, and learning involves transferring what one knows to new contexts (Larsen-Freeman, 2000:62). A set of plastic or wooden rods of varying length and color are used to introduce the syntactic and phonological structure of language within a restricted vocabulary (Demirel, 2004: 44). The teacher models a word or a structure only once and then the students must recall, imitate, and apply what they have learned. The students take over periods of silence – during which students recall what has been said. Color-coded charts are used to teach and correct pronunciation and grammar. Much of the time the teacher merely points to the chart instead of speaking (Larsen-Freeman, 2000: 65). No use of mother tongue is permitted. In this method, language is for self-expression as students gain autonomy in the language by exploring it and by making choices.

2.3.2. Suggestopedia

Suggestopedia promised great results if brain power and inner capacities are used. Beside the cognitive skills, as in the Humanistic Approach, it was said that there are some psychological barriers to learning, and these prevent the use of full mental powers (Richards and Rodgers, 2001: 101). It was important to overcome the barriers in order to achieve success in learning. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible" (<http://coe.sdsu.edu/people/jmora/ALMMethods.htm>).

Suggestopedia makes use of lengthy dialogues. These dialogues are read, translated and reread by the teacher. As the method progresses, communication is emphasized and grammar and pronunciation is de-emphasized. The teacher is the authority in the classroom. In order for the method to be successful, the students must trust him/her. (Larsen-Freeman, 2000: 81).

2.3.3. Community Language Learning

In this method, students are viewed as clients and teachers are considered as counselors (Demirel, 2004: 44). A class starts with the clients sitting in a circle with the counselor outside the circle. In group, students can begin to feel a sense of community and can learn from each other as well as the teacher (Larsen-Freeman, 2000: 97). Cooperation, not competition, is encouraged. Students begin to say things in their native language and the teacher-counselor translates these utterances into the target language. Language is seen for communication as it's believed that students learn best when they have a choice in what they practice.

2.3.4. Total Physical Response

James Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinaesthetic sensory system (Larsen-Freeman, 2000: 67). In this method, the teacher gives commands in the target language and after first performing the activity himself to demonstrate the meaning of each command, the students then carry out these commands as they are spoken, first in groups and then individually. There is no pressure to speak. Students speak when they feel comfortable and confident in understanding and producing the utterances. It's believed that students can learn through observing actions as well as by performing the actions themselves. In this method, spoken language is emphasized over written language. Both the teacher and the students are active in learning process.

2.3.5. Communicative Language Teaching

In the 1970s, a reaction to the traditional language teaching methods began and soon spread around the world. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for

different communicative purposes. What was needed in order to use language communicatively was communicative competence. It's believed that the communicative competence should be the goal of language teaching.

CLT emphasizes real-life situations and communication in context because students should be given an opportunity to express their ideas and opinions. (Cook, 2001: 216). Target language is a vehicle for communication, not just the object of study. While grammar is still important in the CLT classroom, the emphasis is on communicating a message rather than just mastery of language forms.

With the shift to communicative approaches to ELT in the eighties, literary language is seen as not providing the conventional and appropriate kinds of language required to convey, practical, everyday messages. Poems, plays and novels make use of the same basic language system but have differing functions from non-literary discourses in the communicative function (Carter, 1997: 105). The result is that poets, novelists and playwrights produce linguistic messages, which by their very nature, stand out prominently against the reader's background awareness of what is both communicatively conventional and linguistically appropriate to the social purpose that the message is to fulfill, though grammatically intelligible in terms of syntax and vocabulary (Carter, 1997: 108).

It's clear that the controversy on using literary material in the classrooms is not a new one. Throughout the past century, we see that there was the belief that if students were exposed to the best of literature, they would somehow become proficient in the language. Regardless of the beliefs, using literature to teach ESL students did not give the expected results.

This was the period where the Structuralism Approach was concerned with correctness of grammatical form and not with content, interpretation of the written word or style. During this period the grammar exercise books took their places and teachers were mainly concerned with correctness of grammar use (Larsen-Freeman, 2000: 21).

Later on and with the appearance of the Communicative Approach in the late 70's and very early 80's, literature as a teaching tool seemed reachable. The tendency in the classrooms was to teach usable, practical and authentic contents. During this period dialogues and authentic literary texts arose as a means of communication and gave the student the necessary tools to communicate in the most enjoyable manner. Different genres of literature began to appear in the course books and course materials. The lively world of literature helped the teachers to make the teaching process more enjoyable and attractive for the learners.

Consequently, the approaches in language teaching in the past stressed the structural methods to language learning, with emphasis on discrete-point teaching, correctness in grammatical form, repetition of graded structures and restricted lexis. These approaches represented a methodology unsuited to literature teaching, and were unable to accommodate literary texts. Thus, in many situations, while English language teaching adopted a structural approach, literature was taught as a separate subject, sometimes comprising of purposeless poetry recitation. Nevertheless, literature have taken its part in current approaches, and gave them refreshment as an authentic source in language teaching.

CHAPTER III

LITERATURE IN LANGUAGE TEACHING METHODOLOGY

For hundreds of years, the use of literary texts in language education was seen as a sacred tradition; so its role in the foreign language curriculum was unquestioned. The grammar-translation method was regarded as a preparation for the study of literary works. The traditional scholastic approach used the grammar-translation method to equip learners in the eighteenth century with a reading knowledge of foreign languages and applied this knowledge to the interpretation of literary texts with the use of a dictionary (<http://www.coe.int/lang>). As a result, the literary texts became a tool for promoting grammar-oriented learning practices. Such practices were believed to promote an ideal version of education during that time.

After World War I, a movement called ‘Kulturrekunde’ (Stern, 1983: 248) originated in Germany. German educators viewed this movement as a unifying force, which had the power to integrate the teaching of German language, German literature, German history, and the geography of Germany into a core of educational practices. In the inter-war period, ‘Kulturrekunde’ was applied to foreign language teaching in Germany.

Language teachers were trying hard to bring the outside world into their classrooms. To do this they used authentic materials, such as timetables and newspaper extracts to help learners to cope with the real world that in turn emphasized that the language of literature was not the language of real life (Wilkins, 1976: 98). So, literature was pushed into the background. However, students continued to major in English literature in many universities across the globe. Notwithstanding this, there appears to be a resurgence of interest in literature.

This is largely due to a rediscovery, by many practising language teachers of the benefits of using literary text as a source of imaginative, interactive and discussion activities (Collie and Slater, 1987: 117). This approach to literature in the

FL/SL classroom has achieved a more reasonable balance in that, it has moved away from the traditional approaches that treated literary texts as objects of academic enquiry. As a result, this new approach has enhanced the usefulness of a literary text in stimulating language-learning activities (Duff and Maley, 1990: 134). By engaging the students and teachers interactively with the text, in the performance of tasks involving literary texts, the present approach encourages the students to generate language and develop proficiency in the use of the target language by providing them with an emotional involvement with the target language (McRae, 1991: 122).

Current approaches have reexamined the value of literature and have begun to uphold its worth again. These approaches assert the value of literature teaching from several aspects, primarily, literature as an agent for language development and improvement, and also cultural enhancement. Literature is beginning to be viewed as an appropriate vehicle for language learning and development since the focus is now on authentic language and authentic situations.

3.1. The Relationship Between Language And Literature

Literature is not the name of a simple phenomenon, but an umbrella term which covers a wide range of activities. However, when it becomes a subject of study, it may be seen as an activity involving and using language. The claim that the study of literature is fundamentally a study of language in operation is based on the realisation that literature is an example of language in use, and is a context for language use. Thus, studying the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of the different systems of language organisation (Lazar, 1993: 28).

Linguistic difficulty has been one of the main arguments against literature. There has been a general pre-supposition that to study literature, one required knowledge of the intricacies of language and an inherent interpretative ability to derive the writer's message (<http://idiomas.tij.uabc.mx/revistadom/volumen4>).

Traditionally, literature has been used to teach language use but rarely has it been used to develop language use.

The advantage of using literature for the latter purpose is that literature presents language in discourse in which the parameters of setting and role-relationships are defined. R. Carter (1997: 95) insists that a natural resolution would be to take an approach in which language and literature teaching are more closely integrated and harmonized than is commonly the case at the present time so that literature would not be isolated, possibly rejected, on account of the "literariness" of its language.

There are some other arguments against the use of literature in classes. First, literature fails to make a significant contribution to the goal of teaching the grammar of the language since literature uses language in a complex and unique way. Second, the study of literature will not adequately help students fulfill their academic or occupational goals. Third, the presence of a particular cultural perspective in literature could create difficulties for the students at a conceptual level (O'Brien, 1999).

The first argument that literature fails to contribute to teaching grammar is not right. The use of literature, in fact, encourages language acquisition and students' language awareness. According to Collie and Slater (1987: 121) these are:

- a) literature stimulates language acquisition by providing contexts for processing and interpreting new language;
- b) literature supplements the restricted input of the classroom;
- c) listening to recorded literary texts exposes students to new language;
- d) rich in multiple levels of meaning, literature provides students with a framework for sharing their feelings and opinions;

e) literature could promote an elementary grasp of English to internalize vocabulary and grammar patterns.

A second argument against using literature is that it will contribute nothing towards promoting the student's academic or professional goals (O'Brien, 1999). However, it is clear that literature fosters reading proficiency. We should regard reading not as a reaction to a text, but as a dynamic interaction between writer and reader. For this reason, the motivational factors involved in reading assume critical importance. Therefore, by developing reading proficiency, literature can contribute to student's academic and occupational objectives.

The use of literature promotes language acquisition. In foreign language classrooms, students read and write in order to get the input in the target language. The need to get the written input in English becomes an important instructional objective demanding that students process and interpret the target language. In such situations, by providing interesting contexts for students to generate input, negotiate meaning and develop motivation, literature can become an efficient vehicle for language acquisition (Krashen, 1985: 92). As literary texts contain multiple layers of meaning, they can promote classroom activities that call for exchange of feelings and ideas. Such activities reveal the response potential in students. So learning a foreign language becomes a process of response (Collie and Slater, 1987:105). The students find the activities and the context in which they engage with so absorbing that they enjoy taking risks in their search for meanings.

Literature has a big role in the language learning process. When reading literature, language is learnt intuitively not explicitly as in the case of grammar. In grammar, the patterns and structures of a language are learned through the process of explicit explanations; during the reading of literature they are learnt because of intuitive assimilation (<http://sunzi1.lib.hku.hk/hkjo>).

In grammar, the learner generally proceeds from rules to examples; during his reading of literature he intuitively deduces rules from examples. When an enjoyable literary text is read, all the grammatical constructions used in that text are absorbed unconsciously. In grammar lessons, the learner tries to master the rules; during his reading of literature he develops a feel for the language. He is hardly aware of the fact that a large number of complex rules have been placed in his consciousness.

3.2. Reasons for Using Literature in Classes

The use of literature for teaching both basic language skills and language areas is very popular in foreign language teaching and learning. It's a recent and interesting concern. It is assumed that the materials and strategies for teaching the basic language skills are not emotively sustaining or imaginatively exciting. This assumption has been one of the main reasons for the failure of our language teaching programmes. The problem with many of our language teaching drills and exercises is that they are lifeless, dull and systematic. The following view, expressed by Collie and Slater (1987: 6) explains how the learners' engagement with literary texts help them in the process:

“ Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to inhabit the text. He or she is drawn into the book. Pinpointing individual words or phrases may make them less important than pursuing the development of the story. ”

Brown asserts about the same topic as follows;

“ Using children's literature can be an effective and enjoyable way to teach language. Students who enthralled by a story forget their worries and anxieties about the new language. It's our sense of enjoyment, excitement and emotional involvement that is necessary condition for learning, and using literature in classroom can provide the content base for the magic” (Brown, 2000).

According to Harris, children can acquire a lot of benefits by reading literature. They can experience pleasure from the elegant and imaginative uses of language or visual images. Cognitive development is enhanced when children read. For example, extensive reading of literature increases vocabulary levels, offers opportunities to acquire and practice reading skills, and models language patterns.

Teachers often assume that vocabulary is an important part of a comprehensive reading because they believe that students who understand the words in a selection will comprehend what they read. Researchers have demonstrated a strong link between vocabulary knowledge and reading comprehension. Here if the students are to learn vocabulary and be successful in reading, to be creative in classes, the best reading materials such as children's literature can be chosen to make the students enjoy lessons.

In this regard, literary texts can offer a beneficial alternative to the rule-based language learning. They promote motivation in the classroom. By strengthening the affective and emotional domains of students, literature develops a sense of involvement in learners.

Apart from these, there are four reasons for using literature in classes. According to Collie and Slater (1987: 9), these are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these, universality, non-triviality, personal relevance, variety, interest, suggestive power and ambiguity are the some other factors.

✓ **Valuable Authentic Material**

Literature is authentic material for the learners as literary works are more lively, attractive and enjoyable than the dull, ordinary type of drills. Recently real life or real life like contexts such as timetables, articles, advertisements and cartoons have been chosen as course materials. Learners are exposed to actual language samples of real life. So, literature is a useful complement to such kinds of materials.

Learners become more familiar with different language forms and communicative functions.

✓ **Cultural Enrichment**

Literary texts present the different aspects of the culture which they were written. They increase the learners' awareness about the others. For learners, literary works can help to facilitate understanding how communication takes place in that culture. Although the world of a literary work can be an imaginary one, it presents colorful settings and characters from different social backgrounds. By this way, reader can also discover the others' thoughts, feelings, traditions and customs. Literary works should be used to develop the learners' understanding of the country whose language is being learned. They seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation. As a result, students will be able to develop their perceptions as to how people of different cultures relate to their experiences and assess them (Lazar, 1993: 17).

✓ **Language Enrichment**

Literature provides learners with a wide range of individual lexical or syntactic items. Learners become familiar with many features of language. They learn about the syntax and discourse functions of sentences and many different structures and vocabulary. As they begin to perceive the richness of a text, they can be more productive. And then, this can be helpful for them to improve their communicative and cultural competence in turn. The interesting contexts provided by literary texts serve to illustrate the noticeability of lexical and syntactical features. Prolonged exposure to literary texts not only familiarizes students with the numerous interesting features of the written language but also develops the response potential in them. As students respond to literary texts, they begin to realize how meaning as an outcome of response can open up contexts for imaginative use of language (Collie and Slater, 1987).

✓ **Personal Involvement**

Literature fosters personal involvement in reader. Once the reader begins to read, s/he is drawn into the text and becomes enthusiastic and curious to find out what happens. Understanding the meanings of lexical items or unknown words becomes less important. Reader feels close to characters and shares their feelings. So, literary texts should be chosen according to the needs, expectations, interests and language level of the learners.

Beside these, Maley lists some other reasons for using literature in classrooms:

1. Universality
2. Non-triviality
3. Personal Relevance
4. Variety
5. Interest
6. Suggestive Power
7. Ambiguity

Sociolinguistic Richness (<http://www.jlls.org>).

➤ **Universality**

The themes literature deals with are common to all cultures and human beings. All people share not the same but similar experiences in life such as death, love, anger etc.

➤ **Non-triviality**

Literature doesn't trivialize. It's about the things which mattered to the author. So, literature provides meaningful and authentic input for the learners.

➤ Personal Relevance

When the ideas or events appeal to the expectations of the learner, or they are common in experience, the readers can relate them to his own life.

➤ Variety

Literature includes all possible varieties of subject matter. We can find any type of language from nursery talk to medicine.

➤ Interest

Literature deals with interesting topics. All of them are parts of human experiences but they are presented as interesting as possible to attract the readers.

➤ Suggestive Power

Literature is powerful as it invites us to go beyond what is said or implied. Maximum output can be derived from minimum input.

➤ Ambiguity

Literature speaks different meanings to different people. Nobody can get the same feeling or the same meaning from the work. So, this will lead the readers to interactive discussion in order to exchange their ideas.

➤ Sociolinguistic Richness

The use of language can change from one social group to another, from one geographical location to another. Each group has own language, vocabulary and style. A person speaks differently in different social contexts. Sometimes they are formal, sometimes informal or casual. Our professions are also effective on the way we talk or on the way we choose the words. Literature provides us with a wide range of language varieties so it develops our sociolinguistic competence in the target language. Literature is useful in order to reflect the sociolinguistic aspects of language.

On the contrary, among the language teachers, there is a general perception that literature is particularly complex and inaccessible for the foreign language learner. It is difficult to imagine teaching the stylistic features of literary discourse to learners who have a less knowledge than basic mechanics of English language. Common beliefs held about literature and literary language make teachers often consider literature inappropriate to the language classroom (Hall, 2005: 86). The reader requires greater effort to interpret literary texts since meaning is detached from the readers' immediate social context. For the learners who have less knowledge on vocabulary or some patterns of language will have difficulty in both reading or understanding what the piece of literature they are studying about.

Muykens states that while elementary and intermediate students may read literary works for language practice, reading comprehension, and possible esthetic appreciation, the goals for advanced undergraduates might include development of a knowledge of world literature, practice in reading and discussing creative work, and the introduction of literary concepts, genres, and terminologies. Muykens quotes from Herr that she suggests that literary texts should be introduced at beginning levels in order to prepare students to approach literature effectively (Muyskens, 1983: 413).

In this sense, teachers should search for literary texts which are manageable linguistically for students. The study of foreign language literature can be a rewarding experience for advanced high school students and foreign language learners in elementary or intermediate classes; it can also be frustrating. Muykens also quotes from Leal that even immature readers can learn something of literary analysis from short stories, if only by recognizing dominant images and symbols (Muyskens, 1983: 414).

After choosing the text to be presented, materials and specific goals must be carefully planned. Typical goals for beginning or intermediate students may include the practice of language acquisition skills, practice in reading comprehension, and the stimulation of literary appreciation. Techniques used in teaching literature must

be interesting in order to make the students' initial experience with it pleasurable. Steiner maintains that students who have had positive experiences in beginning literature courses will likely to continue their study in the future (Muyskens 1983: 413- 421).

To sum up, in this part, literature's place in teaching, the importance of children's literature and problems of using literature in foreign language teaching were given. In a sentence, we can say that using literature due to its difficulty, should be used in foreign language teaching to make the students aware of other cultures and what the children in other parts of the world read.

3.3. Literature and Teaching Language Skills

Literature can be thought as an important tool in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should teach basic language skills as an integral part of oral and written language use. According to the age level and interest of the learners, they should choose their materials and activities carefully in order to be more effective.

Hill argues (1986: 62) that literature increases all language skills because it extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. Though literature has always been associated with the teaching of language usage, we cannot disregard the advantage of using literature to teach language use, since it presents language in discourse in which the parameter of the setting and role relationship are well defined (Hill, 1986: 64). In the light of this observation, it's stated that literature contributes to knowledge of language use, and prompts language skills.

3.3.1. Literature and Reading

In learner-centered language settings, teachers adopt a student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins with direct questions about setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities (<http://www.jlls.org>).

3.3.2. Literature and Writing

Literature can be a powerful and motivating source for writing both as a model and as a subject matter. Literature as a model occurs when student writing becomes similar to the original work or clearly imitates its content, theme, organization or style. However, when student writing exhibits original thinking like interpretation or analysis or when it emerges from the reading, literature serves as subject matter (<http://www.jlls.org>).

There are three main kinds of writing that can be based on literature as a model

Controlled Writing: Controlled model-based exercises which are used mostly in beginning-level require rewriting passages to practise specific grammatical

structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

Guided Writing: This activity corresponds to intermediate-level . Students respond to a series of questions or complete sentences which retell the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description. Guided writing exercises enable students to comprehend the work.

Reproducing the Model: This activity contains of the techniques like paraphrase, summary, and adaptation. In paraphrasing, students are required to use their own words to rephrase the things that they see or hear. Since paraphrase coincides with the students' trying to make sense of the poem, it is a strikingly useful tool with poetry. Summary work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like plot, setting, and character to guide student writing. Adaptation requires rewriting prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. This activity enables students to be aware of the variations between written and spoken English (<http://www.jlls.org>).

3.3.3. Literature and Speaking, Listening

The study of literature in language can also play a significant role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities may center on a work of literature (Stern, 1983: 330).

✓ **Oral Reading**

Language teachers can make listening comprehension and pronunciation interesting and motivating playing a record or video of a literary work, or reading literature aloud themselves. Having students read literature aloud contribute to developing

speaking as well as listening ability. Moreover, it also leads to improving pronunciation.

✓ **Drama**

Literature-based dramatic activities are valuable. They facilitate the development of oral skills since they motivate students to achieve a clearer comprehension of a work's plot and characters. There are three main types of drama: *dramatization*, *role-playing*, *improvization*.

Dramatization

Dramatization requires classroom performance. Students can make up their own scripts for short stories or sections of novels. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays. Poems comprising one or more personae may also be scripted by students. Students should attentively read assigned sections of dialog in advance and be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words they cannot pronounce. Students next rehearse the scene with their partners. At last, the dramatization is presented before the class.

Improvization and Role-Playing

Both improvization and role-playing may be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion.

✓ ***Group Activities***

Group activities stimulate total participation. All students are involved and the participation is multidirectional. When teaching English through literature, some of the group activities used in language classroom are general class discussion, small-group work, panel discussions, and debates. All of these group activities both develop the speaking abilities of the students and give importance to pronunciation practice (Stern 1983:337). However, literature teaching is designed regarding the needs, expectations, linguistic and age levels of the learners. In this sense, children's literature is something different from that of adult learners.

3.4. Children's Literature and Its Genres

As a branch of literature, we can say that children's literature is a kind of writing written according to the needs and interests of the children. Hunt (1996: 15) regarded children's literature as 'books read by, especially suitable for or especially satisfying for, members of the group currently defined as children', Brockman (1982:1) defined children's literature as 'imaginative literature marketed to children and designed for their amusement as well as their edification'.

It is also a kind of literature aimed at children with a simple plot, styles, characterisation and vocabulary. The characters in the books are often children. The language used must be suitable for them, with simple words and shortened sentences and subject content so that they can cope with at their stage of knowledge and development. In short, it's defined as a kind of literature that collectively embraces subject matter, characters and settings, styles of writing and use of vocabulary presented from an angle of vision which matches the child's perspective (<http://www.apps.emoe.gov>).

Children's literature applies to works which have both literary value and appeal to children. They have to consider the child's special needs. There are two types of considerations. Firstly, literature should be suited to the child in both form

and content. This may mean using shorter sentences and fewer difficult words. It also means that the book must include such thematic content as is interesting to children and understood by them. Secondly, children's literature should take children's and society's needs into account. A child's needs may be, for example, for security. Society's need may be to inform the child about the world it is living in and how and what it means to be an adult in society (Weinrich, 1998:125).

In the historical development of children's literature, we see that the earliest literary works were for adults. Among the ancient body of oral literature were myths and legends created to explain the natural phenomena of night and day and the changing seasons. Ballads, epics, and sagas were told and the children were eager to hear of the adventures of heroes. Many of these were written down, and today children have enjoy of them.

The first examples of literature in England and the United States consisted of gloomy and pious tales written for the edification of Puritan children. After a while, a classic work came for both children and adults, John Bunyan's *Pilgrim's Progress*. In 1729, the English translation of Charles Perrault's *Tales of Mother Goose* became popular in England. A collection of Mother Goose rhymes was published in 1765 by John Newbery. By the end of the 18th century literature had become didactic again.

Then, didactic movement contrasted with the 19th century romanticism which produced literature belonged to children. For the first time children's books contained fantasy, adventure and fun. Some of them are still popular today. Folk tales from Germany were collected by Grimm Brothers and translated into English. The *Fairy Stories* of Hans Christian Andersen appeared in England in 1846. At the end of the 19th century, Joseph Jacob compiled English folk tales. The contributions and innovations of the 19th century continued in the 20th century achieving a distinct place in literature and spawning innumerable genres of children's literature (<http://education.yahoo.com/reference/encyclopedia/childr-lit>).

The trends are summarized chronologically in the following chart:

HISTORY OF CHILDREN'S LITERATURE

Time Period	Event	Significance
Classical World 500 BCE – 400 CE* (note)	<ul style="list-style-type: none"> - Oral storytelling - Greek and Roman myths and epics - Aesop's fables 	<ul style="list-style-type: none"> - kept ancient stories alive - Children and adults shared a common literature
Middle Ages 476 CE – 1400	<ul style="list-style-type: none"> - Religious tales / Biblical stories - Romantic tales / Legends 	<ul style="list-style-type: none"> - set examples for children, for a didactic purpose - created a mixture of realism and fantasy
Renaissance World 1400 – 1700	<ul style="list-style-type: none"> - The printing press made it possible to make multiple copies of books - Rise of Educational books * <i>Orbis Sensualism Pictus</i> by John Comenius (1658) - the 1st children's picture book * <i>New England Primer</i> (1690 -1886) - the most famous early school book - Emergence of Chapbooks (small and cheaply made books containing fairy tales) 	<ul style="list-style-type: none"> - promoted mass education - the emphasis was on spiritual and intellectual development; schooling became important for a Puritan child's upbringing - emphasized giving lessons in proper behavior for boys - helped to keep interest in traditional tales alive during the Puritan Movement
18th and early 19th Centuries 1700 – 1830	<ul style="list-style-type: none"> - John Newbery's publishing of children's books - Rise of Moralistic Tales - Revival of Folktales * <i>Tales of Mother Goose</i> by Charles Perrault in France (1697) and translated in 	<ul style="list-style-type: none"> - first successfully promoted children's literature designed to entertain children as well as to teach them - influenced by Rousseau's emphasis on proper moral development; written

	<p>English (1729)</p> <p>* Grimms' <i>Nursery and Household Tales</i> in Germany (1812)</p> <p>* Hans Christian Anderson's <i>Fairy Tales</i> in Denmark (1835)</p>	<p>mostly by women</p> <p>- first written version of folktales</p> <p>- inspired a flurry of folktales collecting throughout Europe</p> <p>- first modern folktales</p>
<p>The Victorians: Golden Age 1830 – 1900</p>	<p>- Rise of Modern Fantasy</p> <p>* <i>Alice's Adventures in Wonderland</i> (1865) by Lewis Carroll (England)</p> <p>* <i>The Wonderful Wizard of Oz</i> (1900) by L. Frank Baum (U.S.)</p> <p>* <i>The Tale of Peter Rabbit</i> (1901) by Beatrix Potter</p> <p>- Rise of Realistic Stories</p> <p>* <i>Little Women</i> (1868) by Louisa May Alcott (U.S)</p> <p>* <i>Treasure Island</i> (1881) by Robert Louis Stevenson (England)</p>	<p>- more talented writers wrote entertaining stories for children</p> <p>- first children's masterpiece of modern fantasy (breaking the bonds of didacticism)</p> <p>- first classic U.S. modern fantasy for children</p> <p>- early important modern picture storybook in English</p> <p>- early family story of great popularity (girls' story)</p> <p>- famous classic adventure stories (boys' story)</p>
<p>20th Century</p>	<p>- Emergence of some of the most notable fantasy writers of children's literature</p> <p>* <i>Winnie-the-Pooh</i> (1926) by A. A. Milne (England)</p> <p>- Popularity of the publication of Picture Storybooks</p> <p>- Popularity of Fantasy stories and series books</p> <p>* <i>The Lion, the Witch and the Wardrobe</i> (1950) and sequels by C. S. Lewis</p> <p>* <i>Charlotte's Web</i> (1952) by E. B. White</p>	<p>-early classic personified toy animal story</p> <p>- early classic quest adventure for children</p> <p>- classic U.S. animal fantasy</p> <p>- a franker and more open approach to subjects in children's books</p>

	<ul style="list-style-type: none"> - Rise of New Realism (after World War II) - A variety of world cultures presented in children's books - Emergence of awards for children's books (the earliest one was Newbery Medal in 1922, U.S.) - Study of children's literature began in the last quarter of the 20th century 	<ul style="list-style-type: none"> - the field of children's literature has grown worldwide; heroes came in all colors - promoted the writing of great works of children's literature - raised the status of children's literature and promoted the publishing of children's books
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*Note: **CE** stands for “Common Era.” It is a relatively new term that is experiencing increased usage and is eventually expected to replace AD (“Anno Domini” in Latin or “the year of the Lord” in English). **BCE** stands for “Before the Common Era.” It is eventually expected to replace BC, which means “Before Christ.”

Literature for children consists of a huge body of literature that appeals to the preschool ages to the teens. They can choose from thousands of works written or illustrated specially for them. These includes biographies, novels, poems, collection of folk literature, dramas etc. However, it’s aimed to make the students find and read the literary works with enthusiasm and love. Teachers can explain the uses of literature in our lives, and create a positive environment for their students.

Children’s literature has various types and genres. It has stories, novels, short stories, rhymes, poetry and plays, fairy tales, folk tales, illustrated texts and picture books, science and historical fiction, playground rhymes as well as comics, and dime novels. However, poetry, short story, drama, novel and rhymes are looked in depth as they form a major part of children’s literature. In this study, some well-known short story examples and a poem were chosen in the treatment of experiment group. The students were, more or less, familiar with them as the works appealed to their interest and expectations.

3.4.1. Using Poetry

Poetry is an enjoyable experience with rhyming and rhythm both of which convey the sound and power of language. At this juncture, it can be stated that students become familiar with the suprasegmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry (<http://www.apps.emoe.gov>).

Saraç (2003: 18) also explains the educational benefits of poetry as follows:

- provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary,
- triggers unmotivated readers
- evokes feelings and thoughts in heart and in mind,
- makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.).

Rhymes are another area in literature which leads to learning about language. When children chant, sing and learn rhymes by heart they develop their sensitivity to language. This is so because the use of rhyme and alliteration leads to the development of phonological awareness which can help children in the reading process.

Nursery rhymes play a very important part in a child's life. Right from birth a child is sung to and before a baby learns to talk it repeats rhymes. The most important features are their song-like rhythm and rhyme, they have a musical quality and moreover, the words and tunes are highly memorable. They are simple and direct, rhythmic, repetitive, giving practice and pleasure in words and their sounds; linking language and action; and in their simple narrative progression, they provide a linked sequence of predictable units that have meaning and are worth repeating (<http://www.apps.emoe.gov>).

3.4.2. Using Short Stories

Stories in children's literature can be divided into many kinds, for example historical, animal, adventure, fairy and folk tales. According to Rivalland and Murray, (<http://www.eadventure.co.il>) stories in children's literature can also be divided into three main categories such as realism, traditional and fantasy.

In realism stories, possible characters are involved in action and they have a setting which is possible in place and time. In the traditional category, the stories usually come from an anonymous storyteller and these may have originated from oral storytelling, for example fairy stories, folk tales, myths and legends. The fantasy writer, on the other hand, usually creates another world for characters, expecting readers to believe that this other world could actually exist. Examples of such writings are science fiction and futuristic adventure stories.

A short story

- makes the students' reading task easier due to being simple and short
- enlarges the advanced level readers' worldviews about different cultures and different groups of people,
- provides more creative and challenging texts that require personal exploration for advanced level readers,
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture,
- makes students feel comfortable and free,
- helps students coming from various backgrounds communicate with each other because of its universal language,

- helps students to go beyond the surface meaning and dive into underlying meanings (<http://www.apps.emoe.gov>).

In brief, the use of a short story is a very helpful technique. It makes the students' reading task easier. An important feature of short fiction is its being universal. Students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities (Sage, 1987:43).

3.4.3. Using Drama

The use of drama raises the students' awareness towards the target language and culture. They become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform.

The benefits of drama are as follows:

- stimulates the imagination and promotes creative thinking, develops critical thinking skills,
- promotes language development,
- heightens effective listening skills,
- strengthens comprehension and learning retention by involving the senses as an integral part of the learning process,
- increases empathy and awareness of others,
- fosters peer respect and group cooperation,
- reinforces positive self-concept,
- provides teachers with a fresh perspective on teaching.
- brings authenticity into the classroom,
- increases creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing

communication skills (Mengü, 2002:3).

The use of drama seems to be an effective technique in student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes.

3.4.4. Using Novel

In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following benefits:

- develops the advanced level readers' knowledge about different cultures and different groups of people,
- increases students' motivation to read owing to being an authentic material,
- offers real life / real life like settings,
- gives students the opportunity to make use of their creativity,
- improves critical thinking skills,
- paves the way for teaching the target language culture,
- enables students to go beyond what is written,
- helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences,
- develops oral and written language skills (<http://www.apps.emoe.gov>).

If it's selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining. Though many students find reading a novel written in a target language difficult, boring, unmotivating, novel is a very effective way of building vocabulary and developing reading comprehension skills.

In language teaching, children as a group are introduced into the field of young learners. Teaching and learning strategies of young learners are classified and determined regarding their learning capacities.

CHAPTER IV

YOUNG LEARNERS AND LANGUAGE EDUCATION

4.1. Young Learners and Language Teaching

Current language learning theories say that children learn best through discovery and experimentation. Children tend to pick up language from other children quickly because they want to play and make friends. They also pick up language from their environment and through the media if it catches their interest. Children's reasons for wanting to learn a new language can be varied and change with time. Given the prevalence of English in the environment, children are quick to see the value of learning the language for a variety of purposes (Cameron, 2001:18). Language status also plays an important role in language learning. If the language in question is seen as important and actively used, it is more likely that children will want to learn and use it.

In *Teaching Young Language Learner*, Pinter (2006) points out a number of reasons why children can benefit from learning a foreign language. It can:

- develop children's basic communication abilities in the language
- encourage enjoyment and motivation for language learning
- promote learning about other cultures
- develop children's cognitive skills
- develop children's metalinguistic awareness
- encourage learning to learn

One of the main arguments on the subject is whether the young learners learn language better or more efficient than the elders. It was questioned by the Critical Period Hypothesis. The idea is that the young children learn the second language effectively before puberty. It stresses the importance of early introduction of foreign

language teaching. The reason behind this hypothesis that young learner's brain is able to use the mechanism that assisted first language acquisition (Cameron, 2001:87).

On the other hand, Rixon argues that age is not the only factor in foreign language learning, and we should think of some other factors such as the settings which the learners find themselves, the role of the target language in society, the quality and quantity of input and the opportunities that are available for learners to make use of the language they are learning (Rixon, 1999).

But, it's clear that there are some differences between the young and elder learners. Young learners are lively, and they seem less problematic than adults at talking in new language and their lack of shyness help them to get a more native-like accent. On the contrary, they lose their interest more quickly and they are not able to keep themselves motivated on the tasks for a long period.

Brewster, Ellis and Girard (2002) list the characteristics of children as following;
The youngs;

- are energetic and need to be active
- are emotionally excitable
- are in a developing process
- are still improving literacy in their first language
- learn slowly but forget quickly
- are self-oriented and busy with their own world
- get bored easily
- often teach each other
- use imagination a lot
- frequently learn indirectly rather than directly

Besides, as the young learners are just beginning their schooling, they are potentially different from adult learners. They tend to be keen and enthusiastic without the inhibitions that the elder learners bring to their schooling. They need physical movement, activity and stimulation for their thinking (Brumfit, 1995: 47). So, the teachers should know the needs and interests of their learners, and the education of them should involve their physical, emotional and intellectual growth.

The term “young learner” refers an age from 5 to 11 years old. Considering the improvement in cognitive level, each age has different linguistic capacities. In order to organize suitable activities, we have to be aware of their capacities (Halliwel, 1992: 82). This is a main factor in our decisions about how and what to teach.

The young learners learn unconsciously, they like fun activities such as singing, chanting rhymes, drawing, colouring, solving puzzles, games etc. and they learn better by implementation of these activities. So, the teachers should present a variety of task types, and the learners should be given the opportunity to use a wide range of language by the teachers. In order to make the learning process more authentic, the teachers should try different types of teaching strategies and techniques.

At this point it can be said that good literature is a medium for language learning, as it is authentic and full of examples of real-life language in different situations. It avails vocabulary and language structures, and assists the learners in their own communication efforts (Harmer, 2001: 84). For example, having learners act out parts of the story and encouraging them to use the language in stories and role-plays will provide a meaningful context for practicing the language forms.

Moreover, the use of literature promotes language acquisition. In classrooms, students read and write in order to get the input in the target language. The need to decipher written input in English becomes an important instructional objective

demanding that students process and interpret the target language. In such situations, by providing interesting contexts for students to generate input, negotiate meaning and develop motivation, literature can become an efficient vehicle for language acquisition (Krashen, 1985). As literary texts contain multiple layers of meaning, they can promote classroom activities that call for exchange of feelings and opinions. Such activities trigger the response potential in students. So learning a foreign language becomes a process of response (Collie and Slater, 1987). The students find the activities and the context in which they engage with these activities so absorbing that they enjoy taking risks in their search for meanings.

By strengthening the affective and emotional domains of students, literature develops a sense of involvement in them (Collie and Slater, 1987). Course-books don't provide for any emotional engagement with the target language. Because course-books focus the learners' attention on the mechanical aspects of language learning. The form-focused practice causes a lot of anxiety, stress and demotivation. As it's stated in Krashen's Affective Filter Hypothesis, engagement with written input in the target language can contribute to the success of second language acquisition (Brown, 2000: 279). In this regard, literary texts can offer a beneficial alternative to the rule-based language learning.

It is evident that there is a relationship between reading literature and acquiring a language. Literature provides experience and information, and this helps children to access meaning and understanding. In the lower primary classrooms there are many reasons why children's literature should be used in language teaching. It is not only a stimulus for acquisition, it is also very motivating. It helps students expand their language awareness. It is a fact that English is used at its best and most effectively in literature.

4.2. Young Learners and Literature Teaching

The number of young learners is increasing as children start to learn English at a younger age around the world. The use of the English language has grown in recent years. So the interest in introducing foreign language instruction has included younger learners. Schools are required to teach English in 4th grade (age 10), but private schools offer instruction in English at earlier ages. Even some preschools include foreign language learning in their curriculum. This trend calls for a reexamination of the objectives of language instruction and teaching approaches that suit young learners (Kütük, 2007). It also raises questions about the implementation of the instruction in the lower grades.

The educational value of using literature has always been questioned. Now many teachers of young learners are using selected works from the children's literature because they have become more familiar with a literature integrated methodology and because literary works comply to the major objectives for foreign language teaching to young learners: linguistic, psychological, cognitive, social and cultural. In this way, they provide rich context for developing a wide variety of language learning activities involving children personally, creatively and actively.

Brumfit and Carter state that :

“Both literature and language teaching involve the development of a feeling for language. Teaching of literature to non-native speakers should seek to develop responses” (classroom interaction between teacher and learner) (1986: 42).

They also point out the importance of literature:

“Many students like reading literature. As enjoyment plays an important factor in any learning process, literature is potentially useful aid to the language teacher. Literary texts often contain within them a number of different varieties of English” (Brumfit and Carter 1986: 110).

Literature gives both pleasure and understanding. According to Crompton (1992) ‘familiarity with literature, in its many covers, is essential to developing an understanding of oneself and other people’. Lundin (1991) suggest that the books read in childhood provide a rich store of images and experiences which we draw upon as we develop. In other words, the books that children read will influence their view of life and the way they realise their experiences.

Literature and language teaching has a great deal of interest at present. Up to now, many researches have been made to highlight this relationship. Brumfit and Carter state that;

“Literary text is made from language. A literary text is authentic text, real language in context, to which we can respond directly. It offers a context in which exploration and discussion of content (which if appropriately selected can be an important motivation for study) leads on naturally to examination of language leads on naturally to examination of language. Literary texts provide examples of language resources being used to the full, and the reader is placed in an active interactional role in working with and making sense of this language. Thus, literature lessons make for genuine opportunities in group work and/or opened exploration by the individual student. Literature also helps them to explore the nature of the object itself and learn about it as a communication. It is a basis for students to work out why they like reading what they read, and for extending their language into the more abstract domains associated with increasingly advanced language competence” (1986: 15).

As a creative teaching approach, children's literature can be used successfully in classrooms. Appropriate selections give students exposure to new, illustrated vocabulary in context, provide repetition of key words and phrases that students can master and provide a sense of accomplishment. The child must, therefore, be regarded as a necessary condition which the author consciously or unconsciously relates to in the creative process by taking into account the young reader's skills and interests.

Ghosn (2002) lays out four good reasons for using authentic literature with young learners:

a. they provide motivating, meaningful context for language learning since children are naturally drawn to literary works such as stories.

- They deal with universal themes: Children everywhere can identify with fear, courage, hope, love, belonging and the need to achieve. Children have a constant need for stories and are always willing to listen to them. Stories are motivating, engaging and capture the imagination
- Children want to find meaning in a story and are motivated to develop comprehension skills such as predicting, searching for meaning and guessing in context.

b. Literary works can contribute to language learning.

- They provide a rich source of contextualized language for language enrichment and vocabulary acquisition and reinforcement.
- They support oral language development by providing an authentic context for verbal interaction; dialogue, discussion and role play. They encourage natural communication through listening and responding to questions through exchange of ideas and natural expression of likes and dislikes

c. Literature can promote literacy and thinking skills

- Literature develops thinking skills through question and answer interactions, personal responses and reflection
- Literature familiarizes pupils with the storybook genre which facilitates the acquisition of reading and comprehension.

d. Literature can function as a change agent:

- Good literature deals with aspects for the human condition and thus can contribute to the emotional development of the child and foster positive interpersonal and intercultural attitudes.
- It can foster empathy and tolerance.

Moreover, choosing the appropriate work is the most important part of teaching literature. We should be careful about our choices. If the literary work is easy, students will feel bored and they will not go further. If the selection is too difficult, students will feel frustrated and they will be reluctant to study. Literary works chosen for young learners should consider the child's special needs. They should be suitable for the child in both form and content. It also means that the work should include interesting thematic content and it should help to develop literacy and provide language input for children (<http://www.eadventure.co.il>). Also, they should be accessible, beneficial and relevant for children learning. They should offer examples of real language. Brown states about the issue :

“ When evaluating a book, we can look at; the length and complexity of the story, if the book looks overwhelming, the level of vocabulary, illustrations should be interesting and should help the students understand both the vocabulary and the story, and select a story that you think you will enjoy for convincing students to be enthusiastic about a story you don't like. On the other hand, while preparing for the lessons, it is important to be ready in the facts of lesson planning, allowing enough time, using what we found, developing materials, workbooks, flashcards and cassette tape ” (Brown, 2000:110).

When evaluating literary works;

- The length and complexity of the work are significant. Simple and short sentences with repetitive language should be used.
- The level of vocabulary should be limited. If students know less than 75% - 80% of the vocabulary, they may lose confidence in their ability.

- Illustrations should be interesting and should help students understand both the vocabulary and the story.
- It should appeal to their interest and need.

Literature can be incorporated with several different teaching tools to give ESL children a wide variety of learning opportunities. Literature can be incorporated with computers, film, music and art.

Computer

The computer is a very interactive way for children to learn. Literature can be easily learned when intertwined with computer games and the Internet. Different types of literature can be shown through computer software.

Film

Film is a great way for reading to come alive, and can help children connect visually with what they have read.

Music

Music reduces anxiety and inhibition in second language students. Musical practises may include singing the text of a book or selecting music as background for read-aloud

Art

Art is also a universal language, and a great way for children to express themselves. Art is a very important aspect of culture and is important in understanding and exploring other cultures. Art provides an interesting means for readers to respond to the books they read. Children do not have to be particularly artistic to use art as a means of expression. The artistic response to literature may arise as a response to text, to illustrations or to a poem.

As a result , in both first and second language learning an early exposure to children's literature can prepare the child for the possibilities of a whole new world of experiences. When children become aware that words can carry meanings by their sounds, rhythms and associations then they will learn more about the language than through practising numerous textbook exercises.

4.3. Literature and Vocabulary Teaching

Implementing literary activities to facilitate vocabulary learning in classroom settings is the main concern of our study. Learning and recalling vocabulary items have always been problematic especially for young learners in teaching and learning process, and the learners generally feel bored because of the heavy vocabulary lists which they have to learn. Therefore, studies on vocabulary take our attention to the ways of understanding and managing this difficult process.

There are many alternative strategies to learn vocabulary, but the important thing is to determine what is/are the most appropriate and useful for the learner group. Because different types of materials, purposes, and tasks at various difficulty levels demand different strategies. For that reason, I implemented some literary activities in classroom settings with different types of activities to foster the young learners' success of vocabulary learning, and to make the learning process more enjoyable.

As Rubin (1987) defines vocabulary learning strategy is a process by which information is obtained, stored, retrieved, and used. Individual vocabulary learning strategies have been searched in this field but only Stoffer (1995), and Schmitt (1997) have developed a categorization scheme as a whole (in Kudo, 1999) (Kütük, 2007).

First, Stoffer (1995), developed a questionnaire which includes 53 items designed to measure specifically vocabulary learning strategies, and administered this Vocabulary Learning Strategy Inventory (VOLSI) and as Kudo cites, at end of her study, the 53 items on the VOLSI classified into nine categories by factor analysis as follows:

- Strategies involving authentic language use
- Strategies used for self - motivation
- Strategies used to organize words
- Strategies used to create mental linkages
- Memory strategies
- Strategies involving creative activities
- Strategies involving physical action
- Strategies used to overcome anxiety
- Auditory strategies (Kudo, 1999: 6).

It is commonly accepted that there is a lot to be learnt a word and that children's capacities for learning changes as they get older. Cameron (2001) states, that learning of words is an ongoing process but that alters in nature as it continues. As she declares, vocabulary needs to be met and recycled at intervals, in different activities, with knowledge and new connections developed each time the same words are met again. Hatch and Brown (1995, cited in Cameron 2001: 84), divide vocabulary learning into five steps as below:

- Having sources for encountering new words;
- Getting a clear image, where visual or auditory or both, for the forms of new words;
- Learning the meaning of the words;
- Making a strong memory connection between the forms and meaning of the words;

- Using the words.

In this sense, each step is something that needs to happen again and again. By this way, something new is learnt or remembered. Nation (1990) suggests that a new word needs to be met at least five or six times in order to be learnt. At this point it is needed to remind the repetition and recycling features of literary activities and its crucial role in teaching and learning vocabulary.

As it is desired, literary activities has a regular repetition style. Cameron emphasizes the importance of repetition with a definite sentence as ‘recycling makes recall more probable’ (2001: 84). In order to be familiar with the new word, the student needs to see it several times. Literary works make the students repeat the words unconsciously, so they won’t have difficulty in remembering the words that they have just met. Waring says the following about this issue:

“ The nature of human memory dictates that vocabulary will probably be forgotten, especially if the word has just been met. Vocabulary loss happens because it is at the initial stage of word learning that word knowledge is so fragile. This means that words and phrases need to be recycled often to cement them in memory. Introducing a word and not recycling or revisiting it means that it is highly likely that it will be forgotten ” (Waring, 2001: 2).

Besides, teachers can use different techniques to make the vocabulary learning process more enjoyable, more authentic and easier. While doing this, they regard the age or level of the students, and adapt their materials or activities according to their expectations. Nation (1990: 51) listed fundamental techniques by which teachers can explain the meanings of new words, all of which can be used in young learner classrooms:

By demonstration or pictures

- using an object
- using a cut of figure

- using gesture
- performing an action
- photographs
- drawing or diagrams on the board
- pictures from books

All the items above require the learner to do some mental work in constructing a meaning for the vocabulary item. Using literature is unique in terms of involving many kinds of techniques used for vocabulary learning. By this feature, it could be defined as an excellent teaching tool for young learners.

By using literary works, teachers led the students to use imagery vocabulary learning strategy unconsciously. It's claimed that by using literature in classrooms we could double the impacts of vocabulary teaching and learning with vocabulary learning strategies. By creating images in their mental process during activities, the students make their learning easier and retrieval.

There is some evidence that children learn vocabulary from stories through listening. Ellis (1989, cited in Cameron 2001), one of the key figure of the field conducted two studies in New Zealand to search vocabulary gain from listening to stories. He found that vocabulary learning correlated significantly with the number of times the word pictured, the helpfulness of cues to meaning in the text and number of occurrence of a word in the story. Explanations of new words through pictures, acting out meaning or verbal explanation the vocabulary gain doubled, and the gain was stil evident three months later.

Apart from the technical dimensions of the usefulness of storytelling activities for learning the vocabulary items, as it was mentioned so many times through study it is definitely an enjoyable teaching tool. Phillips (1993: 8) clearly says that "if an activity is enjoyable, then it is memorable". In this case the students will have a sense of achievement which will develop motivation for further learning.

We have already discussed the role of enjoyment in young learners' motivation and interest.

Taylor (1990) says that this cyclical process generates a positive attitude towards learning English. All we know that this is perhaps one of the most valuable things that primary teachers can transmit to students. Considering its properties literature activities are useful teaching and learning tools.

The importance of teaching vocabulary cannot be denied, and it must be taught effectively, so that students experience the enrichment of knowing, understanding, and using new, more definite words. So, literature is a great tool especially in young learners classrooms. The teachers can use literary works in order to make the lesson more colourful and entertaining for the young learners. In this study, the benefits of teaching literature to young learners and, accordingly, vocabulary enrichment are investigated.

CHAPTER V

METHODOLOGY

5.1. Research Method

The aimed research type in this study is experimental method as the manipulation of independent variables to dependent variables was examined. As it's stated, the experimental method involves manipulating one variable to determine if changes in one variable cause changes in another variable. This method relies on controlled methods, random assignment and the manipulation of variables to test a hypothesis (<http://psychology.about.com/od/eindex/g/experimental.htm>).

In experimental method, there are two kinds of variables: dependent and independent. The variable which is being manipulated by the researcher is called the independent variable and the dependent variable is the change in behaviour measured by the researcher. By changing one variable (the independent) while measuring another (the dependent) while we control all others, as far as possible, then the experimental method allows us to draw conclusions with far more certainty than any non-experimental method. If the independent variable is the only thing that is changed then it must be responsible for any change in the dependent variable.

The commonest way to design an experiment is to divide the participants into two groups, the experimental group and the control group, and then introduce a change for the experimental group and not the control group. A control group, then, is a group for whom the researcher does not change the independent variable. The experimental and control groups must be matched on all important characteristics, e.g. age, sex, experience etc.

5.2. Research Model

This study aimed to provide an integrated approach to teaching and practicing English language by using children's literature in the language classroom in order to offer young learners the opportunity develop not only their vocabulary skills but their knowledge about language.

During this experimental study, the pretest-posttest control group model was applied. In this design, there were two groups named as experimental and control groups. The experimental group was given some literary texts in order to foster vocabulary competence during the implementation of literature integrated approach, and the control group followed the traditional methods and traditional kind of activities. Both of the groups were given pre-test and post-test in the study in order to measure the results of implementation. Pretest was used for measuring the degree of the dependent variable before the treatment, and at the end of the treatment two groups were given post-test. Then, the results were gathered and compared. In this model, the results of pretest-posttest were used together to decide at what measure the treatment has an effect. In this study, the independent variable was the method being applied. It had two kinds as teaching application based on literature and traditional way of teaching. Dependent variable was success and permanence of that success.

With regards to the nature of experimental method, in this study, it was applied in order to see whether literature integrated approach enable the learners to learn and practice vocabulary more effectively. During the process of this experimental study, aiming to teach vocabulary effectively in experiment group, examples of stories from children's literature were chosen and studied. Each literary work aimed to teach the students target vocabulary by the help of authentic contexts and activities.

In the selection of literary texts and activities for the courses, the linguistic level of the learners and their developmental stage characteristics were taken into consideration, and the courses were designed in these perspectives by keeping their needs and interests in mind. In the control group, on the other hand, traditional ways of teaching were followed and traditional activities were given during the classes.

5.3. Population and Sampling

Population : 5th grades in Edirne

Sampling : 5th grade students in Edirne Private Sınav School.

The participants of the study were the students of 5th grades at Private Sınav School in Edirne. In the study, both of the classes were assigned randomly, and both males and females took part in. Students' age, gender, social and educational backgrounds were not taken into consideration.

The population of the study was consisted of 40 elementary level students in two classes of 20 students each. The participants were attending at Private Sınav School. They have been learning English for only two years. Therefore, their knowledge of foreign language was limited, and their language proficiency levels were similar. The participants were 10-11 years old, and according to American Council, their linguistic level is named as novice high which means to be able to understand short, learned utterances and some sentence-length utterances, particularly where contexts strongly supports understanding and speech is clearly audible. The participants can comprehend words and phrases from simple questions, statements, high-frequency-commands. The listening skill of the students requires repetition, rephrasing and/or a slowed rate of speech for comprehension (Kütük, 2007). In her study, Kütük explains the Novice High learners:

“ They are able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally they can expand these through simple combinations of their elements. They can ask questions and make statements involving learned material. The speech of the participants continues to consist of learned utterances rather than of personalized situational adapted ones. Vocabulary centres on areas such as basic objects, places, and most common kinship terms. Pronunciation of the participants is still influenced by their first language. They have sufficient control of the writing system to understand written language. The students are able to write simple fixed expression and limited materials. They can supply information on simple forms and documents. They can write their names, numbers, dates, their nationality and other kinds of simple autobiographical information as well as some simple short phrases and lists” (Kütük, 2007).

Two classes were randomly appointed as experimental and control group in the academic year of 2007-2008. The experimental and the control groups both took a pre-test before the treatment and post-test afterwards. The experimental group studied target vocabulary with the literature integrated approach, and the control group was instructed in a traditional way.

5.4. Data Collection

Data for determining the subjects' vocabulary development was gathered by the help of pretest-posttest treatment, and it was analyzed by using descriptive statistics. Quantitative data analyse was performed in this study.

The grades obtained from the pre-test and post-test were analyzed through two-way ANOVA to find out whether or not the literature integrated approach had a positive effect upon the improvement of students' vocabulary competence. Test results were compared to see the differences between the techniques which were implemented individually for each class.

Literature integrated treatment in the experimental group started on February 8th, 2008 and ended on April 12th, 2008. The treatment in the control group was started and ended at the same weeks with the experimental group. The treatments lasted 10 weeks in both groups.

The activities were carried out by the researcher in both groups. Both classes were exposed to the treatment for 20 hours each. The treatment applied in two groups was as follows.

In this study, each class was given different instructions, and they followed different kinds of techniques and activities. On the one hand, literary works were integrated into the classes of experimental group. They were given six literary works during the study. Four of them were short stories, and the other one was a poem. They were selected according to the students' age, linguistic level and interests. The literary works were commonly well known, and they were familiar to the students from cartoons on televisions, animations, and books. Target vocabulary was chosen from the ones that have already existed in their curriculum. On the other hand, control group followed the traditional kinds of instructions and activities during the classes. They were given target vocabulary lists and related drills, and they were asked to memorize target vocabulary directly by the way of classic methods

For each activity target vocabulary items were presented to the students. Most of these vocabulary items were from the curriculum of fifth grades as proposed by the Ministry of National Education. The other vocabulary items were chosen considering their importance for the contents of the literary works, and for making the stories comprehensible for the students. Lessons were planned in three stages such as pre, while and post activities.

In pre-activities stage, warm-up exercises such as talking about the target literary work, colouring the characters, role-playing etc. were done generally in experimental group. Target vocabulary items were given in the literary work. In

control group, the target vocabulary lists were given directly to the students with their meanings. They were not given any kinds of literary work. In while-activities stage, experimental group had their own activities related to the literary work for example; filling the gaps in story, reordering the sentences, guessing, miming, etc. But in control group, more traditional kinds of activities such as direct writing, question-answer, filling the missing letters, puzzles and repetition exercises were studied in classes. And, in post-activities stage, while experimental group were practising the vocabulary in games and enjoyable activities, the control group were assigned to write down the vocabulary on their notebooks.

With regards to the characteristics of young learners, the target vocabulary items were recycled in different activities during classes. In order to practice and reinforce the target vocabulary items, activities were chosen carefully for each class. All the activities were designed by the researcher, and the target vocabulary items were presented from easy to the difficult ones, and they were appropriate to students' age and culture, and they appealed to their interests.

5.5. Data Collection Instrument

In this study, pre- and post – treatment test was developed by the researcher. The questions in the test were chosen from the target vocabulary items. The test consisted of mainly five parts. Each part covered five questions, and 25 questions in total, and each question was evaluated out of four points. The test was 100 points in total (see appendix 2).

Part 1 consisted of odd one out questions based on the weather conditions vocabulary. The questions aimed to assess how students were successful in identifying the right item among others.

Part 2 consisted of matching questions based on the body parts vocabulary. The matching questions aimed to assess the students' ability in matching the right item with the related picture.

Part 3 consisted of multiple choice questions based on daily life vocabulary. Target items were mainly from the literary works. The questions aimed to assess the students' comprehension and their determining the right item among the others.

Part 4 consisted of completion questions based on the animals vocabulary. The questions aimed to assess the students' ability in completing the sentence with the right item.

Part 5 consisted of gap filling questions based on the fruit vocabulary. The questions aimed to assess the student's ability in filling the gaps in the target vocabulary item.

This test was also used as the post-test at the end of the course. Most of the items in the test were formed of pictures. The grades obtained from the pre-test and post-test were analyzed through two-way ANOVA to find out whether or not the integration of literature has a positive effect on the improvement of students' vocabulary competence in English.

5.6. Research Procedure

In this section, the activities implemented to teach the target vocabulary items which were included in the curriculum throughout ten weeks are described. The annual plans of curriculum published by the Turkish Ministry of Education were used as a frame work.

This study was implemented for ten weeks in the second semester of 2007-2008 academic year. During the study, five different literary works were used in the courses of experimental group in order to study target vocabulary while the control group was given the target vocabulary in more traditional ways. Besides, each group studied the target vocabulary items for two week periods. That means, the groups studied five group of vocabulary items in ten weeks.

Figure 1 displays the research procedure applied in the experimental group.

Figure 2 displays the research procedure applied in the control group.

Date	Subject and Target Vocabulary Items
09.02.2008	<i>Pre-test</i>
16.02.2008 / 23.02.2008 WEEK 1-2	<i>Jack and the Beanstalk Story</i> cow, hen, bean, castle, coin, harp
01.03.2008 / 08.03.2008 WEEK 3-4	<i>The Little Red Riding Hood Story</i> eye, ear, nose, teeth, basket, cottage, axe, woodcutter
15.03.2008 / 22.03.2008 WEEK 5-6	<i>Fruit Poem</i> orange, banana, strawberry, pear, apple, grapes
29.03.2008 / 05.04.2008 WEEK 7-8	<i>Ali and the Magic Carpet Story</i> sunny, cloudy, rainy, windy, snowy, stormy, hot, cold, warm
12.04.2008 / 19.04.2008 WEEK 9-10	<i>The Great Race Story</i> dragon, rat, dog, horse, ox, snake, monkey, tiger, pig, goat, rabbit, rooster
26.04.2008	<i>Post-test</i>

Fig. 1: The Implementation Procedure of the Experimental Group

Date	Target Vocabulary Items
09.02.2008	<i>Pre-test</i>
16.02.2008 / 23.02.2008 WEEK 1-2	cow, hen, bean, castle, coin, harp
01.03.2008 / 08.03.2008 WEEK 3-4	eye, ear, nose, teeth, basket, cottage, axe, woodcutter
15.03.2008 / 22.03.2008 WEEK 5-6	orange, banana, strawberry, pear, apple, grapes
29.03.2008 / 05.04.2008 WEEK 7-8	sunny, cloudy, rainy, windy, snowy, stormy, hot, cold, warm
12.04.2008 / 19.04.2008 WEEK 9-10	dragon, rat, dog, horse, ox, snake, monkey, tiger, pig, goat, rabbit, rooster
26.04.2008	<i>Post-test</i>

Fig. 2: The Implementation Procedure of the Control Group

5.6.1. Syllabus Design of Experimental Group

The course syllabus design implemented throughout the research in the experimental group is displayed weekly in detail in Figure 3 below.

Fig. 3 Activities in the treatment of experimental group

Target Vocabulary Items and Dates	Purpose	Description
WEEK 1-2 Jack and the Beanstalk Story 16.02.08/23.02.08	To teach target vocabulary items related to daily life with a meaningful context by authentic materials. To practice the new vocabulary items with activities	Before reading Jack and the Beanstalk, the fairytale was introduced by eliciting the children's prior knowledge of the story. Using the pictures, the story was told orally to the students using mimes, gestures, facial expression. Then, in order to practice the vocabulary items, some authentic activities were done. After the story, Action charade activity, Story cards and Put the story pictures in order activity were done to foster the new vocabulary.
WEEK 3-4 The Little Red Riding Hood Story 01.03.08/ 08.03.08	To teach target vocabulary items related to daily life with a meaningful context by authentic materials. To practice the new vocabulary items with activities	Before reading Little Red Riding Hood, the fairytale was introduced by eliciting children's prior knowledge of the story. Then, each character was introduced with the flashcards. The story was told orally using mimes, gestures, facial expression. After the story, Action charade activity was used to mime the main events from the story. Alternatively, each group was given a set of Story cards activity, Put the story pictures in order activity, the vocabulary flashcards activity in order to practice the vocabulary. At the end of the lesson, the teacher and the students sang the "Grandma" chant.
WEEK 5-6 Fruit Poem	To teach target vocabulary items related to fruit names with a	First of all, the previous week's vocabulary was revised. Then the poem was introduced by the help of a puppet. The students were shown the plastic

15.03.08/ 22.03.08	<p>meaningful context by authentic materials.</p> <p>To practice the new vocabulary items with activities</p>	<p>fruit one by one, and they practised the new vocabulary. First, the poem was read aloud twice. In order to practice vocabulary, the picture cards were put on board. The poem was read one more time, and the students were asked to stick the word card under the correct fruit. Moreover, after reading, the students were given colouring activity sheets, and asked to colour the fruit according to colours written in the poem. At the end of the lesson, “Pass the Ball” game was played in order to practise the new vocabulary.</p>
<p>WEEK 7-8</p> <p>Ali and the Magic Carpet Story</p> <p>29.03.08 / 05.03.08</p>	<p>To teach target vocabulary items related to weather conditions with a meaningful context by authentic materials.</p> <p>To practice the new vocabulary items with activities</p>	<p>After revising the previous week’s vocabulary, the weather outside was talked for a while. The students made comments in their mother tongue. Then, sunglasses, gloves, coat, umbrella were put on in turn, and sentences were made about the weather. Then, the teacher sat on the rug, and talked about the story. After introduction, students were given the prints of the story. First, the story was read aloud twice by miming the actions. While the story was read, the students mimed the actions. While doing this, real objects were used in order to make the atmosphere authentic, and the target vocabulary was practiced with flashcards and posters. For more practice, Weather colouring activity sheets were given to students and asked to colour the correct picture. After colouring session, a guessing game was played. The students were divided into two groups. A member of each group came to board in turn, and mimed the weathers using the real objects.</p>
<p>WEEK 9-10</p> <p>The Great Race Story</p> <p>12.03.08/ 19.03.08</p>	<p>To teach target vocabulary items related to animals with a meaningful context by authentic materials.</p>	<p>Before reading, the pictures related to the story were shown to arouse the students’ interest And they were asked to be the animals in the story. The volunteers came to board, and hold up the card which they wanted to perform.</p>

	To practice the new vocabulary items with activities	First of all, the children were asked to respond to the animal flashcards, and showed the cards to the class in order to practice. Using the pictures, the story was told orally using mimes, gestures, facial expressions. After animal flashcards were put on the board, the children were asked to point to the correct flashcard for each animal. Then, the story was retold with the students together. The class was divided into groups and given animal flashcards. Again, they were asked to hold up the correct card for the animal they heard. After the story, in order to make the students remember the new vocabulary, the students were given the story sheets with blanks. They were asked to fill the correct animal names in the blanks, and read it aloud to correct the mistakes. Furthermore, Students also used the new vocabulary actively in a bingo game.
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5.6.2. Syllabus Design of Control Group

The course syllabus design implemented throughout the research in the control group is displayed weekly in detail in Figure 4 below.

Fig. 4 Activities in the treatment of control group

Dates	Purpose	Description
WEEK 1-2	To teach target vocabulary items related to daily life. To practice the new vocabulary items with	First of all the target vocabulary items were written on the board in order to introduce the vocabulary with the students. Students tried to look up the words in dictionary. Before the meanings were given, vocabulary lists were handed out. The meanings were written directly. Then, some repetition exercises were

	activities.	done. In order to practice the vocabulary, they were given crossword puzzle, filling the gaps and vocabulary checklist activity. At the end of the lesson, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings
WEEK 3-4	To teach target vocabulary items related to daily life. To practice the new vocabulary items with activities.	The target vocabulary items were written on the board in order to introduce the vocabulary with the students. Before the meanings were given, vocabulary lists were handed out. The meanings were written directly. Then, some repetition exercises were done. In order to practice the vocabulary, they were given matching and word search activities. At the end of the lesson, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings.
WEEK 5-6	To teach target vocabulary items related to fruit. To practice the new vocabulary items with activities.	The target vocabulary items were written on the board in order to introduce the vocabulary with the students. Before the meanings were given, vocabulary lists were handed out. The meanings were written directly. Later, some repetition exercises were done. In order to practice the vocabulary, they were given filling the gaps, picture of fruit basket and vocabulary checklist activities. At the end of the lesson, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings.
WEEK 7-8	To teach target vocabulary items related to weather conditions To practice the new vocabulary items with activities.	Students were introduced directly with target language. They were given vocabulary lists and the meanings were written directly. Later, some repetition exercises were done. In order to practice the vocabulary, they were given matching the symbols activity. They also practiced the vocabulary on blackboard by writing down. They made some model sentences using the new items. At the end of the lesson, the students were assigned to write down the target vocabulary

		on their notebooks for three times with their meanings.
WEEK 9-10	To teach target vocabulary items related to animals To practice the new vocabulary items with activities.	Students were given the target vocabulary lists at the very beginning of a lesson. Later, they studied the meanings of words. Then, some repetition exercises were done. In order to practice the vocabulary, they were given matching and reordering activities. At the end of the lesson, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings.

All the activities were designed by the researcher, and they were appropriate to students' age, linguistic level and interests. In order to practice the vocabulary, target items were carefully placed in different kinds of activities. As the groups' treatments were different from each other, also the implementation activities differentiated between the experiment and control groups.

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter includes the results of the study which were found after statistical analysis and the interpretation of them. Besides, these findings will be discussed in relation to the research questions and the previous researches done beforehand.

6.1. Results

On the data obtained from the application of the test prepared to measure the success of students in vocabulary competence which is given in Appendix 2, item-total correlation and item-remainder coefficients were counted as being the scale development statistics (Appendix 4, Table 1-6).

The top and bottom quartile t-test was applied in order to test the discrimination power of the items (Appendix 4, Table 8-13).

By omitting the 2. item in Part 3 from the scale according to the item analysis, the last version of the scale which was given in Appendix 4 was developed.

Cronbach and Rulon coefficients were counted from the new data table which was arranged according to this last version of the scale (Appendix 4, Table 19). The internal consistency (Appendix 4, Table 7) and discrimination power (Appendix 4, Table 14) were counted in terms of dimensions. According to these analysis results, it was seen that the scale was valid and reliable.

6.2. Findings of the Research Questions

1. The first question of the study was “Does the integration of literature into the English courses of 5th grade students enable the learners to learn and practice vocabulary more effectively?”

2. The second question was “Is there a difference between the learners studying vocabulary by literature-integrated approach designed for the 5th grade students and the others studying vocabulary by traditional methods?”

In order to answer these questions , each part of pre-test and post-test of the experimental group and control group were analyzed to find out if there was a difference between the test scores of the groups and how significant it was. For this purpose; the mean scores, standard deviations of the pre-tests and the post-tests were obtained and a t-test was applied.

Table 1. For Part 1, Mean and Standard Deviations of Cells According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 80									
Pretest	20	31.85	23.93	20	28.25	16.17	40	30.05	20.24
Posttest	20	86.10	11.02	20	53.10	23.98	40	69.60	24.87
Total	40	58.98	33.06	40	40.68	23.79	80	49.82	30.06

Table 1-B. For Part 1, Two-way ANOVA Results According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Scale)	31284.05	1	31284.05	81.76	p<.01
Columns (Group)	6697.80	1	6697.80	17.50	p<.01
Interaction	4321.80	1	4321.80	11.29	p<.01
Error	29081.90	76	382.66		

In Part 1, by means of lower subscale, there were significant differences between the scales (pretest-posttest)($F=81.76$, $sd=1-76$, $p<.01$) and groups ($F=17.50$, $df=1-76$, $p<.01$), and in common effect ($F=17.50$, $df=1-76$, $p<.01$) (Table1-B).

Table 1-C. For Part 1, T test Results According to Scale Variable

	Pretest	Posttest
Pretest	$\mu= 30.05$	$t= 9.04$
Posttest	$p<.01$	$\mu= 69.60$

In Part 1, by means of lower subscale, vocabulary competence scores was higher in post-tests ($\bar{x} = 69.60$) than in pre-tests ($\bar{x} = 30.05$) ($t=9,04$, $df=38$, $p<.01$) (Table 1 C).

Table 1-D. T test Results According to Group Variable

	Control	Treatment
Control	$\mu= 40.68$	$t= 4.18$
Treatment	$p<.01$	$\mu= 58.98$

In Part 1, by means of lower subscale, vocabulary competence scores of experimental group ($\bar{x}=58.98$) was higher than of control group ($\bar{x}=40.68$) ($t=4,18$, $df=38$, $p<.01$) (Table 1-D).

Table 1-E. T test Results According to Scale and Group Variables

	Pretest / Control	Pretest / Treatment	Posttest / Control	Posttest / Treatment
Pretest / Control	$\mu= 28.25$	$t= 0.58$	$t= 4.02$	$t= 9.35$
Pretest / Treatment	-	$\mu= 31.85$	$t= 3.43$	$t= 8.77$
Posttest / Control	$p<.01$	$p<.01$	$\mu= 53.10$	$t= 5.33$
Posttest / Treatment	$p<.01$	$p<.01$	$p<.01$	$\mu= 86.10$

In Part 1, by means of lower subscale, there was no significant difference between the experimental ($\bar{x} = 31.85$) and control groups ($\bar{x} = 28.25$) in the scores of pre-tests. But in post-tests, there was a difference between experimental ($\bar{x} = 86.10$) and control groups ($\bar{x} = 53.10$). Experimental group was more successful in post-tests ($\bar{x} = 86.10$) than in pre-tests ($\bar{x} = 31.85$) (Table 1-E).

Table 2. For Part 2, Mean and Deviations of Cells According to Scale and Group Variables.

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 80									
Pretest	20	37.95	19.99	20	30.10	25.06	40	34.02	22.73
Posttest	20	82.65	16.47	20	43.90	24.67	40	63.28	28.52
Total	40	60.30	28.97	40	37.00	25.52	80	48.65	29.55

Table 2-B. Two-way ANOVA Results According to Scale and Group Variables.

	Sum of Squares	df	Mean Square	F	p
Rows (Scale)	17111.25	1	17111.25	35.88	p<.01
Columns (Group)	10857.80	1	10857.80	22.77	p<.01
Interaction	4774.05	1	4774.05	10.01	p<.01
Error	36245.10	76	476.91		

In Part 2, by means of lower subscale, there were differences between the scales(pre-test/post-test) ($F=35.88$, $sd=1-76$, $p<.01$)and groups (experimental/control) ($F=22.77$, $df=1-76$, $p<.01$),and in common effect ($F=10.01$, $df=1-76$, $p<.01$)(Table 2-B).

Table 2-C. T test Results According to Scale Variable

	Pretest	Posttest
Pretest	$\mu = 34.02$	$t = 5.99$
Posttest	$p < .01$	$\mu = 63.28$

In Part 2, by means of lower subscale, vocabulary competence scores were higher in post-tests ($\bar{x} = 63.28$) than in pre-tests ($\bar{x} = 34.02$) ($t = 5.99$, $df = 38$, $p < .01$) (Table 2-C).

Table 2-D. T test Results According to Group Variable

	Control	Treatment
Control	$\mu = 37.00$	$t = 4.77$
Treatment	$p < .01$	$\mu = 60.30$

In Part 2, by means of lower subscale, vocabulary competence scores of experimental group ($\bar{x} = 60.30$) were higher than of control group ($\bar{x} = 37.00$) ($t = 4.77$, $df = 38$, $p < .01$) (Table 2-D).

Table 2-E. For Part 2, T test Results According to Scale and Group Variables.

	Pretest / Control	Pretest / Treatment	Posttest / Control	Posttest / Treatment
Pretest / Control	$\mu = 30.10$	$t = 1.14$	$t = 2.00$	$t = 7.61$
Pretest / Treatment	-	$\mu = 37.95$	$t = 0.86$	$t = 6.47$
Posttest / Control	$p < .05$	-	$\mu = 43.90$	$t = 5.61$
Posttest / Treatment	$p < .01$	$p < .01$	$p < .01$	$\mu = 82.65$

For Part 2, by means of lower subscale, there was no significant difference between the pre-test scores of experimental ($\bar{x} = 37.95$) and control ($\bar{x} = 30.10$) groups. But in post-tests, there was a difference between the experimental

($\bar{x} = 82.65$) and control ($\bar{x} = 43.90$) groups. Experimental group was more successful in post-test($\bar{x} = 82.65$) than in pre-test($\bar{x} = 37.95$) (Table 2-E).

Table 3. Mean and Deviations of Cells According to Scale and Group Variables.

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 80									
Pretest	20	44.55	32.78	20	38.45	25.26	40	41.50	29.05
Posttest	20	68.65	21.60	20	53.30	28.16	40	60.98	25.96
Total	40	56.60	30.00	40	45.88	27.45	80	51.24	29.07

Table 3-B. For Part 3, two-way ANOVA Results According to Scale and Group Variables.

	Sum of Squares	df	Mean Square	F	p
Rows (Scale)	7585.51	1	7585.51	10.21	$p < .01$
Columns (Group)	2300.51	1	2300.51	3.10	-
Interaction	427.81	1	427.81	0.58	-
Error	56466.65	76	742.98		

In Part 3, by means of lower subscale, vocabulary competence scores differentiated between the scales (pre-test/post-test) ($F=10.21$, $sd=1-76$, $p < .01$). But, there was no difference between the groups (experimental/control) ($F=3.10$, $df=1-76$, $p > .05$) and in common effect ($F=0.58$, $df=1-76$, $p > .05$) (Table 3-B).

Table 3-C. T- test Results According to Scale Variable

	Pretest	Posttest
Pretest	$\mu = 41.50$	$t = 3.20$
Posttest	$p < .01$	$\mu = 60.98$

In Part 3, by means of lower subscale, vocabulary competence scores were higher in post-tests ($\bar{x} = 60.98$) than in pre-tests ($\bar{x} = 41.50$) ($t=3,20$, $df=38$, $p<.01$) (Table 3-C).

Table 3-E. T test Results According to Scale and Group Variables.

	Pretest / Control	Pretest / Treatment	Posttest / Control	Posttest / Treatment
Pretest / Control	$\mu = 38.45$	$t = 0.71$	$t = 1.72$	$t = 3.50$
Pretest / Treatment	-	$\mu = 44.55$	$t = 1.01$	$t = 2.80$
Posttest / Control	$p < .05$	-	$\mu = 53.30$	$t = 1.78$
Posttest / Treatment	$p < .01$	$p < .01$	$p < .05$	$\mu = 68.65$

In Part 3, by means of lower subscale, there was no significant difference between the experimental ($\bar{x} = 44.55$) and control ($\bar{x} = 38.45$) groups in the scores of pre-tests. But in post-tests, there was a difference between the experimental ($\bar{x} = 68.65$) and control groups ($\bar{x} = 53.30$). Vocabulary competence scores of experimental group ($\bar{x} = 68.65$) in post-tests were higher than in pre-tests ($\bar{x} = 44.55$) (Table 3-E).

Table 4. Mean and Deviations of Cells According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 80									
Pretest	20	25.70	24.92	20	38.25	27.28	40	31.98	26.56
Posttest	20	79.65	12.97	20	59.15	26.74	40	69.40	23.20
Total	40	52.68	33.63	40	48.70	28.69	80	50.69	31.12

Table 4-B. Two-way ANOVA Results According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Scale)	28012.61	1	28012.61	49.84	p<.01
Columns (Group)	316.01	1	316.01	0.56	-
Interaction	5461.51	1	5461.51	9.72	p<.01
Error	42717.05	76	562.07		

In Part 4, by means of lower subscale, vocabulary competence scores differentiated between the scales (pre-test/post-test) ($F=49.84$, $sd=1-76$, $p<.01$) and in common effect ($F=9.72$, $df=1-76$, $p<.01$). But, there was no difference between the groups (experimental/control) ($F=0.56$, $df=1-76$, $p>.05$) (Table 4-B).

Table 4-C. T test Results According to Scale Variable

	Pretest	Posttest
Pretest	$\mu= 31.98$	$t= 7.06$
Posttest	$p<.01$	$\mu= 69.40$

In Part 4, by means of lower subscale, vocabulary competence scores were higher in post-tests ($\bar{x} = 69.40$) than in pre-tests ($\bar{x} = 31.98$) ($t=7,06$, $df=38$, $p<.01$) (Table 4-C).

Table 4-E. T test Results According to Scale and Group variables

	Pretest / Treatment	Pretest / Control	Posttest / Control	Posttest / Treatment
Pretest / Treatment	$\mu= 25.70$	$t=1.67$	$t= 4.46$	$t= 7.20$
Pretest / Control	-	$\mu=38.25$	$t= 2.79$	$t= 5.52$
Posttest / Control	$p<.01$	$p<.01$	$\mu=59.15$	$t= 2.73$
Posttest / Treatment	$p<.01$	$p<.01$	$p<.01$	$\mu= 79.65$

In Part 4, by means of lower subscale, there was no difference between the experimental ($\bar{x} = 25.70$) and control groups ($\bar{x} = 38.25$) in pre-test scores. But in post-tests, there was a difference between the experimental ($\bar{x} = 79.65$) and control ($\bar{x} = 59.15$) groups. Experimental group was more successful in post-test ($\bar{x} = 79.65$) than in pre-test ($\bar{x} = 25.70$) (Table 4-E).

Table 5. Mean and Deviation of Cells According to Scale and Group Variables

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 80									
Pretest	20	37.40	26.53	20	28.90	22.66	40	33.15	24.73
Posttest	20	82.25	19.20	20	49.65	22.15	40	65.95	26.29
Total	40	59.82	32.22	40	39.28	24.49	80	49.55	30.26

Table 5-B. Two-way ANOVA Results According to Scale and Group Variables

	Sum of Squares	df	Mean Square	F	p
Rows (Scale)	21516.80	1	21516.80	41.45	p<.01
Columns (Group)	8446.05	1	8446.05	16.27	p<.01
Interaction	2904.05	1	2904.05	5.59	p<.05

In Part 5, by means of lower subscale, vocabulary competence scores differentiated between the scales (pre-test/post-test) ($F=41.45$, $sd=1-76$, $p<.01$) and the groups (experimental/control) ($F=16.27$, $df=1-76$, $p<.01$), and in common effect ($F=5.59$, $df=1-76$, $p<.05$) (Table 5-B).

Table 5-C. T test Results According to Scale Variable

	Pretest	Posttest
Pretest	$\mu = 33.15$	$t = 6.44$
Posttest	$p < .01$	$\mu = 65.95$

In Part 5, by means of lower subscale, vocabulary competence scores in post-tests ($\bar{x} = 65.95$) were higher than in pre-tests ($\bar{x} = 33.15$) ($t=6,44$, $df=38$, $p<.01$) (Table 5-C).

Table 5-D. T test Results According to Group Variable

	Control	Treatment
Control	$\mu = 39.28$	$t = 4.03$
Treatment	$p < .01$	$\mu = 59.82$

In Part 5, by means of lower subscale, vocabulary competence scores of experimental group ($\bar{x} = 59.82$) were higher than of control group ($\bar{x} = 39.28$) ($t=4,03$, $df=38$, $p<.01$) (Table 5-D).

Table 5-E. T test Results According to Scale and Group Variables

	Pretest / Control	Pretest / Treatment	Posttest / Control	Posttest / Treatment
Pretest / Control	$\mu = 28.90$	$t = 1.18$	$t = 2.88$	$t = 7.40$
Pretest / Treatment	-	$\mu = 37.40$	$t = 1.70$	$t = 6.22$
Posttest / Control	$p < .01$	$p < .05$	$\mu = 49.65$	$t = 4.52$
Posttest / Treatment	$p < .01$	$p < .01$	$p < .01$	$\mu = 82.25$

In Part 5, by means of lower subscale, there was no difference between the experimental ($\bar{x} = 37.40$) and control ($\bar{x} = 28.90$) groups in pre-test scores. But in post-tests, there was difference between the experimental ($\bar{x} = 82.25$) and control ($\bar{x} = 49.65$) groups. Experimental group was more successful in post-test ($\bar{x} = 82.25$) than in pre-test ($\bar{x} = 37.40$) (Table 5-E).

Table 6. Mean and Deviation of Cells For Total Success According to Scale and Group Variable

	Treatment			Control			Total		
	n	μ	s	n	μ	s	n	μ	s
N= 80									
Pretest	20	35.49	12.25	20	32.79	7.42	40	34.14	10.09
Posttest	20	79.86	9.10	20	51.82	8.29	40	65.84	16.60
Total	40	57.68	24.86	40	42.30	12.38	80	49.99	20.99

Table 6-B. Two-way ANOVA Results For Total Success According to Scale and Group Variable

	Sum of Squares	df	Mean Square	F	p
Rows (Scale)	20097.80	1	20097.80	225.43	p<.01
Columns (Group)	4724.74	1	4724.74	53.00	p<.01
Interaction	3210.58	1	3210.58	36.01	p<.01
Error	6775.60	76	89.15		

In total, vocabulary competence scores differentiated between the scales (pre-test/post-test) ($F=225.43$, $sd=1-76$, $p<.01$) and groups (experimental/control) ($F=53.00$, $df=1-76$, $p<.01$), and in common effect ($F=36.01$, $df=1-76$, $p<.01$)(Table 6-B).

Table 6-C. T-test Results For Total Success According to Scale Variable

	Pretest	Posttest
Pretest	$\mu= 34.14$	$t= 15.01$
Posttest	$p<.01$	$\mu= 65.84$

In total, vocabulary competence scores were higher in post-tests ($\bar{x} = 65.84$) than in pre-tests ($\bar{x} = 34.14$) ($t=15,01$, $df=38$, $p<.01$)(Table 6-C).

Table 6-D. T-test Results For Total Success According to Group Variable

	Control	Treatment
Control	$\mu = 42.30$	$t = 7.28$
Treatment	$p < .01$	$\mu = 57.68$

In total, vocabulary competence scores were higher in experimental group ($\bar{x} = 57.68$) than in control group ($\bar{x} = 42.30$) ($t = 7.28$, $df = 38$, $p < .01$) (Table 6-D).

Table 6-E. T-test Results For Total Success According to Scale and Group Variable

	Pretest / Control	Pretest / Treatment	Posttest / Control	Posttest / Treatment
Pretest / Control	$\mu = 32.79$	$t = 0.90$	$t = 6.37$	$t = 15.76$
Pretest / Treatment	-	$\mu = 35.49$	$t = 5.47$	$t = 14.86$
Posttest / Control	$p < .01$	$p < .01$	$\mu = 51.82$	$t = 9.39$
Posttest / Treatment	$p < .01$	$p < .01$	$p < .01$	$\mu = 79.86$

In total, there was no difference between the vocabulary competence scores of experimental ($\bar{x} = 35.49$) and control ($\bar{x} = 32.79$) groups in pre-test. But in post-test, there was a difference between the experimental ($\bar{x} = 79.86$) and control ($\bar{x} = 51.82$) groups. Experimental group was more successful in post-test ($\bar{x} = 79.86$) than in pre-test ($\bar{x} = 35.49$) (Table 6-E).

The findings indicated that there was a significant difference between the experimental group studying vocabulary by the integration of literary works into the courses and the control group studied vocabulary by using traditional techniques in their classes.

6.3. Discussion

In order to see the efficiency of literature-integrated approach on vocabulary competence of the students, the pre-test and post-test mean scores of the control group and the experimental group through two-way ANOVA were compared. It was observed that there was a statistically significant difference between the tests and groups. Thus, the hypothesis of the study proved that literature integrated activities have a positive effect upon the improvement of learners' vocabulary competence. The findings were shown in Table 6 and Table 7-E.

In this study, it was seen that although the experiment and control group got the same scores in the pre-tests, they differentiated from each other in post-tests. As they were treated separately in the implementation process, the students in experimental group developed their vocabulary competence by means of authentic literary texts and activities, and got high scores in post-test.

Part 1 consisted of odd one out questions based on the weather conditions vocabulary. The questions aimed to assess how students were successful in identifying the right item among others. It was found that the experimental group had a significant difference in responding to the omitting questions (Table 1-E) and also it was assumed that literature integrated method was more effective than the traditional teaching methods. This positive effect could be the result of the design of the activities applied in the experimental group. Our results were in concordance with the results of the experimental study carried out by Su-Yueh Wu in Taiwan. In her study, there was a significant difference in fostering vocabulary competence through storytelling activities in the experimental group.

In part 2, there were matching questions based on the body parts vocabulary. The matching questions aimed to assess the students' ability in matching the right item with the related picture. It was seen that the experimental group had a significant difference in responding to the matching questions (Table 2-E). During

the implementation period, matching types of activities were applied a lot in experimental group. From the statistical results, it was deduced that literary activities were more successful in improving the vocabulary competence capability of students when compared to traditional teaching methods.

Part 3 consisted of multiple choice questions based on daily life vocabulary. Target items were mainly from the literary works. The questions aimed to assess the students' comprehension and their determining the right item among the others. It was seen that experimental group was more successful in comprehension questions than control group (Table 3-E). Similar result was found in the study of Lenka Příbilová (2006). In her study, she focused on vocabulary teaching by means of fun, games and authentic activities. She indicated that in vocabulary learning, games and authentic activities had a great place.

There was a difference between the experiment and control group in Part 4 which consisted of completion questions based on the animals vocabulary. The questions aimed to assess the students' ability in completing the sentence with the right item. When the mean scores of post-tests were analyzed, It was deduced that the post-test scores of experimental group were higher than the control group (Table 4-E). Again, it can be said that authentic activities were more effective than the traditional methods in vocabulary enhancement. In Kütük's and Doğrul's studies (2007), it was proved that students in elementary level were more eager to learn vocabulary in a literary context or authentic activities. And also their studies showed that literature integrated method was more effective than traditional methods in vocabulary teaching.

The last part of the scale, Part 5, consisted of gap filling questions based on the fruit vocabulary. The questions aimed to assess the student's ability in filling the gaps in the target vocabulary item. There was a significant difference in post-tests between the experimental and the control group when the mean scores of the groups were analyzed (Table 5-E). It can be concluded that the experimental group had

higher points in this part of post-test when compared to post-test results of the control group.

When the total success was mentioned, the findings of the paired samples t-test for pre-and-post treatment test results showed that the control group improved significantly when compared to the experimental group. This result was concluded by the fact that the control group had much lower mean scores overall on the pre-and post-tests. The statistical finding that both the control and the experiment group progressed between the pre-and post-tests but control group still had a lower total mean score on the post-treatment test than did the experimental group. So, it was seen that the literature integrated activities have a positive effect on the improvement of learners' vocabulary skills.

The main reason for the significant changes may be that the quality and potential of the literary activities. Because the students could infer the meanings from the contexts of the literary works, and that was easy to make a connection between the word and meaning. And also the pictures or illustrations of the stories helped the students to make meaningful connections between the items.

Another possible reason for the students' improvement in experiment group is that the activities used in experimental group were more enjoyable and interesting for the students. They appealed to their interests and expectations. Therefore, the students paid much attention to the activities in experiment group when compared to the activities and drills applied in control group.

CHAPTER VII

CONCLUSION & SUGGESTIONS

7.1. Conclusion

In the study, experimental research was designed to search the effects of literature integrated approach on vocabulary competence of the learners. In this chapter, to provide an overall view to the study, conclusion and suggestions for further studies and limitations will be presented.

In Chapter 1, the problem, aim, significance, limitations and the main concepts of the study were revealed. Firstly the problem was developed. Considering the problems of the primary students in foreign language education, vocabulary development of the students was found out to be insufficient. So, this study aimed to provide an integrated approach to teaching and practising English by children's literature chosen appropriately according to the level of the learners.

The study was restricted with 5th grade students in Edirne Sınav School in 2007-2008 academic year, and 40 subjects took place in the study.

In Chapter 2, the historical development of language teaching methodology was described in a holistic view in order to see the changing status of methods and approaches. While the foreign language was studied in a structural manner in the past, then it became necessary for the linguists to develop more practical and more productive alternatives to language teaching. Firstly, some well-known traditional approaches such as Grammar-Translation, Direct and Audio-Lingual Methods were discussed with the language teaching characteristics of the period. In common, they stressed the importance of grammatical competence as the basis of language proficiency, and gave little or no attention to the use of literature in methodology. Then, contrary to the past experiences, with the changes and improvements in

teaching methodology, the focus shifted to the communicative abilities of the learners. In order to present the differences between the old and the new, some modern methods such as Silent Way, Suggestopedia, Community Language Learning, Total Physical Response and Communicative Approach were reviewed focusing on the main aspects of the theories behind them. Unlike the others, they commonly suggested to increase the role of the learner in language learning process, and stressed more practical use of the language. But, the main concern was the literature as a new alternative to the foreign language teaching.

After a variety of language teaching methods were revised with their own characteristics, in Chapter 3, the use of literature as a means in language education was examined. Current approaches were reexamined regarding the role of literature, and its value from several aspects. Literature was an agent for language development and improvement, and also for cultural enhancement. Hill (1986) stated that literature was a study of language in use, and also it was a context for language use. It began to be viewed as a useful agent for language development as the focus was on authentic language. However, there were some controversies for its usage in language teaching. Some thought that it was useless for teaching the grammar of the language, and the others rejected the literature as it didn't help the learners to fulfill their academic goals (Simpson, 1996). On the contrary, there were many reasons for integrating literature into the language teaching process. The use of literature promoted language acquisition by making the learning process more authentic and enjoyable for learners. By providing interesting contexts to generate input, negotiate meaning and develop motivation, it became an efficient vehicle for language acquisition. According to Collie and Slater (1990) literature was an authentic material, it helped to facilitate both cultural and language enrichment, and it fostered the personal involvement in readers.

Moreover, literature had an important role in teaching four basic language skills (Carter and Mcrae, 1996). As it's stated in this study, the use of literature helps the learners to increase all language skills as it extended linguistic knowledge, and it's a powerful and motivating source in order to develop all language skills. Then, as a branch of literature, children's literature became the focus of this study, and its genres were described with benefits of each other.

In Chapter 4, literature teaching with young learners was mentioned in details. First of all, a number of reasons why children could benefit from learning a foreign language were given and the characteristics of the young learners were listed. Considering that they like fun activities such as singing, drawing, colouring, and they are eager to participate in their own learning, literature is a medium for language learning. Literature is not only a stimulus for acquisition, but it is also very motivating for the young learners. Also, literary texts provide rich contexts for developing a wide variety of language learning activities involving children personally, creatively and actively (Stern, 1991). As learning and recalling vocabulary items are problematic especially for young learners in teaching and learning process, implementing literary activities to facilitate vocabulary learning in classroom settings became the main concern of this study.

In Chapter 5, the research model and procedures, population and sampling, data collection and instruments were presented. In order to see the differences between the experimental and control groups, experimental research was followed. The subjects from Edirne Private Sınav School were assigned randomly as experimental and control groups. Before the treatment, they were given pretest which comprised of 5 parts and 25 questions in total to determine their vocabulary knowledge, and the same test was given after the treatment to see the differences between the groups. The treatments lasted 10 weeks in both groups. In the study, literary texts were integrated into the courses of experimental group in order to enhance the vocabulary competence of the students. For the application, four short stories and a poem were chosen from the children's literature. Different activities

which were relevant to the literary works were designed. The control group did not take any treatment, they studied vocabulary with traditional methods. At the end, the results obtained from the pre-test and post-test were analyzed through two-way ANOVA to find out whether or not the literature integrated approach had a positive effect upon the improvement of students' vocabulary competence.

In Chapter 6, findings of the research were given in details statistically. In order to answer the questions of the study and to reveal the efficiency of literature integrated approach on vocabulary competence of the learners, the pre-test, post-test scores of the both experimental and control groups were compared through two way ANOVA. It was observed that there was a statistically significant difference between the tests and the groups. Thus, the hypothesis of the study proved that literature integrated activities had a positive effect upon the improvement of learners' vocabulary competence.

Moreover, it is clear that the use of literary texts is a powerful pedagogic tool in order to promote the learners' vocabulary development by making the process more enjoyable and meaningful, and also the literature provides learners the opportunity to develop both their vocabulary skills and knowledge about language.

In conclusion, the study answered the research questions by providing an alternative approach to language teaching. By means of such a study, it was seen that the integration of literature into language teaching fostered the vocabulary competence of the young learners by making the learning process more authentic and enjoyable for them. With literature integrated approach, the learners became responsible for their own learning and enjoyed what they did.

7.2. Suggestions for Further Studies

In the study, the findings proved the positive contributions of the implementation of literary activities to the vocabulary enhancement of the learners. But, generalizing these findings requires more studies with further points of views.

Firstly, to conduct studies with a larger sample size may be required as this study contains only 40 subjects from the same population.

Another fact is that, the present study deals only with vocabulary competence, and further studies researching other skills of the learners by means of literature may give new implications to the field.

In addition, in developing the vocabulary knowledge of the students, apart from the stories or poetry, other genres from children's literature can be used in variety.

Moreover, the main concern of the study was the young learners, and the activities were designed according to their cognitive and linguistic levels. For further studies, different age groups and their vocabulary development should be taken into consideration.

7.3. Limitations of the Study

First of all, the sample size of the study was small. Conducting the study with a larger sample size would permit a greater certainty about the findings.

Also gender, social and economical conditions of the participants were not considered.

The implementation of the present study lasted only 10 weeks. The period should be longer in order to see the longlasting effects.

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APPENDICES

Appendix 1



Jack and the Beanstalk

Jack lives with his Mum. They are very poor. One day, Mum sends Jack to the market to sell their old cow, Daisy. On the way, Jack meets a stranger. The stranger gives Jack 5 beans for Daisy and tells him that the beans are magic. When Jack returns home, his Mum is so angry with him that she sends him to bed and throws the beans out of the window.

The following morning, when Jack wakes up, he sees a giant beanstalk outside the window. He climbs the beanstalk, through the clouds and up to the sky. At the top he sees a castle and enters. Inside the castle Jack sees a sack full of gold coins, a hen that lays golden eggs and a harp that plays music. Suddenly, a giant appears, smells the boy and cries, “Fee Fi FoFum!” Jack quickly hides inside a cupboard.

The giant eats his dinner and falls asleep to the sound of the harp playing. Jack jumps out of the cupboard, grabs the coins, the hen and the harp. The harp cries out to its master, the giant wakes up and chases after Jack.

Jack climbs down the beanstalk and shouts to Mum to chop down the beanstalk. Mum takes an axe and chops it down. The giant falls down, too! Jack and his Mum live happily ever after with the coins, the hen and the harp.



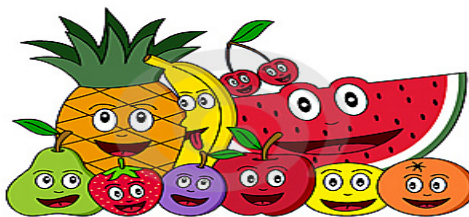
Little Red Riding Hood

Little Red Riding Hood lives at the edge of a wood. One day, Mum sends her to Grandma's with a cake, as Grandma isn't feeling well. Mum tells Little Red Riding Hood to be very careful in the wood-she mustn't leave the path or talk to strangers. Little Red Riding Hood puts on her red cloak, puts the cake in her basket, and promises to go straight to Grandma's.

In the wood, Little Red Riding Hood meets a wolf. The wolf stops her and asks her where she's going. She tells the wolf she's going to Grandma's. Following the wolf's suggestion, Little Red Riding Hood wanders off the path to pick some flowers for Grandma and the wolf runs straight to Grandma's cottage.

When the wolf arrives at the cottage he pretends he's Little Red Riding Hood and swallows Grandma. He quickly puts on her nightdress and nightcap and jumps into bed to wait for an even tastier meal-Little Red Riding Hood.

Little Red Riding Hood arrives at Grandma's and notices what a big nose, big eyes, ears and teeth Grandma has got. She shouts for help and a woodcutter saves her from the wolf. Grandma jumps out of the wolf's stomach and that's the last they hear of the big, bad wolf!



Fruits

I like grapes

Little black grapes

I eat grapes

Little tasty grapes

I like apple

Bir red apple

I eat apple

Big green apple

I like pear

Sweet yellow pear

I eat pear

Sweet green pear

I like orange

Delicious orange

I eat orange

Delicious orange

I like banana

Tasty big banana

I eat strawberry

Delicious small strawberry.

Ali and the Magic Carpet



One very hot day Ali finds a carpet in his uncle's shop. "What is this?"

Suddenly the carpet jumps! It moves and flies off into the air.

"Hey! What's happening?"

A loud booming voice comes from the carpet.

"Welcome, O Master. I am a magic carpet."

First, they fly high up into the sky and then they land in a jungle.

It's hot and wet and it's raining.

Then they fly to the desert. It's very, very hot and dry.

After that they fly to the South Pole. There is lots of ice and snow. It's freezing.

"Where are we now? I can't see!"

"In the mountains, can you see me?" "It's very foggy."

Then they fly to a forest. It's very windy there.

Then they fly to an island in the sea. There is thunder and lightning.

"Aaagh!" "Let's go home!"

Finally they fly back home. The carpet lands in the shop and Ali gets off.

"Wow!" "What an adventure!"

The Great Race



A long time ago in China lived the Jade Emperor. One day, he wanted to measure time to know how old he was. That day was the Emperor's birthday. All the animals arrived. The Emperor decided to have a race to give a name to each year of the Chinese Zodiac.

The race was in the river, and all the animals had to swim across the river. The rat and the cat couldn't swim very well. They asked the cow for a help, The rat and the cat: "Can you take us across the river?" The cow: " Yes, jump on quick" They swam across the river. Then the rat pushed the cat into the river and jumped on to land. The Emperor said " Well done rat! The first year will be the Year of the Rat and the second will be the Year of the Ox."

After a while, the tiger arrived. The Emperor: "Look! Here is the tiger. He is very tired. The third year will be the Year of the Tiger." " The rabbit can't swim but he's very clever. The fourth year will be the year of the Rabbit. "Why are you late Dragon? You can fly!" Dragon: " I had to make some rain for thirsty people to drink." Emperor: " Well done! The fifth year will be the Year of the Dragon" " What is this? I can hear a horse. No, it's a snake. So, the Snake has the sixth year"

Then he saw the goat, the monkey and the rooster coming towards him and said, " Well, it's good to see you working together! The goat is eighth, the monkey is ninth and the rooster is the tenth. Suddenly, the dog appeared in the river. "Sorry, I'm late. The water is clean and I needed a bath." The Emperor said " The eleventh is the year of the Dog." While the Emperor was talking to the animals, he saw the pig. " You are the last" The Pig: " Yes, I had to eat and sleep on the way." The Emperor: "The last is the year of the Pig" and that is how the Emperor chose the animals for the Chinese Zodiac.

Crossword

Do you like crosswords? Look at the clues to complete this crossword!

1. They're very small but grow very tall.
2. It lays eggs.
3. It makes music.
4. They're small, gold and round.
5. They're yellow and white on the inside.
6. It's a very, very big person!
7. It's a person you don't know.
8. It's a very big home.
9. It's a boy's name.



			1.	○					
			2.	○					
			3.	○					
	4.			○					
	5.			○					
6.				○					
	7.			○					
8.				○					
	9.			○					



In the circles ○ there's an extra word. What is it? _____

Jack and the Beanstalk

Can you put the pictures in the correct order? Number 1 is done for you!



Vocabulary checklist



"beans"



Look and read. Say the words. Fold the page. Write the words. Check ✓ ✗



some beans



a beanstalk



a castle



some coins



some eggs



a giant



a harp



a hen



Jack



a stranger



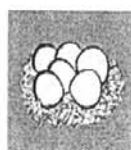
Jack & the Beanstalk wordsearch



Look at the pictures and find the 13 words in the wordsearch. The words go forwards →, backwards ←, down ↓ and diagonally ↘!



M	G	Y	H	N	E	H	M	F	E	P	I	N	X	C
I	U	A	A	S	G	K	H	X	L	X	B	X	O	R
W	R	M	X	B	G	N	E	M	T	G	M	I	A	A
P	T	X	D	P	S	N	T	R	S	L	N	H	Z	A
K	L	A	T	S	N	A	E	B	A	S	J	A	C	Q
M	S	T	R	A	N	G	E	R	C	C	Q	R	L	S
J	I	V	G	G	S	U	U	Y	C	O	G	P	F	E
S	L	M	I	E	L	N	J	O	Y	W	J	X	Q	U
T	J	A	U	B	F	N	A	V	I	I	S	A	O	T
H	N	N	R	E	Z	E	X	E	V	S	B	S	C	X
T	W	K	S	M	J	X	E	F	B	V	Y	C	H	K



Spot the differences

Tell your partner about your picture.
For example,

"In my picture there's an apple tree."
"In my picture there are 2 birds."



Spot the differences

Tell your partner about your picture.
For example,

"In my picture there's an orange tree."
"In my picture there are 2 birds."

B

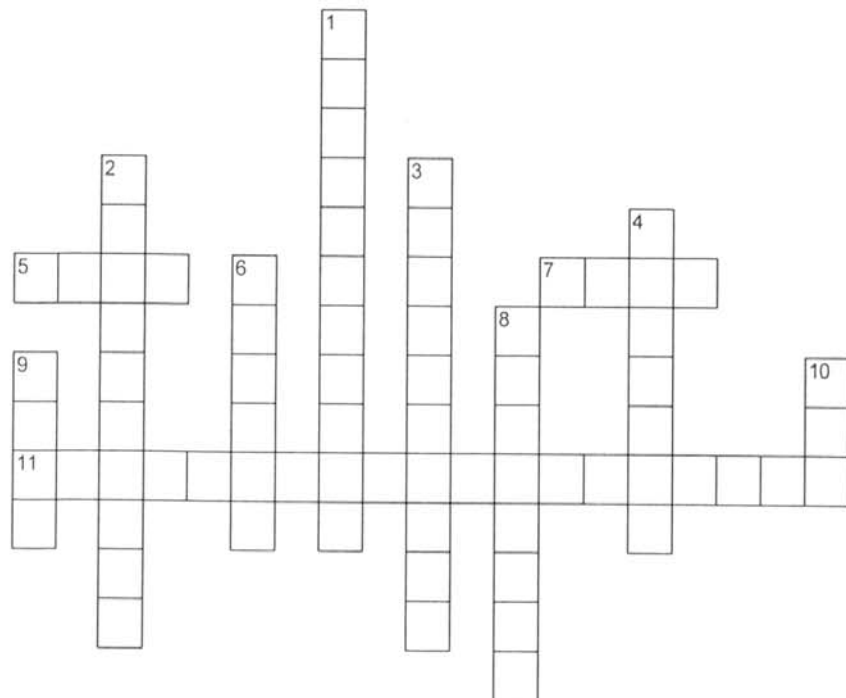
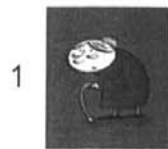
Little Red Riding Hood Crossword

Do you like crosswords? Look at the pictures to complete this crossword!

Across →



Down ↓



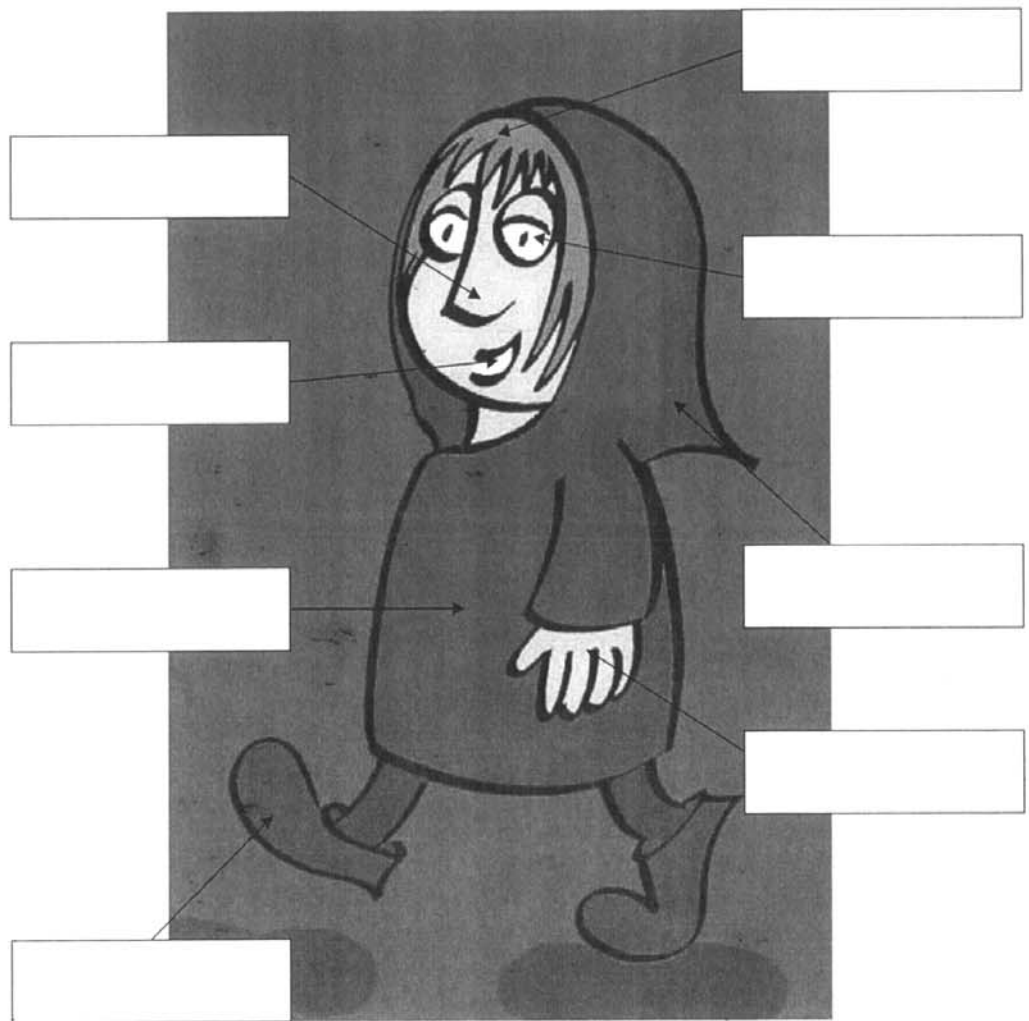
Little Red Riding Hood

Can you put these pictures in the correct order? Number the pictures 1-9. Start from picture 1.



Little Red Riding Hood

Label the picture.



eye

nose

teeth

hair

hand

hood

cloak

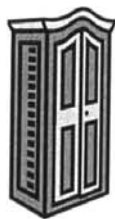
shoe

Little Red Riding Hood Wordsearch

Do you like wordsearches? Find 12 words from the story!
 Use the pictures to help you!
 The words go across → and down ↓

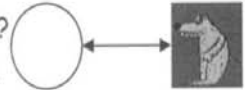


W	A	R	D	R	O	B	E	D	G	K
W	O	O	D	C	U	T	T	E	R	C
R	T	M	K	K	W	T	L	M	A	O
K	B	A	S	K	E	T	X	T	N	T
D	K	F	W	T	W	O	O	D	D	T
C	W	L	M	O	T	H	E	R	M	A
L	O	O	H	P	L	V	T	J	O	G
O	L	W	X	J	H	O	O	D	T	E
A	F	E	V	H	M	F	K	K	H	R
K	L	R	N	P	G	M	X	D	E	F
K	C	S	B	E	D	N	T	L	R	W



Guess who?!

Can you identify the characters in Little Red Riding Hood?
Read and draw lines from the descriptions to the pictures.



1. She/he/it's good.
She/he/it's got medium-sized eyes.
She/he/it's got medium-sized ears.
She/he/it's got a medium-sized nose.



2. She/he/it's bad.
She/he/it's got big eyes.
She/he/it's got big ears.
She/he/it's got very big teeth.
She/he/it's got a big, black nose.



3. She/he/it's good.
She/he/it's got little eyes.
She/he/it's got little ears.
She/he/it's got a cloak.

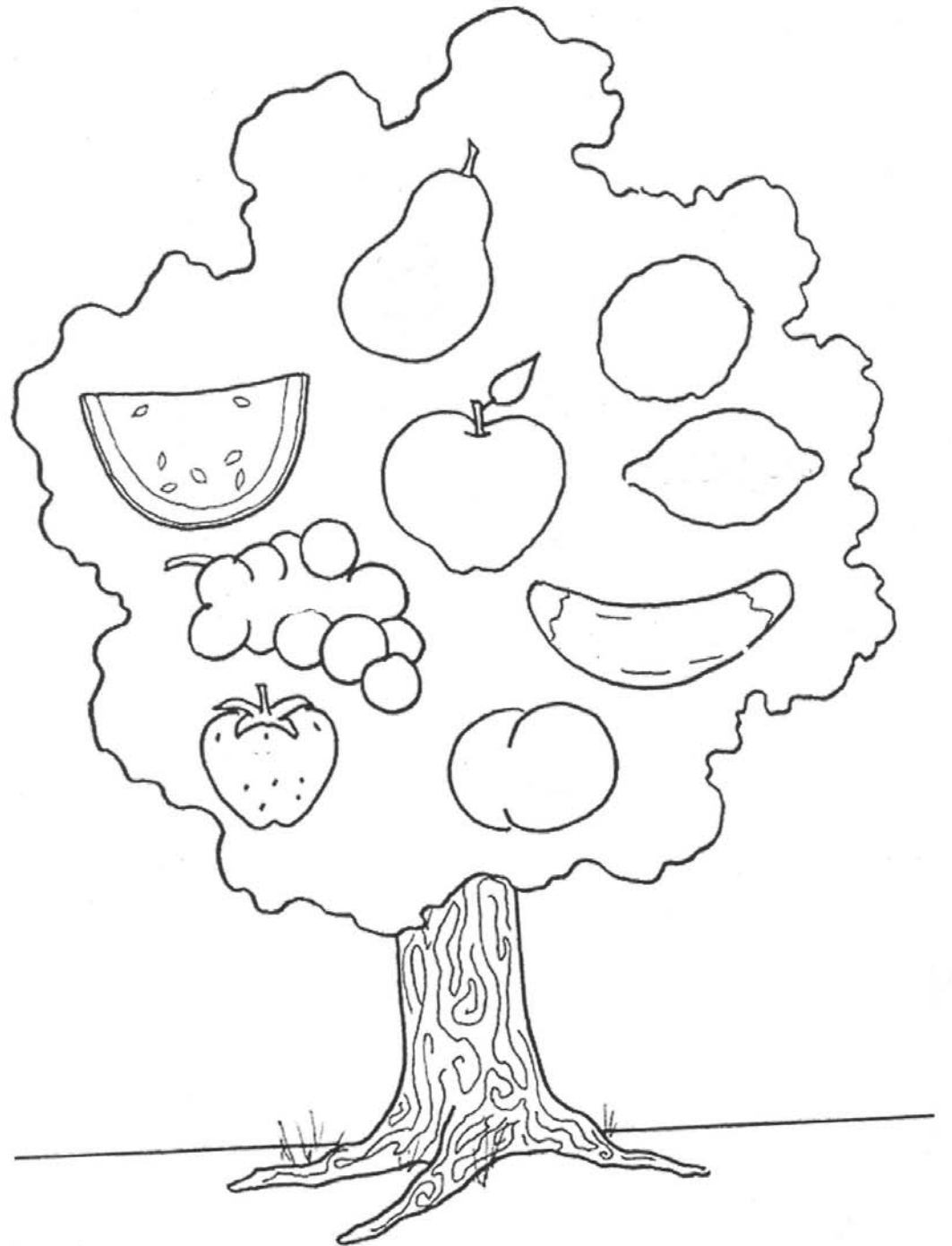


4. She/he/it's good.
She/he/it's got little eyes.
She/he/it's got little ears.
She/he/it's got glasses.



5. She/he/it's good.
She/he/it's got big eyes.
She/he/it's got a big nose.
She/he/it's got an axe.

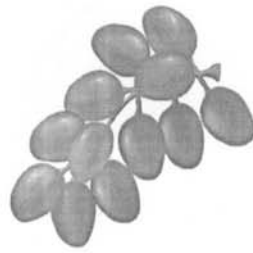








a pincapple



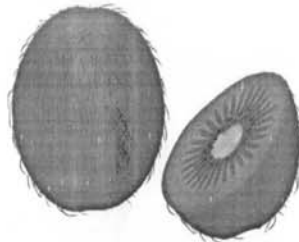
grapes



blueberries



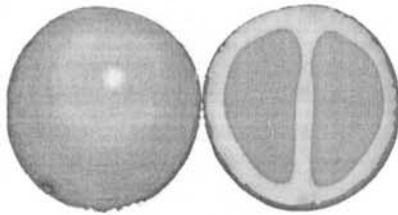
a strawberry



a kiwi



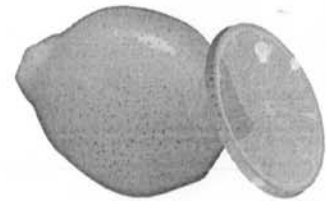
bananas



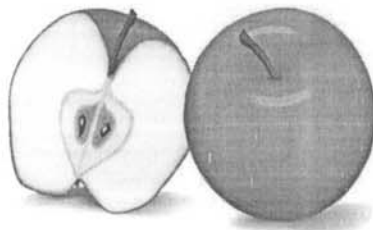
an orange



a pear



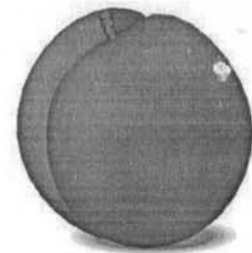
a lemon



an apple



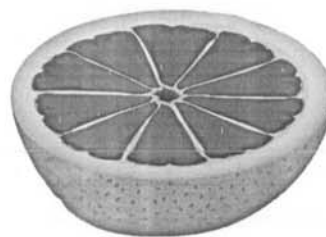
a watermelon



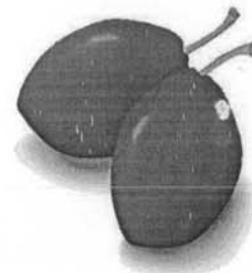
a peach



cherries



a grapefruit



a plum

FRUIT!



B	P	F	E	P	C	G	B	Q	O	A	S
A	L	R	Q	L	V	R	A	E	P	L	E
S	M	U	L	P	P	A	P	P	L	W	I
G	O	I	E	V	H	P	L	E	A	M	R
E	R	T	K	B	E	E	A	T	A	A	R
N	C	A	H	S	E	F	E	E	B	C	E
O	O	F	P	K	C	R	V	H	N	C	H
R	J	M	I	E	M	U	R	T	P	I	C
A	Z	W	E	E	S	I	F	I	W	L	P
N	I	D	L	L	Z	T	C	R	E	E	Y
G	G	O	F	B	A	N	A	N	A	S	Q
E	N	Y	R	R	E	B	W	A	R	T	S

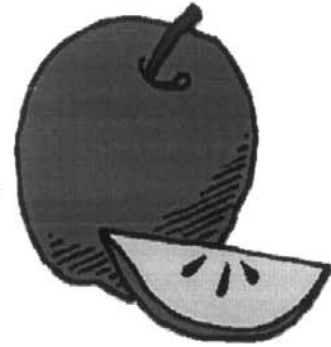


Find all the words below:



Fruits Word Chop

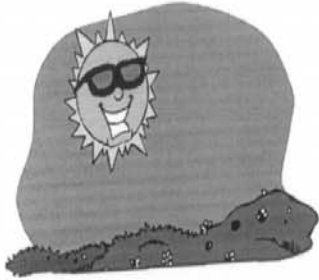
Match the halves and write in the blanks



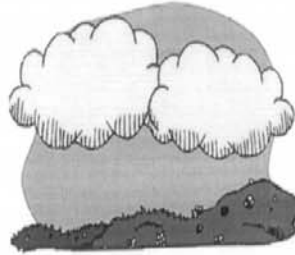
- | | |
|------------------|---------|
| 1. AP _____. | • NGO |
| 2. ORA _____. | • NGE |
| 3. BAN _____. | • MON |
| 4. PINE _____. | • MELON |
| 5. LE _____. | • APPLE |
| 6. PE _____. | • ACH |
| 7. PE _____. | • PES |
| 8. WATER _____. | • PLE |
| 9. GRA _____. | • AR |
| 10. STRAW _____. | • BERRY |
| 11. MA _____. | • ANA |

apple	peach	lemon	strawberry
orange	watermelon	pineapple	mango
banana	pear	grapes	

What is the weather like?



sunny
It's sunny.



cloudy
It's cloudy.



windy
It's windy.



stormy
It's stormy.



rainy
It's raining.



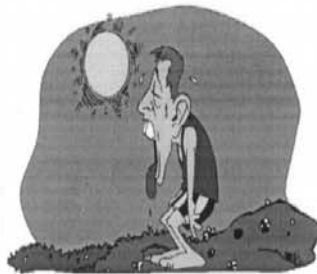
snowy
It's snowing.



foggy
It's foggy.



cold
It's cold.



hot
It's hot.



warm
It's warm

A. Match the weather words to the pictures:-

It's raining It's cloudy
 It's stormy It's sunny
 It's cold It's windy It's hot
 It's snowing

B. Weather in the UK. Match the weather to the seasons:-

spring summer autumn winter

It's very cold and it snows. Christmas is in this season.

It's rainy and wet. Trees and flowers start to grow.

It's hot and sunny. People go on holiday.

It's cold and foggy. Trees lose their leaves.

C. Find the weather words:-

rainy sunny snowing cloudy cold windy stormy hot

D: What's the weather like in your country?

	In Spring it's _____
	In Summer it's _____
	In Autumn it's _____
	In Winter it's _____



weather



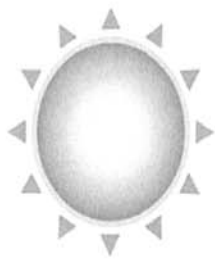
L	T	S	O	R	F	Y	W	E	E	Y	C
A	I	T	C	E	F	R	E	P	Z	D	L
O	X	G	C	T	Y	D	A	S	R	N	E
N	D	O	H	D	O	H	T	U	E	I	A
B	L	A	U	T	A	H	H	N	D	W	R
D	R	O	N	I	N	S	E	N	N	L	S
G	L	E	L	R	N	I	R	Y	U	G	G
C	K	I	E	O	O	Y	N	S	H	H	G
C	N	O	W	Z	K	T	U	G	T	U	W
G	J	Y	Q	S	E	S	T	O	R	M	Y
Y	G	G	O	F	R	A	I	N	Y	I	S
P	A	R	T	L	Y	C	L	O	U	D	Y

Find all the words below:



Match the weather symbols to the words:

hot windy cold cloudy snowy
sunny stormy rainy warm



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

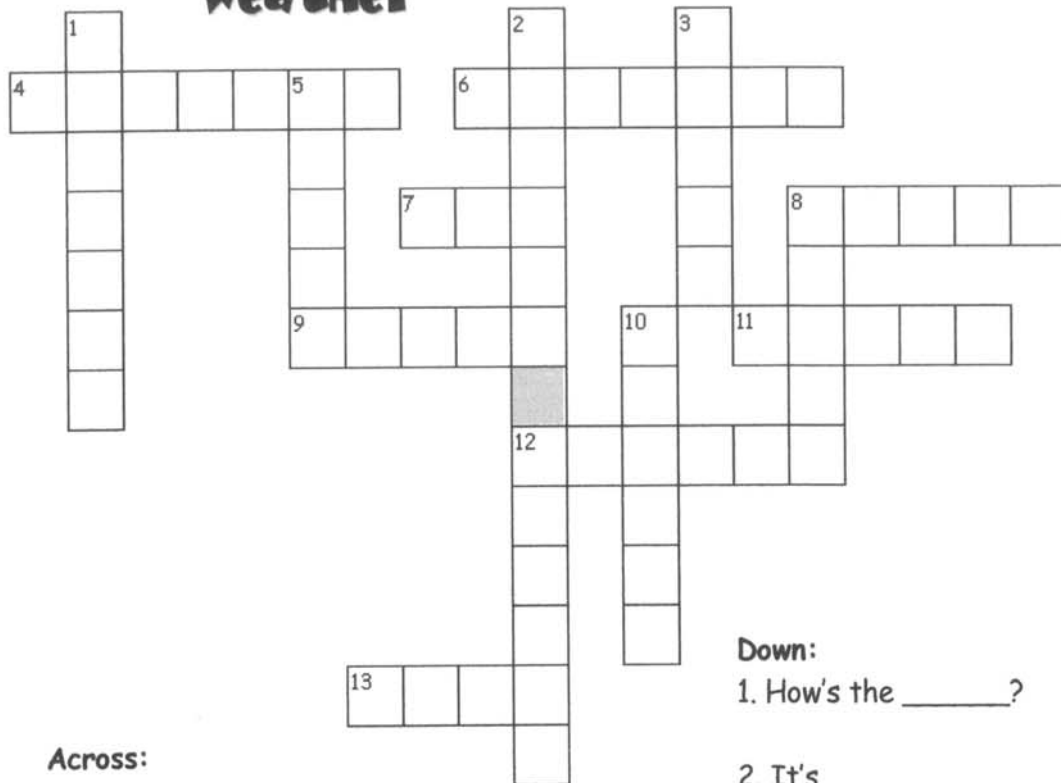


8 _____



9 _____

weather



Across:

4. It's _____



6. It's _____



7. It's _____



8. It's _____



9. It's _____



11. It's _____



12. It's _____



13. It's _____



Down:

1. How's the _____?

2. It's _____



3. It's _____



5. It's _____



8. It's _____



10. It's _____







Name:

Class:





When is the best time to make a snowman?

Match the words in the first column to the best available answer in the second column.

_____	 Autumn	1) we can make a snowman
_____	 Winter	2) you can swim
_____	 Spring	3) we can ride bikes
_____	 Summer	4) we can fly kites

What's the weather like in winter?

Match the words in the first column to the best available answer in the second column.

_____	winter	 1) cold and snowy
_____	Spring	 2) cool and dry
_____	summer	 3) rainy and wet
_____	Autumn	 4) hot and sunny

Animals



• a cow

• a bear

• an elephant

• a gorilla

• a camel

• a fish

• a lion

• a penguin

• a frog

• a turtle

• a rabbit

• a duck

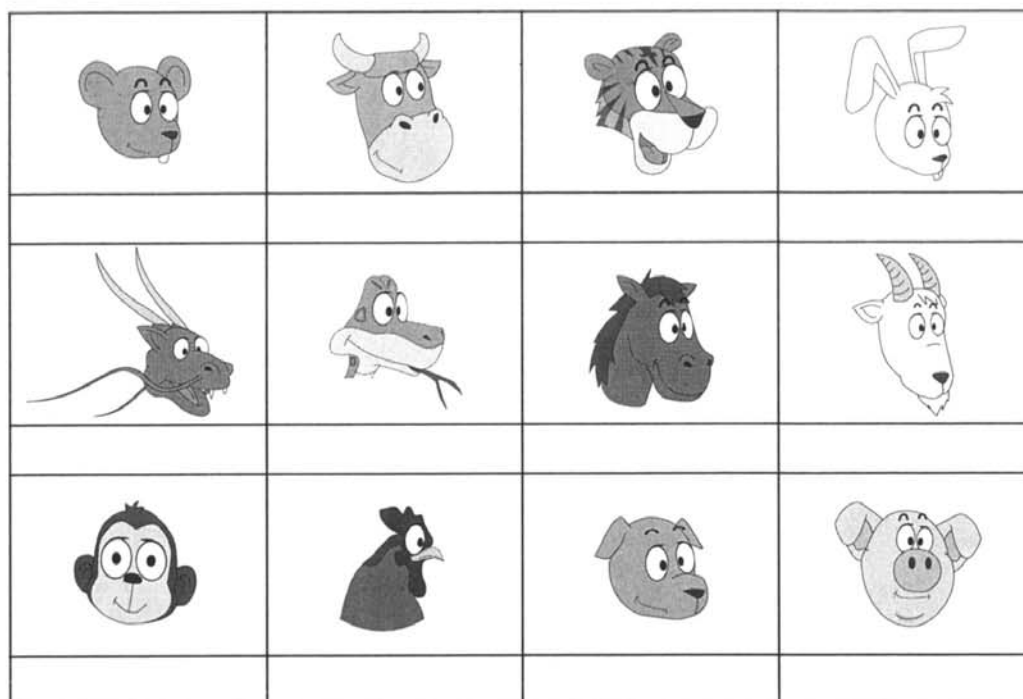
• a panda

• a hippo

• a horse

A. Match the names and the pictures. Choose from the box.

dragon	rat	dog	horse	ox	snake	monkey
tiger	pig(boar)	ram(goat/sheep)	rabbit	rooster		



B. Which year were you born in? What's your Chinese Zodiac sign?

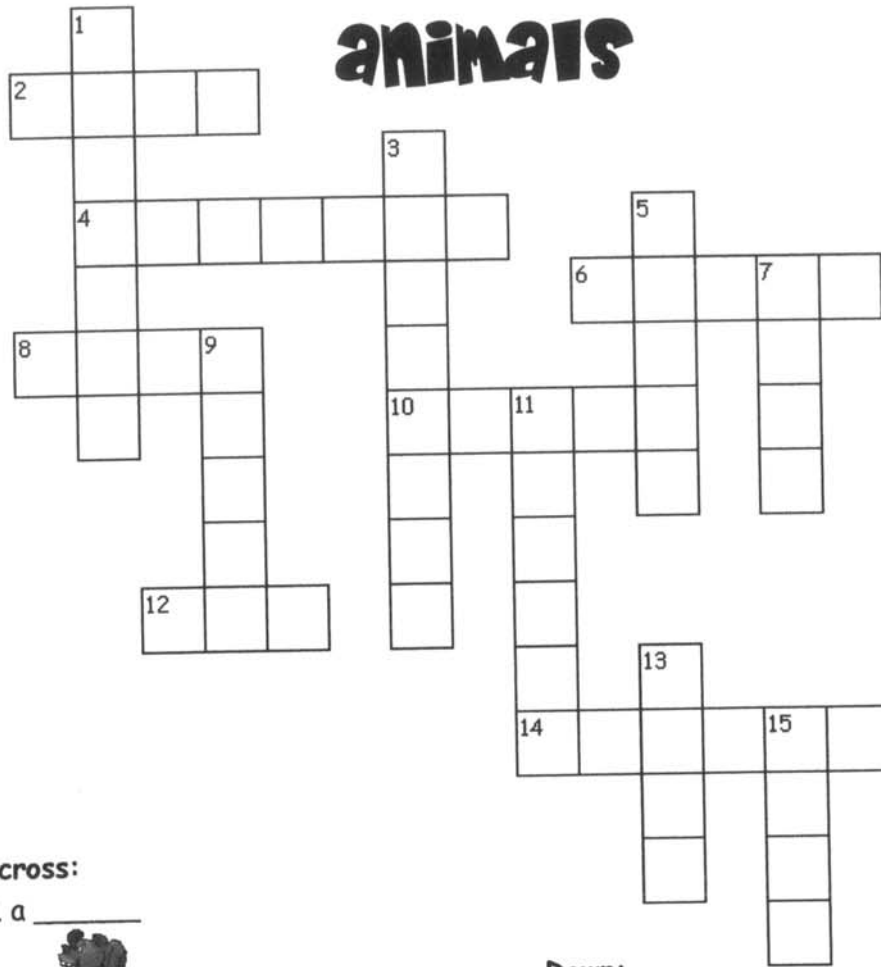
1992	Monkey	1998	Tiger	2004	Monkey
1993	Rooster	1999	Rabbit	2005	Rooster
1994	Dog	2000	Dragon	2006	Dog
1995	Pig(Boar)	2001	Snake	2007	Pig(Boar)
1996	Rat	2002	Horse	2008	Rat
1997	Ox	2003	Ram	2009	Ox

C. What is your sign like?

Rat	intelligent, sociable	Dragon	lucky, artistic	Monkey	lively, smart
Ox	loyal, strong	Snake	organised, intelligent	Rooster	honest, flexible
Tiger	brave, confident	Horse	adventurous, strong	Dog	loyal, sociable
Rabbit	modest, sincere	Ram	sensitive, calm	Pig	optimistic, sincere

Now ask your friends when they were born and tell their Chinese horoscope!

animals



Across:

2. a _____



4. a _____



6. a _____



8. a _____



10. a _____



12. a _____



14. a _____



Down:

1. a _____



3. an _____



5. a _____



7. a _____



9. a _____



11. a _____



13. a _____



15. a _____



A. Read the story of 'The Great Race' and complete the gaps:

Long ago in China the 1. _____ decided to have a race to name the years of the Zodiac. The 2. _____ and the cat couldn't swim so they rode across the river on the back of the 3. _____. The rat arrived first!



The 4. _____ was very tired from swimming. The 5. _____ was very intelligent and went across on a tree trunk. The 6. _____ was very late.

The 7. _____ got a ride on the horse's leg.



The goat, the monkey and the 8. _____ arrived together. The 9. _____ was slow because he had a bath in the river. The last animal to arrive was the 10. _____.



B. Now complete all the animals in order:

1	rat	7	
2		8	
3		9	
4		10	
5		11	
6		12	

Animals



G	O	R	I	L	L	A	B	O	U	R	T
F	P	C	O	Z	E	R	V	E	R	N	T
I	P	E	Y	L	A	M	I	N	A	Z	U
S	I	V	N	B	A	Y	A	H	C	R	R
H	H	M	B	G	E	K	P	C	E	L	T
W	M	I	C	S	U	E	I	G	I	I	L
O	T	G	R	I	L	I	L	O	O	A	E
C	P	O	F	E	P	A	N	D	A	R	X
R	H	K	C	U	D	H	K	C	C	J	F
J	U	H	A	V	G	R	V	T	U	I	K
R	G	R	F	Y	S	T	A	R	E	J	D
O	Z	V	P	C	Y	P	R	A	C	N	Q

Find all the words below:



Appendix 2

QUESTIONS

A) Find the odd one among the weather conditions.

1. Sunny – Sunday – Rainy
2. Windy – Hot – Hat
3. Cloud – Cold – Stormy
4. Snowy – Snowman – Sunny
5. Warm – Waiter – Cloudy

B) Match the pictures with the words.

1. Ear



2. Eye



3. Mouth



4. Nose



5. Hair



C) Choose the correct word for the pictures.

1.



Coin - Ball - Egg

2.



House - Castle - Boat

3.



Guitar - Drum - Harp

4.



Bag - Basket - Hat

5.



Bed - Bath - Table

D) Complete the sentences with the correct animal name.

1. I have got a



2. There is a in the garden.



3. I can ride a



4. can run fast.

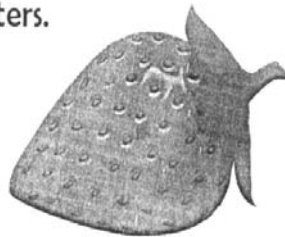


5. likes bananas.

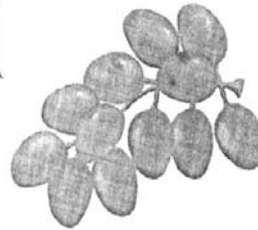


E) Fill in the missing letters.

1. **S** _ **r** _ _ **b**e _ _ **y**



2. **G** _ **a**p _ _



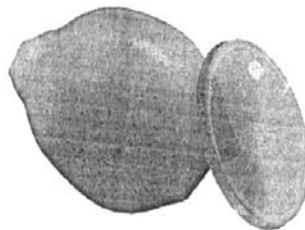
3. **O** _ _ **n**g _



4. **P** _ _ **r**



5. **L** _ **m** _ _



Good Luck 😊

Appendix 3

Plans for Experimental Group

WEEK 1-2

Subject: Jack and the Beanstalk Story (see appendix 1).

Time: 40 + 40 = 80 min / 40 + 40 = 80 min

Aim: To teach target vocabulary items with a meaningful context by authentic materials.

Vocabulary: cow, hen, bean, castle, coin, harp

Materials: Pictures of the scenes of the story, pictures of the target vocabulary items, vocabulary cards, character cards and any realia relevant to the story such as money, a toy, a hen, eggs and beans (for the activities see appendix1).

Pre-storytelling activities

Before reading **Jack and the Beanstalk**, the fairytale was introduced by eliciting the children's prior knowledge of the story. The pictures related to the story were shown to arouse their interest. Who can you see in pictures? Where is he? What's he doing? Each character was introduced with the **flashcards** (Jack, Mum, Daisy, the stranger, the beanstalk, the giant). First of all, the children were asked to respond non-verbally to the character flashcards through actions for example, Jack might climb, Mum might be very angry, Daisy might moo, the giant might walk angrily. As the children was pointing to the cards, the words like a silly boy, an angry Mum, a big giant were repeated.

Storytelling

Using the pictures, the story was told orally to the students using mimes, gestures, facial expression. After **Jack and the Beanstalk flashcards** were placed around the class, the children were asked to point to the correct flashcard for each part of the story they heard. According to the story, the students were asked to repeat the actions during the presentation of the story such as “ climbing the beanstalk, running” Then the story was retold with the students together. The class was divided into groups and

they were given a set of **Story cards**. Again, they were asked to hold up the correct card for each part of the story they heard. The students were asked some questions about the story such as What's the stranger giving Jack? Do you like beans? Can you climb a beanstalk? Where is the giant? The children were asked to finish some of sentences as the story was being retold, for example, "Jack climbed the beanstalk. At the top he saw a big _____ (castle)" then the story was retold by the teacher and some deliberate mistakes were done, the students were asked to clap their hands together when they heard a mistake. For example, "One day Jack's Dad..." CLAP!

Post-storytelling activities

After the story, **Action charade** activity was used for children to mime the main events from the story. Alternatively, each group was given a set of **Story cards** and asked to show the correct scenes, for example, 'Jack's going into the castle', "The giant's sleeping". As a follow-up activity, the students put the cards in order. They completed the **Put the story pictures in order** activity sheet. Then, the vocabulary **flashcards** were put on the board, and asked for volunteers to stick the **vocabulary words** next to the correct cards.

WEEK 3 - 4

Subject: Little Red Riding Hood Story (see appendix 1).

Time: 40 + 40 = 80 min.

Aim: To teach target vocabulary items with a meaningful context by authentic materials.

Vocabulary: eye, ear, nose, teeth, basket, cottage, axe, woodcutter

Materials: Little Red Riding Hood story sheets, **Character cards**, **Colour the characters** activity, **Story filmstrip**, **Storyboard-learner's pictures and sentence strips**, **Action charades** activity.

Pre-storytelling activities

Before reading **Little Red Riding Hood**, the fairytale was introduced by eliciting children's prior knowledge of the story. The pictures related to the story were shown to arouse the students' interest. Who can you see? (Little Red Riding Hood) What's she wearing? Where is she? Where's she going? Then, each character was introduced with the flashcards. First of all, children were asked to respond non-verbally to the character flashcards through actions for example, Little Red Riding Hood is skipping, the Big Bad Wolf is growling, Mum is making a cake, the woodcutter is cutting wood. As children were being shown the cards, the words were repeated like a Big Bad Wolf, a good little girl, an old Grandmother. Then the children were given characters activity sheets and they coloured.

Story-telling Activities

The story was retold orally using mimes, gestures, facial expression. Each student was given a **character card** and asked to hold up the flashcard whenever they heard the correct name. Then, the class was divided into groups and given a set of **Story flashcards**. Again, they were asked to hold up the correct flashcard for each part of the story they heard. Then, the flashcards were placed on the board and students were asked to point to the correct flashcard for each part of the story they heard. Moreover, they were asked about the characters and pictures on the pages. For example, where's Mum? What's Little Red Riding Hood wearing? What's in her

basket? Then, students were asked to finish some of the sentences as the story was retold, for example, “In the wood Little Red Riding Hood met a big, bad _____ (wolf)” Also some deliberate mistakes were done for vocabulary and students were asked to clap their hands when they heard a mistake. For example, “Once upon a time there was a little boy...” CLAP!

Post Story-telling Activities

After the story, **Action charade** activity was used to mime the main events from the story. Alternatively, each group was given a set of **Story cards** and asked to show the correct scenes, for example, “The little red riding hood is picking flowers”, “The grandmother is sleeping”. As a follow-up activity, the students were asked to put the story sentences. They completed the **Put the story pictures in order** activity sheet. Then, as a kind of game, the vocabulary **flashcards** were put on the board and the group members were asked to stick the **vocabulary words** next to the correct cards. At the end of the lesson, the teacher and the students sang the “Grandma” chant.

WEEK 5-6

Subject: The Fruit Poem (see Appendix 1)

Time: 40 + 40 = 80 min.

Aim: To teach target vocabulary items with a meaningful context by authentic materials.

Vocabulary: orange, banana, strawberry, pear, apple, grapes

Materials: Printed Fruit poem sheets and related pictures, flashcards, and plastic fruit.

Pre-Activities

First of all, the previous week's vocabulary was revised, and the students remembered them. Then, the poem which was chosen for them in order to teach some fruit was mentioned. By the help of a puppet, some conversation with the students was done for example if they like banana or strawberry or grapes, etc. Then, they were shown the plastic fruit one by one, and they practised the new vocabulary.

While-Activities

After getting familiar with the new vocabulary, they were given the sheets of "Fruit" poem. First, the poem was read aloud twice by paying attention to intonation. Then, some students were let to read it aloud for the class. In order to practice vocabulary, the picture cards were put on board. The poem was read one more time, and the students were asked to stick the word card under the correct fruit. Moreover, after reading, the students were given colouring activity sheets, and asked to colour the fruit according to the colour written in the poem.

Post-Activities

At the end of the lesson, We played "Pass the Ball" game in order to practise the new vocabulary. Some music was put on while the students were standing in line. They kept passing the ball to the child next to them. When the music stopped, the child with the ball had to remember the card. If the child didn't remember the name of fruit, s/he was eliminated. And we also made pair work activities. In order to foster comprehension, students were given the picture cards, and they asked each other "Do you like?"

WEEK 7-8

Subject: Ali and the Magic Carpet Story (see Appendix 1)

Time: 40 + 40 = 80 min / 40 + 40 = 80 min

Aim: To teach target vocabulary items with a meaningful context by authentic materials.

Vocabulary: sunny, cloudy, rainy, windy, snowy, stormy, hot, cold, warm

Materials: Printed story sheets and related pictures, flashcards, posters, real objects such as sunglasses, umbrella, gloves, coat, rug etc.

Pre-Activities

After revising the previous week's vocabulary, the weather outside was talked for a while. The students made comments in their mother tongue. Then, sunglasses, gloves, coat, umbrella were put on in turn, and sentences were made about the weather for example; "I put on my gloves because it's snowy", "I took my umbrella because it's rainy" etc. Then, the teacher sat on the rug, and talked about the story. The character "Ali" and his magic carpet to the class were introduced

While-Activities

After introduction, The students were given prints of the story. First, the story was read aloud twice by the teacher for them by miming the actions. Then, the volunteers were asked to read the story aloud for the class. While the student was reading, the other students mimed the actions with the teacher. While doing this, the real objects were used in order to make the atmosphere authentic, and the target vocabulary was practiced with flashcards and posters. Then, the cards were delivered to the students. The story was read by the teacher for one more time, and the students were asked to hold up the correct card when they heard the words related to weather conditions. For more practice, the students were given **Weather colouring activity sheets**, and asked to colour the correct picture. For example, colour blue for rainy, colour yellow for sunny, etc.

Post-Activities

After colouring session, a guessing game was played. The students were divided into two groups. A member of each group came to board in turn, and mimed the weathers using the real objects. And the other members tried to find out. At last, the goup which got the most point won the prize.

WEEK 9-10

Subject: The Great Race Story (see Appendix 1)

Time: 40 + 40 = 80 min / 40 + 40 = 80 min

Aim: To teach target vocabulary items with a meaningful context by authentic materials.

Vocabulary: dragon, rat, dog, horse, ox, snake, monkey, tiger, pig, goat, rabbit, rooster

Materials: Printed story and activity sheets, and related pictures, flashcards, posters.

Pre-storytelling activities

Before reading the story, the pictures related to the story were shown to arouse the students' interest, and they were told about the animals. And they were asked to be the animals in the story. The volunteers came to board, and hold up the card which they wanted to perform. First of all, the children were asked to respond by noise to the animal flashcards, and the teacher showed the cards to the class. As they were showing the cards, the names of animals were practiced for them.

Storytelling

Using the pictures the story was told orally to the students using mimes, gestures, facial expression. After the **animal flashcards** were placed on the board, the children were asked to point to the correct flashcard for each animal. Then, the story was retold with the students together. The class was divided into groups and given **animal flashcards**. Again, they were asked to hold up the correct card for the animal they heard. But, as the story was being retold, some deliberate mistakes were done and the students were asked to clap their hands together when they heard a mistake. For example, "Tiger and the rat couldn't swim. CLAP!

Post-storytelling activities

After the story, in order to make the students remember the new vocabulary, the students were given the story sheets with blanks. The students were asked to fill the correct animal names in the blanks, and they read aloud the answers to correct the mistakes. Furthermore, Students also used the new vocabulary actively in a bingo game. The names of the animals were written on paper, and five of them were chosen by the teacher. If a student's animals were the same as teacher's, and s/he was the winner.

Plans for Control Group:

Week 1-2

Time: 40 + 40 = 80 min / 40 + 40 = 80 min

Aim: To teach target vocabulary items related to daily life

Vocabulary: cow, hen, bean, castle, coin, harp

Materials: blackboard, activity sheets, notebook, dictionary, pictures.

Pre-activities

The lesson started with the day's target vocabulary. First of all, the target vocabulary items were written on the board in circles, and the meanings in other circles without matching in order to introduce the vocabulary with the students. The students were asked if they had any idea about them. Students tried to look up the words in dictionary, and struggled for meaning.

While-activities

Before the meanings of the words were given, the **vocabulary lists** were handed out to the students. Then, the list was read and the meanings were explained directly by the teacher sometimes using physical action or mimicry. After they wrote down, they matched the items on the board with their meanings. Then, some repetition exercises were done so as to be familiar with the sounds of the words. Students repeated all the words. In order to practice the vocabulary, a **crossword puzzle** with pictures related to the target vocabulary was given in order to make them identify the words. After all the answers were checked on the board, some model sentences were done using the target items for practising, and the students were asked to make their own sentences on their notebooks. For example; "I have got three coins", "I don't like beans" They read aloud their sentences. Then, **filling the gaps** activity were given, they found out the missing letters of the words.

Post-activities

After writing activities, for the last time, the vocabulary was repeated by showing the pictures. Then, **vocabulary checklist** activity was given to the students. They wrote the words near the pictures, and mistakes were corrected on the board. At the end of the lesson, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings.

WEEK 3 - 4

Time: 40 + 40 = 80 min.

Aim: To teach target vocabulary items related to body parts and daily life.

Vocabulary: eye, ear, nose, teeth, basket, cottage, axe, woodcutter, hood

Materials: blackboard, notebook, activity sheets, dictionary.

Pre-activities

The lesson started by talking about the day's target vocabulary. While information related to the vocabulary was being given, they were written on the board without meanings. Also vocabulary lists were handed to the students. The students were asked to guess what they meant, but there were a few answers. Then, the meanings were written on the board directly, and then the students copied them on their lists.

While-activities

After writing, some repetition exercises were done so as to be familiar with the sounds of the words. Students repeated all the words, sometimes using physical actions. In order to practice the vocabulary, a **matching activity** was given to the students in order to make them recognize the new items. Then, some model sentences were done using the target items for practising, and the students were asked to make their own sentences on their notebooks. For example; “ there isn't axe” , “I have got two ears” They read aloud their sentences. Then, they were given a **wordsearch puzzle** activity, they found out the target vocabulary in puzzle. After the answers were checked out, the adding game was played in order to memorize the words. A student began with a simple sentence using only one target item in, then the other students continued to play by adding different items to the sentence. For example; “I have got two ears”, then “I have got two ears and two eyes”

Post-activities

After the play, **vocabulary checklist** activity was handed out. They wrote the words near the pictures, and mistakes were corrected on the board. At the end of the lesson, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings.

WEEK 5-6

Time: 40 + 40 = 80 min. / 40 + 40 = 80 min.

Aim: To teach target vocabulary items related to fruit.

Vocabulary: orange, strawberry, apple, pear, banana, grapes

Materials: blackboard, notebook, activity sheets, dictionary.

Pre-activities

In order to introduce the new vocabulary, the lesson started by writing the names of the fruit on the board, and then their meanings were given without writing. While doing this, some simple sentences were done using the names of fruit. To make the students write, the **vocabulary lists** were handed out, and the students wrote the meanings on.

While-activities

After the students got familiar with the new vocabulary, some repetition activities were done together. Fruit were drawn on the board by the teacher, and their names were written under the drawing. And then, some students read them aloud for the class. The teacher talked about her favourite fruit, simple sentences were done using their names, and they were written on the board. Students copied the sentences on their notebooks. Then, they tried to write about their favourites, and read aloud in turn. **Filling the gaps** activity was handed out to them, and they tried to find out the missing letters in fruit names. The answers were checked on the board by rewriting the items. In order to practice what they learnt, **colour the fruits on the tree** activity was given. The students wrote which fruit they saw, and the answers were checked reading aloud.

Post-activity

After activities, the students played Bingo game. Four words were chosen from the new vocabulary without telling to the students. They chose their own four, and tried to match with mine. And also, the students were assigned to write down the new vocabulary items for three times with their meanings on their notebooks.

WEEK 7-8

Time: 40 + 40 = 80 min / 40 + 40 = 80 min

Aim: To teach target vocabulary items related to weather conditions.

Vocabulary: sunny, cloudy, rainy, windy, snowy, stormy, hot, cold, warm

Materials: blackboard, notebook, activity sheets, dictionary, pictures.

Pre- activities

At the beginning of the lesson, the students were shown some pictures related to the target vocabulary, and asked what they thought. They had many ideas about the pictures in their mother tongue, but not their meanings. Then, the vocabulary which they would study in class was told by the teacher, and they were shown the pictures again repeating the items.

While-activities

After the **vocabulary lists** were handed out , a list of the weather conditions was written on the board by the teacher. By pointing each word, the meanings were given. The students copied them on their lists. Then, as they learnt the meanings of the words, some volunteers were asked to come to the board, and draw a picture near the word. In order to practise the vocabulary, some repetition exercises were done. The students repeated the items after the teacher loudly. Then, a weather chart was drawn on the board showing some capital cities and their weather conditions. Some model sentences were made using the weather items, and wrote them under the chart. The students copied the board on their notebooks, and made their own sentences by looking to the chart. While doing this, some question-answer exercises were done. For example; “What is the weather like in London? It’s rainy” After the chart exercises were completed, the students were given **matching the weather symbols** activity. They matched the words in box with the symbols.

Post-activity

At the end of the lesson, the students were divided into two group, and played Hangman. Each group were asked weather symbols, and tried to fill in the missing letters in words. Then, the students were assigned to write down the target vocabulary on their notebooks for three times with their meanings.

WEEK 9-10

Time: 40 + 40 = 80 min./ 40 + 40 = 80 min.

Aim: To teach target vocabulary items related to animals

Vocabulary: dragon, rat, dog, horse, ox, snake, monkey, tiger, pig, goat, rabbit, rooster

Materials: blackboard, notebook, activity sheets, dictionary.

Pre-activities

The lesson started by talking about the new vocabulary. The names of the animals were written on the board in order to introduce the target items. Then, the names of each was given one by one, and the vocabulary lists were handed out to the students. The names of the animals were repeated for students to write down.

While-activities

Students practiced the vocabulary by repeating after the teacher. And then, the volunteers read aloud the list individually. the pronunciation mistakes were corrected by the teacher immediately. After repetition exercises, the students were given **matching activity**. They matched the names with the pictures. The answers were checked together. Then, the teacher draw some animals on the board, and asked the students write the names under the drawings. By using the animals, I made some simple sentences for example; “ I have got a dog”, “ I haven’t got a pig” etc. The students copied the teacher, and wrote their own sentences. They read aloud, then mistakes were corrected by the teacher. After checking, the teacher handed out the students **reordering activity**. The students were asked to reorder the mixed letters in order to compose the correct animal name. As the students might have difficulty in remembering, the answers were corrected by writing on the board.

Post-activities

At the end of the lesson, the students were assigned to write down the new vocabulary items for three times with their meanings on their notebooks.

Appendix 4

Statistical Analysis

Table 1. Part 1 Internal coherence results

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df	p	rir	df	p
Q1	0,55	78	p<.01	0,15	78	*
Q2	0,32	78	p<.01	-0,10	78	*
Q3	0,54	78	p<.01	0,14	78	*
Q4	0,41	78	p<.01	-0,02	78	*
Q5	0,52	78	p<.01	0,10	78	*

Table 2. Part 2 Internal coherence results

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df		rir	df	
Q6	0,58	78	p<.01	0,28	78	p<.05
Q7	0,58	78	p<.01	0,28	78	p<.05
Q8	0,58	78	p<.01	0,28	78	p<.05
Q9	0,67	78	p<.01	0,44	78	p<.01
Q10	0,67	78	p<.01	0,44	78	p<.01

Table 3. Part 3 Internal coherence results

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df		rir	df	
Q11	0,36	78	p<.01	-0,13	78	*
Q12	0,23	78	p<.05	-0,26	78	*
Q13	0,46	78	p<.01	-0,03	78	*
Q14	0,55	78	p<.01	0,07	78	*
Q15	0,48	78	p<.01	0,01	78	*

Table 4. Part 4 Internal coherence results

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df		rir	df	
Q16	0,34	78	p<.01	-0,12	78	*
Q17	0,47	78	p<.01	0,01	78	*
Q18	0,35	78	p<.01	-0,12	78	*
Q19	0,38	78	p<.01	-0,07	78	*
Q20	0,63	78	p<.01	0,22	78	p<.05

Table 5. Part 5 Internal coherence results

	Item-total correlation coef.			Item-remainder correlation coef.		
	rit	df		rir	df	
Q21	0,49	78	p<.01	0,11	78	*
Q22	0,56	78	p<.01	0,20	78	*
Q23	0,40	78	p<.01	0,01	78	*
Q24	0,49	78	p<.01	0,11	78	*

Table 8. English Development Test PART 2 Results of Discrimination Power

	Top Quartile			Bottom Quartile					
	n	x	s	n	x	s	t	df	
Q6	21	4,00	0,00	21	0,57	1,43	10,69	40	p<.01
Q7	21	3,81	0,87	21	0,19	0,87	13,11	40	p<.01
Q8	21	3,81	0,87	21	1,71	2,03	4,24	40	p<.01
Q9	21	2,48	1,99	21	0,00	0,00	5,56	40	p<.01
Q10	21	2,48	1,99	21	0,00	0,00	5,56	40	p<.01

Table 9. English Development Test PART 3 Results of Discrimination Power

	Top Quartile			Bottom Quartile					
	n	x	s	n	x	s	t	df	
Q11	21	2,29	2,03	21	0,76	1,61	2,63	40	p<.01
Q12	21	2,67	1,93	21	2,10	2,05	0,91	40	*
Q13	21	3,24	1,61	21	0,76	1,61	4,87	40	p<.01
Q14	21	3,24	1,61	21	0,19	0,87	7,44	40	p<.01
Q15	21	3,43	1,43	21	1,52	1,99	3,47	40	p<.01

Table 10. English Development Test PART 4 Results of Discrimination Power

	Top Quartile			Bottom Quartile					
	n	x	s	n	x	s	t	df	
Q16	21	3,62	1,20	21	2,48	1,99	2,20	40	p<.05
Q17	21	2,86	1,85	21	0,95	1,75	3,35	40	p<.01
Q18	21	3,05	1,75	21	1,33	1,93	2,94	40	p<.01
Q19	21	3,05	1,75	21	1,14	1,85	3,35	40	p<.01
Q20	21	3,81	0,87	21	0,38	1,20	10,32	40	p<.01

Table 11. English Development Test PART 5 Results of Discrimination Power

	Top Quartile			Bottom Quartile					
	n	x	s	n	x	s	t	df	
Q21	21	3,24	1,61	21	0,95	1,75	4,30	40	p<.01
Q22	21	3,24	1,61	21	0,00	0,00	9,00	40	p<.01
Q23	21	3,05	1,75	21	1,14	1,85	3,35	40	p<.01
Q24	21	3,43	1,43	21	1,14	1,85	4,36	40	p<.01
Q25	21	3,81	0,87	21	0,76	1,61	7,44	40	p<.01

Table 12. English Development Test PART 6 Results of Discrimination Power

	Top Quartile			Bottom Quartile					
	n	x	s	n	x	s	t	df	
F1	21	14,86	3,38	21	5,90	3,25	8,53	40	p<.01
F2	21	15,81	4,29	21	4,19	3,46	9,44	40	p<.01
F3	21	10,67	2,92	21	6,10	3,49	4,49	40	p<.01
F4	21	15,62	2,16	21	8,00	4,20	7,22	40	p<.01
F5	21	15,43	2,91	21	5,33	3,43	10,05	40	p<.01

Table 13. English Development Test Split-Half Coherence Coefficients

	Questions	Students	croanbach	rulon
F1	5	80	0,114	0,065
F2	5	80	0,583	0,815
F3	4	80	0,112	0,018
F4	5	80	0,060	0,085
F5	5	80	0,283	0,447
FT	5	80	0,738	0,753

