

KARADENİZ TEKNİK ÜNİVERSİTESİ * SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI
UYGULAMALI DİL BİLİMİ YÜKSEK LİSANS PROGRAMI

**A CLASSROOM EXPERIMENT ON STORY-BASED TEACHING WITH YOUNG
LEARNERS WITH A FOCUS ON VOCABULARY RETENTION AND
STUDENTS' REFLECTIONS**

YÜKSEK LİSANS TEZİ

Öner SOLAK

Ağustos - 2006

TRABZON

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**We certify that we have read this thesis and that in our combined opinion
it is fully adequate, in scope and in quality, as a thesis for the degree of
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ABSTRACT

The concern of the present study was to see whether there was significant difference between vocabulary learning of young learners instructed through story-based and mainstream lessons by comparing their vocabulary knowledge scores, and to find out students' reflection on story-based lessons.

The sample group for this study consisted of 32 primary school students chosen out of convenience and divided into two as control and experimental groups. During the treatment of three weeks, experimental group was instructed through story-based English lessons while the control group received their usual mainstream English lessons.

After the piloting work, data were collected through vocabulary tests, questionnaire, and interviews that were developed by the researcher based on the literature reviewed.

Results of the study revealed that both story-based lessons and the mainstream lessons had comparable effects on vocabulary attainment and vocabulary retention of the students. Similarly, analysis of the data also revealed that both lessons were comprehensible to some extent. However, findings confirmed that story-based teaching much more catered for affective factors that influence learning behaviour of the students. Evidence from the interviews indicated a tendency for low achievers to stay silent because of anxiety of failure in the mainstream but to act as a member of the group without any fear of failure in the story-based lessons. On the other hand, high achievers expressed to have low affective filters in both lessons in addition to feeling better in story-based lessons. Both the reflections of students and systematic observations of the researcher confirmed that the most outstanding element of story-based lessons was the enjoyment of learning that this type of lesson provided.

ÖZET

Bu çalışmanın konusu, hikâye tabanlı ders ve normal ders gören çocukların kelime bilgi puanlarını karşılaştırarak onların kelime öğrenimlerinde anlamlı bir fark olup olmadığını görmek ve öğrencilerin hikâye tabanlı öğretim konusundaki tepkilerini bulmaktır.

Bu çalışma için örneklem grubu uygunluk ölçütüne göre seçilen ve kontrol ve deney grubu olarak ikiye ayrılan 32 ilköğretim okulu öğrencisinden oluşmuştur. Üç haftalık uygulama boyunca, kontrol grubu her zamanki normal İngilizce derslerini görmeye devam ederken deneysel grup hikâye tabanlı ders görmüştür.

Veriler kaynak taramaya dayalı olarak araştırmacı tarafından geliştirilen kelime testleri, anket ve mülakat yoluyla toplanmıştır ve bu veri toplama araçları iki dil öğretmeni ve bir akademisyen tarafından incelenmiştir. Benzer olarak, veri analizi de her iki dersin de bir dereceye kadar anlaşılır olduğunu göstermiştir. Ne var ki, bulgular hikâye tabanlı öğretimin öğrencilerin öğrenim davranışlarını etkileyen duyuşsal faktörleri daha çok dikkate aldığını doğrulamıştır.

Çalışmanın sonuçları, normal dersin ve hikâye tabanlı dersin öğrencilerin kelime kazanımları ve kelime hatırlama düzeyleri üzerindeki etkisinin benzer olduğunu göstermiştir. Mülakat bulguları, başarı olarak daha zayıf olan öğrencilerin normal derste yanlış yapma korkusuyla sessiz kaldıkları ama hikâye tabanlı derste başarısızlık korkusu olmaksızın içinde buldukları grubun bir üyesi olarak davrandıkları yönündeki eğilime işaret etmiştir. Diğer taraftan, daha başarılı öğrenciler ise hikâye tabanlı derste daha iyi hissetmekle beraber, ‘duyuşsal filtre’lerinin her iki derste de düşük olduğunu belirttiler. Hem öğrencilerin tepkileri hem de araştırmacının gözlemleri hikâye tabanlı dersin en göze batan unsurunun bu tür dersin sağladığı öğrenme zevki olduğunu göstermiştir.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Learning foreign languages has never been so important as today marked by globalization. As the world turns into a ‘global village’, people with different native languages more easily and sometimes obligatorily come into contact with each other. The need for such international relations usually forces people to learn one or more foreign languages.

Parallel to the growing popularity of English as becoming a ‘world language’, ‘teaching and learning English’ has gained more importance all over the world. Governments want their citizens to learn at least a foreign language, preferably English, for their country’s economic benefit; parents want their children to learn it for economic, cultural and educational advantages; adults want to learn it in order to have better jobs, so to earn more money, or in order to have a better position in their jobs. When ‘teaching and learning English’ is considered, governments, parents and people believe that ‘the earlier is the better’. East Asian countries, Greece, Taiwan are some examples of the countries where interest in English has led to rapid growth of private schools for English at primary school. In a survey conducted in 1989, thirteen European Union countries considered foreign language teaching in primary schools to be a national priority (Brewster, Ellis and Girard, 2003). It seems that English is rapidly becoming the lingua franca for many settings. “English now has official status in sixty countries and a prominent position in twenty more countries” (Brewster, et al., 2003, p. 1).

‘Teaching and Learning English’ in childhood has also gained more importance in Turkey like in many other parts of the world; not only private schools but also state schools have English lessons in primary level. In Turkey, English lesson is included in the 4.-8. grades of primary education of the state schools; the government added English lessons into the curriculum of 4. and 5. grades of primary schools. English is taught even from the beginning of formal education in private schools in our country. Teaching English is currently a part of child education in Turkey.

The term which is used for the children who are learning a foreign language is called ‘young language learners’. Phillips (1993) provides a commonly accepted definition of ‘young learners’ as “the children from the first year of formal schooling

(five or six years old) to eleven or twelve years of age” (p. 3). In this study, the age group between six and twelve was taken as ‘young learners’.

In relation to young learners, most probably the pressing need is to determine appropriate ways of presenting a foreign language to children. Together with the tendency in teaching and learning foreign languages with young learners, new ways of presenting language to the learners also draw more attention. Teachers are naturally forced to look for alternative ways of teaching language to children in the most enjoyable and effective manner. It is a common belief that children do enjoy activities which involve them with all their senses regardless of subject as they lose attention easily and they like gamelike activities rather than traditional lessons. Children learn something not for the sake of learning, or with some intellectual aspiration, but for fun. Teaching activities for children must be designed as games. In this respect, Phillips (1993) supports ; “It is common sense that if an activity is enjoyable, it will be memorable; the language involved will ‘stick’, and the children will have a sense of achievement which will develop motivation for further learning” (p. 3). Songs, chants, rhymes, games and stories are the commonly used materials which provide the teachers with good assist in that sense.

Storytelling is very much associated with listening skills. Listening helps students to acquire language subconsciously. Exposure to language is a fundamental requirement for anyone wanting to learn it (Harmer, 1998). Listening activities appear to be also appropriate in teaching foreign languages to the mentioned age group of learners since it allows language instruction to be subconscious without putting so much learning burden on the children and it gives learners chance to exposure to authentic language. In that sense, in the language resources popular with young learners, stories are the ones which make available the richest opportunities for good language learning. Stories are language materials which have potential to serve to the needs of child development in many aspects. When children read or listen to a story, Vale (2002) states that four main types of mental processes involved: picturing and imaging, predicting and recalling, identification and personalizing, making value judgments. All these mental processes allow children to be involved in the story fully; therefore, the language items aimed to be taught by the teacher easily stick to their minds.

In foreign language teaching literature, storytelling means not simply telling stories to children but using stories as a tool for teaching. In that sense, the terms ‘storytelling’ and ‘story-based teaching’ are used interchangeable in this study.

1.2 Background to the Study

Both with various mental processes stories activate in learners and with the rich context they provide, it can be hypothesized that stories are especially appropriate for teaching and learning new words in a foreign language. Plenty of words can be learned by memorization in a short time but they will not be permanent for effective communication and proficiency. Presenting a context for teaching new words is the key to successful vocabulary teaching to children. Stories, with rich plots, and visual and auditory aids, present the regarded context for good vocabulary acquisition and involve children wholly. Regarded to teaching vocabulary to young learners, Phillips (1993) expresses:

Young children are quick to learn words, slower to learn structures... Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the words in relevant contexts, in order to ‘fix’ them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up (p. 68).

As the quotation suggests, storytelling appeals very much to the information processing theory. This model of information processing proposes that information is stored in 2 stages. Our short-term memory (STM) for what we hear is perhaps only 20 or 30 seconds. The duration of Long-Term Memory (LTM); however, as measured in experiments is a matter of hours or days. The strength of LTM is declined by the passage of time. Whether new information makes it from STM to LTM, and how long it remains there, are essentially affected by how much work the learner’s mind does on it while it is still on STM process (Stevick, 1986). Then, it is especially important to present a teaching context which is meaningful to the learner and teaching activities which activate the learner’s mind to work on information that is still on the STM. A new item needs intense experience in order to be attained in LTM.

As to the storing input and transferring it into LTM, experience with language and exposure to input is of crucial importance for language acquisition and learning.

There are many activities and materials that can provide learners with enough experience and exposure to language. Story-based teaching is strong in that it provides learners with meaningful input in a context and offers learners opportunities to work on language. About the meaningfulness of the instruction and activities the learners encounter, Krashen and Long (in Ellis, 1985) argue that exposure to input data is not enough and learners need comprehensible input. Comprehensible input contains the language forms that are a bit above the learner's existing knowledge. A way of making the input comprehensible is described by Long (in Ellis, 1985) as 'here-and-now' orientation, which enables the learners to make use of linguistic and extra-linguistic contexts and his general knowledge to interpret language which he does not actually know. Storytelling provides a lot of extra-linguistic clues to make input comprehensible on the part of the learners.

Children have limited language skills and vocabulary knowledge in English because it is probably their initial encounter with that language. When we consider these, using stories to teaching a foreign language to children may have a number of benefits. An advantage of telling stories, most of which are usually known universally, is that students can guess most of the vocabulary items from the familiar context rich with extra-linguistic clues, and they are better involved in the process due to the feeling of security to be able to comprehend what is going on in the story. There are continuous repetitions of words in stories; this feature of stories may help the children to learn and remember the words easily. The children can make memory links between particular words and the scene of the story (as they visualize the scenes of the story while listening to or reading a story), and they can better learn vocabulary items which are associated with the story. As to the vocabulary development of young learners, Kean and Personke (1976) asserts "...the best way to promote *vocabulary development* is through experience, children gain from activities that encourage them to experiment with words in an open-ended manner" (p.187).

Again in terms of vocabulary teaching, language teaching methods to date have showed variations during the last century. For instance, in GTM which was first used in the teaching of the classical languages, Latin and Greek, the main purpose was recognition of words. On the other hand, the primary objective of the later Reading Approach was the comprehension of written materials in the foreign language. What the learners using either of these approaches did was to spend most of the time looking up words in the dictionary, translating texts, and memorizing lists of

words. Although memorizing words does not lead to active use of vocabulary, Larsen-Freeman (1986) states that memorizing words provides good mental exercise.

Later on, the Direct Method and the Audio-lingual Approach arose in reaction to the basic failure, in learners not being able to comprehend the natural language, of the above mentioned methods. It is assumed in the Direct Method that the learners will acquire vocabulary in context as an integral part of each lesson. Realia and pictures in immediate classroom environment, and demonstration, rather than explaining or translating, are used to help students understand the meaning. Related to this method, Larsen-Freeman (1986) states that vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists. Celce-Murcia and Rosensweig (in Celce-Murcia and McIntosh, 1979) says, “Often a preliminary part of the lesson consists of identifying and acting out vocabulary that is part of the context used in the lesson at hand, e.g., These are keys, This is a lock, I am locking the door with a key...” (p. 241). However; the Audio-lingual Approach deemphasized the teaching of vocabulary in the initial stages. According to this approach, the major objective of language teaching for students is to acquire the structural patterns and they will learn vocabulary afterward (Larsen-Freeman, 1986). Celce-Murcia and Rosensweig (1979) claim that in contrast to Audio-lingual Approach vocabulary should be recognized as a central element in language instruction from the beginning stages. In contradiction of Audio-lingual Approach, storytelling is used with young learners and it makes learners experience with the target language and vocabulary from the beginning stages.

It appears that the debate about the role of vocabulary and how it is to be presented will continue within language teaching and learning. From various alternative teaching techniques and materials for presenting vocabulary; using stories appears to have advantages in teaching vocabulary to young learners. Using stories is especially useful with young learners in the sense that young learners acquire language rather than learn it. Thus, stories with enough rich input they serve enable the children to acquire the language skills in many ways. “Young learners acquire language unconsciously. The activities you do in the class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading and writing” (Slattery and Willis, 2003, p.96).

Telling stories as a teaching technique can be, not necessarily an overall alternative, but a very effective way to ensure success in teaching young learners. In support of the necessity of using stories with young learners, Wright (1995) states, “Stories, which rely so much on words, offer a major and constant source of language experience for children. Stories are motivating, rich in language experience, and inexpensive. Surely, stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language” (p. 6-7), and he gives some reasons of its importance:

Motivation: children have a constant need for stories and they will always be willing to listen or read.

Meaning: children want to find meaning in stories, so they listen with a purpose. If they find meaning they are rewarded through their ability to understand, and are motivated to try to improve their ability to understand even more.

Fluency: stories offer a perfect diet for the buildup of fluency in all four skills (listening, reading, speaking, and writing).

Language awareness: stories help children become aware of the general ‘feel’ and sound of the foreign language. Stories also introduce children to language items and sentence constructions without their necessarily having to use them productively. (Wright, 1995).

Yoshida’s (1977, in Celce-Murcia and Rosensweig, 1979) study of the English vocabulary of a young Japanese boy, Miki (age at arrival in U.S. 3,5) found that Miki had acquired productive use of 265 words after seven months’ of exposure to English in an English-speaking nursery school. Miki’s three main strategies for the acquisition of words were (a) rote learning by imitation and repetition; (b) cognitive learning by association and recall; and (c) a translation mode that utilized mixing or confirmation of meaning by translation from Japanese. Miki’s learning environment consisted authentic language which gave him chance for imitation and repetition. Stories also contain authentic language inside and they support learners in terms of imitation and repetition. Listening to stories provides cognitive and mental exercise at the same time, so it is consisted with the finding in the Miki’s case. Finally, storytelling literature proposes language teachers to use translation when necessary. Miki’s is a case of acquiring language in a linguistically rich environment. It can be speculated that story-based teaching may help learners to feel in an authentic language environment as a story really gives meaning to the listeners.

1.3 Statement of the Problem

The role of stories on teaching of foreign languages to young learners appears to be effective on many aspects but it seems not to have received enough attention in practice. Stories help children to look at situations from different point of view; they help children to enjoy learning a foreign language; they give learners meaningful language in a meaningful context; and for the most, they give children a reason to listen. Teachers seem to know all these intuitively; however, this is not very much manifested in classroom environment.

In addition to various instinctively known uses of stories for general purposes, its role in vocabulary knowledge and vocabulary retention received sporadic attention. Stories, among their naturally assumed benefits, may have some positive outcome on vocabulary knowledge and vocabulary retention level of young learners. This area needs to be systematically investigated.

1.4 Purpose of the Study and Research Questions

This study aims to investigate the role of story-based teaching technique in vocabulary learning; that is, vocabulary knowledge and vocabulary retention level of young learners. It is also intended to see whether story-based instruction makes any significant distinction in young learners' vocabulary knowledge and their word retention level. This study also intends to explore young learners' experience about story-based lessons and seek to answer whether storytelling can be an appropriate approach to teaching young learners among other alternatives.

The study, therefore, seeks answers to the following questions:

Research questions:

Major research question:

- 1- Is there a significant difference between vocabulary knowledge and vocabulary retention level of young learners, instructed through Story-based teaching and the mainstream?
- 2- What is the reflection of young learners on story-based lessons?

Minor research questions:

- 1- Is there a significant difference between vocabulary knowledge scores of the experimental and control groups?

- 2- Is there a significant difference between vocabulary retention scores of the experimental and control groups?

1.5 Significance of the Study

This study is likely to be the first one of its kind to explore the role of storytelling in vocabulary learning of young learners in Turkish setting. Moreover, it is also probably one of the rare studies on teaching foreign language to young learners through stories. It sheds light on an intuitively believed but relatively neglected area of language teaching. As ‘Teaching and Learning English’ in childhood has gained more importance in Turkey akin to in many other parts of the world, so it is worth investigating the benefits of storytelling for young learners and any kind of research on this area of teaching will result in concrete data which may guide teachers and educators.

This study tried to find out whether story-based teaching makes any significant distinction on vocabulary knowledge of young learners compared to the ones who are instructed in the main stream; it will show the effect of storytelling on vocabulary retention level of young language learners; it will show the reactions of students to the treatment, and what actually happens in the classroom meanwhile. Findings of the study on the role of story telling in language acquisition of learners can offer great help for English teachers to design their lessons accordingly. Storytelling is not an alternative to but another dimension in the typical foreign language teaching.

1.6 Assumptions

- 1- Uncontrollable variables influence both control and experimental groups at the same level.
- 2- Judgments of expert that are advised to in order to validate the data collection instrument are considered competent.

1.7 Outline of the Study

There are five chapters in the thesis. Chapter one makes an introduction to the thesis and gives a brief background to the study. It also introduces purpose of the study, research questions and the significance of the study. The relevant literature is reviewed in Chapter two. Chapter three is about methodology of the study. Results

are presented in Chapter four. Summary, discussions, and conclusion take place in Chapter five.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Presentation

This chapter initially clarifies who young learners are, and gives information about features and needs of young learners. Then, it presents information about story-based teaching and its values in teaching young learners. Some suggestions for teachers of young learners are given about using stories in foreign language classes. It also discusses storytelling within the concept of ‘comprehensible input in acquisition of foreign language. Finally, vocabulary and its relation to storytelling are argued.

2.2 Young Learners

2.2.1 Who are Young Learners?

The interest of this study is “young learners”. To clarify in the first place who young learners are will facilitate the reader throughout this chapter. According to Phillips (1993), “‘Young learners’ means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” (p. 3). Similar to Phillips, Slattery and Willis (2003) stress “Children show different characteristics at different ages, we make a distinction between very young learners (VYLs) aged under 7 years, and young learners (YLs) aged 7 to 12.” (p. 4). When applied to Turkish setting, we can say that ‘young learners’ means ‘children attending to the first five grades of primary school’. However, we choose to use the term ‘young learner’ more than ‘children’ because of the reason that ‘young learner’ is dominantly used in the foreign language teaching literature.

2.2.2 Features and Needs of Young Learners

Teachers and researchers try to cater for different expectations of learners at different ages. What a young learner expects from the lesson surely displays differences from expectations of an adult learner. Slattery and Willis (2003), together with making distinction between VYLs and YLs, describe what children are as learners: Children

- learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things

- are not able to understand grammatical rules and explanations about language
- try to make sense of situations by making use of non-verbal clues
- can generally imitate the sounds they hear quite accurately and copy the way adults speak
- are naturally curious
- love to play and use their imagination
- are comfortable with routines and enjoy repetition. (p.4-5)

Similar to these opinions, Gerngrose and Puchta (1996) state that different age groups have different needs. They comprise the needs of young learners as follow:

- Language learning takes place best of all in an anxiety-free and joyful atmosphere.
- The development of receptive skills takes place before the productive ones.
- Children learn by what they see, hear and do (p. 5).

The principles above may help language teachers to develop and use teaching techniques and materials which are suitable to the needs of their young foreign language students.

Scott and Ytreberg (1990) characterize some main beliefs on young learners and listening to stories and accompanying activities as follows:

- Young learners have a very short attention span; however, the eight to ten years can sit still and listen for longer periods. But it's important not to overload children when working on listening tasks.
- The younger your pupils, the more physical activities they need. Children need exercise and movement, and you should make use of this wherever possible.
- Pupils learn from each other. If they haven't understood the first time, they'll still be able to do the activity by watching the others.

The following table gives an outline of the young learners' characteristics, needs, and the ways of meeting their needs (Reilly and Ward, 1997):

Table 1

Young Learners' Characteristics, Needs, and the Ways of Meeting Their Needs

(Reilly and Ward, 1997, p.8)

General Characteristics	Needs because of these characteristics	Possible ways of meeting these needs
Have limited language skills and experience	Need clarity	Well-defined, well-explained activities
Have emotional needs	Need to feel part of or integrated in a group	Group work
Have short memories	Need constant recycling of input and activities complete in themselves	Topic-led work
Are imaginative	Need to be able to use their imagination in L2 classroom	Prediction and participation
Are creative	Need to be able to create things and learn by doing	Art and crafts activities
Are energetic	Need to move and learn by doing	Total Physical Response
Have short attention span	Need activities that appeal and make sense to them	Games
Are easily excited	Need activities to calm them down	'Setting' activities

Ashworth and Wakefield (2005) remind language teachers that although young learners may not be able to express themselves in English very well, the young ESL learners whom the teachers are meeting for the first time are, in fact, experienced language users. They add that all children are highly motivated to learn language. As it is the same also in acquiring the first language, all children need to play with language, try it out, receive feedback, and try again. This is the way

children test the rules and adjust them to their own world view, a process that prevails among all language learners.

What is more, the motivation factor in learning a language comes from different sources to young and adult learners. Children are not motivated to learn another language in the way that the adult learners might be. If they are to be successful in a foreign language class, the motivation has to come from another source. In that case, the motivation comes from enjoyment and pleasure that they experience in the learning situation (Brumfit, Moon, and Tongue, 2005). Similarly, Harmer (1998) asserts that in primary schools much learning takes place through games, and children need their learning to be camouflaged through games, songs and puzzles; whereas, adult learners do what you want from them if they can see the point of learning.

In summary, young learners love to use their imagination and to play, they are naturally curious and they like repetitions. The best language learning atmosphere for young learners is the one which is anxiety-free and joyful. Development of receptive skills such as listening and reading takes place earlier than productive skills such as speaking and writing. Young learners are imaginative, creative and energetic. Children like dealing with language and their motivation for learning a foreign language comes from enjoyment and pleasure that they experience in the learning situation. They have short memories and emotional needs. The language activities and materials in the language class should meet their needs in order to be successful.

2.3 Storytelling

2.3.1 Story-based Teaching and Young Learners

During the last century, language teaching methods have taken their position in terms of vocabulary teaching with varying shift. The most traditional way of teaching foreign languages was the Grammar Translation Method. Its main purpose was the recognition of words. The primary objective of the later Reading Approach was the comprehension of written materials in the foreign language. What the learners using either of these approaches did was to spend most of the time looking up words in the dictionary, translating texts, and memorizing lists of words. Later on, the Direct Method and the Audio-lingual Approach arose in reaction to the basic failure, in learners not being able to comprehend the natural language, of the above mentioned methods. It is assumed in the Direct Method that the learners will acquire vocabulary

in context as an integral part of each lesson. However; the Audio-lingual Approach deemphasized the teaching of vocabulary in the initial stages. According to this approach, the major objective of language teaching for students is to acquire the structural patterns and they will learn vocabulary afterward (Larsen-Freeman, 1986). Each method arose as a reaction to the previous one and searched for better ways of teaching language; nevertheless, none of these methods seems to mention about teaching vocabulary to young learners.

After the mentioned approaches and methods above, more humanistic methods were emerged. In opposition to the former approaches, explicit vocabulary teaching has not been stressed in those contemporary approaches. Apart from vocabulary dimension, these novel approaches appeal to make learners feel secure in the learning environment and they seem to support ‘vocabulary acquisition’ on secondary basis as a result of exposure to the target language. For example, namely, Suggestopedia aimed to help students to eliminate the feeling that they cannot be successful and, thus to help them overcome the barriers to learning. In this method, the teacher presents and explains the vocabulary but not dwell on it; a student can learn what is present in the learning environment. In Community Language Learning, teachers wanted their students to learn how to use the target language communicatively. This method advised language teachers to treat their students as “whole persons”, which means that teachers consider not only their students’ feelings and intellect, but also have some understanding of the relationship among students’ physical and protective reactions, and their desire to learn. Students’ native language is used to make the meaning clear. In Community Language Learning vocabulary is also worked with in addition to grammar points and pronunciation patterns, based on the language the students have generated. The most important skills are understanding and speaking the language. The Total Physical Response Method gives importance to listening comprehension. Initially, the teacher is the director of all student behaviour and students are imitators. Grammatical structures and vocabulary embedded within imperatives are emphasized over other language areas. In the Communicative Approach, the goal is to have students become communicatively competent. Use of authentic materials in the classroom and being able to use the language appropriately in a given social context are emphasized with working on all four skills from the beginning (Larsen-Freeman, 1986). However, all these methods appear to fail to

address the issue of how teaching vocabulary can be done with young learners, in particular.

Teaching environments that enable the children to acquire the target language are especially useful with young learners. Stories, with rich input, serve to enable the children to acquire the language skills in many ways. Stories may help facilitate acquisition of vocabulary in a meaningful context. In relation to this, Slattery and Willis (2003) state, “Young learners acquire language unconsciously. The activities you do in the class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading and writing.” (p. 96).

There are also studies which include indication about the fact that the development of vocabulary and syntactic complexity in language are more advanced in children who are frequently exposed to a variety of stories (Speaker, 2000; Allison and Watson, 1994; Roney, 1989; Philips, 2000 in McGrath and Taylor, 2004). When an audience listens to a storyteller, creative and predictive type of thinking is demanded of them. Language usage and skills in learners are enhanced by this active process. Young children who have been exposed to a variety of stories on a consistent basis exhibit improved listening skills, vocabulary development and increased ability to organize narrative thought. In addition to these confirmations, the increases in attention span, listening skills, accuracy of recall, sequencing ability and fluency in writing have also been documented (McGrath and Taylor, 2004).

As earlier mentioned, it is not some intellectual aspiration but fun that drives children to learn something. Then, teaching activities and materials which make learners have fun are better to be included in the technique that language teachers use with young learners. “It is common sense that if an activity is enjoyable, it will be memorable; the language involved will ‘stick’, and the children will have a sense of achievement which will develop motivation for further learning” (Phillips, 1993, p. 3)

Zipes (1995) worked as a storyteller for years, he worked in many different schools. His experiences may illuminate language teachers who deal with young learners and storytelling. He expresses not only educational value of storytelling but also its social and affective dimensions: In his work, he realized that the crucial age for children is between six and ten, the period during which they are learning

how to read, write, draw, sing, and calculate. It is a period when their minds are being formed, and they are developing a social and political consciousness. He supports that many other psychologists and educators, like Jean Piaget and Arthur Applebee, have focused on this age group because a major shift in the children's operational thought occurs at this time, and they are very susceptible to learning new modes of conceiving and playing. It is not implied that the period between six and ten is the only phase in our formation during which storytelling can have a significant impact; Zipes (1995) signals that these years of middle childhood are crucial for giving children a sense of story and an ability to play with story.

When it comes to applicability of storytelling, schools are also very appropriate place to use storytelling as suggested by Zipes (1995): "Schools are an ideal setting for this "subversive" type of storytelling, and such storytelling is ideal for schools, if schools want to create a sense of community and show that they can be other than the institutions of correction, discipline, and distraction that they tend to be" (p. 6). Zipes (1995) also draws our attention to the involvement of children in storytelling: "...I generally begin by telling a story that involves their participation so that they remain alert and feel part of the process." (p. 6). A good example for such cognitive involvement of children in storytelling is nation-wide known Turkish TV program called 'Uykudan Önce' (Before Sleep Time) which was started to be primed in 1981 by Adile Naşit who was an old actress played in many cinema films especially in sympathetic and kindhearted roles. Children were very eager to listen to her stories taking their position in front of the TV before the program began. It was the stories that got children involved. This is very much reflected in a self-report of a student who took part in the experimental group in the study. She was absent on the first week. On the second week, after the storytelling lesson, she stated to the researcher so: "If I had known that storytelling lesson was so good, I would have come to the lesson though I was ill." Her expression clearly shows how students are involved in storytelling. Stories as a language teaching material give students meaning and involvement.

Stories enable children to experience a major and constant source of language. Stories, which are motivating, rich in language experience, and inexpensive, should certainly be a fundamental ingredient of the work of all primary teachers teaching a foreign language or the mother tongue (Wright, 1995). Use of stories in the class supplies learners with various benefits. First of all, they are

motivating in terms of that children have a stable need for stories and they are always eager to listen to stories. Another benefit of stories is that they give learners a purpose to listen. Since stories are meaningful language episodes learners try to comprehend the meaning in stories by the help of internal and external clues. When they find the meaning they are rewarded through their ability to understand, and are motivated to improve their ability to understand even more. Besides, stories increase and support fluency in all for skills, namely listening, reading, speaking, and writing. Stories also grant language awareness. They help children to become aware of the general 'feel' and 'sound' of the foreign language. Stories introduce children to language items and sentence constructions. In addition, the experience of story encourages responses through speaking and writing and it enhances communication as building up the crucial sense of awareness of others (Wright, 1995).

In brief, stories motivate learners; give meaning, and support language experience. Young learners acquire language unconsciously. Likewise, Slattery and Willis (2003) suggest that the activities teachers do in the class should help this kind of acquisition. Stories are the most valuable resource that teachers have. They offer children a world of supported meaning that they can relate to. Later on teachers can use stories to help children practice listening, speaking, reading and writing.

Another dimension of storytelling is highlighted by Houston (1997) suggesting that stories give us as humans a sense of belonging, this is especially important with young learners, they need to belong something. Stories increase the likelihood that students will remember the information needed. Teachers can use the power of stories as a strong motivational force for learning language skills, for building a sense of community among students, and in building a strong sense of self-esteem in learners. Students experience success of understanding what happens in the story. One success can change a student's self-image from unsuccessful learner to successful learner and the success is one of the most powerful tools teachers possess.

It has been argued that story-based lessons allow learners to deal with the language at the highest sensibility and offer acquisition of the target language. As well as the benefits of using stories in foreign language classroom, it may, however, have some disadvantages. In time the acquirer becomes able to produce new items correctly, but for a while he may remain largely silent. This kind of acquisition takes time and patience. Until a student has acquired an item, he will make numerous

errors in its use. Learning, by contrast, produces correct forms almost immediately (Stevick, 1982).

From the point of the present discussion, it can be concluded that stories are good materials for an acquisition type language class. Stories and story-based lessons are appropriate to use with young learners in foreign language teaching. They motivate children; give them a purpose to listen; are meaningful; improve their all four language skills; make learners have fun; give listeners a sense of belonging; and increase the likelihood of remembering information. Stories allow acquisition type learning. Although it is invaluable in long run, this kind of acquisition takes time and patience.

2.3.2 Why Listening to Stories in the Classroom and the Value of Stories

Stories are valuable resource for language teaching. There are some important reasons for using stories in language classes:

The educational value of stories

Stories

- help children relate new thing what they know already
- help children to look at real life from different viewpoints and imagine what it feels like to be someone else
- can introduce the child other cultures and attitudes
- let children share their experiences with the group – everyone listens and feels sad or happy
- can link to other subjects the child is learning about in school
- help children develop their thinking skill
- are interesting and enjoyable, and can be fun.

Stories for language teaching

Stories

- can be told with pictures and gestures to help children understand
- help children enjoy learning English
- introduce new language in context
- help children revise language they are familiar with
- help children become aware of the structures of the language
- help children acquire intonation and pronunciation by listening
- can help bring English into other subjects

- can lead on to lots of activities using listening, speaking, reading, and writing.

(Slattery and Willis, 2003: 96)

Scott and Ytreberg (1990) express the importance of listening to stories:

- Listening is the skill that children acquire first; this is mainly the case when children start to learn a foreign language. Together with facial expressions, movement, mime, and pictures, what the pupils hear is their main source of language.
- Listening to stories should be part of growing up for every child. Educationalists and psychologists have shown that stories have a vital role in the child's development, and, not least, in the development of language.
- Listening to stories allows children to form their own inner pictures.

Moon (2004) provides some information on effective use of storybooks in classroom: A child might spend ten minutes happily looking at the attractive pictures, but this would not help him/her to learn English. In order to use the story book for language learning, the child needs to engage in activities with the book which are intended, directly or indirectly, to provide experience of the language. And for that reason, foreign language teachers should focus on the activities which may be based on their materials, as for example the activities they find in textbooks, or which they need to create so that their materials can assist language learning.

Hines (2005) mentions that stories and especially story theater evoke imagination, putting a number of formal pedagogical principles into play simultaneously; she emphasizes the importance of stories in foreign language learning and summarizes related expressions of some researchers:

Theorists concerned with foreign language learning remind us of the role that affect plays in foreign language learning. Krashen and Burt and Dulay highlight the role that reduced anxiety plays in the classroom, as does Lozanov when he advises us to de-suggest negative attitudes toward the difficulty of formal learning, pointing to the use of roleplaying as one means of recalling the joy of learning. Charles Curran's Community Language Learning and James Asher's Total Physical Response tell us to reach for the whole person, mind, body, and psyche in teaching. And Earl Stevick,

investigator and a story teller himself, describes how measurably the imagination prompts the faculty of memory. That mental leap that the creative impulse makes enhances the likelihood that new constructs and the words to convey them will be remembered by learners (p. 25).

This quotation from Hines (2005) especially emphasizes the positive link between memory and types of classroom activities which are associated with “reduced anxiety”, “joy of learning”, “imagination that prompts the faculty of memory”, “mental leap”, and “creative impulse”. This, as well, shows that how impulsive a story-based lesson is for language classrooms. Further information on memory and teaching is discussed later in part 2.5.

2.3.3 The Skills that are Needed for Good Storytelling and Suggestions for Teachers of Foreign Language

Stories are good sources of language for children; yet, teachers may have some difficulties with young learners, who are beginner foreign language learners with none or limited knowledge. Slattery and Willis (2003) give suggestions to teachers who are to tell a new story to children who are just beginning to learn English:

- tell the story line in English using lots of dialogue, actions, gestures, and sound effects for animals and machines
- let the children ask you questions in their mother tongue and show them again with actions, gestures, and pictures what you mean
- let the children’s’ questions show you what you have to make clearer
- use actions, gestures, pictures or other support material
- let the children predict what they think will happen next (it doesn’t matter if they predict in their mother tongue – accept their contribution and recast it in English)
- change, leave out bits, and add to a story to make it more suitable for your class
- practice repeating phrases and adding questions for the children
- practice using your voice for characters – speak loudly, softly, slowly, high-pitch or low-pitch – according to the character
- involve the children as much as possible
- speak to them and look at them when you are telling the story.

If, after all this, there is something important that children do not understand, go over it again and explain the problem in their mother tongue and then say it again in English (Slattery and Willis, 2003, p. 100).

Scott and Ytreberg (1990) also highlight the importance of listening to stories in the language classroom and give suggestion for teachers of young learners:

- If you are going to tell traditional stories, then it is best to go through the story first and write it down in sequence. For example, *Little Red Riding Hood: Setting:* In a wood. Her grandmother's cottage. *Episodes:* She makes a lunch basket, etc. This will make it easier to remember the story as you tell it. Simple versions of fairy tales can also be read as well.
- For the eight to ten year olds, it is often good to have a continuing story so that you read a bit of the book every time you see them.
- Try to introduce as many different voices (Such as poetry, story, music, anecdote) into the classroom as you can; pupils need to hear many varieties of language. The more they hear, the better they will be able to speak and write.

Stories are first of all for enjoyment. Children need to understand something about the story (not every word, but the main gist or story line) if they are going to enjoy it. Pictures and gestures help a lot, but the teacher's intonation and the way she tells or reads it are very important. Slattery and Willis (2003)

When you are telling a story, you don't have to tell it from beginning to end without breaks. You can re-tell it again and again as you go along (Scott and Ytreberg, 1990):

This story starts on a nice, sunny Monday morning. Who's the story about? Who can we see in the picture? Yes, Fred and Sue. It's a nice, sunny Monday morning and Sue and Fred are.... Where are they? In the forest. Right. They're in the forest and what are they doing? They're picking berries. So, it's a nice, sunny Monday morning and Fred and Sue are in the forest picking berries. What happens next? Well...' and so the story continues (p. 21).

To conclude, teachers of foreign language who are telling a story should make the lesson comprehensible as far as possible by using dialogues, actions, gestures, sound effects, and pictures; should let the children predict what they think

will happen next; should modify the story by adding to and leaving out bits to make it more suitable for their class; involve children as much as possible. Teacher's intonation and manner are very important while telling the story. Teachers should remember that stories above all are for enjoyment. Finally, retelling a story during the lesson help students to better comprehend the meaning in the story and have them opportunity to better deal with the target language.

2.4 Position of Story-based Instruction in the Language Teaching Methodology

Story-based teaching and its principles usually have common characteristics and interrelate with acquisition-based methodologies. Learning a language and acquiring a language are considered to have different dimensions. Clarifying the components of these notions may help us to conceive the significance of story-based instruction in the language teaching methodology. Story-based teaching for the most part contains the constituents of acquiring a language. The distinction between learning and acquiring a language and how acquisition takes place are argued in this part.

Do we acquire a language or do we learn it? There is probably no other question which has occupied language teachers and researchers much more than this question. While the term 'acquisition' is usually used for what we do while dealing with the first language; 'learning' is much more used for what happens in the classroom. However; there are cases where the distinction is not so easy to make as in the situations where acquisition and learning are both used for what we do with a foreign language.

Many different linguists have overlapping descriptions for what "acquisition" and "learning" are. Krashen (1985) states on the Acquisition-Learning Hypothesis: "There are two independent ways of developing ability in second languages. 'Acquisition' is subconscious process identical in all important ways to the process children utilize in acquiring their first language, while 'learning' is a conscious process that results in 'knowing about' language" (Krashen, 1985, p. 1). According to Stevick (1982), for example, learning begins with selection of some clearly defined element which is to be learnt. In teaching, the teacher first presents the new item as clearly and interestingly as possible. Then, the teacher has the students practice the new item until they seem to have got it. Then the teacher tests students

on it. Finally, he/she may or may not use it with students in some communicative way. In acquisition, however, without any special presentation, drilling, or testing of the new item, the person meets the new item in some context of communication. Conversation is about things which the acquirer understands. In the class, in the beginning, most of the conversation will be about what is present in the classroom at the time. The language used is generally at a level which the acquirer already controls or *a little beyond that level*. This is called “comprehensible input” by Krashen (1985). The acquirer follows the discourse comfortably, drawing on context to fill in the meanings of new words and constructions. In such acquisition-based methodology, the value of meaningful context and source of information are emphasised. In one hand with the value of acquisition-based methodology in teaching foreign languages, it is highly promising to use stories in language classrooms as a way to create an acquisition rich environment and ideal learning conditions which provide comprehensible input.

Stevick’s (1982) suggestion is alternative and worthy in describing the distinction between the terms of learning and acquisition: “Learning and acquisition, then, are separate strands which you as a teacher will wind together so that they supplement each other” (p. 27).

2.4.1 Comprehensible Input Theory and Storytelling

Stories seem to have many dimensions in common with the Comprehensible Input Hypothesis, which has opponents as well as advocates. Though criticized, Input Theory receives a great support in terms of comprehensibility. Comprehensible Input Hypothesis gives us clues how story-based teaching can influence language learning.

Story-based Teaching is believed to supply learners with meaningful and comprehensible input, and the Input Hypothesis supports the use of comprehensible language in foreign language classroom. The Input Hypothesis claims that we acquire language in an amazingly simple way-when we understand messages. Comprehensible input is the essential ingredient of language learning according to this view. Krashen (1985) claims that to the extend input hypothesis is applied, to that extend will language programmes be more productive and efficient for students and easier and more pleasant for teachers.

Story-based teaching and Input Theory share the idea that foreign language class should present a context for learners so that they can link their previous

knowledge with already learnt by using any clues and information in the context. The Input Hypothesis claims that humans acquire language by receiving ‘comprehensible input’. Learners progress from their current level of knowledge (i) to the next level along the natural order (i+1), by understanding input containing i+1. We are able to understand language containing unacquired grammar with the help of context, which includes extra-linguistic information, our knowledge of the world, and previously acquired linguistic competence. The caretaker provides it by limiting speech to the child, and the beginning-language teacher provides context via visual aids and discussion of familiar topics (Krashen, 1985).

Story-based teaching offers enjoyment and motivation of learning. Input Theory clearly describes how these issues can affect language learning: Input is the essential environmental ingredient, but not sufficient by itself, because the acquirer does not simply acquire what he hears, the acquirer needs to be ‘open’ to the input. When ‘affective filter’ is up, the acquirer may understand what he hears or reads, but the input will not reach the LAD (Language Acquisition Device). This occurs when the acquirer is unmotivated, lacking self-confidence, or anxious, when he is on the defensive (Stevick 1976, in Krashen, 1985), when he considers the language class to be a place where his weakness will be revealed. The filter is down when the acquirer is not concerned with the possibility of failure in language acquisition and when he considers himself to be a potential member of the group speaking the target language (Smith 1982a, 1983, in Krashen, 1985).

Story-based teaching does not only present a coherent and meaningful language material in stories but also gives learners clues about the language material and helps them easily comprehend the input assisting by pictures, body language, intonation of sound, etc. Krashen (1985) states that in language learning, a large amount of exposure to language is required; however, ‘exposure’ does not necessarily entail comprehensible input. In these cases, extra-linguistic context is present to make the available speech more comprehensible.

Input Hypothesis has some certain points which are very relevant to what is being discussed within story-based teaching. In sum, people acquire second languages if they obtain comprehensible input and if their affective filters are low enough to allow the input ‘in’. In other words, comprehensible input is the essential ingredient for second-language acquisition. All other factors work only when they contribute to comprehensible input and/or a low affective filter (Krashen, 1985).

2.4.2 Language Acquisition, Silent Period and Story-based Teaching

Story-based teaching differs from typical language instruction in the sense that it does not require learners to immediately utter sentences in the target language. Instead, the main skill that learners use in story-based teaching is listening. Learners are allowed to stay silent for a period of time and to work on comprehending the target language. Krashen's (1985) Input Hypotheses also accounts for the 'Silent Period', a phenomenon that is very noticeable in child second language acquisition. 'True' second-language production may not emerge for several months; a silent period of six months' duration is usual. The child, during this time, is simply building up competence by listening, via comprehensible input. Then, it is natural to say that second language acquisition starts with listening to that language. However, language teachers often demand that students talk right away and that makes many language students very anxious about foreign-language study (Krashen, 1985).

This aspect of listening to stories for a while and staying silent had other advocates in foreign language literature. For example, Wright (2004) asserts that stories help children become aware of the general understanding, 'feel' and sound of the foreign language. Stories also introduce children to language items and sentence constructions without their necessarily having to use them productively. They can build up a reservoir of language in this way. When the time comes to move the language items into their productive control, it is no great problem because the language is not new to them.

Story-based teaching appears to draw upon acquisition-based research (Krashen, 1985; Larsen-Freeman, 1986; Ellis, 1990). Acquisition type teaching techniques differentiate from the types of teaching which require learners to immediately produce speech in the target language. When compared with drill-based teaching techniques, students may remain silent and seem not to be learning anything for a while in acquisition type techniques; however, method comparison research shows that certain types of method appear to have certain advantages as compared with both grammar-based and drill-based types. These are Total Physical Response of Asher, Natural Approach of Terrell and Lozanov's Suggestopedia (Krashen, 1985). These methods have certain characteristic in common: they provide a great deal of comprehensible input in the second language in the classroom and aim for a low-anxiety environment. They do not require learners to produce language from the

initial stages. They do not totally reject grammar study also but it is not the main focus of the class.

Although there are objections to acquisition type of methods in terms of difficulty in applying in the classroom, Krashen (1985) states that the comprehensible input theory promises much more successful language acquisition. To the objection that any method based on comprehensible input would result in an unsatisfactory rate of progress, Krashen (1985) says, as a counter answer, that the research shows consistency that acquisition-type of methods, methods that provide large amounts of comprehensible input and that encourage a low effective filter, are in fact more efficient than approaches that focus on conscious grammar study. He expresses that the theory does not however mean that the language teacher should 'just talk' to their students: "It is extremely difficult to be comprehensible and interesting for 45 minutes each day with a group of people who may have backgrounds and interests that are quite different from yours. Even the cleverest teacher needs help, and effective materials can provide this help."

By reviewing the information argued so far, we can infer that stories are language materials which offer acquisition of the target language. A story-based lesson may give students meaning and purpose; it may reduce the affective filter. While listening to stories help children become aware of the general understanding, 'feel' and sound of the foreign language, students may be silent for a period of time.

2.5 Vocabulary and Storytelling

2.5.1 Types of Vocabulary Knowledge and Vocabulary Learning

Research into vocabulary learning concerns how words are learned. Teachers assist learners with vocabulary 'explicitly' by means of word lists, paired translation equivalents and in variously related semantic sets. They also assist learners by more 'implicit' means, such as exposure to words in the context of listening to or reading real texts. The general agreement is that knowing a word involves knowing it actively and productively as well as receptively (Carter, 2001).

The terms receptive and productive apply to a variety of kinds language knowledge and use. Nation (2004) affirms that when these terms are applied to vocabulary, they cover all the aspects of what is knowing a word. The table below explains these aspects:

Table 2

What is Involved in Knowing a Word (Nation, 2004, p. 27)

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognisable in this word?
		P	What parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

The terms receptive and productive vocabulary are explained by researchers in various ways. Nation (2004) clearly describes receptive vocabulary as “perceiving the form of a word while listening or reading and retrieving its meaning”; productive vocabulary as “wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” (p. 25).

Another distinction inside vocabulary knowledge is active and passive vocabulary. They are sometimes used alternatively with productive and receptive vocabulary. For example, Schmit (2000) states that active and passive are alternative terms for productive and receptive. Read (2000) describes passive vocabulary as having knowledge of a word; and active vocabulary as being able to use this knowledge in speaking or writing. Nation (2004) also agrees that passive and active are sometimes used as synonyms for receptive and productive.

As a whole, it is generally agreed that knowing a word involves knowing it actively and productively as well as receptively (Carter, 2001). Vocabulary tests used in this study were aimed to assess both receptive and productive vocabulary knowledge of the samples.

In the late 1980s and 1990s research in vocabulary acquisition areas developed rapidly. Researchers have questioned what is meant by terms such as ‘efficient’ and ‘effective’ in short-term and long-term vocabulary learning. A strong implicit-learning hypothesis holds that words are acquired largely by unconscious means (strongly advanced by Krashen, 1988, in Carter, 2001). Storytelling is also believed to help learners to acquire the target language unconsciously. A weak implicit-learning hypothesis holds that words cannot be learned without at least some noticing or consciousness that a new word which is being learned (e.g. Schmit, 1990). A weak explicit-learning hypothesis holds that learners are active processors of information and that a range of strategies are used to infer the meaning of a word, usually with reference to its context (in particular by Stenberg, 1987 and Hulstijn, 1992, in Carter, 2001). A strong explicit-learning hypothesis holds that a range of metacognitive strategies such as planning and monitoring are necessary for vocabulary learning (most strongly by Craik and Lochart, 1972, in Carter, 2001). At advanced levels reading by means of inferential strategies may be central to vocabulary development. At beginning levels, rote memorization, bilingual translation and glossing can be valuable. While explicit learning may be the best route in learning the surface forms of basic concrete words, implicit learning may be

better for semantic and discorsal properties of more abstract words. Recent vocabulary acquisition research suggests strongly that the explicit-implicit vocabulary learning continuum is a good basis for research. (Carter, 2001). In our study, story-based lesson has common characteristics with the recent vocabulary acquisition research (for story-based lesson plan, see appendix A). Story-based lessons appear to contain both explicit and implicit vocabulary teaching characteristics. While some of the pre and post story activities can be characterized by explicit vocabulary teaching, telling the story and other while story activities seem to share common processes and principles of implicit vocabulary teaching. New words are explicitly pre-taught students before the story; however, these vocabulary items are implicitly repeated trough the story and all through the lesson. Although story-based lessons contain certain activities of explicit vocabulary teaching, it principally relies on implicit vocabulary teaching.

Regarding the discussion on the explicit-implicit learning of vocabulary, Nation (2004) notes that it is possible and helpful to approach the learning of word forms, for example, through explicit learning, but essentially the most effective knowledge for this aspect of vocabulary is implicit and there must be suitable repeated opportunities for this kind of learning to occur. The table below provides a broad overview of the different kinds of knowledge and the most effective kinds of learning:

Table 3

Kinds of Vocabulary Knowledge and the Most Effective Kinds of Learning (Nation, 2004, p.35)

Kinds of knowledge		Kinds of learning	Activities
Form		Implicit learning involving noticing	Repeated meetings as in repeated reading
Meaning		Strong explicit learning	Depth of processing through the use of images, elaboration, deliberate inferencing
Use	Grammar collocation	Implicit learning	Repetition
	Constraints on use	Explicit learning	Explicit guidance and feedback

Stahl (1999) asserts that vocabulary involves using different approaches during the year. His model of effective vocabulary instruction suggests vocabulary instruction that (a) includes both definitional information and contextual information about each word's meaning, (b) involves children more actively in word learning, and (c) provides multiple exposures to meaningful information about the word. Stahl (1999) endorses: "The goal of vocabulary learning is to have students store the meanings of words in their long-term memory, and to store the kind of information about a word that is useful in understanding text. Since most words are learned from context, good vocabulary instruction should stimulate learning from context. Learning from context is a long-term process; good vocabulary teaching should compress that process so that students can learn more words in a shorter period of time" (p.14). According to Stahl (1999), when a person knows a word, they know more than its definition; they also know how that word functions in different contexts. When story-based teaching is taken into account as a tool for vocabulary teaching, its utmost aim is to make learners store the new information in their long-term memory. To this end, though being principally implicit, story-based lessons make use of both explicit and implicit means. Whereas it presents new vocabulary explicitly before the story, during listening to story students work on the context cognitively and expose to the target vocabulary items implicitly. Description of effective vocabulary instruction of Stahl (1999) maintains similar characteristics with story-based teaching.

In summary, knowing a word involves receptive and productive aspects. While the former is about recognizing a word, the later concerns actively producing the word. The distinction can also be made as passive and active knowledge. A word has three dimensions: form, meaning, and use. Each of dimensions requires receptive and productive knowledge. Researchers have questioned what effective vocabulary learning is. Both explicit and implicit vocabulary learning had various advocates. It cannot be easily said that one approach is superior to the other. Story-based teaching makes use of both explicit and implicit means; however, it mainly relies on implicit vocabulary teaching and learning.

2.5.2 Learning and Remembering Vocabulary and Its Relation to Story-based Teaching

One of the advantages of story-based teaching is that it presents words not separately but in an integrated plot of a story. Stevick (1982) points out that the basic result of research on human memory suggests that what we think of as separate items are not stored as separately. Bringing back one item in an image also tends to bring back the other items in that same image. In another look at learning and acquisition in that sense, Stevick (1982) declares that:

The difference between them lies in the nature of the images. In acquisition the image from which we reconstruct what we are after is rich and well integrated; while in learning it is impoverished and unintegrated. The higher the quality of the image – that is, the richer and better integrated it is – the more easily we will be able to get back one part of it when we encounter another part (p.25).

In story-based lessons, new words are pre-taught to students before the teacher tells the story. These words are assumed to be stored in short-term memory of students. When the new information is still in short-term memory, listening to story, while-story and after-story activities offer students extensive and meaningful language experience with the target language items and they aim to support learners to store the new vocabulary items in their long-term memory. Stevick (1982) mentions three kinds of memory: short-term (STM), long-term (LTM), and permanent (PM) memories. How much work the learner's mind does on the new material while it is still on the STM conditions whether new material will be transferred from STM to LTM and how long it will stay there. The factors which contribute to retention are grouped under three headings 'recency', 'frequency' and 'intensity' of exposure to what a learner wants to remember. Whether or not a particular image is still in STM depends on recency - 20-30 seconds. Whether it makes it into LTM is a matter of frequency and intensity: how many times and how hard we deal with the new material. Getting from LTM to PM is dependent on intensity.

While visual aids of story-based lessons make the new items to stay in short-term memory, the repetitions of the target vocabulary items during the storytelling and related activities give learners opportunities to work on the language. Through these repetitions and rich context of stories learners can connect new information

with their previous knowledge. Duyar (1997) affirms that memory is generally divided into two: short-term and long-term memory and information on short-term memory is vanished in few minutes. If someone wants to transmit new information from short-term to long-term memory, he/she should try hard cognitively and physically. According to researchers, the efforts for this process include ‘repetition’ and ‘processing information in different ways’. One of those ways is visual mnemonics; they active both two lobes of the brain harmoniously and so ensure permanent learning (Duyar, 1997).

Stories naturally contain various repetitions of words and sentences. “As we encounter a word repeatedly, more and more information accumulates about that word, until we have a vague notion of what it “means”. As we got more information, we are able to define that word” (Stahl, 1999, p.14). He adds, “In ordinary encounters with a word in context, some of the information that is remembered will be reinforced. With repeated exposures, some connections become strengthened as that information is found in repeated contexts, and become the way the word is defined” (Stahl, 1999, p.14).

Repetition of new information seems to be crucial in order to preserve it in the long-term memory. “While a single experience may lead to learning, the acquisition of new information typically requires practice. It is important that the learner attends to the material, but it is not crucial that he/she is actively intending to commit it to memory, provided the material is processed appropriately” (Baddeley, 1991, p.173).

Memorizing definitions alone is not likely to be effective. One study, for example, had students memorize short definitions, such as “Debris means trash,” but it found they did no better on comprehending a passage containing the word *debris* than students who did not study the vocabulary in the passage (Stahl, 1999).

In support of memory devices for vocabulary learning, Orr (1999) states that stories employ devices such as repetitions and alliteration that engage and hold the interest of the hearer or reader, and help to fix the language in their memory.

In addition to learning the new information, certain skills are needed to retrieve that information from the memory. “The ability to understand spoken and written language and to produce it in speaking and writing depends on the ability to recognize and retrieve information stored in memory” state Wenden and Rubin (1987, p. 43-47), and they endorse some methods which support recall of new

information. The methods below are especially related to story-based lessons and this give support to how helpful storytelling may be to recall of vocabulary as all the mentioned methods have a room in story-based lessons:

- *Visual Methods*: “Matching pictures with words in L2 results in better recall than matching them with their L1 equivalents”. “Individuals with low verbal ability benefit more from visual than from verbal elaboration; therefore, matching pictures and visualization may be particularly helpful for such learners”.

- *The Physical Response Method*: Studies show that physically performing the information in a sentence results in better recall than simple repetition. The best know methods which involve a certain amount of physical activity are Total Physical Response and Silent Way.

- *Grouping*: “It is well known in psychology that if the material to be memorized is organized in some fashion, people can use this organization to their benefit. Organized material is easier to store in and retrieve from long-term memory”.

- *The Narrative Chain*: “The story mnemonic is known to many classroom teachers but there is no research on its effectiveness in L2 learning. To use it, one links the words in a list together by a story. Used with children, the method proved to be highly effective in L1”. (Wenden and Rubin, 1987, p. 43-47).

Stories are rich in vocabulary. When listening to a story, together with many new words, a student is exposed to words which already exist in his/her memory. Therefore, stories not only present new words but also enable repetition of existing words. Baddeley (1991) asserts “In general, learning is better when practice is distributed over several days rather than crammed into a single session” (p. 173). Researches confirm that it is better to go over new learnt items constantly in a long period of time than going over them extensively in a short time. This system of repetition is called “systematic repetition”. It is recommended, for example, continuously to go over new items which are just learnt: ten minutes later, tomorrow, one month later and six months later. The reality that new learnt items are forgotten in the first twenty-four hours emphasize that repetition in the first twenty-four hours is significant (Duyar, 1997).

In a study of comprehension instruction in fourth grade classrooms, Durkin (1978, as cited in Pressley and Woloshyn, 2000) observed a total of 4,469 minutes of instruction. Durkin found that only 19 minutes were devoted to vocabulary instruction, with an additional 4 minutes devoted to vocabulary review.

Pressley and Woloshyn (2000) make some recommendations for increasing students' vocabulary which emphasize the value of stories and materials with rich context:

Read to students and encourage them to read: the evidence is simply overwhelming that children learn new vocabulary by hearing and rehearing stories and other content that are rich in vocabulary, as well as talking about and retelling what they have heard. The most likely explanation of this association is that students learn new vocabulary by experiencing the words during listening and reading (e.g., Cunningham & Stanovich, 1991; Eller, Pappas & Brown, 1998; Stanovich & Cunningham, 1993). This is consistent with the general conclusion that most vocabulary words are acquired incidentally, in context, as part of reading and conversation (e.g., Sternberg, 1987). Teach and encourage students to derive meanings from external and internal context cues: so much of vocabulary development depends on inferring the meanings of words from context (p. 102).

Stahl (1999) also emphasizes the value of exposure to a text: "Words are learned through chance encounters in the text. Words are accumulated over time, through exposure and gradual learning" (Stahl, 1999, p. 11). Similar to Pressley and Woloshyn, Stahl (1999) states that several studies have found that children can learn words as efficiently from having read stories read to them as they can from reading stories themselves.

McGrath and Taylor (2004) carried a pilot study the purpose of which was to assess the changes, via standards of language development, in the expressive language abilities of five preschool children after their participation in a rigorous storytelling program. Each child displayed improved language skills after the four-week storytelling program. The progress made by the children in this pilot study would suggest that there is an important developmental trend indicating that increased exposure to storytelling may foster emergence of more advanced stages of language development. It appears from this sampling of preschool children that the

use of storytelling with young children enhances grammatics, vocabulary, length of utterance, and sentence formation.

Studies continue to confirm that the development of vocabulary and syntactic complexity in language are more advanced in children who are frequently exposed to a variety of stories. When an audience listens to a storyteller, creative and predictive type of thinking is demanded of them. This active process serves to enhance language usage and skills in learners. Improved listening skills, vocabulary development and increased ability to organize narrative thought are all behaviours exhibited by young children who have been exposed to a variety of stories on a consistent basis. Cognition is enhanced in specific ways when children are exposed to stories. The increases in attention span, listening skills, accuracy of recall, sequencing ability and fluency in writing have also been documented (McGrath and Taylor, 2004).

Storytelling is one of the most energetic ways of using vocabulary words for all ages. Making words alive for the students will help in retention. In foreign language classrooms (ESL or nonnative languages), this is sometimes the only chance students will have to practice the new language. In an age where entertainment is essential to attention span, storytelling can be a key to cooperative learning (Wilkinson, 1994).

Young learners unlike adult learners do not easily learn vocabulary items. Students easily forget memorized words. However when learners internalize the words through stories, which are full of auditory, visual and kinesthetic support, the words they learned are not easily forgotten.

When children are listening to the teacher they usually repeat words and phrases naturally. While introducing new vocabulary, teachers can make students practice the new vocabulary by:

- encouraging them to repeat the new items
- using pictures, sounds, and other senses, e.g. touch and feel materials, to support meaning
- using gestures, movement, and actions
- getting the children to colour the pictures of the new things they can name
- repeating new words as often as possible and using them in context.

(Slattery and Willis, 2003, p. 47)

Stahl's (1999) suggestion to teachers of young learners is: "In pre-teaching words to help children read a particular story, it may be best to focus on a small set of words from that story" (p. 51).

In conclusion, it is inferred that vocabulary learning and remembering words can be enhanced by exposure to these vocabulary items and related activities in meaningful contexts. In addition, repetition of new information through meaningful and familiar context and extensive exposure to the new language items is regarded as necessary for acquisition of that new information. Another dimension which fosters retention of new information is how attentive the learners are. Language environments which draw students' attention to the input are appropriate. Especially with young learners, teachers may have problems with their students' attention span. In this case, entertainment in the lesson is necessary. From all these, it can be speculated that story-based lessons which offer meaningful context, various repetitions of the target language items, and joyful learning atmosphere enhance language development in general and vocabulary development in particular.

CHAPTER 3

METHODOLOGY

3.1 Presentation

This chapter describes and discusses the methodology pursued in this study. First, the objectives of the study are summarized and research questions are presented. Secondly, the research design is discussed, and sample and data collection instruments are presented. Then, the procedures of piloting and storytelling implementation sessions follow. Finally, the chapter presents the data analysis.

3.2 Objectives of the study

The purpose of this research is to investigate the role of story-based teaching technique in vocabulary learning; that is, vocabulary knowledge and vocabulary retention level of young learners. It is intended to see whether story-based instruction makes any significant difference in young learners' vocabulary knowledge and their word retention level. This study also intends to find out the reflection of young learners on story-based lessons and demonstrate whether and in what respects storytelling can be an appropriate way of teaching to young learners.

The study, therefore, seeks answers to the following questions:

Major Research questions:

- 3- Is there a significant difference between vocabulary knowledge and vocabulary retention level of young learners, instructed through story-based teaching and the mainstream?
- 4- What is the reflection of young learners on story-based lessons?

Minor research questions:

- 3- Is there a significant difference between vocabulary knowledge scores of the experimental and control groups?
- 4- Is there a significant difference between vocabulary retention scores of the experimental and control groups?

In order to find answer to the questions above some research procedures were followed. These are described in the following part.

3.3 Research Design and Procedures

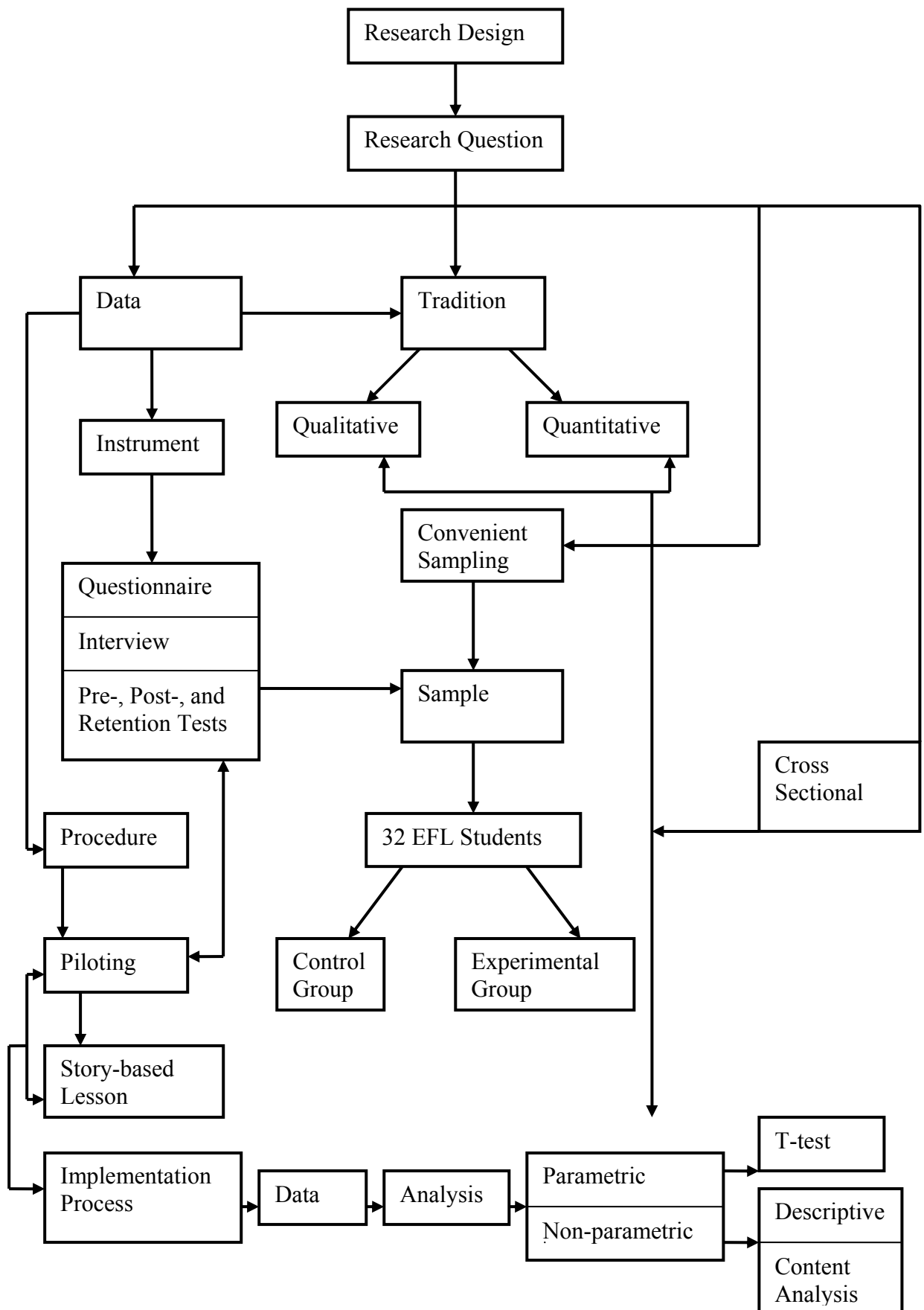
The data in this study come from qualitative and quantitative research traditions. Pre-test/post-test procedure, retrospection questionnaire and interview were used.

Quantitative data were primarily obtained through pre-test/post-test procedure which consisted of pre, post, and retention vocabulary tests which respectively show existing vocabulary knowledge, obtained vocabulary knowledge, and vocabulary retention of subject students. Another source of quantitative data was the questionnaire. Qualitative data were obtained through the only open-ended question in the questionnaire and interview with subject students.

Before-and-after research design was found to be most appropriate in order to see whether there was any relation between vocabulary knowledge and story-based teaching. According to Krashen's (1985) Input Hypothesis Theory, people acquire second languages if they obtain comprehensible input. The questionnaire also aimed to evaluate the comprehensibility of the input on the part of the learners in the story-based lesson. It was intended to see if input in story-based lesson was comprehensible enough and to find out whether or not story-based lesson was appropriate for language teaching in terms of the comprehensibility of the input.

Because of the nature of the study, quantitative data formed the main skeleton of the study. However, some qualitative data were necessary in order to gain more insights into affective factors of story-based teaching. An open-ended question asking for the reflection of the students about three stories was added to the questionnaire. Treatment of story-based lessons lasted for three weeks. After the allocated three weeks of treatment which will be discussed later, the researcher had a structured interview with students. Through the interview, it was intended to uncover the feelings of students with the affective filter which is again a concept originated by Krashen (1985).

Figure 1. Research Design of the Study



3.3.1 Before-and-after Research

The design used in a research is determined by the research questions. Clearly, with respect to the major research question of this study, an experimental research design was carried out.

In relation to the use of experimental research designs in social sciences, Hatch and Farhady (1982) endorse that it is non realistic to limit our research to true experimental research only, which is rather used in laboratories with all conditions valid. The reason is that we are dealing with the most complicated of human behaviours, language learning and language behaviour. In addition, it is also very difficult to carefully define many of the numerous variables involved in most Applied Linguistics research. Another problem is controlling the factors and variables in a complicated area such as language learning. Because of these and many other limitations, constructing a true experimental design may be difficult if not impossible. However, it does not mean that we should abandon research or that our studies need to be invalid. Our goal should be to approximate as closely as possible the standards of true experimental design. Quasi-experimental designs are practical compromises between true experimentation and the nature of human language behaviour which we wish to investigate (Hatch and Farhady, 1982).

In relation to what we have just mentioned, the same type of research design is referred as before-and-after designs or pre-test/post-test designs in Oppenheim (1992). It is evident from the title above that we name it in this study as “before-and-after design”. Oppenheim (1992) simply describes before-and-after design as: a set of measurements is taken from a group of respondents, who are then subjected to an experimental variable and afterwards measured again. The difference between post-test and pre-test results or observations is said to be the ‘effect’ of the experimental variable.

In that sense, before-and-after design was applied in order to find answer to the first major and two minor research questions of this study. Therefore, the aim of the using before-and-after research tradition was to explore the effect of story-based teaching on vocabulary knowledge of young learners.

Certain procedures were followed in applying before-and-after research design in our study. These procedures contained many dimensions beginning from sample selection and ending with data analysis. The table below summarizes the all research procedures in our study.

Table 4

Research Procedures of the Study

	Date	Procedures
1	September.2005	Sample selection
2	October.2005	Preparing story-based lesson plans
3	November.2005	Preparing the vocabulary test
4	November.2005	Preparing the questionnaire
5	December.2005	Piloting the vocabulary test
6	February.2006	Piloting the questionnaire and the interview
7	February.2006	Applying the pre-test
8	March.2006	Implementation of the story-based Lessons (3 weeks)
9	March.2006	Applying the questionnaires (3 times)
10	March.2006	Applying the post-test
11	March.2006	Applying the interviews
12	April.2006	Applying the retention test
13	April-May.2006	Data analysis

This procedure was conducted with a class of thirty-two students who were attending grade 5 of a State Primary School. The researcher was at the same time English teacher of that class. Students were divided into two groups as experimental and control groups, each group contained sixteen students. The procedures followed in group division are described under ‘participants’ heading.

Before the allocated three weeks for applying story-based teaching, the researcher/teacher announced students that they would receive story-based lessons in turn in two groups. In order to avoid any decrease of motivation in the control group, who would receive normal lesson sequence, students in the control group were told that they would receive the same story-based lessons after the other group which would firstly receive the lesson. As declared in advance, students of the control group listened to the same stories after the treatment was totally over.

Before the treatment, all thirty-two students received a vocabulary test of forty questions as the pre-test, and they answered the test. After a week, the treatment began. While the control group of students received the same sequence of English lessons (for

the mainstream English lesson plan, see appendix B) on the same day and at the same time as before; the experimental group did not attend the normal English lessons but they received story-based lessons (see appendix A) on a day and at a time announced before. Both control and experimental groups had lessons in the same class on different days. The researcher/teacher conducted both lessons.

Unbiased interpretation of data is as important as performing experiments. When acting as practitioner, there is always a danger that interpretation of data is inevitably subjective and may itself result in bias because interpretation is never completely independent of a scientist's beliefs, preconceptions, or theoretical commitments. This area of concern has been an issue of ongoing argument in social science for a long time. Objectivity probably becomes most important when it comes to the data collection itself. In this study utmost attention was given in order to minimize bias and for both investigators and readers to comprehend its residual effects, limiting misinterpretation and misuse of data. Secondly, multiple methods were utilized to measure the same and different qualities. And the purpose of this study is to explore a phenomenon rather than prove a theory. The researcher of this study may have a stance in the discussion of the story-telling technique; yet, this research was not conducted with the intention of proving a certain hypothesis. Thirdly, every part of the research was piloted to reduce potential bias and any systematic error. The fact that the researcher acted as the practitioner in the study increased the awareness of any systematic error and helped to produce reliable knowledge. Low and high achievers in the class were able to be accurately and reliably placed in equal number in experimental and control group by the researcher since the researcher was in close contact as a teacher with the same class for a whole semester prior to the implementation of the research design.

This procedure of implementation proceeded for three weeks, thus both groups received 80 minutes of English lesson each week. After a week, the treatment of lessons finished; the same vocabulary test that was applied before the allocated three weeks was again as a post-test given to all thirty-two students in both experimental and control groups, ensuring that students did not know to receive the tests in advance. The result of this test showed the obtained vocabulary knowledge of students. The same vocabulary test was applied again after a month in order to find out retained vocabulary knowledge of students in experimental and control groups. Post-tests showed the distinction between pre-test and post-test results for each group, and the

distinction between vocabulary knowledge scores of the control group and the experimental group.

3.3.2 Questionnaire

All sixteen students in the control group who had attended the story-based lessons for three weeks took part in retrospection protocols. After each story-based lesson, the teacher gave each student a questionnaire containing four questions one of which was open-ended and other three had items with a scale ranging from 1 to 5 to rate (see appendix C (Turkish) or D (English)). The first three questions provided quantitative data; whereas, the open-ended question presented qualitative information. The first question was about how interesting the materials of the lesson were; the second question was about the comprehensibility of materials that were used in the lesson; the third question was about how enjoyable the activities that were performed during the lesson were. The open-ended question asked for feelings and thoughts of subjects about the story-based lesson that they just received.

The motivation for applying the questionnaire to find out the comprehensibility of materials and activities was provided by Krashen's (1985) Input Hypothesis. According to Krashen (1985), people acquire second languages if they obtain comprehensible input and comprehensible input is the essential ingredient for second-language acquisition. The Input Hypothesis claims that we acquire language in an amazingly simple way-when we understand messages.

A question which dealt with enjoyment in the lesson was included in the questionnaire; similarly, the literature reviewed inspired us to ask such a question. It seems generally agreed that especially young learners attend and listen to enjoyable, gamelike activities. "It is common sense that if an activity is enjoyable, it will be memorable; the language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning" (Phillips, 1993, p. 3). Attending to a material is the first step to comprehending that material; in that sense, enjoyment in a lesson as it results in attention is an important ingredient of comprehension. Apart from its support to comprehension, enjoyment, in its simple sense, gives a learner joy of learning. With respect to the importance of fun in language learning, the third question of the questionnaire was about the fun in activities. The aim was to see the reflection of students on the lessons they received and if that type of teaching was appropriate for children in terms of enjoyment.

Briefly, we applied a questionnaire asking students to rate the comprehensibility of materials and activities in the lesson and enjoyment that they had in performing the activities. The aim of applying this questionnaire was to see reflection of students on story-based lesson in terms of comprehensibility and enjoyment of the materials and activities all of which are the essential elements of story-based teaching. The open-ended question of the questionnaire has been discussed in connection to the interview in the next part.

3.3.3 Interview

Qualitative data in the study came from two sources. The first one is the open-ended question in the questionnaire which asked for the feelings and thoughts of the respondents on the lesson they just received. The second one is the interview with students who were in the experimental group.

The interview was structured by the stimulus of literature that was reviewed. Accordingly, the themes in the interview were affective filter (the state of motivation, self-confidence, anxiety, and defensive behaviour), comprehensibility of the input, vocabulary, remembering vocabulary, enjoyment, and students' thoughts, feelings, and perception of story-based lessons.

The themes in the interview mainly came from Krashen's (1985) Input Hypothesis. In the light of Krashen's two most important notions in his Input Hypothesis, the interview included open-ended questions about the affective filter and comprehensibility of the lessons together with the questions asking for the feelings and perceptions of the students about the lessons they had attended. Krashen (1985) claims, as earlier stated, that to the extent input hypothesis is applied, to that extent will language programmes be more productive and efficient for students and easier and more pleasant for teachers. He endorses that people acquire second languages if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In other words, comprehensible input is the essential ingredient for second-language acquisition. All other factors work only when they contribute to comprehensible input and/or a low affective filter.

As earlier stated in Literature Review, input is the essential environmental ingredient, but not sufficient by itself, because the acquirer does not simply acquire what he hears, the acquirer needs to be 'open' to the input. When 'affective filter' is up, the acquirer may understand what he hears or reads, but the input will not reach the

LAD. This occurs when the acquirer is unmotivated, lacking self-confidence, or anxious, when he is on the defensive (Stevick 1976, in Krashen), when he considers the language class to be a place where his weakness will be revealed. The filter is down when the acquirer is not concerned with the possibility of failure in language acquisition and when he considers himself to be a potential member of the group speaking the target language (Smith 1982a, 1983, in Krashen, 1985).

The retrospection interview was applied in school at which the study was carried on. Students were interviewed one by one at different times in the week following the story-based lessons. Interviewees' consent for both interviewing and tape-recording was taken. Interviews were tape-recorded. Each interview lasted about 15 minutes. While most of the students clearly reflected their ideas in long expressions, some students preferred to give short answers.

The interview was successfully applied and it helped us to gain data and insights about the reflection of students on story-based lessons.

3.4 Participants

This study was carried with a class of students, by and large at age of twelve, attending fifth grade of a primary school in Trabzon, Turkey. The researcher was at the same time the English teacher of that class. It was necessary that both control and experimental groups' English lessons be conducted by the same teacher in the allocated weeks of the study. Consequently, the researcher preferred to apply the study with her own students at school. So, the sample and setting were chosen out of convenience.

Because of the research design, students of 32 were divided into two groups on the basis of background information, classroom achievement, interest in lesson, and gender. Classroom achievement was determined by taking the performance of the students in Turkish and English language lessons measured as scores (see appendix E and F). Turkish and English language lessons were thought to be indicator for students' linguistic ability. There was also a general agreement about the number of top successful students in class, half of whom were equally divided into two groups in order to ensure homogeneity. The researcher as a teacher was in a best position to follow general interest of the students in language learning. It was also ensured that students had similar background.

3.5 Materials and Instruments

Materials:

The materials used in this study were story-based lesson plans and related teaching materials, a vocabulary knowledge test, a vocabulary retention test, a questionnaire to distinguish the reflection of students on story-based lessons, and an interview.

Table 5

Procedures of Material Development

Order	Procedure
1	Deciding on the target vocabulary items.
2	Deciding on three stories containing the target vocabulary items inside.
3	Preparing and shaping the story-based lesson plans.
4	Preparing related teaching materials such as flash cards, handouts, puzzles, etc.
5	Preparing a vocabulary test assessing the knowledge of the 40 target new words.
6	Preparing a questionnaire trying to find out students' reflection on story-based lessons.
7	Structuring the interview.
8	Piloting the lesson-plans, the vocabulary test, the questionnaire, and the interview.
9	Accomplishing the necessary modifications in the piloted items.

First of all, forty new words that were to be taught in the allocated three weeks in the second semester were decided by examining the English syllabus of grade 5 of primary school and mainstream English course book of the class. Three teachers of English, together with the researcher, agreed on those forty new words that would be taught in the allocated three weeks. A vocabulary test of forty questions assessing vocabulary knowledge of those words was prepared.

Then, three stories that contained these forty words inside were determined. Any words that originally did not exist in the stories were inserted in harmony so that

all forty words were included in the three stories. In accordance with the subjects of the English course in the allocated three weeks of treatment, appropriate stories were chosen. While two of the stories were taken from storybooks series of *Selt Publishing* (2000) and modified when necessary, one of the stories was written by the researcher/teacher in order to contain ‘jobs’ inside as the mainstream course did. (for the texts of the stories, see Appendix G). Three weeks of lesson based on stories (80 minutes lesson on each week) was prepared. Three teachers of English, one of which had also great experience in storytelling, checked the story-based lesson plans. Working with experts in cooperation, lesson plans were shaped (appendix A and B). The materials such as flash cards, handouts, puzzles, etc. that the lesson-plan required were prepared on the basis of existing related literature.

Instrument of Measurement:

A vocabulary test with forty questions that assess vocabulary knowledge of the new words which would be taught in the allocated three weeks was prepared. To this end, firstly, two questions to assess each new word were prepared; thus, eighty questions were prepared. Three English teachers chose forty questions out of eighty. There existed one question for each new word. Question types were ‘multiple choice’, ‘fill in the blanks from the options’, and ‘puzzle’. Accordingly, most of the questions were based on ‘recognition’ while only puzzle questions required ‘production’. Students were familiar with these question types both from the mainstream English courses and from other courses they receive.

The vocabulary test was used as a pre-test before the allocated three weeks, and as a post test after the three weeks of treatment, and as retention test a month later the post-test (see appendix H).

With the purpose of observing the reflection of students on story-based lessons, a questionnaire with items and rating scales was prepared. The questionnaire had four questions about “How much interesting the materials were”, “How much comprehensible the materials were”, “How much enjoyable the activities were”, and “How much different story-based lessons were from the traditional English lessons” (see appendix C or D).

In order to have clearer insights about students’ reflections on story-based lessons, an interview was carried with the students in the experimental group as discussed earlier.

3.6 Piloting

Before the main implementation, a pilot study was carried out. Therefore, story-based lessons, the vocabulary test, the questionnaire, and the interview were piloted.

A piloting work of story-based lessons was carried prior to the implementation. A representative class of students was instructed through a sample story-based lesson alike to the ones in the treatment. This group of students also received the questionnaire and the interview. The aim of piloting was to see the applicability of story-based lessons and to check the appropriateness of the language and layout of the interview and questionnaire of students' reflections. In piloting, the researcher also had chance to observe her ability in telling a story and using the related materials appropriately.

The pilot study of story-based lessons, the questionnaire with rating scales, and the interview were done with a group of 18 students at the same age and at the same school as the treatment group. Students in the piloting first received the story-based lessons and after the lesson they rated the scales in the questionnaire. Students were encouraged to say their ideas about whether they had any difficulty in understanding questions, wording of the questions, and anything else. Both the lesson and questionnaire showed to be clear and applicable. In the three days following the lesson, the researcher had interviews with students who participated in the pilot lesson. It was successfully applied. Responds of the students were tape-recorded.

Piloting procedures which are discussed above showed that story-based lesson plans, the questionnaire, and the interview did not need any modification. They were applied efficiently.

The vocabulary test was also piloted. The vocabulary knowledge test of forty questions was given to a similar group of learners. In piloting, students were asked to answer the forty questions. After finishing the test, students were asked to write about the question that they had difficulty in understanding. The researcher also had an interview with the students after the test. By the help of the information gathered from the students through interview and their written comments, some modifications were done in the vocabulary test. Problematic pictures in the test were taken out and more clear pictures were put.

3.7 Data Analysis

The data obtained in this study were both qualitative and quantitative in nature. The quantitative data were obtained from pre-test, post-test, and retention test of vocabulary, and the checklist. The qualitative data were obtained from the interview and the open-ended question in the retrospection.

Pre-test, post-test, and retention test scores for each student in control group were documented. The same process was done for each student in experimental group. Mean and standard deviation of the control group's test results were calculated. The same process was done for the experimental group. The numerical data which were obtained through vocabulary test were entered into SPSS program on the computer. T-test was applied to see whether there was any significant difference between pre-test, post-test, and retention test scores of the two groups. Results were displayed in tables and graphics. The procedures of data analysis were documented as Procedures in Chapter 4, p. 50.

The qualitative data obtained through open-ended question of the questionnaire and interviews were classified on the basis of themes. Students' responses were documented under the related theme.

Further discussion of the data analysis is given in the following chapter.

CHAPTER 4

ANALYSIS and DISSCUSSION of the DATA

4.1 Presentation

This chapter deals with analysis of the data coming from three sources which are respectively pre, post, and retention tests, retrospective checklists, and interviews with the students in the control group. While the first and second sources give us qualitative data, interviews with the subjects present quantitative data.

Procedures:

- 1- Analysis of the pre-test scores of the experimental group.
- 2- Analysis of the pre-test scores of the control group.
- 3- Comparison of the pre-test vocabulary knowledge scores of both groups.
- 4- Analysis of the post-test scores of the experimental group.
- 5- Analysis of the post-test scores of the control group.
- 6- Calculation of the vocabulary attainment scores of the groups.
- 7- Comparison of vocabulary attainment scores of two groups.
- 8- Analysis of the retention test scores of the experimental group.
- 9- Analysis of the retention test scores of the control group.
- 10- Comparison of retention test scores of both groups.
- 11- Calculation of the vocabulary retention of the groups.
- 12- Comparison of the vocabulary retention scores of two groups.

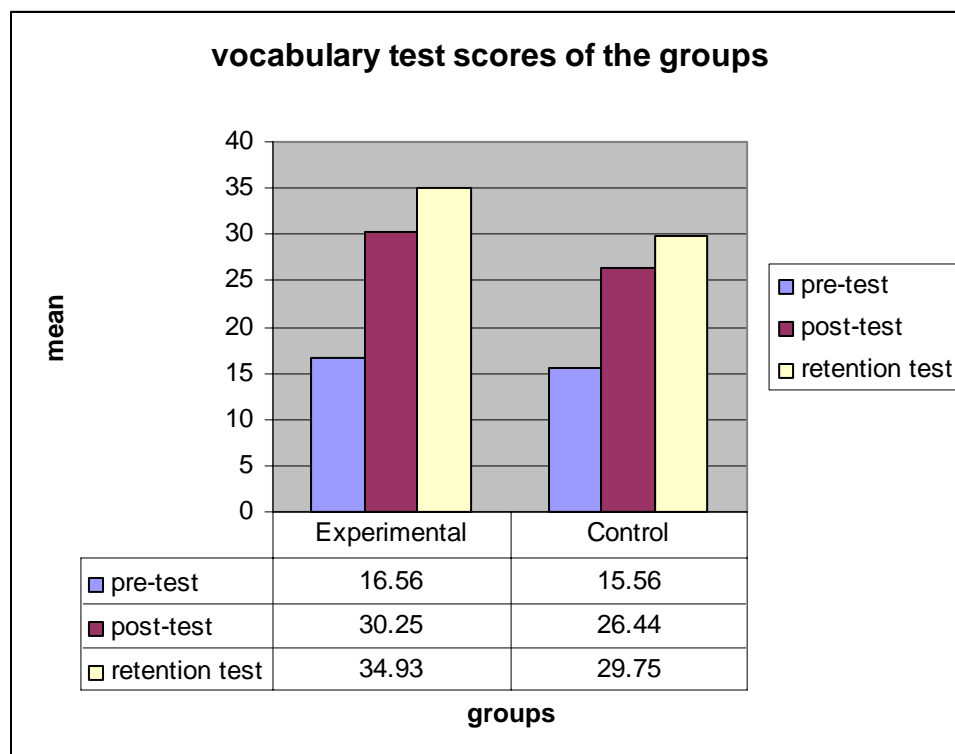
4.2 Analysis and Discussion of Pre-test, Post-test and Retention-test Results

In this part, as the data of the study were continuous, t-test was used in order to see whether vocabulary scores of the experimental and control groups were significantly different. The data which were collected to answer the two minor research questions are displayed in tables and figures. Afterwards, the data are analyzed and discussed.

All the students in the experimental and control groups participated in the vocabulary tests. Therefore, a vocabulary test containing 40 questions was applied to 32 students in total. Pre-test, post-test, and retention test scores of the two groups are

first displayed in Figure 2, and then, the data from the vocabulary tests are also displayed in tables and analyzed in detail.

Figure 2. Vocabulary Test Scores of the Experimental and Control Groups



Students were divided into two groups as experimental and control groups. Each group contained 16 students. Before the implementation, a vocabulary test was applied in order to see the existing knowledge of the students about the target vocabulary items. This vocabulary test of 40 questions was given as ‘pre-test’. With the purpose of seeing the existing vocabulary knowledge of students of the two groups, a pre-test of vocabulary was applied. As it is seen from Figure 2, the pre-test vocabulary knowledge mean score of the experimental group is 16.56 out of 40 questions; similarly, the control group’s pre-test vocabulary knowledge mean score is 15.56, which indicates that pre-test vocabulary knowledge scores of the groups are similar. After the implementation, a post-test was applied in order to see the attained vocabulary of students. This figure displays that post-test mean score of the experimental group is 30.25 out of 40 questions while post-test mean score of the control group is 26.44. There is some difference between mean scores of the two groups. A retention test was applied a month after the implementation. As it is seen

from Figure 2, retention test score of the experimental group is 34.93 out of 40 questions whereas retention test score of the control groups is 29.75. The difference between retention test scores of the two groups seems higher than the difference in the post-test.

Statistical Analysis of Existing Vocabulary Knowledge between Two Groups:

In order to see whether there was statistically significant difference or not between experimental and control groups in terms of vocabulary knowledge, t-test was used, and the statistical data about the t-test results are presented in Table 4.

Table 6

Difference between Pre-test Scores of the Experimental and Control Groups

Group	N	Mean	Std dev	Std error mean	Df	t
Experimental	16	16.56	5.45	1.36	30	0.44
Control	16	15.56	7.16	1.79		

As it is seen in Table 6, there are sixteen students in both control and experimental groups. The results were analyzed by using t-test in SPSS, and it was found that existing vocabulary knowledge scores of the students in the experimental and control groups were very close to each other. While the pre-test vocabulary knowledge scores mean of the experimental group was 16.56; control group's scores mean was 15.56. While the std of experimental group is 5.45; std of control group is 7.16. T-value of 0.44 is not smaller than 0.05 (>0.05). T-test showed that there was not statistically significant difference between pre-test vocabulary knowledge scores of the experimental and control groups. Therefore, students of both groups had similar knowledge of the target words prior to the implementation, and so, any change afterwards on their vocabulary knowledge would give us information about the effect of the instruction on their vocabulary learning given the fact that all other variables were assumed to be under control.

Statistical Analysis of the Post-test Scores of the Groups:

With the aim of measuring post-test scores of the experimental and control groups, a post-test of vocabulary was applied to both groups after the implementation of story-based lessons. All 32 students participated in the post-test. The post-test scores means of both groups are shown in Table 5.

Table 7

Post-test Vocabulary Knowledge Scores of the Experimental and Control Groups

Group	N	Mean	Std dev	Std error mean
Experimental	16	30.25	7.81	1.95
Control	16	26.44	8.80	2.20

As it is seen in Table 7, post-test scores mean of the experimental group is 30.25 out of 40 questions. Post-test scores mean of the students in the control groups is 26.44. While the std of experimental group is 7.81; std of control group is 8.80. Although there seems difference between scores of the two groups, t-test was applied to see whether there was statistically significant difference between vocabulary attainment scores of the two groups.

The Statistical Difference between Vocabulary Attainment Scores of the Groups:

In order to see whether there was statistically significant difference between vocabulary attainment scores of experimental and control groups after the implementation, the statistical difference between pre-test and post-test scores means of both groups were computed first. The difference between pre and post test presented us the vocabulary attainment scores means of the groups. T-test was used to compare the vocabulary attainment scores of the experimental and control groups. The t-test results are presented in Table 8.

Table 8

Difference between Vocabulary Attainment Scores of the Experimental and Control Groups

Group	N	Mean	std dev.	Std error mean	Df	t
Experimental	16	13.69	4.48	1.12	30	1.67
Control	16	10.88	5.00	1.25		

As it is seen in Table 8, number of students in both experimental and control groups is sixteen. Vocabulary attainment scores mean of experimental group is 13.69. Vocabulary attainment scores mean of control group is 10.88. T-test was used to see whether or not there was significant difference between vocabulary attainment scores of the experimental and control groups. T-value of 1.67 is not smaller than 0.05 (>0.05). According to these findings, the difference between experimental and control groups is not significant.

To sum up the results of post test, after the implementation of lessons in three weeks, a post-test of 40 questions which aimed to find out the vocabulary attainment scores of the students was applied to both groups. The results of the test were analyzed by using t-test in SPSS. The post-test scores mean of the experimental group was 30.25; whereas, control group's was 26.44. Although a numerical difference of 3.81 appears between vocabulary attainment scores of the two groups, t-test results showed that the difference between vocabulary attainment scores of the experimental and control groups was not statistically significant. The results of the post-test implied that both the story-based lesson and the mainstream lesson had similar effect on vocabulary attainment of the learners.

Statistical Analysis of the Retention Test Scores of the Groups:

The retention test was applied one month following the post vocabulary test. The aim of this test was to see maintaining vocabulary knowledge of students. The retention test scores means of both groups are presented in Table 4.6. T-test was used

to compare the retention test scores of the experimental and control groups. The t-test results are presented in Table 7.

Table 9

Difference between Retention Test Scores of the Experimental and Control Groups

Group	N	Mean	Std dev	Std error means	Df	t
Experimental	16	35.06	7.64	1.91	30	1.95
Control	16	29.75	7.76	1.94		

As it is seen in Table 9, sixteen students from both control and experimental groups took part in the vocabulary retention test. While the mean of retention test scores of the students in experimental group is 35.06; the mean of retention test scores of the students in the control group is 29.75 out of 40 questions. While the std of experimental group is 7.64; std of control group is 7.76. T-value of 1.95 is not smaller than 0.05 (>0.05). The result of t-test shows that there is not statistically significant difference between experimental and control groups' retention test scores.

The Statistical Difference between Retained Vocabulary Knowledge of the Experimental and Control Groups

In order to see the whether there was statistically significant difference between retained vocabulary knowledge of experimental and control groups, a month after the implementation, the statistical difference between post-test and retention test scores of both groups were computed. The difference between post-test and retention test scores of the group gave us their retained vocabulary knowledge. T-test was used to compare the retained vocabulary of two groups. T-test results are presented in Table 8.

Table 10

Difference between Retained Vocabulary Knowledge of the Experimental and Control Groups

Group	N	Mean	Std dev	Std error means	Df	t
Experimental	16	4.69	3.07	0.77	30	1.26
Control	16	3.31	3.09	0.77		

As it is seen in Table 10, number of students in both experimental and control groups is sixteen. Retained vocabulary score of experimental group is 4.69. Retained vocabulary score of control group is 3.31. T-test was used to test whether or not there was significant difference between retained vocabulary scores of the experimental and control groups. T-value of 1.26 is not smaller than 0.05 (>0.05). According to these findings, the difference between experimental and control groups is not statistically significant on the basis of retained vocabulary knowledge of the students.

In conclusion, retention test scores and also the retained vocabulary knowledge of the two groups were compared by using t-test in SPSS, and the difference between two groups was found not to be statistically significant in both comparisons. The results of the retention test indicated that story-based teaching and the mainstream teaching had comparable effects on vocabulary retention of the learners.

On the basis of these results, one can say that story-based Teaching does not have any superiority over the mainstream in terms of vocabulary attainment and vocabulary retention of young learners. The reasons of this may be as following:

- 1- Story-based teaching is an acquisition type teaching technique. Therefore, its real effect can be seen in the long run. The current study was cross-sectional; statistical difference between vocabulary retention scores of control and experimental groups can be found in a longitudinal study.
- 2- One of the strongest dimensions of story-based teaching is its including comprehensible input with the combination of various

materials and the meaning that the stories convey. Comprehensibility allows learning. However, as far as our case is concerned, mainstream lessons may also be comprehensible to students.

- 3- Both teaching techniques were successful and they make learners achieve the objectives of the lesson in terms of vocabulary attainment in particular. It can be deduced that story-based lessons are as successful in teaching a foreign language as the mainstream lessons at least, ignoring the fact that story-based teaching, in addition, has a lot to offer in terms of affective factors.
- 4- Some students may be potential good learners regardless of the technique the teacher uses.

It was clear that there was no statistically significant difference between vocabulary test scores of story-based group and the mainstream group of learners. Nevertheless, that there isn't significant difference between vocabulary scores of the groups is in fact quite significant. Then, the mainstream used by most of the teachers can be speculated not to have any advantage over story-based teaching. If two types of lessons have comparable effects on students' vocabulary attainment, it would be then reasonable to include story-based lessons in our actual teaching as it, unlike mainstream, caters for the affective factors more and is enjoyable for students and the teacher also.

4.3 Analysis and Discussion of the Questionnaires

The second major research question was about students' reflection on story-based teaching. To this end, a questionnaire and a structured interview were used. The questionnaires and the interviews provided descriptive data.

It is agreed that foreign language courses must be comprehensible enough and enjoyable in order to capture the learners wholly. Particularly young learners may not have academic reasons to attend a lesson with his/her all senses. An enjoyable lesson draws students' attention and helps them to attain to the material. Attainment to the material and comprehensibility of the input brings good understanding.

Students in the story-based English course group were given a questionnaire with four questions. Those questions relatively asked for how interesting the

materials were, how comprehensible the materials were, how enjoyable the activities were, and the last open-ended question asked for the difference of the story-based lesson from the mainstream one. Students rated eight items of the first three questions from 5 to 1; 5 being the option that they favour the most, and 1 being the option that they favour the least (see appendix C).

Students listened to three stories in three weeks, and they were given the same questionnaire after each lesson. Fifteen students attended the class and so fifteen students answered the questionnaire each week. On the first week subject 1 was absent; on the second week subject 14 was absent, and on the third week subject 10 was absent.

The three themes of the questionnaire are first presented in figures in terms of 'means' of each item in each story. Afterwards, the themes of the questionnaire, namely how interesting the materials were, how comprehensible the materials were, how enjoyable the activities were, were analyzed in terms of percentages of the overall items in all the three stories.

Question 1: How much interesting were the materials used in the lesson?

5- It was very much interesting 4- It was interesting 3- It was a little interesting 2- It was not interesting 1- It was not interesting at all

Fifteen students took part in the retrospection each week. Fifteen answers on each week and forty-five answers in total during three weeks were given to each item in the first question. Items consisted of the materials that were used in presentation of the story and the lesson during story-based English course. A Likert Scale was used. Total answers in the three questionnaires were 360. The frequency of 5 in the scale was 231; frequency of 4 was 73; frequency of 3 was 33; frequency of 2 was 16; and frequency of 1 was 7.

The questionnaire gave us quantitative data. In order to analyze the data, average means were used to show central tendency. Each question in the questionnaire had eight items; therefore, the eight items for each question are shown in two figures. The means of student responses that were given to the first question of the questionnaire are shown in Figure 3 and Figure 4.

Figure 3. How much Interesting the Materials are (1)

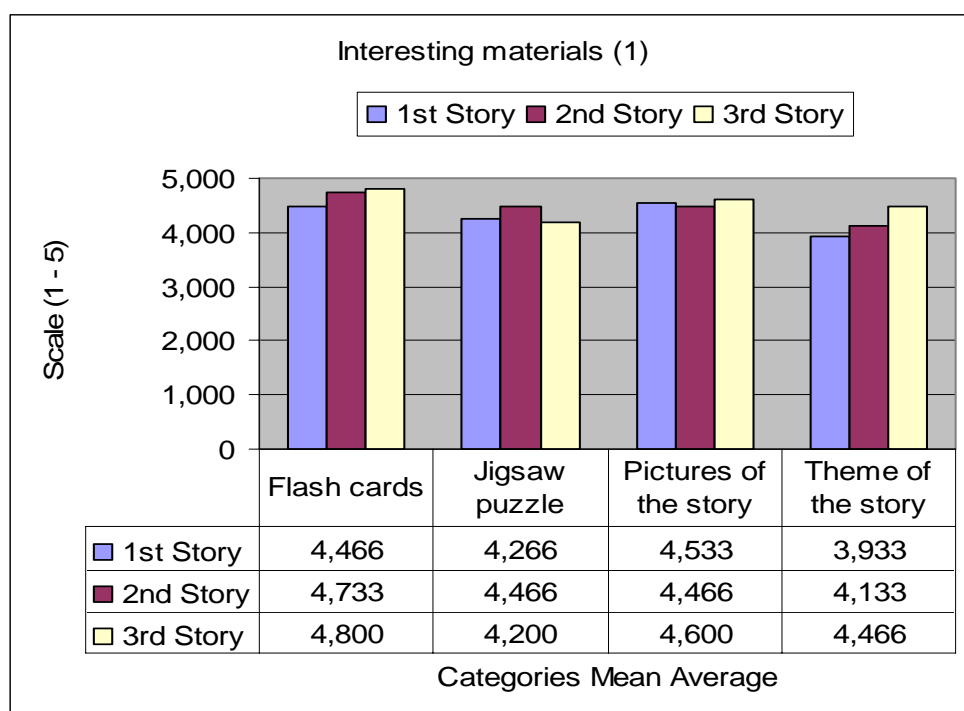


Figure 4. How much Interesting the Materials are (2)

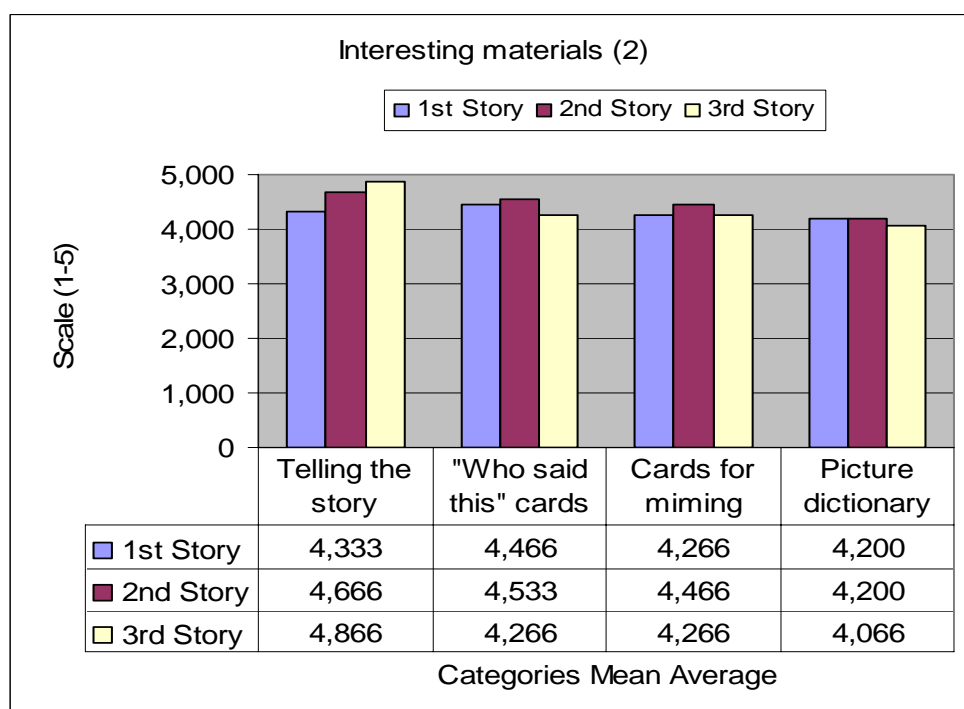


Figure 3 and Figure 4 show the overall distribution of the responses that the students provided for question 1. It is seen that almost all of the materials and related activities that were used in the story-based lesson were very much interesting to the students since the means of the items under question one were about or above 4.000 out of 5. From the information in the graphics above, it can be inferred that story-

based lessons drew students' attention and help them concentrate on the tasks. It is obvious that, story-based lesson with its interesting teaching materials and activities draws students' attention and enables students to focus on the task. Young learners' attention span is too short to focus on a stable activity for a long time and they need materials interesting and involving. As a result, it can be said that the materials of story-based teaching are appropriate to use with young learners.

Story-based lessons, by their nature, provide a variety of materials and activities. However, it does not mean that using various materials at a time is enough to draw students' attention. A very substantial preparation, by taking into consideration the needs of the story and the needs of the students, is needed for story-based teaching and any kind of teaching to be successful. In this study, the same lesson sequence was used in all three stories throughout the implementation. Although young learners are known to easily get bored of something, it is interesting that students' reflections showed that the same material drew their attention more and more than the previous week, as it can be followed from Figure 3 and 4. The findings also proved that the most interesting ones of the materials and activities in the story-based lessons were the flash cards (which were used for presenting the new words) and teacher' telling the story. Different from the mainstream lesson, teacher was in a role of storyteller in story-based lessons. This drew students' attention. The relation of a storyteller and listeners was more intimate than the relation of the teacher and the students. I observed that students felt more secure in story-based lessons than the normal English lessons.

Question 2: How much comprehensible were the materials that were used in the lesson?

5- It was very much comprehensible 4- It was comprehensible 3- It was a little comprehensible 2- It was not comprehensible 1- It was not comprehensible at all

Fifteen students took part in the questionnaire each week. Similar to question 1, a Likert Scale was used; students were to rate the same eight items from 5 (the most) to 1 (the least) in terms of comprehensibility. Items consist of the materials that were used in presentation of the story and the lesson during story-based English course. The results were analyzed by using means. Fifteen answers on each week and forty-five answers in total during three weeks were given to each item in the second

question. Total answers in the three questionnaires were 360. The frequency of 5 in the scale was 237; frequency of 4 was 78; frequency of 3 was 28; frequency of 2 was 13; and frequency of 1 was 4.

Figure 5. How Much Comprehensible the Materials are (1)

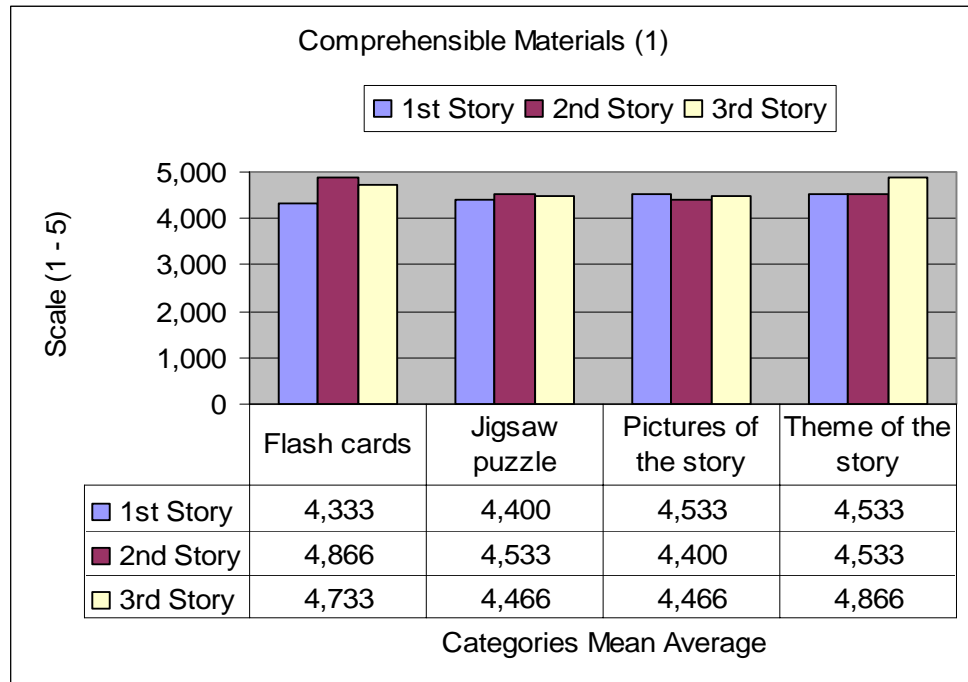


Figure 6. How Much Comprehensible the Materials are (2)

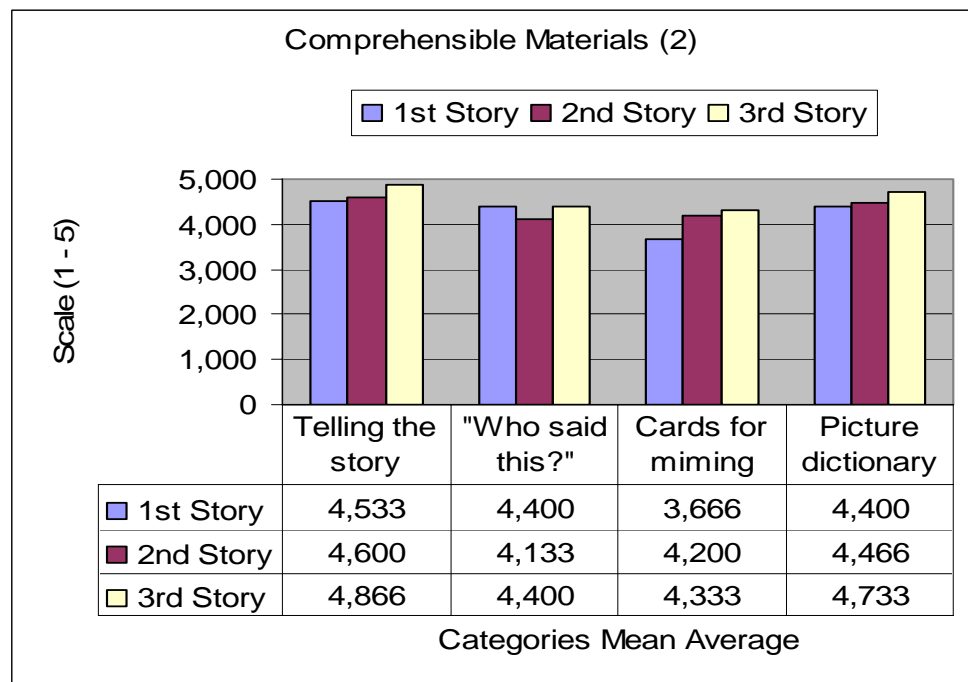


Figure 5 and Figure 6 show the overall distribution of the responses that the students provided for question 2. All eight items had mean of 4 and above; this

showed that the materials and activities of story-based lessons were very much comprehensible to the students. Meaningful experiences with the teaching material lead to successful learning. The figures above show that materials and activities of the story-based lesson were meaningful enough to the students in all three story-based lessons. Therefore, it can be speculated that story-based lesson with its comprehensible materials and activities can create meaningful learning environment and lead to successful learning.

Any input in a language classroom should be comprehensible to students so that learners can understand the material, work on it, and turn it into output. Listening is the first skill that develops earlier than the other three skills. So, teaching a foreign language to young learners by and large relies on listening activities in addition to other skills. Comprehensible materials allow learners to relate the new input to the earlier knowledge. This link provides learners with appropriate learning outcomes. When we consider the reflection of the students in our study, they revealed that all the inputs of story-based lessons were comprehensible enough. Then, it can be speculated that story-based lessons include comprehensible materials and they make learner achieve the desired learning outcomes successfully.

Question 3: How much enjoyable were the activities in the lesson?

5- It was very much enjoyable 4- It was enjoyable 3- It was a little enjoyable 2- It was not enjoyable 1- It was not enjoyable at all

Question 3 of the questionnaire asked how much enjoyable the activities of story-based lesson were. Similar to previous two questions, Question 3 consisted of eight items of activities in story-based lesson. These activities performed during story-based English course were ‘matching pictures and new words’, ‘completing a jigsaw puzzle’, ‘sequencing the scenes of the story’, ‘listening to the story’, ‘filling the blanks in the story’, ‘who said this’, and ‘preparing a picture dictionary’. A Likert Scale was used. Students were again to rate the items from 5 (the most) to 1 (the least). Fifteen students took part in the retrospection each week. Fifteen answers on each week and forty-five answers in total during three weeks were given to each item in the third question. Total answers in the three retrospections were 360. The frequency of 5 in the scale was 216; frequency of 4 was 79; frequency of 3 was 39; frequency of 2 was 12; and frequency of 1 was 4.

Figure 7. How Much Enjoyable the Activities are (1)

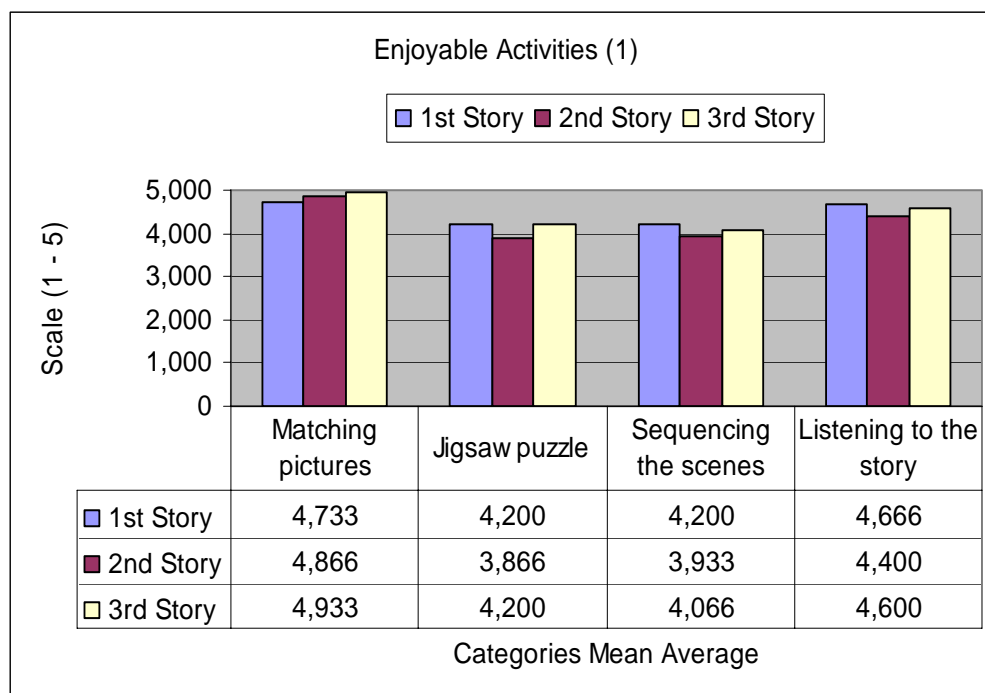


Figure 8. How Much Enjoyable the Activities are (2)

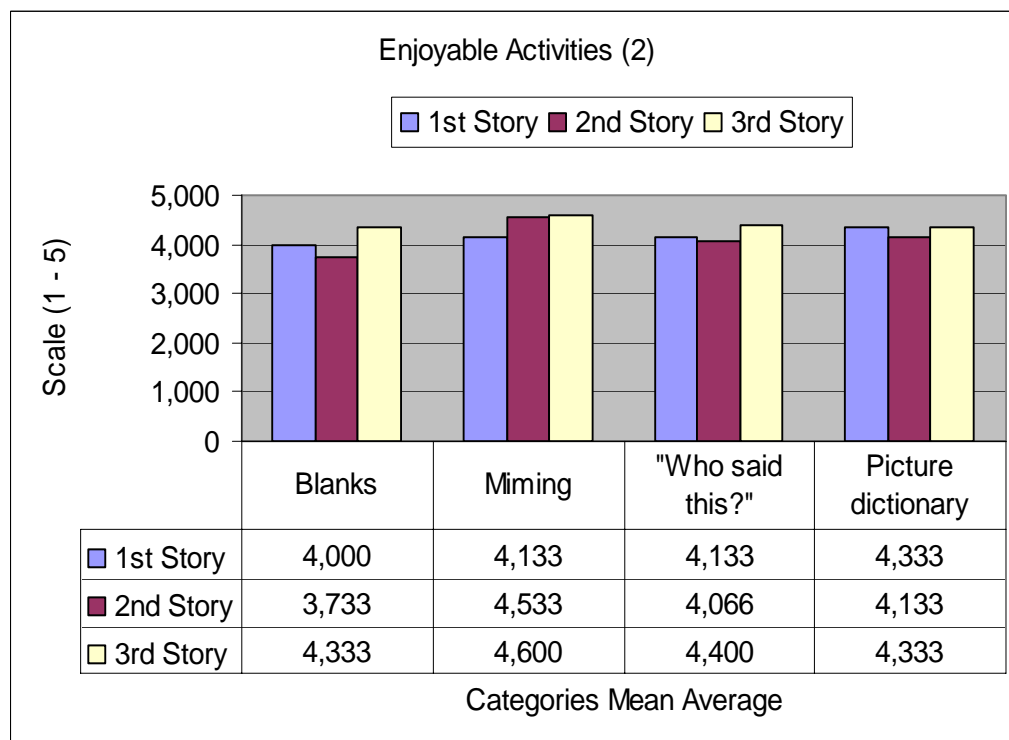


Figure 7 and Figure 8 show the overall distribution of the responses that the students provided for question 3. It is seen that students enjoyed the activities in the story-based lessons very much due to the results that all the activities show steady distribution about 4,000 in terms of being enjoyable. It is obvious that joy of learning is quite important with young learners. The graphical information in Figure 7 and Figure 8 shows that activities of story-based lessons are very much enjoyable, and so, they are appropriate to use with young learners.

To sum up, a similar distribution of responses was found for Question 3 regarding the joy of the activities. The vast majority of the responses were above 4 out of 5. Consequently, all of the students appear to have enjoyed all the activities of story-based lesson. Out of eight activities, what students mostly rated was ‘matching pictures and new words’, ‘listening to the story’, and ‘miming the story’. What is interesting with this result is that these three activities serve to different needs and abilities of the students. All these three activities demand students to use cognitive skills and procedures in their minds; however, while ‘matching pictures and new words’ is appropriate for visual learners, ‘listening to the story’ is good for auditory learners, and last, ‘miming the story’ is most suitable for kinesthetic learners. Children like to see, to listen to, and to do. Findings of this study suggest that story-based teaching and its related activities are enjoyable and appropriate for young learners.

4.3.1 The Overall Analysis of the Questionnaire

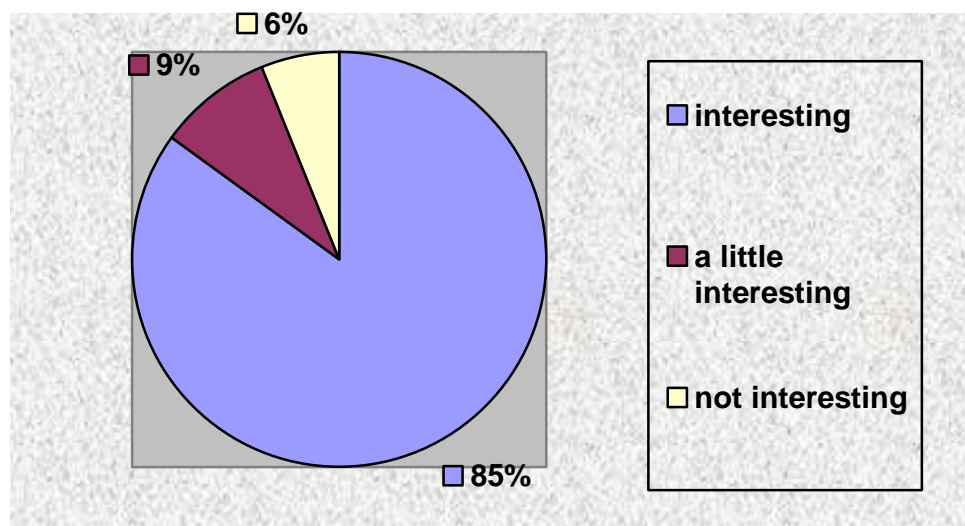
Question 1: How much interesting were the materials that were used in the lesson?

- a) interesting b) a little interesting c) not interesting

To see general tendency, the very much interesting-interesting and not interesting-not interesting at all options were collapsed and treated as interesting and not interesting. Overall analysis of the questionnaire was done on the basis of percentages.

Below is Figure 9 for question 1 of the questionnaire. From the figure, it is seen that 85% of the students reflected that the materials that were used all trough the story-based lessons were interesting. While the materials were rated as ‘a little interesting’ by 9% of the students, only 6% of the students considered the materials of the story-based lessons as not interesting.

Figure 9. How Much Interesting the Materials are.



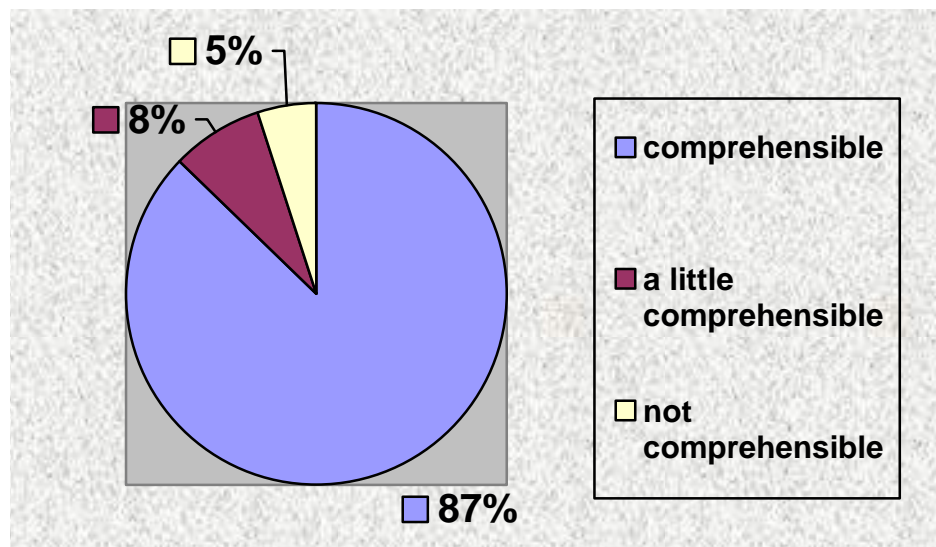
Question 2: How much comprehensible were the materials that were used in the lesson?

- a) comprehensible b) a little comprehensible c) not comprehensible

In order to see more general pattern and tendency, the very much comprehensible-comprehensible and not comprehensible-not comprehensible at all options were collapsed and treated as comprehensible and not comprehensible.

Below is Figure 10 for question 2 in the questionnaire. From the figure, it is seen that 87% of the students reflected that the materials that were used all through the story-based lessons were comprehensible. While the materials were rated as ‘a little comprehensible’ by 8% of the students, only 5% of the students considered the materials of the story-based lessons as not comprehensible.

Figure 10. How Much Comprehensible the Materials are.



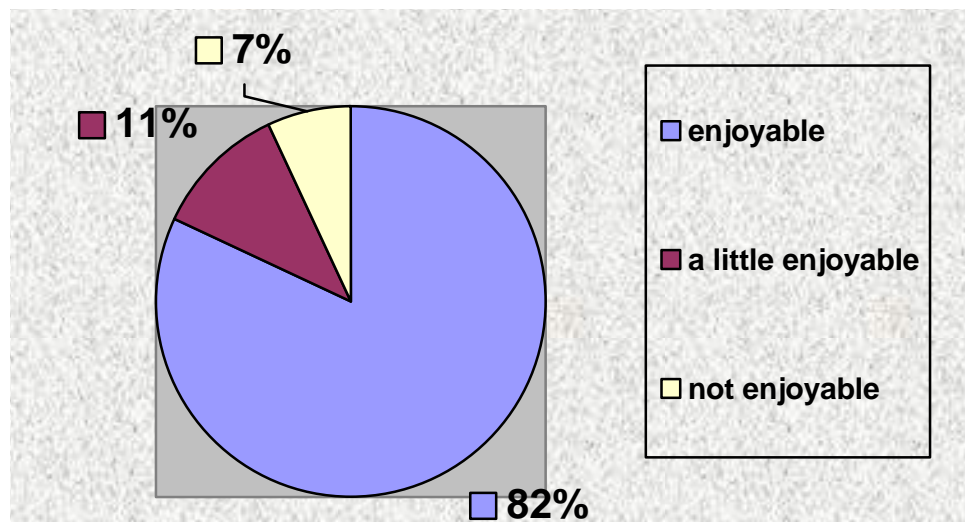
Question 3: How much enjoyable were the activities in the lesson?

- a) enjoyable b) a little enjoyable c) not enjoyable

In order to see general tendency, the very much enjoyable-enjoyable and not enjoyable-not enjoyable at all options were collapsed and treated as enjoyable and not enjoyable.

Below is Figure 11 for question 3 in the questionnaire. From the figure, it is seen that 82% of the students reflected that the activities that were performed all through the story-based lessons were enjoyable. While the materials were rated as ‘a little enjoyable’ by 11% of the students, only 7% of the students considered the activities of the story-based lessons as not enjoyable.

Figure 11. How Much Enjoyable the Activities are.



4.3.2 Analysis of the Open-ended Question in the Questionnaire

Question 4: In what ways was the English lesson today different from your mainstream English lessons?

In the open-ended question of the questionnaire, students were asked to state the difference of story-based lesson from the mainstream lessons. The open-ended question provided descriptive data by showing the reflections of students on

story-based lessons. In the first place, there was an overall agreement among learners that story-based lessons were very enjoyable in comparison to the mainstream lessons. Majority of the students reflected that they also enjoyed the mainstream lessons but sometimes got bored, but that they never got bored in story-based lessons. Another mostly reflected idea was that story-based lessons were a change in the lesson sequence, and they enjoyed this change. Together with generally enjoying all the activities, students had variations about their favourite activities. Students expressed that they listened to the lesson more carefully. I also observed that students were very alert to follow the story; consequently, even their some sort of disturbing behavior that happened before in the normal lessons was decreased in story lessons. Some learners seem to concentrate on what happens in the lesson and succeed the objectives regardless of the teaching technique or activities in the lesson. Interestingly enough even the weak learners who are difficult, for the teacher, to draw attention focused on the story and pre and post-story activities throughout the lesson. Majority of the students expressed that they wished story-based lessons would continue. In summary, both students' written reflections and my observation proved that story-based lessons were different from mainstream English lessons. Story-based teaching appeared to appeal to the affective factors that had impact on students learning behaviour. Self-reports of samples appear to focus on enjoyment elements of story-based lessons as follows:

It was more enjoyable than the normal lesson. I learned new words. I especially liked miming the parts of the story. I learned good sentences.
(S9)

I am sometimes bored in the normal lesson; I was never bored in story lesson. I liked the activities very much, especially matching pictures and words. I thank you for such a change, teacher. (S7)

The lesson we had today was very enjoyable. We learned new words and played games about the words. The teacher told a story and we filled in the blanks. Before listening to story, we put the pictures in order. I think it was very nice. I wish all lessons were like this. (S16)

It was more enjoyable because we had enjoyable activities. We studied the lesson with pictures. Pictures helped me to understand the lesson easily. I like pictures. (S14)

The lesson was very enjoyable today; I think the normal lesson is not so much enjoyable. Story lesson was super. (S10)

It was a change and it made me happy. I wish we always had story-based lessons. I easily learned everything. In my opinion, if we have such lessons every time, we can quickly learn English. Thank you. (S12)

The English lesson we had today was different from the normal English lesson in terms of the type of activities. Activities were very enjoyable. The lesson we had today is the most beautiful English lesson we had so far. I wish we always had story lessons. (S2)

The lesson we had today was perfect. I especially enjoyed listening to story and miming that the teacher did while telling the story. (S8)

Everything in this lesson was game-like. I wish it continued after that. (S6)

Even the sentence "I will tell you a story" was fascinating. We spoke English. We made jigsaw puzzle. We mimed parts of the story and our group guessed which part it was. We understood everything better. It was very different from the normal lessons. (S5)

I wish we had the same lesson everyday in the last two hours in school. (S11)

I didn't attend the story lesson last week because I was ill. After the lesson we had today, I am very regretful for not attending the last lesson. I am very sad that story-based lessons will finish next week. Normal English lessons are also enjoyable, but story lessons are much more enjoyable. (S1)

I wish English lessons continued in this way after that. There are more activities in story lesson than in the normal lesson. I wish we had English story lesson every day. I am sad that this is the last story lesson. While listening to story in English, I try to understand what is happening and listen to the story carefully. This makes listening to lesson more enjoyable. (S13)

The lesson today was very enjoyable. I understood English better. (S3)

Consequently, results of the study reveal that story-based lessons are much more enjoyable than mainstream English courses. Samples expressed that they listened

to the lesson more carefully. The teacher-researcher also observed that students' distracting activities in the lesson were decreased in story lessons since students place their attention on what happens in the story. Pre- story and post-story activities also made the lessons more enjoyable and they drew students' attention. The first step of comprehension is to listen to the input. The story-based lessons we had through four weeks, together with the piloting lesson, succeeded to draw almost the weakest students' attention.

4.4 Analysis and Discussion of the Interviews

The researcher had interviews with the students in the experimental group who had story-based English lessons 80 minute per week during three weeks. The interviews took place after the treatment lessons were over. Fourteen students took part in the interviews; they were interviewed one by one during the week that followed the last story-based English lesson. The aim of the interviews was to see how students' perceived story-based lessons. This also served to provide triangulation of the data.

Samples were interviewed in groups of two or three students. The interviews took place in a manner of conversation in order to make students feel secure to reflect their ideas and feelings. Interview was held in Turkish. Questions of the interview were:

- 1- Can you tell me about your state of motivation, self-confidence, and anxiety of failure in story-based English lessons and the mainstream English lessons?
- 2- Can you tell me your ideas about the comprehensibility of the input/materials and enjoyment of activities in the story-based and mainstream lessons? Can you tell me one of the stories?
- 3- How did you feel about vocabulary learning in the story-based lessons? Please, tell me the Turkish equivalent of these words from the stories: Can you describe how did you remember it? What do you imagine or remember from the lesson?
- 4- What are your feelings, thoughts, and perceptions about the story-based lessons?

Accordingly, the themes in the interview were affective filter (the state of motivation, self-confidence, and anxiety), comprehensibility of the input, vocabulary, remembering vocabulary, enjoyment, and students' thoughts, feelings, and perception of story-based lessons.

4.4.1 Affective Filter (the state of motivation, self-confidence, anxiety)

The interviewer asked questions in order to find out if students' affective filters are 'down' or 'up' in story-based lessons. The same questions were asked regarding the mainstream English courses at the same time. The results showed that majority of the learners' affective filters were 'down' in both story-based and mainstream English lessons. However, academically weak learners have hesitations in the mainstream English lessons. On the contrary, they acted as a member of the group without any hesitation in the story-based lessons. This is both expressed by those students in the interview and observed by the researcher teacher during the lessons.

4.4.1.1 Self Confidence and Anxiety of Failure

Most of the students who are also academically successful told that they didn't have anxiety of failure in both English lessons. However, some students who are academically low ones told that while they sometimes had anxiety of failure in normal English lessons, they didn't have such anxiety in story lessons. Those students' expression on anxiety overlaps with the researcher teacher's observations in the classroom. Those academically low students hesitated to take part in the exercises and activities in the normal English lesson; however, they took part in activities in the story lesson without any hesitation. This may be due to the fact that, activities in the story lessons make students feel that this is not a lesson but a kind of game or just story. Commonly stated ideas were given to characterize the situation as follows:

I didn't have anxiety of failure in the story lessons. I sometimes had such anxiety in normal English lessons. (S2) (S3) (S4) (S8) (S9) (S10)

I don't feel any anxiety of failure in English lessons, neither in normal class nor in story class. (S1) (S6) (S7) (S11) (S13)

4.4.1.2 The State of Motivation:

A number of students said that they had motivation of learning English in general regardless of the type of the lesson. In addition, a large number of students told that they were more eager to deal with the target language in the story lesson.

I had motivation to learn English in both lessons. (S1) (S7) (S13)

I was interested in both normal lessons and story lessons. But, I felt much more eager to learn and listen to the lesson in story classes. (S6) (S8) (S9) (S10) (S11) (S12) (S15)

One of the students told that she felt excited about the failure of not being able to perform the tasks correctly. She was also very eager to take part in activities and to learn English. This student's behavior is really excitement but not anxiety of failure. While anxiety draws into failure, positive excitement is a component of success. Such excitement feeds motivation of the student:

I felt excited in the activities in the story lesson. We were divided into two groups. I thought that if I couldn't know the answer; my group wouldn't win the game. I was more motivated in the story lesson than the normal lesson. (S5)

In brief, in story-based lessons, all students' affective filters appeared to be down; accordingly, they were not concerned with the possibility of failure and they considered themselves as members of the group speaking the target language. Learners were more motivated and engrossed in story-based lessons than the mainstream lessons. It can be speculated that the input successfully reached to students' LAD in story-based lessons.

4.4.2 Comprehensibility of the Input

The interview also aimed to find out if the input in the story-based lessons were comprehensible enough or not. Students generally expressed that both story-based and mainstream lessons were comprehensible to some extent. Nevertheless, students' reflections were similar and they displayed that story-based lessons contained various elements that provide for comprehension of the input. To picture the case, some reflections of students are given as follows.

I understood everything better in the story lesson. I have difficulty in understanding the lesson in normal English lessons. (S4) (S2)

In story lesson, I felt that I understand English easily. (S9) (S10)

I understood the stories easily because I guessed unknown words by using the words I know and by the help of pictures and teacher's acts. I felt that I can understand English well. (S1)

I understand the lesson well in both lessons. (S11)

Story-based lesson was quite comprehensible. I learnt new words and sentences and I didn't forget them. For example, I told some sentences from the stories to my sister at home. So, I felt: yes, I can Speak English. (S13)

The interviewer asked interviewees also to tell one of the stories that they listened to in story lessons they prefer in Turkish or in English. All students told stories correctly, either in Turkish or in English. This explains that the input in the story-based English lessons was comprehensible enough. It again tells us that students carefully attained to the lesson.

Results of the study reveal that materials of the story-based lessons were comprehensible to the students. The students were of the opinion that both lessons were comprehensible to some extent. Nevertheless, students' reflections displayed that story-based lessons contained various elements (such as pictures, teachers' body language, repetitions, etc.) that provide for comprehension of the input.

4.4.3 Vocabulary Learning

The interviewer asked learners how they felt about vocabulary learning and stories. Students had similar responses. Some responses of the interviewees are given as follows.

I feel that I learned more words in story lesson than normal English lesson. (S9) (S2) (S3) (S15)

I remember all the new words we learned in the last three weeks. (S11) (S5) (S13) (S6)

Stories contained new vocabulary. So, hearing new words continuously throughout the story and the lesson helped me to understand and to learn new words better. (S6)

4.4.4 Remembering vocabulary

In interviews, the interviewer asked students some English words from the last three story-based English lessons and she wanted students to say these words' Turkish equivalent. The interviewer also asked students to describe the cognitive process they had while remembering those words as far as they could. Most of the students expressed that they remembered the word from a scene of the story, from a flashcard, from miming actions, or from the word cards. Some of the words that were

asked in the interview and interviewees' reflections on how they remember those words are as follows:

Cook: I remembered Limon and the magic box, how Limon became a cook there. (S9)

Engineer: I thought the flash cards and the word cards. (S1)

Touch: I thought the part of the story in which the witch touched Hansel's arm. (S1)

Chocolate: Hansel and Gretel came to a chocolate house. (S11)

Carrot: The Country Mouse and the Town Mouse ate carrot in the breakfast. I thought the part of the story and the picture of carrot. (S2)

4.4.5 Enjoyment

The element of enjoyment was strongly stated in the interview as it was in the questionnaire. All of the students expressed that story-based English lessons were more enjoyable than the mainstream English lessons.

Story lessons were more enjoyable than the normal lessons. (All interviewees)

Normal English lessons are also enjoyable, but I feel bored after a while in normal class. However, I was very enthusiastic throughout the story lessons. (S1)

In the normal English lessons we have same type of activities, we study the lesson from the book. However, in story lessons, there were many different activities and at the same time listening to stories was very enjoyable. (S13, S15, S10, S12)

Although it wasn't our purpose to make a comparison between story-based lessons and mainstream lessons, there was an overall agreement among students that story-based lessons were more enjoyable than mainstream lessons. Gerngrose and Puchta (1996) state that language learning takes place best of all in an anxiety-free and joyful atmosphere. It can be inferred that story-based lesson presents a joyful learning environment for young learners. Instead of mechanical drills, story-based lesson offers varieties of activities. Young learners seem to like change and variation. Apart from all the related activities in a story-based lesson, reflections of the samples in this study showed that just listening to stories also fascinate learners. Story-based

lessons seem to surpass mainstream lessons in terms of enjoyment that learners have during the lesson, which may have a long-lasting positive effect on learning.

4.4.6 Feelings and thoughts

In the course of the interview, students revealed their feelings and thoughts which are very meaningful in terms of understanding their real perceptions and experience of story-based teaching for three weeks in story class. Moreover, three students at different times, independent from each other, said that story-based lessons had enjoyment in unity with the English course subjects. Some of the quotations from students' reflections are given as follows.

In most, I liked Hansel and Gretel, and the part in which Gretel threw the witch into the oven. (S4)

I felt that I was learning so much new knowledge in story lessons than normal lessons. (S1)

If I had a chance, I would always want to be in story group than the normal English class because in story class we both learn the normal English subjects and have very enjoyable time. We listen to stories, we play games. Story lessons are very enjoyable. (S1) (S13) (S11)

I would prefer that story lessons be not every day or every week but sometimes. Normal English lessons are also good; it is better we listen to English stories as an addition to normal English lessons. (S2, S3, S15, S7)

I want to be an English teacher in the future and I want to do similar things with my students then. In story lessons, we listened to stories, we made jigsaw puzzles, and at the same time we learned English. Story lessons were very enjoyable. It the first story lesson I was very excited because it was the first time that I listened to a story in English. Then, I was used to it. I most liked Limon and the Magic Box because I am very interested in jobs. I wished to be in Limon's shoes so I listened to that story very carefully. (S5)

When you first mentioned about telling stories I was very excited about that experience. I even imagined what would happen in such a lesson. I enjoyed story lessons very much. Thank you. (S13)

We tried to put the pictures of the story in order. I listened to story carefully in order to see if I was correct or not. (S8)

Some students expressed that they enjoyed stories which were novel to them. They listened to those stories more carefully and they tried to guess new vocabulary. Some other students did not mention about the novelty of the stories but they expressed the same experience of dealing with language while trying to analyze the story. One can deduce from their expressions that listening to stories grants good mental exercise. Related expressions of students are given below.

I enjoyed listening to stories that I didn't know before because I tried to understand what happens in the story by using the words I knew before. (S13)

I understood the stories easily because I guessed unknown words by using the words I know and by the help of pictures and teacher's acts. I felt that I can understand English well. (S1) (Used second time, 1. in comprehension)

I felt as if we (the ones in the story group) were learning English better than our friends who were in the normal English class. I felt myself privileged/advantaged. (S2)

I felt very happy, especially on the first day of listening to a story. I most liked Limon and the Magic Box because it was new to me. I least liked Hansel and Gretel because I read it before. (S11)

In summary, students enjoyed listening to stories. Storytelling is not isolated from listening activities. A teacher can use a story in teaching listening; however, a story-based lesson covers other skills in addition to listening and it has certain advantages with young learners. Children are naturally good storytelling audience. From the birth, they are used to listening to stories in their mother tongue. They calm down and listen when they hear someone telling a story. Another advantage of relying most on listening is that young learners are not yet competent enough in other three skills, and listening is the first skill that learners develop. Babies listen to before speak and write and read. It is widely accepted that a natural route as in learning the mother tongue be followed in learning a foreign language. Hence, a foreign language learner is expected to listen first, speak later, and write and read at last. That's why, lessons which provide young learners with opportunities to listen a lot are of importance. What teachers of young learners should take into consideration is that the

materials they make their learners listen to should be comprehensible to their learners. As Krashen's (1985) $i+1$ theory suggests, the new items and materials teachers use in the class should be a bit above the current level of their students; so that, learners can add to their previous knowledge and improve for the later step.

CHAPTER 5

CONCLUSION

5.1 Presentation

This chapter first summarizes the study and findings. Then, some implications and recommendations for teachers who deal with teaching young learners are raised.

5.2 Summary of the Study

As stated previously, the principal concerns of the present study were to compare vocabulary knowledge scores of young learners instructed through story-based and mainstream lessons, and to find out students' reflection on story-based lessons.

The review of literature clarified the characteristics and needs of young learners, and the place of story-based teaching in foreign language methodology. From the information about story-based instruction and its values in teaching young learners, it can be concluded that in story-based lessons students do not only listen to a story; instead, pre, while, and post story activities lead a single story to a sound lesson sequence. While this type of lesson also includes all four language skills, there is much focus on listening skills as far as young learners are concerned. Story-based lessons offer young learners opportunities for learning by seeing, listening, and doing. Literature implies that story-based teaching is very much compatible with young learners, appealing to their general characteristics.

Story-based teaching and its principles usually overlap and interrelate with acquisition-based methodologies. Especially Input Hypothesis has some certain points which are very relevant to what is being discussed within story-based teaching. According Input Hypothesis of Krashen (1985), people acquire second languages if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In other words, comprehensible input is the essential ingredient for second-language acquisition. All other factors work only when they contribute to comprehensible input and/or a low affective filter.

Accordingly with the research questions, this study supplied both quantitative and qualitative data. To answer the first main research question before-and-after research design was applied. The data obtained through pre-post tests gave us quantitative data. This data allowed us to see the comparison of mainstream English

lessons and story-based English lessons in terms of their effects on vocabulary attainment and vocabulary retention level of students who participated in the study in two groups as experimental and control. In addition to the pre and post tests, the questionnaire was given to students at the end of each story-based lesson to learn the ideas, feelings and experiences of the students. Since the questionnaire was done immediately after the treatment, it served to provide retrospection protocol as the information was very fresh in their mind. However, these qualitative data were not sufficient to see the affective dimension of story-based English lessons. An open-ended question was also included in the questionnaire asking students to write their ideas about the difference of story-based teaching from the mainstream lessons. The ultimate purpose was not to make a comparison but to encourage students to relate their experience concerning story-based lessons. In addition to the open-ended question of the questionnaire, the researcher had interviews with the students in the experimental group after the implementation of lessons. The open-ended question of the questionnaire and the interview provided qualitative data about the samples' reflections on story-based English lessons.

T-test was used to analyze the data from the vocabulary tests. T-test result of pre-test showed that existing vocabulary knowledge of the target new words was not statistically significant between students of experimental and control groups. The information that both groups had similar knowledge of the target vocabulary prior to the implementation indicated that any change on students' vocabulary knowledge throughout the study could be taken as an indication for the effect of the instruction on their vocabulary learning, regarding that all other variables were supposed to be under control. T-test result of post-test revealed that there was not statistically significant difference between vocabulary attainment scores of the experimental and control groups, and similarly, retention test results also indicated that story-based teaching and the mainstream teaching had comparable effects on vocabulary retention of the learners in experimental and control groups.

Analysis of the data from questionnaires and the interviews, used to see students' reflection on story-based teaching, showed that story-based teaching significantly caters for affective factors. In story-based lessons, students were very much engrossed in the task and they were more self-confident. Results indicated that almost all of the students' affective filters were down in story-based lessons, which is most probably one of the important points to highlight.

Although listening is relatively a difficult skill for general Turkish learners, findings reveal that learners found all the input of story-based lessons comprehensible and interesting. This becomes more important when we remember that listening is a delayed skill in most Turkish settings. The hardest issue we face with young learners is not to motivate them but to maintain their motivation. Data gave us the confidence that learners maintained all their motivation throughout the story-based teaching classes' time when we had during our experimental work.

It is to be remembered that story-based teaching did not result only in fun and enjoyment in the short term but very successful vocabulary retention, and perhaps most possibly change in attitude towards foreign language. This will, I assume, have a long-lasting positive effect on learners in the long run.

Another point worth mentioning here in relation to findings in general is that students who were involved in the experimental study showed that the process through whom they went during the story-based teaching was more like acquisition-type process rather than learning. This perhaps explains why they were so enthusiastic and engrossed in all story-based lessons. Obviously, the cross-sectional data don't allow us to say much about its long term effect in terms of improvement of learners' linguistic ability, yet it is not exaggeration to say that they had enough experience to appreciate the communicative value of learning a foreign language. Findings, in particular, from the open-ended question provided evidence that language, in the eyes of the young learner, is not a matter of rules but something to live and to realize oneself with, taking the students from traditional learning environment. This is something we perhaps fail to achieve in traditional teaching and learning atmosphere.

Nevertheless, we are not suggesting that story-based teaching is a remedy for all problems nor do we claim that it should replace the mainstream teaching.

The ultimate benefit of this study would be to increase awareness of the teachers about the advantages of incorporating story-based teaching into the traditional classroom teaching. It is very rare, if not any, to see that story-based teaching techniques are employed in our schools. This will obviously equip the teachers with more 'weapons' to fight against loss of motivation, lack of interest in learning foreign languages.

5.3 Pedagogical Implications and Recommendations

1- Teachers may plan their lessons by choosing the appropriate pre-story, while-story, and post-story activities and related materials that are used in story-based teaching. There are many resource books that teachers of young learners can benefit from (see appendix I) or teachers can develop their own materials or they can modify the existing materials for their students' needs.

2- Teachers of young learners should tell stories to their students at least from time to time. This makes a change in the typical lesson sequence and makes the learners more enthusiastic about learning a foreign language.

3- Teachers must present the new vocabulary items in meaningful and interesting teaching environment. Students especially like visual materials such as flashcards. Interesting materials help them focus on the target language items, and meaningful context help learners to link their previous knowledge with new learning.

4- It is better that teachers plan their lessons by taking into consideration the needs of the story they tell and the needs of their audience students. So, they can have successful results.

5- It may not be easy for the teachers to find ready-made materials to use in story-based lessons as it involves many elements such as flashcards, pictures, objects, and music. The teacher can ask for students' cooperation and help. Students take great pleasure in being part of the 'business' of preparing some parts of the materials.

6- Young learners need their learning to be camouflaged through games (Harmer, 1998). Story-based lesson includes pictures, meaningful listening activities, games, miming, etc. Story-based lessons offer a good camouflage for teaching young learners. Foreign language teachers of children must benefit from that source of language instruction.

7- What teachers of young learners should take into consideration is that the listening materials and any related materials that they make their learners expose to should be comprehensible to their learners. Comprehensible input results in learning and children listen to the material carefully if they find meaning in it. As Krashen's (1985) $i+1$ theory suggests, the new items and materials teachers use in the class should be a bit above the current level of

their students; so that, learners can add to their previous knowledge and improve for the later step.

8- Children learn by what they see, hear and do (Gerngrose and Puchta, 1996, p. 5). Teachers must use the advantage of story-based teaching because it provides learners opportunities for seeing, hearing, and doing.

9- A further cross-sectional and in particular longitudinal study investigating long-term effect of story-based lesson on vocabulary retention and other affective factors should be carried out.

5.4 Limitation of the Study

This study is limited only to a relatively small number of groups and a cross-sectional study.

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Appendix A: The Lesson Plan of the Lessons for the Experimental Group

STORY-BASED LESSON PROCEDURE

Duration: 40 min + 40 min.

Class: 5. grade

Age: 11

Subject: foods and drinks; jobs; verbs

Materials: Story books and pictures of the story; flashcards of pictures and words; any realia depending on the needs of the story; word cards; jigsaw puzzle; handouts (in the noisy story); worksheets.

Note: The study took three weeks and the same lesson plan is used in all three lesson sequences.

A. Vocabulary Teaching:

1. **Introduce key vocabulary using pictures:** There are flash cards representing the key words in the story. The teacher puts the pictures and the words on the board. The teacher reads the words by one by and the students repeat them.

2- **Jumbled pictures:** The flash cards and words are jumbled on the board. Students match pictures and words.

OR

Show a student a picture to mime it to the other students: A student mimes a word and other students try to find the word.

Before story: There are pictures representing the scenes of the story. They are jumbled. In pairs or groups students try to put the scenes of the story in correct order. While listening to the story, students check if their order is right or wrong.

B. Telling the Story:

1. **Using pictures, acting, gestures and miming tell the story:** There are a number of things to do to tell a story. We used pictures from the story. Especially gestures, miming, and acting out are very useful in making the meaning clear. Students easily understand the message by the teacher's body language. In some parts students also take role in acting out the story parts. The aim is to make story understood by the listeners in most enjoyable way.

2. **The noisy story:** The teacher retells or reads the story with blanks. She uses a bell for the blanks. When students hear this sound, they shout the missing word.

3- Miming the story: Students are divided into two groups. In turn, one student from each group chooses a card from a box. A part of the story is written on the card. The student mimes this part without speaking and using vocabulary. Her/his group tries to guess which part it is. In the end, the group with the most correct guess is the winner.

C. After Story Activities

1- Who said this?

Students are divided into two groups. In turn, one student from each group chooses a card from a box. An utterance of a character from the story is written on the card. The student reads the sentence and her/his group tries to guess who said this sentence. The group with the most correct guess is the winner.

2- In groups, students build up the jigsaw puzzle: Students are divided into four groups. Each group has a jumbled puzzle which has pictures and words of new vocabulary from the story. Students build up the jigsaw puzzle. The group which finishes first is the winner.

Picture Dictionary-Homework: Students like drawing pictures. Some of the students are not good at drawing pictures but it doesn't matter. But they should draw as much as possible. They memorize the words while drawing pictures. The teacher gives students worksheets to draw pictures of the key vocabulary, and so to create their own picture dictionary.

Appendix B: The Lesson Plan of the Lessons for the Control Group

THE MAINSTREAM LESSON PROCEDURE

Duration: 40 min + 40 min.

Class: 5. grade

Age: 11

Unit: 4 Lesson: 2

Materials: Student's book; Workbook

Subject: foods and drinks; jobs; verbs (one subject is covered each week)

Note: The main material in the mainstream English class is the book. Different teachers may vary in their use of supplementary materials. However, this study is carried on considering the mainstream lesson procedure. Therefore, this lesson plan is based on the book which was given to students by MEB and is the main material of English lessons at Primary Schools. The study took three weeks. In this plan, the part for teaching “jobs” is described as a sample lesson plan of mainstream English class.

A. Listen and repeat: There are seven pictures of people representing different jobs and their professions and their names are written under each picture. The teacher reads the sentences and the students repeat.

1. Match them: Students match the names of the people and their professions.

B. Choose the correct answer: Students choose the correct answer of the question by looking at the picture near the question. Question are like this: 1- Is he a doctor? Yes, he is. / No, he isn't.

C. Talk to your friend: In pairs students ask and answer questions such as: “What is your mother's job?” “She is a nurse.”

1. Complete the dialogue: students complete the blanks in the dialogue such as: “.....father's.....?” “.....pilot.”

D. Look at the pictures and practice: there picture of some people with different professions. Students look at the pictures and answer the questions such as: Is Mr. Stone a teacher?

E. Circle the correct job and write: there pictures of people with different jobs. Next to each picture, three jobs are written. Students choose the correct word and make sentences such as: She is a nurse. He is a cook.

F. Puzzle time: A word puzzle which has five new words. Some letters are given as a clue. Students write the missing letters and complete the puzzle.

G. Put the letters in the correct order: There are words letters of which are jumbled. Students put the letters in order and write the full form.

Homework: Related exercises in the workbook are given as assignment.

The mainstream lesson plan is based on mechanical drills. On the contrary; the story-based lesson includes stimulating activities.

Appendix C: Reflection Questionnaire (Turkish)

Sevgili Öğrencim,

Aşağıda, bugünkü İngilizce dersiniz ile ilgili sorular vardır. Lütfen soruları dikkatle oku ve kendi görüşüne uygun cevabı ver. Teşekkür ederim. Öner Solak – İng. Öğrt.

1. Bugün İngilizce dersinde kullanılan aşağıdaki **malzemeler** sizin için ne kadar **İLGİ ÇEKİCİ**ydi? **İlgi çekicilik oranları** aşağıda **5, 4, 3, 2, 1** şeklinde **puanlanmıştır**. Her bir madde için verilen boşluğa, **size uygun cevap** olan **5, 4, 3, 2** veya **1**'den birini yazınız. Her maddeye farklı puan verebilirsiniz ve bir puanı birden fazla kez kullanabilirsiniz.

5- ÇOK İLGİMİ ÇEKTİ **4- İLGİMİ ÇEKTİ** **3- BİRAZ İLGİMİ ÇEKTİ**
2- İLGİMİ ÇEKMEDİ **1- HİÇ İLGİMİ ÇEKMEDİ**

- A) Yeni kelimeleri tanıtmada kullanılan resimler: _____
- B) Yapboz: _____
- C) Hikâyeyi anlatan resimler: _____
- D) Hikâyenin konusu: _____
- E) Hikâyenin anlatımı: _____
- F) Cümleyi hangi karakterin söylediğini bulmada kullanılan cümle kartları: _____
- G) Canlandırma yapmada kullanılan hikaye bölümü kartları: _____
- H) Resimli sözlük: _____

2. Bugün İngilizce dersinde kullanılan aşağıdaki **malzemeler** sizin için **ANLAŞILIR** mıydı? **Anlaşılrlık oranları** aşağıda **5, 4, 3, 2, 1** şeklinde **puanlanmıştır**. Her bir madde için verilen boşluğa, **size uygun cevap** olan **5, 4, 3, 2** veya **1**'den birini yazınız. Her maddeye farklı puan verebilirsiniz ve bir puanı birden fazla kez kullanabilirsiniz.

5- ÇOK ANLAŞILIRDI **4- ANLAŞILIRDI** **3- BİRAZ ANLAŞILIRDI**
2- ANLAŞILIR DEĞİLDİ **1- HİÇ ANLAŞILIR DEĞİLDİ**

- A) Yeni kelimeleri tanıtmada kullanılan resimler: _____
- B) Yapboz: _____
- C) Hikâyeyi anlatan resimler: _____
- D) Hikâyenin konusu: _____
- E) Hikâyenin anlatımı: _____
- F) Cümleyi hangi karakterin söylediğini bulmada kullanılan cümle kartları: _____
- G) Canlandırma yapmada kullanılan hikaye bölümü kartları: _____
- H) Resimli sözlük: _____

3. Bugünkü derste yapılan **aktiviteler** sizce ne kadar eğlenceliydi? **Eğlencelilik oranları aşağıda 5, 4, 3, 2, 1 şeklinde puanlanmıştır.** Her bir aktivite için verilen boşluğa **size uygun cevap** olan **5, 4, 3, 2** veya **1**'den birini yazınız. Her maddeye farklı puan verebilirsiniz ve bir puanı birden fazla kez kullanabilirsiniz.

**5- ÇOK EĞLENCELİYDİ 4- EĞLENCELİYDİ 3- BİRAZ EĞLENCELİYDİ
2- EĞLENCELİ DEĞİLDİ 1- ÇOK SIKICIYDI**

- A) Kelime ve resim eşleme: _____
- B) Yapboz yapma: _____
- C) Hikâyeyi anlatan resimleri sıraya sokma: _____
- D) Hikâyeyi dinleme: _____
- E) Hikâyedeki eksik kelimeleri bulma: _____
- F) Hikâyenin bölümlerini canlandırma: _____
- G) Bir cümleyi hangi karakterin söylediğini bulma: _____
- H) Resimli sözlük oluşturma: _____

4. Bugünkü İngilizce dersi hangi yönlerden her zaman normal sınıfınızda gördüğünüz İngilizce dersinden farklıydı? Bu konuda ne hissettiğinizi ve ne düşündüğünüzü aşağıya yazınız.

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İsim-soy isim:

Appendix D: Reflection Questionnaire (English)

Dear my student,

There are questions below about your English lesson you had today. Please, read the questions carefully and give an answer that best suits with your idea. Thank you.

Öner Solak – English Teacher

1- How much **interesting** were the **materials** for you that were used in the English lesson today? Options are ranked below from 5 to 1. Write the point that best suits you from 5,4,3,2,1 in the blank that was given for each item. You can give different points to each item and you can use a point more than once.

5- VERY MUCH INTERESTING

4- INTERESTING

3- A LITTLE INTERESTING

2-NOT INTERESTING

1- NOT INTERESTING AT ALL

A) Pictures of new words _____

B) Jigsaw puzzle _____

C) Pictures of the story _____

D) Theme of the story _____

E) Telling of the story _____

F) “Who said this” cards _____

G) Miming cards _____

H) Picture dictionary _____

2- How much **comprehensible** were the **materials** for you that were used in the English lesson today? Options are ranked below from 5 to 1. Write the point that best suits you from 5,4,3,2,1 in the blank that was given for each item. You can give different points to each item and you can use a point more than once.

5- VERY MUCH COMPREHENSIBLE

4- COMPREHENSIBLE

3- A LITTLE COMPREHENSIBLE

2- NOT COMPREHENSIBLE

1- NOT COMPREHENSIBLE AT ALL

A) Pictures of new words _____

B) Jigsaw puzzle _____

C) Pictures of the story _____

D) Theme of the story _____

E) Telling of the story _____

F) "Who said this" cards _____

G) Miming cards _____

H) Picture dictionary _____

3- How much enjoyable were the activities that were performed today in the lesson? Options are ranked below from 5 to 1. Write the point that best suits you from 5,4,3,2,1 in the blank that was given for each item. You can give different points to each item and you can use a point more than once.

5- VERY MUCH ENJOYABLE 4- ENJOYABLE

3- A LITTLE ENJOYABLE 2- NOT ENJOYABLE

1- NOT ENJOYABLE AT ALL

A) Matching pictures and new words: _____

B) Doing jigsaw puzzle: _____

C) Sequencing the scenes of the story: _____

D) Listening to the story: _____

E) Filling the blanks in the story: _____

F) Miming the story: _____

G) Finding "Who said this": _____

H) Preparing a picture dictionary: _____

5. **In what ways was the English lesson today was different from your mainstream English lessons? Write below about what you think of and feel on this.**

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Name-surname:

Appendix E: Features of All Participants before Division

Number of Subjects	Turkish	English	Total Mark	Gender	Date of Birth
1	4	1	5	M	27.12.1995
2	5	5	10	M	03.10.1994
3	5	5	10	M	27.04.1995
4	5	4	9	M	18.04.1995
5	5	5	10	F	12.08.1995
6	5	5	10	M	23.12.1994
7	4	3	7	F	25.08.1995
8	5	3	8	F	26.01.1995
9	5	5	10	M	13.12.1995
10	4	2	6	M	11.07.1995
11	4	5	9	F	04.07.1995
12	4	3	7	F	12.03.1995
13	5	4	9	M	29.01.1995
14	5	5	10	F	11.08.1995
15	5	5	10	M	26.12.1994
16	4	4	8	M	11.09.1995
17	5	5	10	F	28.04.1995
18	5	5	10	F	13.04.1995
19	5	5	10	F	13.07.1995
20	5	5	10	M	07.04.1995
21	3	1	4	M	19.09.1995
22	5	5	10	F	21.07.1995
23	5	5	10	F	21.09.1995
24	5	5	10	F	09.01.1995
25	5	5	10	M	05.03.1995
26	5	2	7	M	27.12.1995
27	5	3	8	F	16.10.1994
28	5	4	9	M	16.02.1995
29	5	2	7	M	03.02.1995
30	4	2	6	M	03.02.1995
31	4	3	7	F	24.10.1995
32	5	5	10	F	03.01.1995

Number of Girls: 15

Number of Boys: 17

Turkish: 1. School Term Report mark of Turkish Lesson

English: 1. School Term Report mark of English Lesson

Total Mark: Total of 1. School Term Report marks of Turkish and English Lessons

Appendix F: Features of the Subjects in Experimental and Control Groups

Number of the Subjects in the Experimental Group	Total Mark of Each Subject	Gender	Number of the Subjects in the Control Group	Total Mark of Each Subject	Gender
1	10	F	1	10	F
2	7	F	2	7	F
3	4	M	3	5	M
4	6	M	4	6	M
5	10	F	5	10	F
6	10	F	6	10	F
7	10	F	7	10	F
8	8	F	8	8	F
9	8	M	9	7	M
10	7	F	10	7	M
11	9	F	11	9	M
12	10	M	12	10	M
13	10	F	13	10	M
14	10	M	14	10	M
15	10	M	15	10	M
16	9	M	16	9	M
Total Mark of Subjects	138			138	
Total Number of Girls		9			6
Total Number of Boys		7			10

Appendix G: Stories Used in the Treatment

1. WEEK: The TOWN MOUSE and the COUNTRY MOUSE

Here is country mouse. Country Mouse lives in a field. It is a big cornfield. He has a nice house. Look! His house is in the tree.

Every day, country mouse eats corn and carrot. He eats corn and carrot for breakfast. He eats corn and carrot for lunch. And he eats corn and carrot for dinner. He likes corn and carrot.

And every day, Country Mouse plays in the field with his friends. His friends throw the ball and he catches the ball. He throws the ball and his friends catch the ball. Country Mouse is very happy in the country.

One day, a mouse from the town visits the country. Here is The Town Mouse. He carries a suitcase. He walks in the cornfield and thinks. “The country is boring. What can you do in the country? Nothing!” he thinks.

In town, you can wear nice clothes, you can swim in the swimming pool, you can eat cake, cheese, chocolate, chips, and cake, and you can drink coke. “I love the town”, he thinks.

Country Mouse sees the Town Mouse. Country Mouse is very kind and friendly. He invites Town Mouse to dinner. “Do you want to come for dinner at my house?”

“That’s very kind of you. Thank you” says Town Mouse.

That evening, Town Mouse and Country Mouse have dinner in the little tree house. They eat corn, carrot, and soup, for dinner. “Mmm, I love corn” says Country Mouse. “Do you like corn?”

“It’s okay,” says Town Mouse. Town Mouse thinks “I don’t like corn very much”.

It is very quiet now. The birds are asleep in their nests. The farmers are asleep in their houses. And the rabbits are asleep in the field. “It’s very quiet,” says Town Mouse. “Yes, it is,” says Country Mouse. “There’s no noise! It’s wonderful.”

In the morning, they eat corn, carrot, and tomato for breakfast. They drink tea.

“What do you do here?” asks Town Mouse. “Aren’t you bored?”

“I’m never bored,” says Country Mouse. “In the winter, I play in the farmhouse. It is very warm there. And in the summer, I play in the field.”

“Town is better than country,” thinks Town Mouse. He has an idea. “Come to the town. Come and stay with me,” he says.

“That’s very kind of you,” says Country Mouse. “Thank you.”

The next day, Town Mouse and Country Mouse get on a bus. And they go to the town.

The town is very noisy. There are a lot of cars. There are a lot of people. The people shout. The dogs bark. And the cars beep their horns.

Town Mouse is smiling. He is very happy. He likes the town. Country mouse isn’t happy. He doesn’t like the town.

The two mice walk to Town Mouse’s House.

Town Mouse’s house is beautiful. It is very big. It has a big garden. And it has a swimming pool. “It is a beautiful house,” says Country Mouse.

“Thank you,” says Town Mouse. “In the summer, I swim in the swimming pool.”

Town Mouse lives in the kitchen. “Wow!” says Country Mouse. “There is a lot of food.” There are chips, cake, cheese, chocolate, cake, and coke in the kitchen.

“Yes.” “I’m hungry. Let’s eat,” says Town Mouse.

Suddenly, the kitchen door opens. Oh no! There is a cat. It is a big white cat. “Miaow,” says the cat. The mice are frightened. The big white cat can’t smell the mice. The cat walks out of the kitchen.

Country Mouse is frightened. “It’s okay, now,” says Town Mouse. “I’m very hungry. Let’s eat.” Country Mouse isn’t hungry now. He is frightened.

“Come and eat.” Town Mouse eats some cheese. “Mmm. This cheese is good,” he says.

Suddenly, the door opens. A big gray cat walks in. the big gray cat is very hungry. “Miaow,” says the cat. Country Mouse is very frightened. The cat can smell the mice.

The cat sees the mice. The cat opens its mouth wide. Look at its sharp white teeth! Foods fall to the floor. There is a loud noise. The cat runs after the mice. Town Mouse and Country Mouse hide behind a cupboard.

The two mice sit behind the cupboard and wait. Soon, the kitchen is quiet again.

“It’s okay now,” says Town Mouse. “Let’s eat. I am very hungry.”

Country Mouse isn't hungry. "No, thank you. I can't eat now. I'm going home," says Country Mouse. Country Mouse runs out of the kitchen, and then he runs out of the house. And he gets on a bus. The bus is going to the country.

Then, Town Mouse goes inside his house. He sits in his kitchen and eats cheese. He is happy. He has a beautiful big house. He wears beautiful clothes. He swims in the swimming pool. And he has a lot of good food. "Life in the town is good. I'm very lucky," he thinks.

Finally, Country Mouse arrives home. He is happy. He sits in his cornfield and eats his corn. "Life in the country is good, I'm very lucky," he thinks.

The two mice like different things.

2. WEEK: LIMON AND THE MAGIC BOX

Here is Limon. She lives with his mother and father (show their family picture). You know her anyway. And here is her best friend Zeytin. Do you know him? (Show Zeytin's picture). Every day Limon and Zeytin play games together. They like playing very much (show them playing). (Make puppets of Limon and Zeytin, and the family-father-)

Limon likes playing but he wants to grow and earn money. One day, he says to his father "Father, I want to grow". Father says "Why?". Limon says "I want to earn money". Father says "But you first go to school and learn everything. Then, you have a job." "If you don't go to school, you can't have a job."

One day Limon and Zeytin play games in the garden. Limon and Zeytin find a small box. Zeytin "Look! It writes "*MicBagox*" on it". They touch the small box, and it becomes very big. They are very surprised. They play with it, and, it is dinner time and they are hungry. Zeytin goes home. Limon carries the box into his room. She looks at the writing on the box "*MicBagox*". She tries to solve it. (Can you solve it, what does it write there?) And soon she solves it a "MAGIC BOX". She writes "Magic Box" on the box. After dinner, she sits in the box and thinks her dreams, she says "I want to grow and be a pilot". And suddenly Limon becomes a pilot. She is in a plane. There are clouds everywhere. She can't land the plane. She is very afraid. She again wants to be a child. And she becomes a child again. In the magic box there is a note "You are unsuccessful, so you become a child".

Then she tries to be an airhostess. She says “I want to be an airhostess”. She is now in a plane again, she is an airhostess. But people in the plane speak a strange language, she doesn’t know their language. She turns back, she becomes a child.

Then, she says “I want to be an engineer”. She becomes an engineer, people ask her questions. She doesn’t know the answers. She can’t be an engineer. She soon changes mind and becomes a child again.

One day, she again sits in the magic box and says “I want to be a dentist”. She is a dentist now. She pulls out a child’s tooth, she is unsuccessful, the child cries and cries. Limon is afraid, she again becomes a child

Another day, Limon sits in the magic box and says “I want to be a doctor”. She becomes a doctor in the hospital but she doesn’t know anything. She sees nurses around, and then she says “I want to be a nurse”. She is again in the hospital, she is a nurse now. She soon understands: being a nurse is difficult. She again becomes a child.

Every day she sits in the magic box and becomes something. (put the card-barber- on the board, ask students to say the magic sentence: I want to be a barber. Do the same thing for cook, secretary and the farmer with the students.) Each time, Limon is unsuccessful, and turns back and becomes a child.

At last, there is a note in the box: “Be a good child, play games, study your lessons, and learn everything. Then you grow and you become successful.” After that, Limon understands she doesn’t need to use the magic box. She becomes a good child. She plays games with Zeytin, she studies lesson, and learns new things.

3. WEEK: HANSEL and GRETTEL

Here are Hansel and Gretel. They live with their father and their stepmother. Their father is a woodcutter. He works in the forest. Do you see their stepmother? She is very unkind to Hansel and Gretel. “Gretel, wash the floors. Hansel, carry the wood now,” she shouts. The two children do all the housework.

One day, and then all winter, the father is ill. The family has got no money and there isn’t enough food.

One night, the stepmother makes a plan. But, Hansel and Gretel hear her plan. Look at them! They listen to their father and stepmother. “We haven’t got enough

food. Take the children into the forest and leave them there,” she says. “I can’t do that. I love them,” says the father.

That night, Hansel goes in to the garden and collects some small white stones. Then he goes to bed.

The next day, Hansel, Gretel, and their father go to the forest. Hansel drops the small white stones on the path. After a while, the father says “I will collect some wood. Wait for me here,” and he goes away.

Hansel and Gretel wait and wait for their father. But he doesn’t come back; it is dark now. Gretel cries and cries “It’s cold and dark. And we are lost.”

Hansel points to the path. “Look, Gretel, don’t cry. Look at the white stones. We can follow them and we can go home.” The two children follow the small white stones, and they arrive home.

Stepmother isn’t happy. That night, the stepmother says to her husband, “Take the children into the forest and leave them there.”

Hansel hears the plan. When the stepmother and their father sleep, Hansel goes to the door. He wants to collect small white stones. But he can’t open the door. It is locked. Hansel goes to his bed.

In the morning, their stepmother gives them two slices of bread for breakfast. Hansel has got an idea. He puts the bread in his pocket.

Hansel, Gretel, and their father go to the forest. Hansel breaks the bread into small pieces and he drops the pieces of bread on the path. Some birds follow Hansel. They eat the bread. Hansel doesn’t see the birds.

After a while, the father says “I will collect some wood. Wait for me here,” and he goes away.

Hansel looks for the pieces of bread. But he can’t find them. “Now, we are really lost,” says Gretel. She begins to cry.

The two children are lost. They walk and walk in the forest..... They run one way; then they run another way..... No, they can’t find their house.

Suddenly, they see a strange house. The door is chocolate. There is ice-cream, cake and chips on the walls. “Mmm,” says Gretel. “I’m very hungry. Let’s eat some cake.” They climb the house and eat some cake.

Suddenly, the chocolate door opens. There is an old woman at the door. “Hello. Who is eating my house?” “We are very sorry,” says Hansel. “That’s okay. You are hungry. Come in and have some breakfast.”

Hansel and Gretel are very hungry. They go inside with the old woman. There is a lot of nice food on the table. There are cake and chocolate and chips and ice-cream. There are salad and macaroni and soup. There are milk and coke.

“Eat all you can,” says the old woman. “I like big strong children.”

The two children eat and eat. For breakfast, they eat cake and chips. And they eat some chocolate. They drink milk for breakfast.

Then, it is lunch time. They have soup, macaroni, salad and ice-cream for lunch. They eat and eat. They drink coke for lunch. They drink and drink.

The old, ugly woman sits and watches them. The old woman is a witch, and she eats little boys for dinner.

The witch puts Hansel in a cage, she locks the door. Then, she locks the house door.

“You are very thin, little boy. Eat lot of food and become fat. And after seven days, I’m going to eat you for dinner,” the witch says to Hansel.

Every day, Gretel gives Hansel chicken and chips, cakes and chocolate, macaroni, ice-cream, milk and coke. Hansel eats all the food.

On the seventh day, the witch says “Give me your arm, Hansel.”

The witch can’t see very well. Hansel gives her a chicken bone. The witch touches the bone. She is very surprised. “You’re very thin. Eat some more food.”

On the tenth day, the witch is very hungry and Hansel is still thin. The witch is very angry. “I’m going to eat Hansel,” she says to Gretel. “Go and prepare the oven.”

Gretel prepares the oven, she makes it very hot. The witch is angry; she goes and opens the oven door. And, Gretel pushes her in. She shuts the oven door.

Gretel goes and unlocks the cage door. They take the treasure in the witch’s bedroom.

They run and go their home. Their father is very happy to see the children. The stepmother is not there anymore. They dance around the room. They are very happy.

The father, Hansel and Gretel are never hungry again. They live together very happily.


Appendix H: The Vocabulary Test (Pre, Post, and Retention)


Your name:


Vocabulary Test


2006


1. - 6. sorular için seçeneklerden doğru olanı işaretleyiniz. What can he do? He can ...?.....


- 1-  a) drink b) solve c) dance d) run

- 2-  a) drink b) play c) write d) touch

- 3-  a) climb b) run c) dance d) touch

- 4-  a) wear b) carry c) swim d) write

- 5-  a) swim b) run c) solve d) drink

- 6-  a) run b) dance c) wear d) climb

7., 8., 9. ve 10. sorularda boşluğa gelmesi gereken ifadeyi seçeneklerden seçip işaretleyiniz.

7- In winter, I can't?..... games; it is cold outside.

- a) climb b) dance c) catch d) play

8- I ...?..... apples. I eat an apple every day.

- a) like b) drink c) play d) wear



9- He is a _____?_____.

- a) dentist b) cook c) farmer d) pilot



10- He is a _____?_____.

- a) farmer b) cook c) engineer d) dentist

11. – 16. sorularda resimlere bakarak ilgili mesleği bulunuz.



11- a) engineer b) pilot c) farmer d) secretary



12- a) nurse b) secretary c) airhostess d) pilot



13-

- a) doctor b) dentist c) engineer d) secretary



14-

- a) nurse b) dentist c) doctor d) engineer



15-

- a) farmer b) pilot c) dentist d) engineer



16-

- a) barber b) secretary c) airhostess d) dentist

17., 18. ve 19. sorularda (**lunch, dinner, breakfast**) kelimelerinden her soru için uygun olanı o sorudaki boşluğa yazınız.

17- I haveat 8:00 o'clock.

18- I have at 12:00 o'clock.

19- I haveat 18:00 o'clock.

20. - 27. sorulardaki resimlerin bulmacada YUKARIDAN AŞAĞIYA ve SOLDAN SAĞA GİZLİ anlamlarını bulup RESİMLERİN YANINDAKİ BOŞLUKLARA YAZINIZ. Kelimelerin baş harfi ipucu olarak verilmiştir. Bulmacada bulduğunuz kelimenin üstünü çiziniz.



Örnek:cat.....

d	s	u	i	t	c	a	s	e	r	y
c	n	r	r	y	s	c	a	m	c	h
a	u	h	u	n	g	r	y	t	a	u
v	r	l	v	e	d	o	c	o	t	d
o	s	e	w	e	a	r	l	u	c	e
l	e	d	d	e	r	s	i	c	h	n
s	o	l	v	e	a	n	m	h	e	t
e	h	u	n	e	g	h	b	w	<u>c</u>	i
o	d	o	c	t	o	r	t	e	<u>a</u>	s
d	e	m	t	o	s	t	y	a	<u>t</u>	t



20- d.....



21- I'm h.....



22- s.....
problem.



23- He can't s..... the



24- n.....









25- He w.....s a hat.










26- He can c..... the ball.



27- t.....

28  31  32  33  34  35 

29  30  36  37  38  39  40 

c s k c l i m c o i
 s k c i m c o i
 s t s o
 d



resimlerden ve ipuçlarından faydalanarak bulmacayı çözünüz.

Appendix I: Resource Books for Teachers of Young Learners

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RESUME

Öner SOLAK, born in Söke in 1981, completed her primary and secondary education in Aydın. She attended İsmet İnönü Anatolian Vocational High School in Manisa and graduated as the 'first' of the school. In the third class of high school education, in 1999, she had ÖSS (Student Selection Examination) and YDS (Foreign Language Examination). In YDS, she became the 'first' in Manisa and the 'twelfth' in Turkey. The same year, she began to study in the Department of English Language Teaching at Gazi University and graduated in 2003. The year she graduated from the university, she started the MA programme in Applied Linguistics at Foreign Languages Department of Karadeniz Technical University and worked as an English teacher at Yılmaz Çebi Primary School in Araklı, Trabzon. In 2004, she started to work at Trabzon High School and still working there. She is married and has a son.