USING NURSERY RHYMES IN TEACHING VOCABULARY TO YOUNG EFL LEARNERS

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ÖZ

Küçük çocuk şarkılarının, İngilizceyi yabancı dil olarak öğrenen ve daha önce hiç İngilizce öğrenmemiş çocuklar üzerinde kelime öğrenimine etkisini ölçmeyi amaçlayan bu deneysel çalışma Ordu ili, Ünye Şehit Cemal Mutlu İlköğretim Okulu 4. sınıfları içinden iki tanesiyle yapılmıştır. Sınıflardan birisi deney, diğeri kontrol grubu olmak üzere isimlendirilmiştir. Öğrencilerin İngilizce konusunda herhangi bir ön bilgiye sahip olup olmadıklarını kontrol etmek için her iki gruba da bir ön-test uygulanmıştır ve iki grup arasında anlamlı bir fark olmadığı ortaya çıkmıştır. Toplam 8 hafta ve 22 saatlik bir süreç içinde, deney grubundaki öğrencilere Milli Eğitim müfredatı kapsamındaki sözcükler, küçük çocuk şarkıları ve onlarla alakalı etkinlikler eşliğinde öğretilmiştir. Bu sırada aynı sözcükler kontrol grubundaki öğrencilere, ders kitabı ve çalışma kitaplarındaki etkinlikler aracılığıyla öğretilmiştir. Süreç esnasında kontrol ve deney grubundaki öğrenciler, işlenen konulardan sonraki haftalarda, konularla alakalı birer ara-testle ölçülmüşlerdir ve sonuçlar birbiriyle kıyaslanmıştır. Sonuçlar arasında anlamlı fark deney grubundan yana çıkmıştır. Süreç sonunda, ön-test olarak uygulanan test her iki grubu da tekrar uygulanarak sonuçlar kıyaslanmıştır ve deney grubu lehinde bir fark ortaya çıktığı görülmüştür. Bu sonuçlar çerçevesinde, çocuklara kelime öğretiminde, küçük çocuk şarkılarıyla kelime öğretiminin, ders kitaplarına bağlı kalarak yapılan kelime öğretimden daha etkili olduğu belirlenmiştir.

Anahtar Sözcükler: Küçük Çocuk Şarkıları, çocuklar, sözcük

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ABSTRACT

This experimental study which aims at exploring the effect of nursery rhymes in teaching vocabulary on young learners who learn English as a Foreign Language and who have never learned English before, has been applied students of two 4th grade classes chosen from Ünye Şehit Cemal Mutlu Primary School in Ordu. One of the classes was experimental group and the other was control group. In order to check whether the students have any background vocabulary knowledge, each group has been applied a pre-test and it has been concluded that there is no significant difference between them. Within a 8-week and 22-hour process, the vocabulary in the National Education Curriculum has been taught to young learners in the experimental group by the implementation of nursery rhymes and related activities. Meanwhile, the same vocabulary has been taught the learners in the control group via using activities in their course book and workbook. During the process, other tests have been applied to both groups after the weeks the items are taught and the results are compared and contrasted. The significant difference has been in favour of experimental group in these tests. At the end of the process, the test, which was applied as pre-test has been conducted again and the results of the groups have been evaluated once again, it has been seen that the results are in favour of the experimental group. In the light of these results, it was concluded that teaching vocabulary via nursery rhymes has been more effective than the teaching which is done dependent on course books, while teaching young learners.

Keywords: Nursery Rhymes, young learners, vocabulary.

ACKNOWLEDGMENTS

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ABBREVIATIONS

EFL   : English as Foreign Language

ELT   : English Language Teaching

SPSS   : Statistical Package for the Social Sciences

Ss   : Students

T   : Teacher

TEYL   : Teaching English to Young Learners

CHAPTER I

INTRODUCTION

1.1. Problem

A language is a means of communication which is composed of words, even though most of people think the structures form it. If we take into consideration a child of 2 or 3 years old, who is unaware of the grammatical structures or syntactical rules, on the other hand having a very active and real communication with other, we can easily understand that vocabulary knowledge is essential to communicate. However, the most universal aspect of teaching a language, that is, communication, is neglected putting the much of the emphasis on the grammatical items in teaching and learning environments. As Wilga Rivers (1983:25) states that "the acquisition of an adequate vocabulary is essential for successful second/foreign language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication". There is no use of teaching a language, if the communication is not provided. This is because a student, even if s/he knows every grammatical item correctly and completely, may not have the chance of communication as a result of lacking vocabulary.

In the past, vocabulary teaching and learning were often given little priority in Foreign Language Programs. As David Nunan (1998: 117) states: "While grammar translation approaches to the teaching of language provided a balanced diet of grammar and vocabulary, audiolingualists suggested that the emphasis should be strongly on the acquisition of the basic grammatical patterns of the language. It was believed that if learners were able to internalize these basic patterns, then building a large vocabulary could come later". The focus was on specific items such as grammar, reading and writing. Krashen and Terrell point out (1983) "Since then, however the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approaches to language teaching and partly through the stimulus of comprehension based methods such as the Natural Approach" (cited in Nunan, 1998: 117). In recent years the position of

vocabulary learning seems to change substantially. Every student is an individual. Therefore approaches used while teaching vocabulary to them should be varied. Using only one method in a one teaching process should be refrained. Writing the word on the board or showing the pictures of, especially, the concrete vocabulary is not enough. Vocabulary teaching should be enriched with such other attachments as games, songs, dramas or nursery rhymes.

In Turkey, learning vocabulary has gained importance as well recently. However as a result of the fact that the types of national examinations such as SBS[1] require the knowledge of grammatical forms rather than vocabulary knowledge, dealing with teaching vocabulary is ignored by most of the language teachers. Although the course books of public schools have relevant and varied activities, most of the teachers have the common belief that they have to focus on these structures. In traditional classes, vocabulary is taught as how the teacher learned from his/her own teacher by assigning lists of words, asking students to look the words up in the dictionary and to write them in sentences. In Turkish language classrooms these steps become more problematic especially when the learners are younger.

In Turkey, both teaching and learning vocabulary have always become a problematic case among teachers and students. Even though a student can learn every grammatical structure, s/he can easily form a grammatically-correct sentence and s/he can give the appropriate answers to the mechanic questions, s/he may not understand the meaning of that sentence as a result of lacking vocabulary. Isolated words cannot be recalled by the learners. These words cannot go beyond the short term memory and cannot have their place in the long term memory thus leading students to feel the sense of failure when they cannot understand some utterances which they have to. As Nunan (1998: 133-134) agrees, "in order for a new item to enter long-term memory some form of active involvement on the part of the learner is desirable". Nusery rhymes serve as a material which puts students actively in the course of lesson with its joyful and entertaining aspect thus helps learners to internalize the vocabulary.

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[1] During the process of writing this thesis the name of the exam was SBS, but later the name of the exam was changed into OKS

According to Thompson (2000: 49-50) "Children are all individuals and hence are all very different. They have individual ideas, needs and abilities. Hence the ELT curriculum for young language learners in early learning environments needs to provide a range of different learning opportunities for children to learn". So exposing them to traditional styles of vocabulary teaching makes no use.

Taking "Teaching English to Young Learners" (henceforth: TEYL) seriously involves multiple strands of work such as carrying out new researches, investigating other researches and applying some new techniques to classes. As Cameron (2005:xi) states, "Primary school teachers need to understand how children make sense of the world and how they learn". While teaching a foreign language to young learners, the use of the materials which will attract their attention and capture their enthusiasm as well as having culture-bound is vital and indispensable. Nursery rhymes are such materials. Learning a word takes a long time and many exposures to the word used in different situations (Cameron, 2005:75). Loaded with coherent vocabulary, nursery rhymes are one of the most helpful materials in language classrooms while teaching new words. The presence of music in nursery rhymes moves the students from traditional classroom atmosphere. "Often actions, movements or dances are associated with these nursery rhymes and children" (Scott and Ytreberg 1990:27). As a result, being parallel to kinesthetic aspect of nursery rhymes, vocabulary learning can be enhanced. Sarah Philips asserts that an enjoyable activity will be quite useful for motivation and long-term retention of learned things (1993:6). Using different materials and providing variety in the classroom environment pave the way for young students to learn vocabulary better. Enriching the teaching process of a new word is vital for a teacher of young learners since their concentration span is very short. In order those to pass vocabulary to their long-term memory, a lot of repetition with different content should be done. Nursery rhymes with a large variety are good choice for young learners' instructors. There are numerous nursery rhymes about the items which will be taught. These rhymes may be used for improving students' motivation with their entertaining chants and melody even by adding motion and action.

While teaching vocabulary the immediate purpose should be teaching the words in context. The language is best learned in context. As Nunan (1998:121) claims "the

focus in class will be on encouraging learners to develop strategies for inferring the meaning of new words from the context in which they occur, and teaching them to use a range of cues, both verbal and non-verbal (e.g. pictures and diagrams in written text) to determine meaning". Nursery rhymes with their contextualized vocabulary enhance students to determine and recall the meaning what is taught in context. Although as teachers in Turkey, we have many opportunities to teach vocabulary in many different ways, most of us still insist on using traditional methods depending on course book activities only.

Problem Statement: The problem with the Turkish young learners is that they learn vocabulary apart from its context and in an isolated way (rote-learning). However, if they learned new vocabulary items in a meaningful way, -by being exposed to meaningful contexts such as, nursery rhymes, vocabulary learning would be easier and long-lasting.

In this study, our aim is to investigate if the use of nursery rhymes will make any improvement in learning and retention of vocabulary.

1.2. Research Question

Do the students who are taught vocabulary via nursery rhymes learn the words better than the students who are taught by traditional ways such as following the course book, writing the vocabulary on the board and asking learners to memorize these words?

1.3. Sub-questions

1**.** Is there a significant difference between the post- test results of the experimental group and control group in favour of the experimental group?

2. Is there a significant difference between the pre- test and post- test results of the experimental group in favour of the post-tense?

3. Is there a significant difference between the pre-test and the post- test results of control group in favour of the post-test?

4. Do the female students in the experimental group learn the vocabulary better than the male students in the same group?

1.4. Aim of the Study

The aim of this study is to determine the differences in vocabulary learning success between the children who are taught the items by means of nursery rhymes and assisting activities designed carefully along with these rhymes and the children who are taught these words just by using the course book and traditional methods, within the required curriculum of the 4th grades in a primary school.

1.5. Significance of the Study

While learning a language a student is exposed to many aspects of language learning such as reading, grammar, pronunciation. Among these, vocabulary learning is vital. Without the knowledge of required vocabulary, teaching of none is achieved. Moreover communicating with others is impossible. As teachers, our first aim is to create a communication environment in classrooms which can be carried out of the classroom. Starting to teach language young learners with words is inevitable as their cognitive development is not enough for complex grammatical structures at these ages.

This research aims at clarifying the importance of using attractive materials such as nursery rhymes in teaching vocabulary. As a result, the findings will pave the way for other related studies and give suggestions about the appropriate ways of teaching vocabulary to young learners.

1.6. Hypotheses

1. There will be a significant difference between the post- test results of the experimental group and control group in favour of the experimental group.

2. There will be a significant difference between the pre- test and post- test results of the experimental group in favour of the post-tense.

3. There will be a significant difference between the pre-test and the post- test results of control group in favour of the post-test.

4. Female students in the experimental group (who are exposed to the nursery rhymes) will learn the vocabulary better than the male students in the same group.

1.7. Assumptions

1. The levels of English knowledge of both the experiment group and the control group are assumed to be similar.

2. Subjects are assumed to participate in the tasks with their full concentration.

3. Subjects are assumed to attend the pre and post-tests sincerely and with their full concentration.

1.8. Definitions

Nursery rhymes: A simple traditional poem or song for children (Hornby, 2000)

Traditional Learning: Following only the course book for teaching vocabulary, word lists, writing the vocabulary on the board and asking students to memorize these words.

Young learners: Pupils who are between five and eleven years old which are the most vital years in a child's development including learning a foreign language. (Scott and Ytreberg 1990:1)

Vocabulary: All the words that a person knows or uses, or all the words in a particular language; the words that people use when they are talking about a particular subject (Hornby, 2000)

1.9. Limitations

1. This study is limited with the effect of nursery rhymes on vocabulary teaching.

2. This study is limited to fourth grade students in the experiment group and the control group attending the Şehit Cemal Mutlu Primary School which is a Primary School in Ordu/Ünye.

3. The study is limited to a six-week vocabulary teaching via nursery rhymes (22 hours in total).

CHAPTER II

REVIEW OF LITERATURE

This chapter's main concern is to give a definition of the "young learners" by explaining their characteristics and the way how they think and learn. Some further discussion about what language teachers of young learners should apply in the learning- teaching environment will be done. Besides, there will be further explanation about the techniques and methods about vocabulary teaching since the study is about vocabulary teaching. Moreover, since nursery rhymes cannot be taught without the assist of listening techniques, a brief discussion about listening will be given. Consequently, there will be brief discussion about nursery rhymes and summaries of domestic and foreign related studies at the end of the section.

2.1. YOUNG LEARNERS

2.1.1. Who are Young Learners?

How and what to teach our students heavily depends on the age group of learners. Needs, interests, competences and cognitive skills of learners may change according to their ages. A teacher may not teach something to a child in a way that he teaches adults.

There are many definitions of the term "young learner". Every learner is an individual; however classification of age groups makes it easier and more understandable to recognize the features and needs of young learners. Classifying learners in terms of their ages is crucial for us in order to understand needs and interests of the age group which we deal with. As the main concern of this study is young learners, we should begin with a thorough explanation of "young learners" which is particularly important in language teaching.

There are numerous definitions of young learners. Sarah Phillips (1993:3) describes young learners as "children from the first year of formal schooling (five or six years

old) to eleven or twelve years of age". Mary Slattery and Jane Willis (2003:4) put forward a similar definition and stress that "Children show different characteristics at different ages, we make a distinction between very young learners aged under seven years, and young learners aged seven to twelve". Wendy Scott and Lisbeth Ytreberg (1990:1) also prefer grouping children under the name of young learners, as "five to seven years olds" and "eight to ten years olds". According to Scott and Ytreberg (1990:4) "The period from five to ten sees dramatic changes in children," and "at around seven or eight, things seem to fall into place for most children and they begin to make sense of the adult world as we see it." Julia Keddle (1997:69) groups young learners as child, preteen and young teenagers. Her claim is that young learners pass through these three levels of growth and then become teenagers. Thus, as we can understand, young learners are children who have their own characteristics and whom we should carefully approach while teaching. We can conclude from these descriptions that children between ages 5 and 12 have been accepted as young learners by most of the scholars.

2.1.2. Characteristics of Young Learners

Young learners have their own characteristics. Lynne Cameron (2005) emphasizes "the importance of the age" in terms of language learning. According to her, the idea that teaching young learners is easier is completely unacceptable. She explains her idea as below:

> Children do have a less complicated view of the world than older children and adults, yet this does not imply that teaching children is simple or straightforward. On the contrary, the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their understandings towards more formal, more extensive and differently organised concept. Primary teachers need to understand how children make sense of the world and how they learn.

(Cameron:2005 p: xii)

As she emphasizes it is harder to teach young children since teaching them includes not only language itself but also keeping learners' attention and motivation in a high level, making them understand the aim of the task, adapting the materials and techniques according to their needs and interests. Young learners have different features from adults. Therefore the need for teacher to know the needs and characteristics of young learners becomes a key factor in teaching language.

According to Christopher Brumfit (1991:14) there are some characteristics which young learners may share the following:

- Young learners are potentially different from secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.
- They tend to be keen and enthusiastic learners without inhibitions which older children sometimes bring to their schooling.
- Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.
- They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

As Brumfit mentions, ideal young learners who share the same characteristics have the opportunity to learn best, as they are highly motivated and they lack the obstacles such as classroom anxiety which may probably interfere the quality of learning. Similar to Brumfit, Cameron (2005: i) has another list of the common characteristics,

- They are often more enthusiastic and lively as learners. They will have a go at an activity to please their teacher, even when they do not quite understand why or how.
- They get bored easily. They lose their interest more quickly than older learners and are less able to keep themselves motivated on tasks they find difficult.

- They often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent.

- They are not afraid of taking risks. Since they are less embarrassed and they are more willing to learn, their being risk-takers is not a surprising point.

- They like having fun, singing songs, and playing games.

- Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times. They like moving and touching things

- They actively try to make sense, to find and construct a meaning and purpose for what they are doing.

- They may act as if they understand to please their teacher which makes it hard to check on how much they understand and learn.

- They have a great sense of energy, curiosity and involvement.

- They are great mimics.

As is mentioned above, young learners have a tendency to involve actively in the course of lesson. They are more enthusiastic about and keen on learning, their energy seems to never end up, and they can actively participate in the lesson as long as they are interested and motivated. However this motivation should be provided regarding to their interest and taking into consideration the young learners' limited concentration span.

Scott and Ytreberg (1990) have divided young learners into two groups which were mentioned in the previous section; "five to seven years olds" and "eight to ten years olds" –the group which is especially crucial for our study. The characteristics of the "five to seven years olds", according to Scott and Ytreberg, (1990: 1-2) in terms of linguistic development are as a) they can give information about what they are doing verbally, b) they can talk about what they have done or heard, c) they can arrange their activities, d) they can have an argument about why they think and what they think, e) they can use logical reasoning, f) they can use their imaginations, g) they can use a variety of intonation patterns in their mother tongue, g) direct human interaction can be recognized. As it can be understood, young learners at this age can actively communicate with others in their native language using logical reasoning on the other hand concentration and attention span of this age group is very short. They

do not have the exact ability to differentiate the fact from the fiction yet as a result of their extensive use of their imagination.

The next group which our study mainly concerns is "eight to ten years olds". Scott and Ytreberg (1990: 3) list their characteristics, showing the contrasting features with "five to seven years", as; a) their basic concepts are formed. b) they have very decided views of the world, c) They can discriminate fact from fiction, d) they ask questions all the time, e) they can make some decisions about their own learning, f) they have a developed sense of fairness about what happens in the classroom, g) they are able to work with others and learn from others. Unlike, five to seven year olds, have a more sophisticated view of world. They always try to explore and investigate the world. This age group has a desire to give their own decisions including the type of their learning. They can be included in group or pair works in order to enhance their learning in that age.

Slattery and Willis (2003:4-5) describe children as learners who learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things and moreover they are not able to understand grammatical rules and explanations about language. Other characteristics of them are that they try to make sense of situations by making use of non-verbal clues and they can generally imitate the sounds they hear quite accurately and copy the way adults speak.

Slattery and Willis (2003) also emphasize the physical side of the young learners who are fully endowed with natural curiosity. Similarly, Scott and Ytreberg (1990: 2-3) summarize some main beliefs on young learners are given below:

- Young learners have a very short attention span; however, the eight to ten year olds can sit still and listen for longer periods. But it is important not to overload children with productive skills.
- The younger the learners, the more physical activities they need. Children need exercise and movement, and it is vital make use of this wherever possible.

- Students learn from each other. They can have the chance of learning better by observing others, thus group or pair work chosen as an appropriate activity.
- Students should be encouraged to keep positive and enthusiastic about learning.

Young learners' concentration span seems to be shorter when compared to that of adults'. On the other hand, their patience while doing their favourite activities such as watching cartoon, or playing with their favourite toys, can be perceived as an incredible characteristic. Thus, making language learning enjoyable for them is inevitable for the teachers of young learners.

Gunter Gerngross and Herbert Puchta (1997:5) list some other principles in order to help teachers to develop materials and techniques which fit the needs and interests of young learners. They describe the needs of learners as:
- 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.

As it is always mentioned, in all learning environments, stress-free atmosphere enhances language learning for all learners from all ages as it helps learners to be risk-takers. Without taking risks, thus without speaking language learning becomes hard.

The following table by Vanessa Reilly and Sheila M. Ward (1997) summarizes the young learners' characteristics, needs, and the ways of meeting their needs.

Young Learners' Characteristics, Needs, and the Ways of Meeting Their Needs
(Reilly and Ward, 1997:8)

General Characteristics	Needs because of these Characteristics	Possible ways of meeting these needs
Have limited language skills and experience	Need clarity	Well-defined, wellexplained 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

As we can understand from the table, children have very little language skills and experience so they need the clearest explanation which makes it crucial for teacher to

define and explain activities as well as possible. On one hand, students, having emotional needs should be integrated in a group, on the other hand, as a result of their short memories they should be encouraged for constant repetition. Their imagination, creative ability should not be neglected, thus they should be given opportunities to both develop their abilities and to learn better with the help of prediction and participation activities. In order to control their extra energy, activities should involve physical participation. Otherwise, they may lose their concentration which they already have the tendency to lose easily. So, for preventing boredom, game-like activities may be included in the curriculum. Children learn second language more rapidly than adults. Children are more accepting and tend not to analyze, and children's imitation ability has an important role in classroom activities. They are active learners and thinkers, constructing their own knowledge from working with objects or ideas.

Movement during the process of learning is of great importance. Physical activities and the use of five senses should be included in the course. Young learners use variety of ways such as watching, imitating, listening and applying.(Brumfit: 1991, Gerngrose and Puchta: 1997, Scott and Ytreberg: 1990, Slattery and Willis: 2003). On the other side, their motivation is a key factor for effective teaching. Their enthusiasm and curiosity are very important characteristics of young learners (Scott and Ytreberg: 1990, Slattery and Willis:2003). Conformity and self-confidence can easily be seen in young learners. As Gerngrose and Puchta (1997), Cameron (2005) and Slattery and Willis (2003) mention, anxiety-free environment is more advantageous for young learners than adults. Their lack of inhibition makes them comfortable with repetitions and enjoys routines. "In general children have a greater immediate need to be motivated by the teacher or the material in order to learn effectively" (Ur, 1996: 288). In line with this idea, it can be said that extrinsic motivation elements such as prizes may highly attract learners' attention. Such elements are likely to be effective, if they appeal to the five senses or activate the children in speech and movement. According to Ur (1996) young children differ from elder ones in the following ways:

- They deal with the whole sentence instead of individual words thus they respond to meaning even if they do not comprehend.

- An approach of direct teaching makes no good for young learners as they have the tendency to learn indirectly. They learn every aspect of what they learn unconsciously from its surrounding.

- Seeing, hearing and especially touching make their learning easier when compared to direct explanation.

- Their general enthusiasm and curiosity to the world make them learn in a motivated way.

- Attention and approval of the teacher is important for each young learner.

- If the subject matter is their own life or themselves, it is easier to attract their attention because they are keen on talking about themselves.

- Their attention span is shorter when compared to those of older. So the activities should be organized so as to engage them which will prevent them from getting bored (287-288).

In the light of those differences the role of teacher gains importance. Young learners are whole learners, thus, individual words are meaningless for them. Instead of them, using meaningful material, especially items related to their own lives and interests may be useful while planning and organizing the learning and teaching process of the young learners.

Teachers need to work with their students individually. According to Vale and Fenteun (1995:27) properties for the teachers of children should be as follows: "A key priority for teacher is to establish a good relationship with children and to encourage them to do the same with their classmates. The teachers' role is that of parent, teacher, friend, motivator, coordinator, and organizer." It is a fact that teachers' behaviours, attitudes and arrangements play a vital role while teaching young learners.

Environment of the classroom and the sources are other important factors which enrich the young learners' learning situation. The classroom environment should be colourful and bright with the pictures and posters on the wall. There must be enough room for the activities in the classroom. "Three important sources of interest for children in the classroom are pictures, stories and games; the first being obviously

mainly a visual stimulus; the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement" (Ur, 1996:288). Young learners like discovering, so if we want them to do what they like we should make use of other activities such as puzzles, games and songs. Preparing the learning environment and the process appropriately is of great importance.

Receptive skills such as listening and reading develop earlier than productive skills such as speaking and writing. So the focus should intensively be on the receptive skills while teachers designing lesson plan for young learners. Nursery rhymes serve teachers of young learners as productive materials

Although the concept of "childhood" differs, every child is an individual. To sum up, young learners have the tendency to use their imagination and to play, they are naturally curious and they like imitations and repetitions. Anxiety-free and joyful environment is the best language learning environment for young learners. Learners of this age group are imaginative, discoverer and active. Dealing with language is entertaining for them and their motivation for learning a foreign language stems from this entertainment and pleasure that they experience in the learning situation. Their memories are short and they have emotional needs. The language activities and materials in the language class should meet their needs in order to be successful. The next section gives a detailed explanation about how young learners think and learn.

2.1.3. How Young Learners Think and Learn

Any teacher, instructing young learners should inevitably be aware of the characteristics and needs of this age group. However that is not enough. A good primary school teacher should also be aware of the way how young learners think and learn. Throughout history, many philosophers and psychologists put forward theories and pave the way for the development of ideas about how children think and learn. For years, the theories by Piaget, Bruner and Vygotsky have become influential. Piaget's theory has become the first theory putting the child from passive organism shaped by its surrounding into "active learner, thinker, constructer" (Cameron, 2005: 4) trying to make sense of the world they are in.

According to Piaget, every children passes through a series of stages. Fischer (1980) summarizes his stages as below,

Sensorimotor stage is the first two years of a child' life when babies' knowledge and understanding are mainly drawn from physical action and their senses-sight, sound, taste, touch and smell. Children learn about himself and his environment through motor and reflex actions during this stage. Sensation and movement give them the thought. Children seem to be egocentric but become aware of object permanence.

Preoperational stage covers the age from two to six or seven years old age, children learn to manipulate environment and to represent objects by words. Their new knowledge of language leads the children to use symbols to represent objects. They may also personify objects at the beginning of this stage. Teaching should take into account the child's vivid fantasies and undeveloped sense of time. Usage of neutral words, body outlines and equipment which a child can touch, creates a learning environment which gives them an active role.

Concrete operational stage extents from about seven to eleven years old age. Children, at that stage, gain the ability to develop logical thought by making use of similarities and differences. During this stage, the children think abstractly and make rational judgments about concrete or observable phenomena, for which previously they needed to handle physically to understand. While teaching them, giving children the opportunity to ask questions and encouraging them to discover, allow them to develop mental information.

Formal operations stage starts around the age of twelve and continuous through adulthood. This is the stage when children's thinking and logical thought emerges. Cognition comes to its final form in that stage. At this stage, they are capable of hypothetical and deductive reasoning. (Fischer : 1980)

According to the theory of stages by Piaget, each child needs to be at a particular stage of development to be able to learn new things; as a result the child is capable of

learning some concepts whereas s/he is not ready for others yet. Teachers need to be aware of these stages and the characteristics of the learners in a particular stage, while organizing their courses. When we take the intellectual side of learning into consideration, the group of learners which we deal with, is in the stage of concrete operations (7-11/12 years). In short, this stage coincides with the extensive usage and understanding of five senses. The learners in that stage wants to see, hear, touch, smell and even taste while learning. Therefore, abstract instruction does not make any sense for young learners.

Lev Vygotsky was another important psychologist dealing with the development of children psychology. Vygotsky had the same idea with Piaget that the concepts used by children to conceive the world are not the same as those of the adult. However, whereas Piaget saw the children as developing through their own activities, Vygotsky insisted that the child functioned in a world in which she was surrounded by adults who would comment and help her in her tasks. The child's knowledge is socially constructed in interaction with significant adults, whose remarks validate the knowledge for the child. Namely, Whereas Piaget believed that the knowledge is constructed individually; Vygotsky suggested that interaction with the adults reshapes the knowledge. The egocentrism dies off when the child passes the next stage. On the other hand, Vygotsky believed "it never dies off but turns into inner speech" (Vygotsky, 1962: 86). Piaget believed that children are born with the concepts for how to act and respond to the world whereas Vygotsky suggested that learning is a matter of internalizing the language and actions of others as a result of observation.

The theory called "zone of proximal development" which was developed by Vygotsky describes the gap between what a child can do individually and what s/he can do with the assist of someone such as an adult or another child who is more experienced or skilled than that child. For instance, if a baby who is learning to feed herself cannot use a spoon regularly without the help of an adult at the beginning of the process. A useful guiding may shorten the process of learning. While adults are assisting a child to learn, they are enhancing the development of knowledge and ability. According to Piaget, learning is dependent on the child's readiness to learn. On the other hand for Vygotsky, both the child's existing knowledge or

understanding and their ability to learn with help are the key factors while learning new things (Cameron: 2005). Internalisation, another term put forward by Vygotsky, means "thinking inside the head" (Cameron, 2005:7). In internalisation the process includes not only learning but also transformation namely, thinking about something.

Another important figure is Bruner, who brings about the term "scaffolding and routines". Like Piaget, Bruner believes that children have an innate capacity that helps them make sense of, and that cognitive abilities develop through active interaction. Unlike Piaget on the other hand, Bruner agrees with Vygotsky, that social factors, especially language, are important for cognitive growth. These underpin the concept of 'scaffolding'. Bruner has been also concerned with how knowledge is represented and organized through different modes of representation Bruner has suggested that different ways of thinking (or representation) are important at different ages. He suggests three modes which correspond Piaget's stages, they are

- The enactive mode (used in 1st 18 months)
- The iconic mode (develops from 18 months)
- The symbolic mode (6-7 years onwards) (Mcload: 2008)

The enactive mode is used within the first 18 months of life. (Corresponding with Piaget's sensorimotor stage). The babies store information in the form of muscle memories: remembering the feel of actions. Physical actions entirely shape thinking. Infants learn by doing, rather than by internal representation (or thinking). The iconic mode begins to develop from 18 months. Thinking is based on the use of mental images (icons), which may be based on sight, hearing, smell or touch. The symbolic mode is acquired around six to seven years-old (corresponding to Piaget's operation stage). They represent the world through language, as well as other symbolic systems such as number and music.

In that section, the ideas concerning how young learners learn and think by three prominent psychologists have been displayed. Combined with the characteristics of age group, the ways young learners think and learn should be taken into consideration for their education.

2.1.4. Teaching English as a Foreign Language to Young Learners

The researches about teaching YLs have been improving recently. (Foley et. al, 2003; Brewser, Ellis & Girard, 2002; Cameron, 2005; Brumfit, 1991) Teaching young learners anything is a complex process, when it comes to teaching them English as a foreign language it becomes more sophisticated. Phillips (1993:5) states that "as a general rule, it can be assumed that the younger the children are the more holistic learners they will be". Younger learners have both the advantage and the disadvantage of being holistic learners. John Heron states that "The term "holistic learning" signifies an approach to learning which is predominantly "whole person", that is, it seeks to engage fully all aspects of the learner - mind, body and spirit. The underlying holistic principle is that a complex organism functions most effectively when all its component parts are themselves functioning and co-operating effectively" (2005: 1-2) This idea relates very closely to the concept of the whole being greater than the sum of its parts.

Teaching young learners is a hard process and to make it enjoyable and a source of motivation requires great effort. According to Vale and Feunteun (1995), it is important to establish priorities for the child as a learner. The teachers of young learners have to build confidence and provide the motivation to learn English. The encouragement of the learners should be enhanced by the teacher. Encouraging children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawings and so on.) and children should be encouraged to treat English as a communication tool, not as an end product by the teacher. A teacher should show young learners that English is fun. "Two of the most important reasons for pupils liking English appears to be teacher and teaching method. This suggests that your role as the teacher is very important in selecting appropriate learning material, planning interesting learning activities and in creating a positive environment" (Moon, 2005: 6). In order to establish a trusting relationship with the children and encourage them to do the same with their classmates the environment of the learning process should be non-threatening.

As Vale and Feunteun (1995) state, without self-confidence, motivation, communication, stress-free environment, it is hard for young learners to take

advantage of learning a foreign language. So these priorities are of great importance for the foreign language instructors of young learners. Just like Vale and Feunteun, Scott and Ytreberg (1990: 6) are in favour of designing courses by taking the characteristics of young learners into consideration. As a result, they declare a list useful for foreign language teachers. This list is as follows:

Words are not enough: For the younger learners activities should include movement and the senses. It is needed to have plenty of objects and pictures to work with, and it is vital for a teacher to make full use of the school and the environment. It should clearly be demonstrated what is demanded from them.

Play with the language: The use of rhymes, songs, and stories is necessary. Students should be allowed to play with the language and to talk nonsense, to experiment with words and sounds.

Variety in the classroom: Since concentration and attention spans are short, variety is inevitable. Therefore variety of activity, variety of pace, variety of organization, variety of voice should be provided in the classroom.

Language as language: Other aspects of languages should be used in the teaching environment. Facial expressions, mimics, gestures should not be neglected.

Routines: Children benefit from knowing the rules and being familiar with the situation. Thus a teacher who deals with young learners should have systems, have routines, organize and plan his/her lessons and use familiar situations, familiar activities.

Cooperation not competition: Shared experiences are invaluable sources of language work and they create an atmosphere of involvement and togetherness. Grouping the children together whenever possible enhance learning among young learners.

Grammar: Focus should not be on the grammar while teaching YLs. As they are whole and inductive learners they have an amazing ability to absorb language by the help of play and other activities which will entertain them.

Assessment: Teachers of young learners should avoid formal tests however in order to see the progress, it is useful to take regular notes about the students.

Young learners learn indirectly rather than directly. Hence, teachers should help young learners to discover the rules by themselves by providing enjoyable activities such as songs, rhymes, chants, and language games. Four skills should successfully be integrated to the process of lesson. By doing this, teachers can provide comprehensible input which is the key factor while teaching young learners. According to Brewster et al. (2003) comprehensible input creates contexts where learners can easily understand what is being said. Total Physical Response (TPR) can be a good example of this because it provides the necessary contexts where children perform physical actions in response to spoken statements. Pronunciation, grammar or vocabulary drills without an appropriate context, on the other hand, provide much lower levels of comprehensibility, especially for young learners.

According to Williams, there are lots of successful activities which may easily applied to the course of young learners, he listed them as below:

- Doing puzzles and solving problems
- Writing and solving riddles
- Using maps
- Measuring and weighing things
- Conducting surveys (e.g. food, birthdays, traffic survey)
- Growing plants
- Following and writing recipes
- Interviewing people (e.g. parents, people in the neighbourhood, different occupations)
- Making things (e.g. masks, aeroplanes, puppets)
- Pretend play and drama (e.g. witches, spacemen, stranded on an island)
- Inventing and designing things (my ideal…, a machine to…, fashions)
- Planning things (e.g. an outing, a party)
- Inventing games (e.g. board games, writing the instructions)
- Choosing (e.g. films, clothes)
- Writing letters (for real purposes)

- Reading and designing brochures

- Designing and recording a TV programme

- Finding out (e.g. what things are made of, what materials are used for, how things grow, whether objects float or sink)

- Filling in forms

- Studying the local environment (e.g. plants, birds, buildings)

- Making charts and graphs

- Using songs and rhymes

- Listening to stories (a particularly motivating form of language input, and ,recommended as daily activity)

- Painting, drawing and talking about what we are doing

(1991: 209)

Regarding to young learners' learning characteristics, the activities above can be used by the instructor while teaching English. Variety in activities helps instructors to prevent young learners from getting bored easily, to extent their concentration span which lacks when they lose their interest on the topic and to manage the classroom properly.

This section has given information about who young learners are, what their characteristics are and the recent theories about how they think and learn and how to teach English as second language to young learners.

2.2. TEACHING VOCABULARY

2.2.1 Definition of Vocabulary

Vocabulary is a general concept defined in many different ways. When we think about it, we can define it as the knowledge of words and their meanings in a particular language. Besides, Collins Cobuild Dictionary (1994: 1164) defines it as "the total number of words that you know in particular language"; moreover Hornby defines it in Oxford Advanced Learner's Dictionary (2000: 1334) as "All the words

that a person knows or uses, or all the words in a particular language; the words that people use when they are talking about a particular subject". These are the descriptions excerpted from dictionaries.

In addition to these dictionary definitions above, vocabulary is defined as "the words we teach in foreign language" by Ur (1996: 60) however she distinguishes that a new item of vocabulary may occur in the form of more than a single word: "We all know 'traffic' as a word but is 'traffic light' one word or two?" Therefore the idea that just single words are called vocabulary cannot be acceptable. Collocations are also parts of the vocabulary. Paul Nation expresses the importance of the multi-word units as below:

> There are both productive and receptive reasons for learning multi-word units. From a speaking and writing viewpoint knowing multi-word units allow us to say and write things like a native speaker. There are many possible ways of saying or writing something, but not all of them sound native-like. For example we could say *There is a lot of rain falling, There is very much rain, The rain is falling hard* but most usual is to say *There is heavy rain.* Learning multi-word units can thus contribute to accuracy and appropriacy.

(2008:117)

As language teachers we should focus on both multi-word units and single words. In the quotation above Nation expresses the importance of the productive and receptive vocabulary, the previous which is vital for speaking and writing; whereas the later one is used for reading and listening. "West (1960) published a list of 1200 words based on a frequency count of the 2000 most frequent words in English, and provided learners with a 'minimum adequate speech vocabulary' according to West, these words would enable learners to express practically any idea they wanted to" (cited in Nunan, 1998: 118). For him, certain number of productive vocabulary was enough to be a language speaker. However Fox (1979) argued that minimum adequate vocabularies might be adequate for productive purposes, but that they leave learners seriously under-equipped to deal with authentic language (cited in Nunan, 1998: 118). Thus, receptive vocabulary is as important as productive vocabulary for

a real communication. Fox (1979) defines receptive words as "those which readers understand but which they do not necessarily use" (cited in Nunan, 1998: 118). While learning a language, the need for acquiring new words is inevitable for many reasons. Among the most important of them comes the communication and understanding of authentic materials which are closely related with both receptive and productive vocabulary.

Although vocabulary is a general term, it can be classified as content words and function words. Content words are defined as "words which refer to a thing, a quality, state or action and which have meaning (lexical meaning) when they are used alone" by Richards et. al. (1992:81). Thus, content words include nouns, adjectives, adverbs, verbs. On the other hand, "function words which have little meaning on their own, but which show grammatical relationships in and between sentences (grammatical meaning)" (Richard et. al., 1992: 81). They are words such as prepositions, articles, conjunctions.

If we take into consideration the young learner, the description of vocabulary rather changes. According to Cameron (2005: 73) "Words are 'names for thing' acquired through ostensive definition, i.e. by the child seeing or touching the object that a word refers to." This quotation is a key concept to be taken into consideration by the teachers of the young learners. In this section we had a thorough look at the definition of vocabulary. Importance of vocabulary teaching will be discussed in the next section.

2.2.2 Importance of Teaching Vocabulary

Vocabulary is vital in language learning. Wilkins expresses the importance of vocabulary as follows: "Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed" (1972: 111). Without vocabulary communication cannot be succeeded. According to Rivers "Language is not dry bones. It is a living thing, growing entity, clothed in the flesh of words"(1981: 462). Although vocabulary is seen as sub-skill in language teaching, basic skills (listening, speaking, writing, and reading) are in need of vocabulary and it is impossible to teach them without teaching vocabulary. Vocabulary is an indispensible part of

language teaching. Jeremy Harmer (1998: 66) emphasizes the importance of vocabulary as follows: "If language structures make the skeleton of language, then it is the vocabulary that provides vital organs and flesh". Brown (2001: 377) asserts the significance of words in terms of communication by pointing out that "if we are interested in being communicative words are among the first priorities". We cannot underestimate the role of grammar; however, if we compare the need in communication, vocabulary surpasses grammar. John McCarthy (1984: 1) also states that "No matter how well the students learn the grammar, no matter how successfully the sounds of L2 are mastered, without words to express wide range of meanings, communication in an L2 just cannot happen in any meaningful way". Thus, teaching and learning vocabulary is indisputable and inevitable in a language learning-teaching process. To sum up, without vocabulary, any effort spent to teach a foreign language effectively may be in vain.

2.2.3 Vocabulary Teaching Techniques

The previous section has been devoted to the importance of vocabulary teaching. This section of the study will deal with how the techniques of the vocabulary teaching should be. As well as, other skills, vocabulary should also be taught in a systematic way in order to enhance learning. In recent years the techniques for teaching vocabulary has been thoroughly taken into consideration and improved. Various ways to increase the learners' motivation or entertain especially young learners has become the teachers' main aim while teaching vocabulary in order to provide a long-term learning. On the other hand, since, all students are individuals, it should not be forgotten that our techniques may not work with all students and thus they should be varied. The techniques for vocabulary teaching are classified as visual techniques, verbal techniques and aural techniques.

Visual techniques help students to visualize the items that are presented to them and this is helpful with vocabulary retention. Anything students can see may be used as a visual material. Pictures, drawings, magazines and newspaper, cut-outs, authentic-like objects in or outside the classroom, films, facial expressions and gestures, maps, diagrams, forms, ads, word puzzles, puppets, wall-charts are such materials which we can use while conveying the meaning of a vocabulary.

Besides visual techniques, there are various sub-techniques to be classified as **verbal techniques.** One of them is *definition*. It is to express the meaning of something by means of words. However, concrete words should be chosen rather than abstract words while defining in order to avoid the condition that the definition of the word is more difficult than the word itself.

Synonyms are "group of words that share a general sense and so may be interchangeable in a limited number of contexts" (Thornbury, 2007: 9). Thus, teaching synonyms may help students to improve their knowledge of vocabulary better when compared to teaching just the corresponding mother-tongue meaning of the word.

Besides synonyms, antonyms are used for the similar reasons. *Antonyms* "is a word opposite in meaning to another word" (Thornbury, 2007: 9). Teaching words, especially adjectives with their antonyms is a good way of enhancing teaching vocabulary. Teaching "black" with "white" may help learners to remember better.

Another verbal technique is hyponym. *Hyponym* is "a relationship between two words in which the meaning of one of the word includes the meaning of the other" (Thornbury, 2007: 10). For instance, oak is a hyponym of tree, and dog is a hyponym of animal. Teaching the subordinates can help students to organize words and avoid them from rote-learning.

Teaching *polysemes* "the word having multiple but related meaning," (Thornbury, 2007: 9) is vital in teaching environments. "If the polysemous nature of English vocabulary provides a challenge to dictionary compilers, it is a complete headache for learners" (Thornbury, 2007:9). It is an important technique in terms of teaching vocabulary in order to avoid ambiguity.

Another technique can be considered as *using cognates (similar forms)* which Thornbury (2007: 19) defines as words with similar forms from different languages. He also focuses on that they have many more real friends than false friends. That is, words which appear to be equivalent indeed do not correspond in terms of their meanings. So while teaching such words, teachers should be quite careful.

Word formation teaching is rather hard. It can be done by affixation, derivation or compounding. Thus, learners should already have basic knowledge about words and Nunan (1998: 134) exemplifies this claiming that students can extend their vocabulary by mixing and matching words stems, suffixes and affixes.

Another verbal technique is using collocations. *Collocations* are among the most important items while teaching vocabulary. Most of the languages have collocations. So the use of collocation in speaking a language makes the speaker accurate.

> Collocation is not as frozen a relationship as that of compounds or multi-unit words, and two collocates may not even occur next to each other - they may be separated by one or more other words. *Set* for example, is the most frequent collocate of *record*, but it seldom occurs right next to it: *He set the junior record in 1990*. Notice that *set* and *record* can also collocate in quite a different sense: *just to set the record straight….* In fact *set the record* is such a strong collocation that it almost has the status of a chunk, and indeed it gets a separate entry (under record) in dictionaries, as do some other strong collocates with record, such as *for the record, off the record*, and *on record*.
>
> (Thornbury, 2007: 7)

As it is understood from the quotation, collocations play an important role in comprehending and learning vocabulary.

In this part the most common verbal techniques which are used in classrooms have been discussed. The next part will focus on the relationship between listening drills and vocabulary teaching and learning.

Aural Techniques

Teaching vocabulary by means of aural techniques is not a common technique. In fact when it is used properly, it can be quite enjoyable and motivating. It is also a

good way of enhancing teaching environment for aural learners who learn better by listening. Anything which has sound can serve as aural materials while using aural techniques with the help of technology. We can use the sound of a barking dog, a car breaking, the sound of rain to the classroom. We have the opportunity to bring any song or rhyme to learning or teaching environment to teach the vocabulary in a more entertaining way.

2.2.3.1. Vocabulary Teaching Techniques and Methods for Young Children

Vocabulary teaching techniques mentioned above are general techniques which can be used for all learners from all range of ages. When it comes to young learners techniques and methods should be specific and they should be chosen carefully. Especially visual techniques should be focus in the young learners' classes. Anything which the young learners can see in the classroom while learning vocabulary may enhance vocabulary learning success. The verbal techniques are mostly not suitable for young learners as they are indirect learners. Aural techniques on the other hand are beneficial when associated with related methods. In our study, we have made use of many methods and techniques. However our aim is to make use of eclectic method and using the beneficial aspects of all the methods.

2.2.4. The Sound of Music

Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects. A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.

In class, we can play film music and get students to say what kind of film they think it comes from. We can get them to listen to music which describes people and say what kind of people they are. They can write stories based on the mood of the music they hear or listen to more than one piece of music and discuss with each other what mood the music describes, what colour it is, where they would like to hear it and who with.

One of the most useful kinds of text for students to work with is song lyrics, especially the song is one of the students' favorites. However, songs can present a problem, particularly with teenage students because it is often difficult to know which songs the students like at a particular time. As is known, they can change their likes and dislikes even in a single second.

The teacher can make use of lyrics in so many different ways as we mentioned about in the techniques part in detail. Nursery rhymes are very suitable materials for especially beginner learners' of a language.

2.3. NURSERY RHYMES

While teaching a foreign language to young learners it is vital to use materials that both capture their enthusiasm for learning and offer them a cultural flavour of the nation the language belongs to. Nursery rhymes offer such a teaching resource. They are the traditional verses that have been handed down orally over the generations and enjoyed by young children. It is believed that teachers' choice of reading nursery rhymes to young language learners is a powerful way of introducing them to early learning experience that has been identified as making a difference in later success in reading and writing. Nursery rhymes contain what will be fun for young learners because they are rhyming, easy to follow and easy to remember. A great many language skills are learned, when they are exposed to nursery rhymes.

2.3.1. Definition of Nursery Rhymes

There are several definitions of nursery rhymes. One of which, according to Thurndike (1941: 634) is that, "little poem for children". From that definition we can understand it is closely related with kids. Rhyming aspect of it especially attracts their attention. Another description by Ehrlich et. al. (1980: 458) focus on the musical side of the nursery rhymes defining it as "a simple traditional song or story in rhyme for children". Iona and Peter Opie (1985, 1) describe the origin of the nursery rhyme concept as below,

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In Britain and America, and wherever the English word is spoken, the children become joyful and wise listening to the same traditional verses. Almost the only point of difference is that in England the verses are known as 'nursery rhymes' and in America as 'Mother Goose songs'. The term 'nursery rhyme' seems to have sprung up in the third decade of the nineteenth century; no use of the name has been found earlier than in Blackwood's Edinburgh Magazine for July 1824, when an anonymous writer, possible John Wilson, parodied Hazlitt with an essay 'On Nursery Rhymes in General'. Previously the rhymes had been known as 'songs' or 'ditties', and in the eighteenth century usually as 'Tommy Thumb's' songs, or 'Mother Goose's', the title retained in America.

This part is devoted to the several definitions and the origin of the nursery rhymes. Next section is about the implementing nursery rhymes in the language teaching process of young learners.

2.3.2. Using Nursery Rhymes for Young EFL Learners

All children love rhymes and like to repeat them again and again. So, the nursery rhymes are very useful in language teaching at early years. Learning nursery rhymes assists the development of vocabulary and in some cases basic counting skills. It also introduces children to enjoy music. Often actions, movement or dances are associated with these nursery rhymes and children (Scott and Ytreberg, 1990: 27). Learners can be entertained by the rhythmic property. However, they are a lot more than entertainment. They are full of rhymes and repetitions which can be employed by teachers to develop learners' listening and articulation skills. As a result they are retainable. Machado argues that "a person does not always knowledge but may listen to a sound because it is pleasing to hear" (2009:243). If learners listen to a certain nursery rhyme for the first time, they may not fully understand the meaning of every word. The important thing at this early stage of learning is the ability to listen and to imitate the correct pronunciation and intonation, and this is where repetitive vocabulary, word patterns and rhythms of the verse come in. If language

development is the goal for learners' early experience, auditory appeal is one of the best reasons for teachers to choose nursery rhymes.

Advantages of using nursery rhymes while teaching young learners are countless. One of the advantages of doing nursery rhyme activities with young learners is that nursery rhyme activities actually increase a child's vocabulary which our main claim. For example, we can use the nursery rhyme "Hickory Dickory Dock" for telling time and teaching the numbers vocabulary up to ten. Another way that nursery rhyme activities are beneficial for children is that it helps them figure out the English language. Basically nursery rhymes teach children about the different types of speech patterns and other necessities that they need to learn in order to communicate. According to Li (2007:5) "nursery rhymes are ideally suited toward developing learners' sensitivity of the sound patters of language. Through nursery rhymes, young learners are introduced effortlessly to the sounds and ways of saying the language and ways of recognizing words. Through nursery rhymes learners can also build up a bank of words which they know how to articulate correctly". As a result it is obvious that nursery rhymes are valuable sources in terms of teaching pronunciation.

Another great benefit of nursery rhyme activities is that it teaches young children about poetry. By introducing the basics of poetry at young children are more receptive and some that information will stick when they get older and get into more in depth lessons about poetry.

Moreover nursery rhyme activities will also help children learn about the letters of the alphabet, the sounds of the letters and sounds of various words. As Li (2007: 1) focuses "It's believed that teachers' choice of reading nursery rhymes to young language learners is a powerful way of introducing them to early learning experience that has been identified as making a difference in later success in reading and writing", nursery rhymes are all building blocks for learning to read and write later on in life. By planning lessons around the nursery rhymes teachers create a fun learning environment for the children to learn about the different letters and the sounds that they make. However it is not just learning to read and write that makes nursery rhyme activities so beneficial for children. There are other skills that the

children will learn through these activities. In fact many nursery rhyme activities encourage and develop children's fine and gross motor skills. Glasceta Honeygan (2000:3) emphasizes the importance of rhymes as below,

> Poetry, which includes mother goose rhymes, not only provides a natural means of stimulating language development and listening appreciation in very young children, but also elicits a range of responses, which includes actions and drama. The rhyme and repetition of sound is pleasant, pleasing to the ear, but because passive listening may not encourage language development, teachers need to create experiences that motivate children to interact with verses in enjoyable ways.

However, Honeygan (2000) focuses on the fact that languages cannot be taught via implementing just one material or technique, thus rhymes should be enriched by other materials. Betty E. Roush (2005: 586) focuses on the dramatization side of the rhymes and says "Adding dramatization provides another avenue to encourage to develop oral language acquisition and phonological awareness. The children become active participants rather than passive learners". Acting makes the course of lesson more entertaining for young learners.

Nursery rhymes provide a lot of entertainment for children. It is also a wonderful tool to teach children concepts and identify around them such as alphabet, numbers, animals, days. It is certain that children respond well to rhythm and music. Studies have suggested that these enhanced the child's language acquisition skills. It also helps young learners to develop their listening skills. Due to their short verses it is easy to memorize nursery rhymes and children can learn them quickly. Thus, it can be said nursery rhymes have an important role in early foreign language learning environments when selected appropriately. They can be quite useful sources for teaching vocabulary.

There are several advantages of using nursery rhymes in the course of lesson. Brewster et. al. (2003: 162,163) categorize the benefits of using nursery rhymes in

terms of linguistic, psychological/affective, cognitive, cultural and social resources. We will explain them below briefly.

As a linguistic resource,

They are the best means of reinforcing and recycling the grammatical items and new words. Their entertaining context presents the language students in an imaginative and natural way as a result of these aspects, natural and enjoyable repetition is provided. Integration of four skills can be achieved easily with the help of nursery rhymes. Another important aspect of the nursery rhymes is that it improves the pronunciation.

As a psychological/affective resource,

Since it is usually sung or chanted as a class or in groups, it reduces affecting filter of the children as a result creates a non-threatening learning environment. It helps students to develop positive attitude towards language as it is enjoyable and it has a motivating aspect. It gives children self-confidence by encouraging and helping them feel as if they are part of a social group.

As a cognitive resource,

Concentration, memory and coordination skills can be improved by the help of nursery rhymes. They help children to predict what come next thus internalize the new language with their repetitive nature. Actions and gestures channel children's extra energy in a positive way moreover they help them to understand or guess meanings of the words. There are several nursery rhymes. This variation creates an environment for all kinds of intelligent types and learning styles. Students can be assigned to form a compile rhyme book so that they can develop useful study habit.

As a cultural resource,

Nursery rhymes are authentic materials. Therefore, their contribution to cultural knowledge of the target language cannot be underestimated. With the use of nursery rhymes, students can be enhanced to compare and contrast with those in their mother tongue.

As a social resource,

They can be used as a source for a performance or a show in front of audience which will help students to develop a social identity (Brewster, 2003).

There are countless benefits of nursery rhymes in terms of using them as teaching materials. Moreover they are flexible and reachable and usually suitable for all age groups, especially young learners. With their repetitive nature and rhythm, nursery rhymes are among the most ideal materials of teaching for children. They have countless advantages. Nursery rhymes are particularly beneficial for practicing pronunciation. In addition stress and rhythm can be practiced by means of nursery rhymes, Brewster supports the idea saying "More important features of pronunciation, such as stress and rhythm, can also be practiced in a very natural way using songs and rhymes. Encouraging children to clap the beat as they go along or say rhymes will help to develop a sense of rhythm in English (2003: 164). Intonation is another aspect which can be taught via nursery rhymes.

2.4. TEACHING VOCABULARY TO YOUNG LEARNERS

Listening to a foreign language is hard for all age group of learners; on the other hand, it becomes harder when it comes to children. In the beginning stage of learning, young learners may involve in listening while playing games, singing nursery rhymes or listening to stories and simple instructions. As teachers, we should encourage children's understanding and attention to get better feedback from listening and to reduce anxiety stemming from the hardship of listening. As Brewster (1991: 158) states,

> Our work as teachers of young children is much easier if the
> learners are motivated and enjoy what they are doing. It is
> up to us to ensure that the activities they are engaged in are
> interesting and/or fun. We also have to be clear about how
> much we want our children to listen in English and whether
> we expect them to understand everything they hear. This last
> expectation is of course unrealistic, yet teachers frequently
> behave as though it were possible. We should provide

purposeful and carefully directed listening activities where learners are asked to focus on specific points.

While planning a course including excessive listening skills we should consider some points. Brewster et. al. summarize the main titles as below (2003: 158,159, 160):

- Give the children confidence

In order to have an effective learning environment we should create self-confidence in students. We should not want them to comprehend each word and they should be aware of this fact to avoid anxiety. To avoid this, the course of lesson should be planned in advance. Young learners should only be expected to understand the "gist" on the second or third hearing rather than the first time. The gestures of the teacher, tone of voice, visual aids may help children to feel confident and to reduce their anxiety and increase their motivation to focus on the item what is important.

- Explain why the children have to listen

The second point which a young learners' teacher should be careful about is that she should make sure the learners are clear about why they are listening, what the main point or aim of that listening activity is. This helps them to focus on the part of message they have to listen. This is also related to the first point aiming at to creating learners confidence and anxiety-free environment. Brewster (1991:158) listed some points to develop an awareness of the kids as below;

> a. By making explicit the reasons for listening to something – if the children know what they will be expected to do while or after listening, they can focus on the most important part of the message or simply listen for gist. This will normally be achieved by setting a specific task which may contain written or visual support and which allows the children to show their understanding by producing a "product". Such a product might be a drawing which is labeled while listening to explanations or instructions or a chart which is filled in while listening to descriptions.

b. By being aware of the most common listening demands they make on their pupils teachers can equip their pupils with specific strategies for different listening purposes, such as listening to follow instructions, explanations or descriptions.

c. By emphasizing that children are not expected to understand or remember every word of a spoken message, teachers can build up their pupils' confidence in listening.

d. By encouraging pupils to exercise "intelligent guesswork" , using their background knowledge or context clues, such as pictures, to make sense of what they hear.

As it can be asserted from the quotion teachers should effectively encourage their students' comprehension of listening and work on them with a variety of activities in order to equip them with better listening skills.

- Help Children develop specific strategies for listening

Learners are keen on using their existing knowledge to work out something they are not completely sure. Thus teacher of young learners' may make use of this by supporting and encouraging their awareness about doing this ad by helping them to develop strategies for better listening.

- Set specific listening task

Listening is, as all other skills mostly taught in three stages; pre-listening activities, while-listening activities and post-listening activities. In the *pre- listening* stage learners are usually asked to guess about what they are going to listen according to the picture or diagram they are presented before they listen. In addition, they may be asked warm-up questions.

Some of the important listening strategies are predicting, working out meaning from context and recognizing discourse patterns and markers. Enhancing students to guess what they are going to learn by listening is quite important. Pre-listening activities are occasionally used to achieve this. This not only encourages students but also increases their motivation and attracts their attention. For *while-listening* stage,

activities are more optional. For example, in the middle of the listening, teacher may stop the audio and ask them to predict what they think might come next. As for these strategies we can mention some activities. Performing action is one of these activities. Brewster (1991: 168) states,

> This is likely to take the form of listening to action songs, rhymes and games in which the children are required to follow instructions. Young children usually enjoy songs and rhymes, especially those which encourage them to join in."Heads, shoulders, knees and toes", for example, invites the children to listen carefully and while singing or listening to touch the appropriate part of the body as it is named. This clearly provides a meaningful context for reinforcing lexical items to describe the body.

This task helps learners to recognize and select certain vocabulary in an active and entertaining way. "Drawing" another while-listening activity, encourages young learners to visualize what they hear. There are various types of drawing activities, one of which is "involving children listening to a description and drawing a picture of what they hear" (Brewster, 1991: 169) which can easily used as a material in the course of lesson while using nursery rhymes in teaching basic vocabulary.

Matching activity is one of the most commonly used materials during listening activities with their various types. Bingo is very popular among the students. Matching can be done between pictures and words, between sentences and word, and interchangeably. Activities such as sequencing, guessing, transforming information and problem-solving can be used in order to enhance students' motivation and help them to develop specific strategies for listening. Cloze/Gap Filling exercises are suitable teaching materials which can be used while using nursery rhymes as teaching materials.

The activities such as vocabulary comprehension, singing the nursery rhyme alone, role plays, or discussions for more advanced levels could be asserted as *post-listening* activities.

The table by Brumfit et. al. also clarifies the purposes for listening below.

Listening purposes

Listening purposes	
Listening to develop general improve 'language awareness etc.	Listening for enjoyment, listening to concentration, attention span, attitude
Listening to reinforce conceptual Development	listening to stories, descriptions etc. to develop concepts of e.g. size, shape
Listening to develop specific language points and interactional skills	listening and pronunciation including recognition of sounds, stress and rhythm, aspects of intonation recognizing and selecting words, grammatical patterns, or discourse features listening to understand specific language functions such as descriptions, descriptions of processes, explanations and instructions listening to collaborate with peers, i.e. interpreting others' points of views, negotiating meaning by asking for clarification, checking information etc.

(Brumfit et. al. 1991,: 165)

This table clarifies why and how a student should listen to specific listening text in a learning environment. Moreover it exemplifies the types of the listening tasks in terms of their purposes.

- Organize Listening

The last but not the least point is the organizing listening process. Planning the course of listening activity appropriately and properly is vital. The teachers of young learners' have an important mission while planning the listening activities. Brewster supports the idea pointing out, "The teacher's choice of text will be influenced by the children's age, language level and interests, the specific language and listening focus s/he wishes to provide and the degree to which listening is integrated into general language learning or regarded as a more separate activity"(1991: 173). Thus, choosing material appropriately is an inseparable part of language teaching.

2.5. DOMESTIC AND FOREIGN RELATED STUDIES

Although nursery rhymes are known as very enjoyable and entertaining, there has not been any related study including both vocabulary teaching and its relation to the nursery rhymes up to now. However, there are several studies dealing with nursery rhymes or vocabulary teaching solely.

For instance, in her study named "Young Writers and the Nursery Rhyme Genre", Janet Evans(2000) has investigated not only the children's interest in the nursery rhyme genre but also the ways how children can be encouraged and enhanced to write if they are stimulated and motivated. In the study the children were asked to choose their favorite nursery rhyme and their task was to create another nursery rhyme including the main character of the original nursery rhyme. The investigation group was consisted of ten girls and boys. Three sessions were applied during the study. First of all, children's traditional nursery rhymes knowledge was checked and examined weather they thought nursery rhymes were too babyish. Later, she observed them to organize and narrate their own nursery rhymes, offering help when needed to enhance students become effective writers.

Even though, this is a study for the effects of nursery rhyme on mother tongue, it is undeniable that they help children to be motivated writers when we look at the results of this paper. Writing is an hard process, so guiding is necessary especially for young learners as Evans states (2000: 19):

> The small group of children with whom I was working, although eager, enthusiastic writers, were not always aware of all the stages in relation to the process of writing so as they worked their way towards their completed book I carefully guided them through each stage.

With the help of the drafts -and peer- working throughout the process, the children became successful in writing their personal rhymes. Although this study covers a limited time, scale and intentions, it has shown positive results. At the conclusion of Evans' study (2000:22)

> It was very encouraging to find that nursery rhymes and traditional stories make excellent stimuli for narrative writing partly because of their predictability, their thought provoking nature, their wit and their ability to make children feel at ease with their apparent simplicity. I was convinced that slightly older infant children would benefit from a more detailed examination of the nursery rhyme genre and was pleased to confirm that this was indeed the case.

Her study has displayed that using nursery rhymes has a positive effect on young learners' writing skills. This procedure has influenced their motivation in a positive way and enhanced their writing activities.

In a domestic study named "Using Popular Songs to Teach Vocabulary", Hüseyin Serçe (2005) claimed that young adult students, (contrary to our young learners) whose teachers using "popular songs" will improve significantly in recognizing and retaining vocabulary as opposed to the students who are exposed to these words without use of popular songs.

His control and experimental group were consisted of fifteen students with a total number thirty. He integrated popular songs in the course of his experimental group whereas the same vocabulary in the popular songs was thought by mother tongue translation in the control group. After a four week of implementation, the results of pre, post and retention tests showed that students who learned vocabulary via popular songs remembered the words better than those who did not.

Serçe (2005: 68) expresses that "retention test results show that teaching vocabulary in this way help the students remember the words easily. It seems that in vocabulary teaching, retention of words depends on the quality of teaching, the interest of the learners, or the meaning fullness of the material." Thus, this result has shown the positive effect of the music in every age group while learning and teaching vocabulary.

In this chapter, the definition and characteristics of young learners have been discussed in detail. Later, the definition and importance of vocabulary and vocabulary teaching techniques have been investigated thoroughly. Moreover, since nursery rhymes are closely related with listening skill, a part has been devoted for listening skills. The definition of nursery rhymes, with regard to teaching and learning environment has been discussed thoroughly in the light of the advantages of using nursery rhymes for young EFL learners. For the last section, other related foreign and domestic studies are examined and literature review section is completed. The next chapter is going to deal with the methodology of the applied study.

CHAPTER III

METHODOLOGY

3.1. Research Design

This study concerns with the results of using nursery rhymes in teaching vocabulary to young EFL learners. During the process of experimental study, learners' vocabulary knowledge was checked beforehand with the help of a pretest designed according to what would be taught young learners and later an eight-week period which includes twenty two hours of lessons was implemented. After each week of teaching certain vocabulary, another test for each item was applied to the students in both the control and experimental group. At the end of the period, the pretest was applied as post test and the compared results gave us the effects of the nursery rhymes in teaching vocabulary to young EFL learners.

3.2. Sample and Participants

The study was conducted at Şehit Cemal Mutlu Primary School in Ünye/ORDU. The data was obtained from the 4th graders at this school in 2010-2011 academic year. The sample of the study was consisted of the students who were attending classes 4/A and 4/C. 4/A, the experimental group was composed of 30 students with 15 males and 15 females which has the same qualifications with 4/C, control group, in terms of quantity and gender. They are all in the age group of 10 and 11.

In order to grasp some information about the socio-economic level of the students in the control and experimental group, a questionnaire including a number of questions were asked to them (See Appendix XXII). According to the data compiled from these questions, the income ratio of the both groups is almost same and none of the students' families' monthly income is over 1000 TL. Although they live in a rural place, 13 in the control group and 16 in the experimental group lives in a rent flat even if their houses are squatter's. All of the 60 students live in a house with a stove, so they have to study in the room which is heated. Just 4 students in experimental

group and 3 in control group had pre-school education. Both in control and experimental group, very little number of students listen to songs in English and watch cartoons in English. Unlike urban residents, these participants have seemed a long way off English, since they have never had English courses before 4th grade. In our study the socio-economic levels of the students were the same.

3.3. Data Collection Tools

In this study, our aim was to investigate whether using nursery rhymes had positive effects in teaching vocabulary to young EFL learners. In order to examine this, a pre-test was prepared including all the items taught during the experimental process (See Appendix XXIII). The same test was applied as post test after the eight-week period in order to check their new vocabulary knowledge.

3.4. Procedure

In the current study, the same group of vocabulary items were taught different group of learners who had similar characteristics in terms of their background vocabulary knowledge and age. Both groups' learners have had no vocabulary knowledge of English as they have not had any English courses before 4th grade. For the experimental group, a lesson plan was prepared including extensive use of nursery rhymes and related activities for each week; on the other hand, control group was exposed to the units in the course book including the same vocabulary items which were designed for the experimental group.

Since there was no projector in their own classroom or no language laboratory in the school, the experimental group was taken to the information technologies class of the school in order to be presented the nursery rhymes which were also including flash animation. However, the control group stayed in their own class, being exposed to their own course book, workbook activities and board use.

Each group of words was taught in a week, within a total three hours of lessons. They are designed as below.

3.4.1 Teaching "Numbers 0 to 10" Vocabulary via Nursery Rhymes

In the curriculum of the 4th grades numbers are taught in parts, thus our aim was to perform the same thing in the experimental group, as well. Therefore, we presented the first week's course plan according to the numbers from zero to ten. This group of words was also existent in the third unit of the course book and workbook "Time for English Grade 4" with related activities. The procedure of the first week has been displayed:

Topic	Numbers up to 10
Content	Vocabulary items - Numbers, - One, two, three, four, five, six, seven, eight, nine, ten, zero
Method	Eclectic Method (Total Physical Response, Audiolingual Method)
Materials	- Worksheet 1, 2, 3 and homework sheet (see Appendix I) - The nursery rhymes "Five Currant Buns", "Ten Little Numbers" and "Ten in A Bed" (see Appendix II for lyrics) - The flashcards of the numbers from 0 to 10. (See Appendix III) - Flash songs with animations
Procedure	- The teacher (T, hereafter) asks the students (Ss, hereafter) if they know the numbers up to 10 in English. - T tells the Ss that they are going to learn numbers up to ten. - T shows the flashcards of the numbers to Ss and

	asks them to pronounce the numbers they see on the flashcards.
	- Ss listen and watch the flash animation of the nursery rhyme "Five Currant Buns"
	- After second listening, Ss are wanted to name the vocabulary items listed in "Worksheet 1, Activity 1"
	- After third listening, Ss match the words with pictures in "Worksheet 1, Activity 2.
	- As the second part of the lesson, Ss listen and watch the flash animation of the nursery rhyme "Ten Little Numbers"
	- Ss are wanted to order the numbers given in "Worksheet 2, Activity1" after listening third time.
	- Ss are allowed listen the nursery rhyme three times.
	- Ss are asked to sing the songs accompanying the flash song first and later without flash song.
	- Ss are asked recognize the words which they listen to and circle the ones they hear in the "Worksheet 2, Activity 2" In this activity they listen to their teacher. There are 10 numbers written in the activity however T tells only 5 of them
	- Ss listen to another nursery rhyme "Ten in a Bed". In worksheet 3, lyrics of the rhyme are given to Ss. Lyrics lacks the numbers and Ss are asked to fill in the blanks while listening.
	T shows her fingers and asks Ss to tell the number they see. Then, T calls one of the Ss, who is volunteer and the student shows his/her fingers and other students try to find out the number.

3.4.2 Teaching "Numbers 11 to 20" Vocabulary via Nursery Rhymes

"Numbers 11 to 20" vocabulary was the basic item of 7th unit the in course book and workbook and later on, all units made use of these numbers vocabulary. Thus, our second weeks plan was related to this vocabulary which was coherent with the course book. The following table gives the summary of the second week's procedure:

Topic	Numbers from 10 to 20
Content	Vocabulary items - Numbers, - Ten, eleven, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty
Method	Eclectic Method (TPR, Desuggestopedia)
Materials	- Worksheet 1, 2, 3 (See Appendix IV) - The nursery rhymes "Lets Count to 20" and "Numbers Songs - (10 - 20)" (See Appendix V for Lyrics) - The flashcards of the numbers from 10 to 20. (See Appendix VI) - Flash song with animations - Bingo cards (See Appendix VII) - Crayons - Homework sheets (See Appendix VIII)
Procedure	- The teacher asks the students if they know the numbers up to 20 in English. - T tells the Ss that they are going to learn numbers up to twenty. - T shows the flashcards of the numbers to Ss and asks them to pronounce the numbers they see on the flashcards. - T does the actions of clapping hands, waving hands, dancing and marching and explains Ss that they will use these actions while listening and

	singing the nursery rhyme.
	- Before listening Ss are given Worksheet 1, and they are asked to guess which words the numbers are.
	- Ss listen the nursery rhyme "Lets Count to 20"
	- After listening once, Ss are asked to circle the numbers in the Worksheet 1.
	- Ss do the given actions in the nursery rhyme by the help of the T. In order to make Ss internalize the song, T gives them the opportunity to listen it again and again.
	- After third listening, Ss are asked to solve the criss cross puzzle in which related vocabulary items listed according to the song they listen to. They are given the Worksheet 2.
	- For the Worksheet 3, Ss are asked to match the numbers with the pictures, later they listen to the song "Numbers Songs - (10 - 20)" and try to put the numbers given in order from smallest to biggest.
	- Ss are asked to sing the songs accompanying the flash song first and later without flash song and do the actions altogether with the song.
	- Ss listen to another nursery rhyme "Numbers Songs – (10 - 20)". Ss are asked to sing the song.
	- As the game time of the lesson, T delivers Bingo Cards to Ss. They play the Bingo Game several times. First T reads the numbers, later T chooses students who are volunteer to read the numbers.

3.4.3 Teaching "Body Parts" Vocabulary via Nursery Rhymes

Third week's procedure included teaching words about the parts of the body. The body parts were taught through nursery rhymes in the experimental group whereas the control group was presented the words according to the course book and workbook activities which were in the 5th unit. Third week's procedure is tabulated as follows:

Topic	Parts of the body
Content	Vocabulary items - Parts of the body - Head, shoulder, knee, toe, eyes, ear, mouth, nose, foot/feet, hand
Method	Eclectic Method (TPR, Direct Method, Audiolingual Method)
Materials	- Worksheet 1, 2, 3, 4 (See Appendix IX) - The nursery rhymes "Head, shoulders, knees and toes" and "If you're happy and you know it" (See Appendix X for lyrics) - The flashcards of the body parts (See Appendix XI) - Flash song with animations - Homework sheets (See Appendix XII)
Procedure	- The teacher shows the students her/his body parts and asks them if they know any of the body parts in English. - T tells the Ss that they are going to learn some parts of the body. - T shows the flash animation of the body parts which includes names and the pictures of the body parts to Ss and asks them to try to guess what parts they are. T does the actions of clapping hands, stamping foot, nodding head and turning around and explains Ss that they will use these

	actions while listening and singing one of the nursery rhyme.
	- Ss listen the nursery rhyme "Head, shoulders, knees and toes" first. They also watch the actions accompanying the song while listening. Teacher shows the actions together with the video.
	- After listening once, Ss are given Worksheet 1 and they are asked to match the words and pictures.
	- Ss do the given actions in the nursery rhyme by the help of the T. In order to make Ss internalize the song, T will give them the opportunity to listen it again and again later.
	- For second listening, Ss are given Worksheet 2 and they are asked to fill in the blanks within the lyrics of the nursery rhyme.
	- For the Worksheet 3, T reads the text and Ss try to fill in the blanks. After filling the blanks, Ss are asked to draw the picture of the creature described in the text.
	- Ss are asked to sing the songs accompanying the flash song first and later without flash song and do the actions altogether with the song.
	- Ss listen to another nursery rhyme "If you're happy and you know it". Ss are given Worksheet 4 and asked to do the actions in the nursery rhyme and draw the pictures of the body part described in the nursery rhyme in Worksheet 4.
	- After listening nursery rhymes several times, T shows a part of the body and asks Ss to tell it in English. Later, T chooses some Ss who are volunteer, to show his/her friends some body parts and ask them to tell what it is.

3.4.4 Teaching "Days" Vocabulary via Nursery Rhymes

Days were taught in the 8th unit of "Time for English". So, our lesson plan for experimental group consisted of nursery rhymes presentations and activities about the days of the week. The procedure followed in the implementation of days by means of nursery rhymes has been summarized below:

Topic	Days of the Week
Content	Vocabulary items - Days of the week - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Method	Eclectic Method (TPR, Direct Method, Communicative Method)
Materials	- Worksheet 1, 2, 3, 4 (See Appendix XIII) - The nursery rhymes "Days of the week" (See Appendix XIV for lyrics) - Flash song with animations - Homework sheets (See Appendix XV)

Procedure	- The teacher (T, hereafter) tells Students (Ss, hereafter) they are going to learn the days of the week. T asks them if they know the days in English. - T gives Ss Worksheet 1 and asks them to unscramble the words given according to the given clues. T also says Ss that they are the days of the week. - Ss listen the nursery rhyme "Days of the Week." They also watch the man in the video and their T who are accompanying the song with their actions while listening. - After listening once, Ss are given Worksheet 2 and they are asked to put the days in order in the given chart. - Ss do the given actions in the nursery rhyme by the help of the T. In order to make Ss internalize the song, T will give them the opportunity to listen it again and again later. - For second listening, Ss are given Worksheet 3 and they are asked to write the days of the week by grouping the syllables then complete the sentences according to the words. - Ss are delivered the Worksheet 4, and they listen to another nursery rhyme with which they will fill in the blanks in Worksheet 4. - Ss are asked to sing the songs accompanying the flash song first and later without flash song and do the actions altogether with the song. - After listening nursery rhymes several times, T asks Ss to draw a weekly schedule and write the days of the weeks on that chart in order. - Ss are also asked to write the days of the week in a way that will create a pattern and draw a shape such as school building.

3.4.5 Teaching "Months and Seasons" Vocabulary via Nursery Rhymes

"Seasons and Months" were the topics of the 12th unit course book "Time for English". Fifth week's procedure was related to seasons and months in the experimental group. In the control group course book and workbook activities were used whereas experimental group listened to and watched entertaining nursery rhymes included in the lesson plan below:

Topic	Seasons and Months
Content	Vocabulary items - Seasons of the Year - Winter, Spring, Summer, Fall (Autumn) - Months of the Year - January, February, March, April, May, June, July, August, September, October, November, December
Method	Eclectic Method (TPR, Direct Method, Communicative Method)
Materials	- Worksheet 1, 2, 3, 4 (See Appendix XVI) - The nursery rhymes "Seasons", "The Four Seasons" and "Months of the Year" (See Appendix XVII for lyrics) - Flash song with animations - Homework sheets (See Appendix XVIII) - Cryons

Procedure	- The teacher (T, hereafter) tells Students (Ss, hereafter) they are going to learn the seasons and months of the year. T asks them if they know the days in English. - T shows Ss the poster of months and seasons. - T ask Ss to draw the pictures of seasons. - Ss listen the nursery rhyme "Seasons." Later Ss listen to another nursery rhyme "Months of the year" which is about months. - After listening once, Ss are given Worksheet 1 and they are asked order the months of the year and complete the sentences with the correct month. - For second listening, Ss are given Worksheet 2 and they are asked complete the months and write them in the right order. - In the Worksheet 3, Ss are asked to choose the season and write under the correct picture and match the seasons and months after listening to nursery rhymes several times. - Ss are delivered the Worksheet 4, and they listen to another nursery rhyme with which they will fill in the blanks in Worksheet 4. - Ss are asked to sing the songs accompanying the flash song first and later without flash song and do the actions altogether with the song. - After listening nursery rhymes several times, T asks Ss to draw their own calendar. - At the end of the lesson, T shows Ss pictures accompanying months, than T shows the pictures only and asks Ss to remember the month that pictures belong to.

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3.4.6 Teaching "Farm Animals" Vocabulary via Nursery Rhymes

The last week's presentation in the experimental group was about "farm animals" vocabulary. The process of the sixth week in the experimental group has been tabulated as follows:

Topic	Farm Animals
Content	Vocabulary items - Farm animals - Dog, cat, sheep, horse, donkey, sheep, chicken, duck, cow
Method	Eclectic Method (TPR, Direct Method, Communicative Method, Desuggestopedia)
Materials	- Worksheet 1, 2, 3, 4 (See Appendix XIX) - The nursery rhymes "Old Mac Donald Had a Farm", "Five Little Ducks" and "Baa baa Black Sheep" (See Appendix XX for lyrics) - The flashcards of the farm animals. (See Appendix XXI) - Flash song with animations

Procedure	- The teacher (T, hereafter) shows the students (Ss, hereafter) flashcards of the animals online and asks them if they know any of the animals in English.
	- T tells the Ss that they are going to learn some farm animals.
	- T shows the power point presentation which includes names, sounds and the pictures of the animals to Ss.
	- T delivers worksheet 1 and asks Ss to try to guess the names of the pictures.
	- Ss listen the nursery rhyme "Old Mac Donald Had a Farm".
	- After listening once, Ss are asked to match the words and pictures in Worksheet 1.
	- Ss listen to the nursery rhyme "Old Mac Donald" second time and fill in the chart and find the missing words in the puzzle in Worksheet 2.
	- For the Worksheet 3, Ss listen to the nursery rhyme "Five Little Ducks" and fill in the blanks and they try to guess which animal is mentioned in the nursery rhyme then draw a picture of the nursery rhyme..
	- Ss listen to another nursery rhyme "Baa baa Black Sheep". Ss are given Worksheet 4 and asked to fill in the blank in the nursery rhyme and draw the pictures of the animal mentioned in the nursery rhyme in Worksheet 4.
	- Ss are asked to sing the songs.
	- After listening nursery rhymes several times, T some Ss who are volunteer, to utter the sounds of the farm animals for his/her friends ask them to tell which animal it is.

3.5. Data Analysis

In order to analyze the results of the pre-test, post-test Statistical Packages for Social Sciences (SPSS) 16.0 was used. With the help of this statistical program basic descriptive statistics such as mean and standard deviation were gained. Paired-Sample T-Test was used in order to compare and contrast the results excerpt from the pre and post tests of control and experimental groups.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter deals with the analysis of the data coming from three sources which are respectively pre-test and post-test applied to the students in the experimental and the control group.

SPSS Statistical Program and its numerical system 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 research questions were displayed in the tables and figures. Afterwards, the data were analyzed and discussed.

4.1. Finding of the Pre-Test

The students from two different classes of the same grade were taken and classified as experimental and control groups. Each group contained 30 students. A vocabulary test was given each group, in order to see the existing knowledge of the students about the target vocabulary items. This vocabulary test contained all the words which were intended to be taught throughout the process. The pre-test results indicated that there was no significant vocabulary knowledge difference between the two groups.

Table 4.1.1. Comparison of the Pre-test Scores of the Control and Experimental Groups

Group	N	$\overline{X}$	SD	t	p
Experiment	30	3,53	4,56	.787	0,434
Control	30	2,66	3,94		

(P > .05)

As is seen clearly in the table, there is no significant difference between the vocabulary knowledge of the control and the experimental group at the beginning of the study since the significance score is 0,434 (p > 0.05).

4.2. Findings about the First Hypothesis.

The first hypothesis of the study claims that the students who learn the vocabulary via nursery rhymes will learn the words better than the students taught by such traditional ways as following the course book only, writing the vocabulary on the board and asking learners to memorize the meanings of these words. In order to prove this hypothesis, the post-test scores of the control and the experimental groups were analyzed and the table below illustrates the results.

Table 4.2.1 Table Comparison of the post test scores of the control and experimental groups

Group	N	$\overline{X}$	SD	t	p
Experiment	30	44,83	13,48	2,348	0,022
Control	30	35,8	16,18		

P < .05

In the table 4.2.1., the t-test findings indicate the significance level as 0,022 (p < 0, 05) which is a proof of a statistically significant difference between the control and experimental groups' level of vocabulary knowledge in favour of experimental group after the process. There was no significant difference between the groups in terms of vocabulary knowledge before the implementation of the process. After the process the group which was taught by nursery rhymes showed a significant different level of vocabulary knowledge score.

4.3. Findings about the Second Hypothesis

To see the improvement of experimental group, the results of the pre-test and post-test in that group was compared as well. Pre and post test results have been below:

Table 4.3.1 Comparison of the pre-test and post-test scores of the experimental group

Group	N	$\overline{X}$	SD	t	p
Pre- test	30	3,53	4,56	-15,892	0,000
Post-test	30	44,83	13,48		

$P < .05$

As is seen in the table above, the mean of the experimental group at the beginning, did not show a significant difference from control group, with 3.53 score. However the post-test score shows a significant difference in terms of means score (44.83 versus 35.80) and this indicates the success of implementation of vocabulary through nursery rhymes to the course of lessons.

4.4. Findings about the Third Hypothesis

In order to find out if there is a progress in the vocabulary learning level of the control group, the learners in the group were applied a test before the teaching process. After the process, the same test was applied again and the results were compared. These results have been displayed in the table 4.4.1.

Table 4.4.1 Comparison of the pre-test and post-test scores of the control group

Group	N	$\overline{X}$	SD	t	p
Pre- test	30	2.66	3.94	-10,891	0,000
Post-test	30	35.80	16.18		

P < .05

Control group recorded a 2.66 means score at the beginning of the process from the pre-test as they had never had an English course beforehand. 2.66 mean score may stem from the fact that some of the students marked the true answers by chance. After the process, the mean score increased up to 35.80. This is not a bad result from 64 questions. However our main question was how we could provide a better success among the students.

4.5. Findings about the Fourth Hypothesis

The fourth hypothesis of the study presupposes that female students in the experimental group (who are exposed to the nursery rhymes) will learn the vocabulary better than the male students in the same group. In order to find out whether exposure to nursery rhymes have created a change in terms of their gender, 15 students, out of 30 whom were female and the rest were male, were given the tests in the experimental group. The results of pre-test and post-test were analyzed and tabulated as follows:

Table 4.5.1 Pre-test scores of the experimental group in terms of their gender

Group	N	$\overline{X}$	SD	t	p
Male	15	5,46	4,88	1,76	0,089
Female	15	2,73	3,51		

P > .05

As is clear in table 4.5.1. there is no statistically significant difference in the scores of pre-test in terms of their gender at the beginning of the study as the significance score is 0,089 (p> 0, 05) .

Table 4.5.2 Post-test scores of the experimental group in terms of their gender

Group	N	$\overline{X}$	SD	t	p
Male	15	45,8	13,93	0,387	0,702
Female	15	43,86	13,43		

P > .05

The fourth hypothesis of the study has not been verified since there is no significant difference in the scores of post-test in terms of attendants' gender. The significance score is 0,702 (p> 0,05) and this stands for an insignificant difference indicating that exposure to nursery rhymes created no appreciable change in the vocabulary learning level of genders' in the experimental group.

4.6. Discussion on the Findings

In order to discover the effect of nursery rhymes on vocabulary improvement of young learners several weeks of planned courses, pre and post tests tests have been applied. Beside a test after the teaching of each group of words was given. For the data analysis, SPSS 16.0 has been used and the tables taken via this application and their comments have been given in the previous section.

This section concerns with what the findings stand for or whether they are consistent with the hypotheses. Our study's main claim is that there will be a significant difference between the vocabulary learning of students who learn vocabulary via nursery rhymes and the students who learn vocabulary in traditional ways and the students learning vocabulary via nursery rhymes will learn words better than those learning them in traditional ways. The experimental group was exposed to carefully planned courses including nursery rhymes related to main topic whereas the control

group confronted with the activities only in their course books and workbooks about the same topic. Consequently, the comparison of pre-test and post-test results indicated that integration of extensive nursery rhymes has a significant value on young EFL learners' vocabulary knowledge. That is, our main hypothesis has been verified.

The other hypothesis of our study is that there will be a significant difference between the vocabulary learning of students who learn vocabulary via nursery rhymes and the students who learn vocabulary in traditional ways in terms of their gender and female students learning vocabulary via nursery rhymes will learn words better than male learners. Our test results showed no significant difference between the control group and the experimental group in terms of their gender. Although in the course of lesson, female students seemed to be more actively and enthusiastically involved in the activities, the test results showed no difference in terms of vocabulary learning success.

Young learners are the group of students who are very enjoyable as well as very hard to teach. No matter how you approach them, they are ready to learn, in other word capture anything you teach. On the other hand, their short concentration span and lack of interest are some of the obstacles for the teachers of the young learners. In order to increase their interest, attract their attention, as language teachers, we should try our best. Organizing our lessons appropriately may increase the success. Nursery rhymes have captured their attention and increased their success when enriched with appropriate materials and activities. To sum up, although, there are slight differences in the numeral values, almost all results displayed significant difference in favour of the students who learn vocabulary via nursery rhymes.

CHAPTER V

CONLUSION AND SUGGESTIONS

5.1. Conclusion

In the current study, named "Using Nursery Rhymes in Teaching Vocabulary To Young EFL Learners" which was conducted in Ünye Şehit Cemal Mutlu Primary School, with the students from two 4th grade classes, our main aim was to verify the hypothesis that the young learners who learn vocabulary by the help of Nursery Rhymes would score better in the tests than the learners who learn the same vocabulary via their course books. For that, we had to check whether their beginning level of English vocabulary knowledge was similar. Since they were 4th graders, they had never had English courses before that year, and the pre-test results showed no significant difference between control and experimental group. Pre-test contained all the words which would be taught thus it was used as post-test after the 22 hours of implementation of Nursery Rhymes. The most important result of the study came out when the scores of the post-tests were compared. The significance level was in favour of experimental group with a score of 0,022 ($p < 0,05$). 8 weeks of process was devoted to study, the first and the last week has been segregated for the pre-test and the post-test application. The rest six-week period was dedicated to teach vocabulary via nursery rhymes. The curriculum of the 4th grade which already concentrated on teaching basic vocabulary to young learners was totally consistent with our new lesson plans and activities including nursery rhymes.

Besides post-tests comparison, a test for each week's vocabulary item was applied to each group and the results were compared and contrasted. These items were, "numbers 0-10", "numbers 11-20", "the parts of the body", "days", "months and seasons", and "farm animals" and for each test the significance level was in favour of experimental group which apparently showed us the positive effects of implementation nursery rhymes in young learners' classes.

On the other hand, our other hypothesis that female students would be more successful in the experimental group could not be verified. The results of the post-test showed no significance difference in terms of gender.

The data obtained from all the tests has proved that, if chosen carefully, nursery rhymes influence the young learners' vocabulary learning when compared to the ones who learn vocabulary via following their course books only. Thus the integration of materials such as nursery rhymes in the teaching process may enhance and motivate learners especially the younger ones.

Furthermore Evans' study, which was mentioned in the previous sections, is consistent with our study in terms of their outcomes as they both make use of nursery rhymes to enhance and motivate young learners to teach English skills. They have both created positive results on students' writing and vocabulary skills. Besides, Serçe's study on young adult learners whose aim was to explore the effects of popular songs on teaching vocabulary is also consistent with our study. Both his study and our study have the consequences that using music has positive effects on teaching vocabulary.

5.2. Suggestions on the Use of Nursery Rhymes in Teaching Vocabulary and for Further Research

As teachers, we know young learners are whole learners, therefore teaching vocabulary becomes harder with them especially when they are totally stranger to a language. 4th graders are examples of what is mentioned above. Nursery rhymes come as an aid in that situation. They are the invaluable materials for the teachers of young learners. With their entertaining and musical nature, they are fun toys for learners, teaching documents for teachers.

In a class which is sung a nursery rhyme; the students may feel relaxed and their motivation may be high and as a result, their affecting filter is lower. Another thing which decrease even disappears their affecting filter is that, most of the nursery rhymes require actions to be done while being sung. Therefore, learners are in

motion which makes them discharge their extra energy and focuses on the exact item by avoiding boredom. We believe that nursery rhymes may decrease the anxiety in a class however we have not applied any test evaluating the anxiety level, for future studies, investigators may explore the effects of nursery rhymes in terms of anxiety level.

Furthermore, listening nursery rhymes from a native speaker helps young learners improve the pronunciation of the target language. It is one of the best ways of teaching pronunciation of the word with their repetitive and rhyming nature. For further studies, current study may offer a number of ideas. This study, although planned including four skills, explored just the results of vocabulary learning, thus further studies may explore other skills or sub-skills such as pronunciation.

This study was conducted in a rural environment; none of the student has had special nursery school education or private school education. Therefore in the further studies, the comparison could be done between the ones who had special nursery school education (which includes some English lessons) and public school students.

In our questionnaire, students have been asked some questions in orders to provide some other hypothesis for our study however, data obtained from that questionnaire has not given us the opportunity to compare the results since all the results from the student were almost the same. Therefore, for further studies, investigators may study on students who watch cartoons in English or who listen to songs in English and the students who have never or rarely done these activities as in our groups, in terms of teaching vocabulary via nursery rhymes.

Moreover, the number of the female and male students were not enough to compare their success in our study, thus a detailed study including more participants and exploring the effect of using nursery rhymes in teaching nursery rhymes in terms of gender may be useful.

To conclude, using nursery rhymes in teaching vocabulary can be assumed as a beneficial way in teaching vocabulary to young EFL learners. English Language Teachers may make use of nursery rhymes in their classes of young learners.

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APPENDICES

APPENDIX - I

Worksheet 1

Activity 1

Write the numbers according to the given pictures- Verilen resimlere gore sayıların ingilizcelerini yazın

1 How many flowers?

4. How many blackboards?

_____

_____

2.How many tables?

5. How many beds?

_____

_____

3. How many chairs?

_____

Activity 2

Match the words with the pictures- Resimlerle sözcükleri eşleştirin.

4   two

0   five

                     one

3

1   four

5   zero

2   three

Worksheet 2

Activity 1

After listening "Ten Little numbers" again, put the numbers in order. – "Ten Little Numbers" şarkısını tekrar dinledikten sonra sayıları sıraya koyun.

five – seven – two – zero – nine – four – six – eight – three – seven – one

0   1   2   3

___ ___ ___ ___

4   5   6   7

___ ___ ___ ___

8   9   10

___ ___ ___

Activity 2

Circle the numbers you hear. – Duyduğunuz sayıları yuvarlak içine alın.

Ten   eight   four   seven

three   five   one   six

zero   two   nine

Worksheet 3

Activity 1

Fill in the blanks in the nursery rhyme while listening- Şarkıyı dinlerken verilen boşlukları doldurun.

Ten in a Bed

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were _____ in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There was _____ in a bed
And the little one said
"Good night!"

Find the numbers in the puzzle and write them down. Bulmacadaki sayıları bulun ve aşağıya yazın.

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

1 ____   2 ____   3 _____   4, ____

5 ____   6 ____   7 _____   8 ____

9 ____   10 ____

APPENDIX - II (Five Currant Buns, Ten Little Numbers and Ten in A Bed respectively)

FIVE CURRANT BUNS

Five currant buns in a baker's shop,
Round and fat with a sugar on the top.
Along came a boy, with a penny one day,
Bought a currant bun and took it away.

Four currant buns in a baker's shop,
Round and fat with a sugar on the top.
Along came a girl, with a penny one day,
Bought a currant bun and took it away.

Three currant buns in a baker's shop,
Round and fat with a sugar on the top.
Along came a boy, with a penny one day,
Bought a currant bun and took it away.

Two currant buns in a baker's shop,
Round and fat with a sugar on the top.
Along came a girl, with a penny one day,
Bought a currant bun and took it away.

One currant bun in a baker's shop.
Round and fat with a sugar on the top.
Along came a boy, with a penny one day,
Bought a currant bun and took it away.

TEN LITTLE NUMBERS

One little, two

little, three

little numbers

four little, five little, six little numbers

seven little, eight little, nine little numbers

ten little numbers...

Ten little, nine little, eight little numbers

seven little, six little, five little numbers

four little, three little, two little numbers

one little number...

One...

Two..

Three..

Three little numbers...

Four...

Five...

Six...

Six little numbers...

Seven...

Eight...

Nine...

Ten...

Ten, ten, ten....

One little, two little, three little numbers

four little, five little, six little numbers

seven little, eight little, nine little numbers

ten little numbers...

Ten little, nine little, eight little numbers

seven little, six little, five little numbers

four little, three little, two little numbers

one little number...

One little number....

TEN IN A BED

There were ten in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were nine in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were eight in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were seven in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were six in a bed
And the little one said
"Roll over, roll over"
So they all rolled over

And one fell out
There were five in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were four in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were three in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

There were two in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There was one in a bed

And the little one said
"Good night!"

APPENDIX - III Flashcard for numbers "1 to 10"
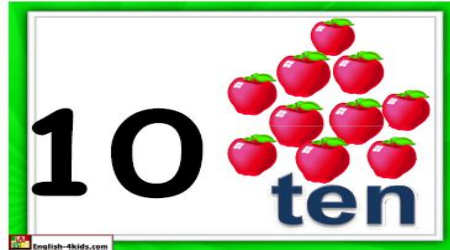
Worksheet 1

Listen to the song and try to find out which words are the numbers and circle them all.

Let's Count from 1 to 20

Ok everybody, we're going to count from one to twenty with some

actions!

Here we go!

From one to five, let's clap our hands: one, two, three, four, five

Great job!

From six to ten, let's wave our hands: six, seven, eight, nine, ten

From eleven to fifteen, let's march in place, big steps, here we go!

Wow, that was great.

From sixteen to twenty let's dance! Here we go! Sixteen,

seventeen, eighteen, nineteen, twenty.

Worksheet 2

Listen to the song and write the numbers from 10 to 20 you hear in the song. Then, solve the puzzle matching the answers.

- _____
- _____
- _____
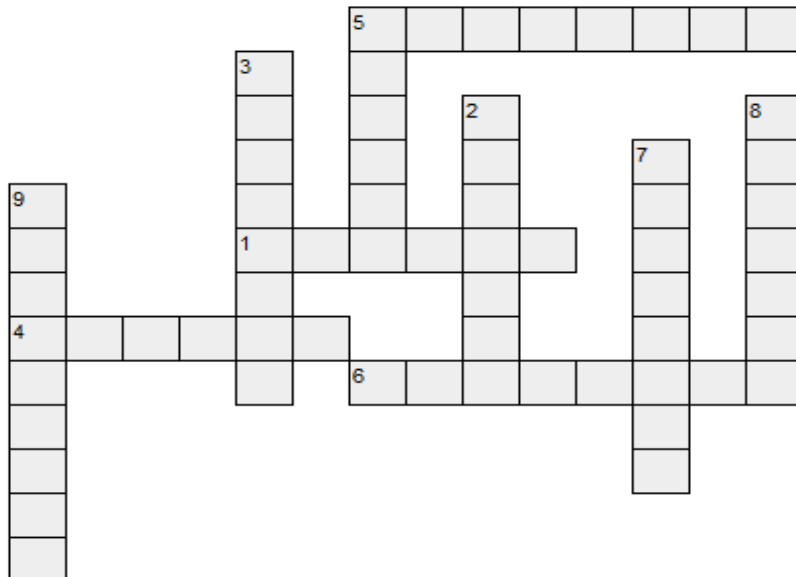- _____
- _____

- _____
- _____
- _____
- _____
- _____

Words

Horizontal

1. four x five=_____
4. eighteen - seven=_____
6. eleven + eight= _____
5. seven + six=_____

Vertical

2. ten + six=_____
3. fiteen - one=_____
5. four x three=_____
7. two x nine=_____
8. three x five=_____
9. twenty - three=_____

10 to 20

Worksheet 3
Match the numbers with the pictures.
Then put the numbers in order from smallest to biggest according to the song you listen.

_____

Sixteen

_____

Thirteen

_____

Nineteen

_____

Twelve

_____

Sixteen

Fifteen

_____

Put the numbers in order

_____   _____   _____   _____   _____

APPENDIX - V (Let's Count to 20 and Numbers Songs - (10 - 20) lyrics respectively)

LET'S COUNT TO 20

Ok everybody, we're going to count from 1 to 20 with some actions! Here we go!
From 1 to 5, let's clap our hands: 1,2,3,4,5
Great job!
From 6 to 10, let's wave our hands: 6,7,8,9,10
From 11-15, let's march in place, big steps, here we go!
Wow, that was great
From 16-20 let's dance! Here we go! 16,17,18,19,20
Ok that was great, now can you do it all at once? Yes? Here we go one to 20
1,2,3,4,5
Now wave your hands 6,7,8,9,10
Great, 11-15 march! 11,12,13,14,15
Last one, lets dance, 16,17,18,19,20
Great job, ok now I am going to play a little guitar for you and we are going to go
from 1-20 lets count! 1-20
Yay
I did it!

NUMBERS SONGS - (10 - 20)

Ten,
Eleven,
Twelve,
Thirteen,
Fourteen,
Fifteen,
Sixteen,
Seventeen,
Eighteen,
Nineteen,
Twenty…

APPENDIX - VI (The flashcards of the numbers from 10 to 20)

11
eleven

12
twelve

13
thirteen

14
fourteen

15
fifteen

16
sixteen

17
seventeen

18
eighteen

19
nineteen

20
twenty

Bingo Game

BINGO		
18		15
11	13	
17		20

BINGO		
16	12	
14	19	
18		

BINGO		
		16
14		17
	19	15

BINGO		
	14	
16	18	17
19		11

BINGO

17		18
12		
	20	

BINGO

11	14	
17	19	15
		16

BINGO

20	16	15
13	18	
14		11

BINGO

15	12	
	20	13
14		17

BINGO

	11	13
12		18
14	16	

BINGO

	12	19
13		16
20		11

BINGO

14	15	18
20		
	13	12

BINGO

14		11
15	12	19
	20	

BINGO

	11	
19	16	15
17		13

BINGO

		12
15	11	17
	20	18

BINGO

	16	14
13		20
17	18	

BINGO

18	12	11
15	20	13
	16	

HOMEWORK SHEET 1

```
N  U  M  B  E  R  S  S  U  F
P  T  O  T  W  E  N  E  T  I
Y  V  R  U  W  Y  W  V  W  F
Z  E  I  G  H  T  E  E  N  T
N  I  N  E  T  E  E  N  E  E
N  E  E  T  R  I  H  T  L  E
A  P  F  O  U  R  T  E  E  N
S  I  X  T  E  E  N  E  V  Z
T  W  E  L  V  E  U  N  E  B
Y  T  N  E  W  T  E  H  N  X
```
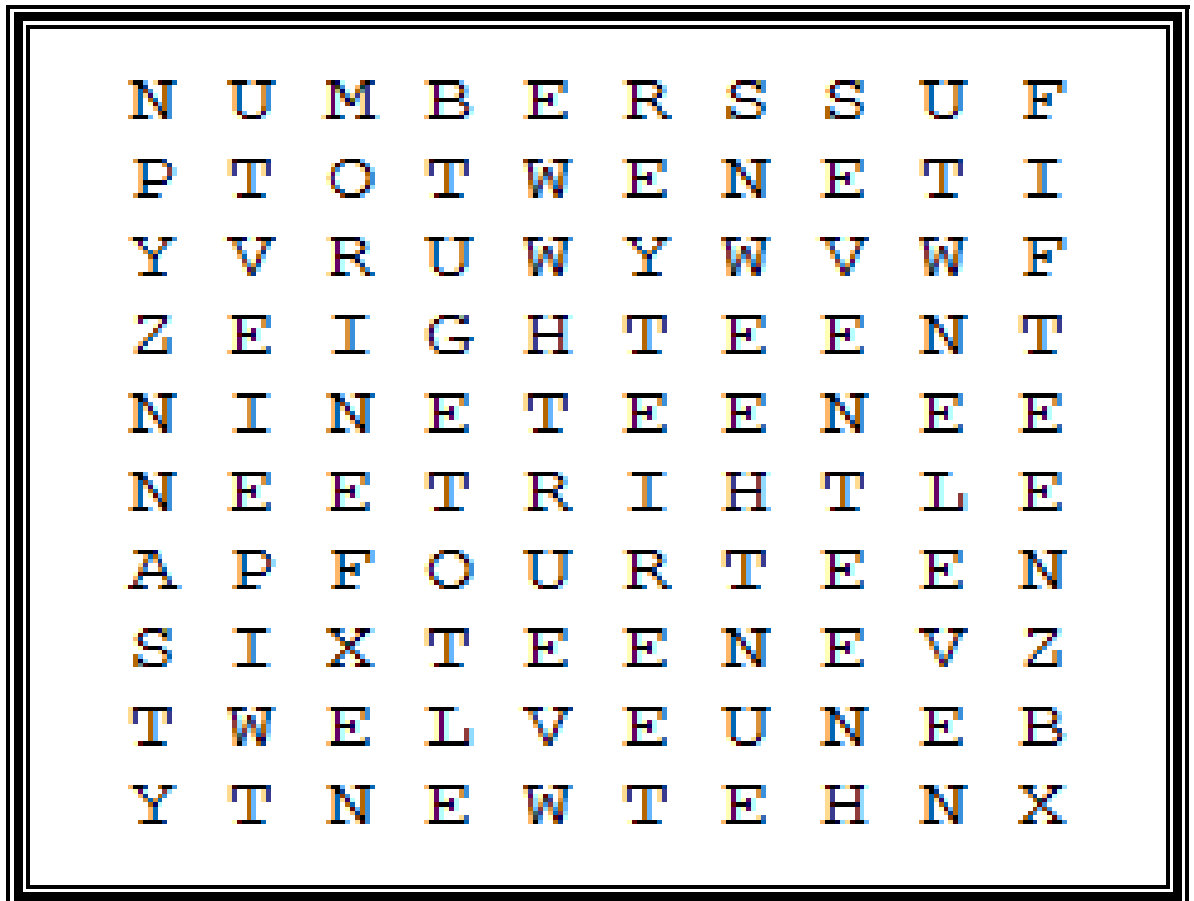
EIGHTEEN
ELEVEN
FIFTEEN
FOURTEEN
NINETEEN
SEVENTEEN
SIXTEEN
THIRTEEN
TWELVE
TWENTY

Hidden Message

_ _ _ _ _ _ _   _ _   _ _   _ _ _ _ _ _

HOMEWORK SHEET 2

1) Colour twenty with red.
2) Colour fourteen with yellow.
3) Colour seventeen with black.
4) Colour fifteen with blue.
5) Colour twelve with pink.

6) Colour eleven with orange.
7) Colour nineteen with brown.
8) Colour sixteen with green.
9) Colour eighteen with red.
10) Colour thirteen with black.

Worksheet 1
Listen to the nursery rhyme "head, shoulders" and try to match the pictures and the words.

1. ☐   **a**. KNEE

2. ☐   **b**. NOSE

3. ☐   **c**. EYES

               d. TOES

4. ☐   **e**. SHOULDERS

5. ☐   **f**. EAR

6. ☐   **g**. FOOT

Listen to the song again and fill in the blanks according to the given clues while listening.

Song:

"Parts of the body"

D - E - A - H _ _ _ _, shoulders, knees and toes.

Knees and toes.

Knees and toes.

Y - S - E - E _ _ _ _

and R - A - S - E _ _ _ _

and T - U - H - O - M _ _ _ _ _

and E - S - N - O _ _ _ _,

D - E - H - A _ _ _ _, shoulders, knees and toes.
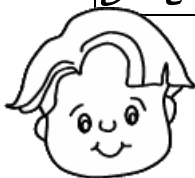
knees and toes.

Worksheet 3

Listen and fill in the blanks.
Then draw the creature which is described in the text.

I'm Zozi. I have got three _____(heads) and three _____
(eyes). I have got
one _____ (nose) but two _____ (mouths). I have got five
_____(arms)
and six_____ (legs).

Zozi
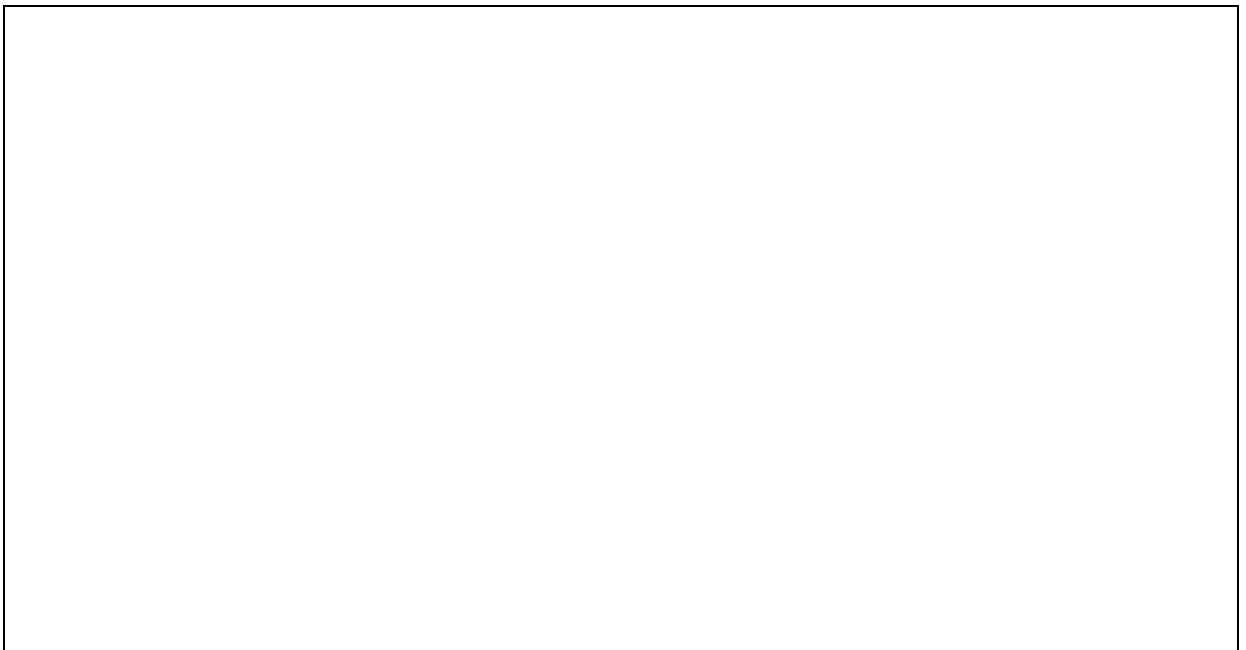
Worksheet 4

Listen to the song and draw the pictures of the body parts in the song.

If you're happy and you know it Clap your hands. *Clap, Clap.*
If you're happy and you know it Clap your hands. *Clap, Clap.*
If you're happy and you know it and you really want to show it
If you're happy and you know it Clap your hands. *Clap, Clap.*

If you're happy and you know it Stamp your feet. *Stamp, stamp.*
If you're happy and you know it Stamp your feet. *Stamp, stamp.*
If you're happy and you know it and you really want to show it
If you're happy and you know it Stamp your feet. *Stamp, stamp.*

If you're happy and you know it Nod your head. *Nod, nod.*
If you're happy and you know it Nod your head. *Nod, nod..*
If you're happy and you know it and you really want to show it
If you're happy and you know it Nod your head. *Nod, nod..*

If you're happy and you know it Turn around. *Turn, turn.*
**If you're happy and you know it Turn around.** *Turn, turn.*
If you're happy and you know it and you really want to show it
If you're happy and you know it Turn around. *Turn, turn.*

APPENDIX - X (Lyrics for "Head, shoulders, knees and toes" and "If you're happy and you know it" respectively.)

HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees and toes,

Knees and toes.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it
Clap your hands. Clap, Clap.
If you're happy and you know it
Clap your hands. Clap, Clap.
If you're happy and you know it
and you really want to show it
If you're happy and you know it
Clap your hands. Clap, Clap.

If you're happy and you know it
Stamp your feet. Stamp, stamp.
If you're happy and you know it
Stamp your feet. Stamp, stamp.
If you're happy and you know it
and you really want to show it
If you're happy and you know it
Stamp your feet. Stamp, stamp.

If you're happy and you know it
Nod your head. Nod, nod.
If you're happy and you know it
Nod your head. Nod, nod..
If you're happy and you know it
and you really want to show it
If you're happy and you know it
Nod your head. Nod, nod..

If you're happy and you know it
Turn around. Turn, turn.
If you're happy and you know it
Turn around. Turn, turn.
If you're happy and you know it
and you really want to show it
If you're happy and you know it
Turn around. Turn, turn.

APPENDIX - XI (flashcards for the body parts)

eyes

nose

ear

eye
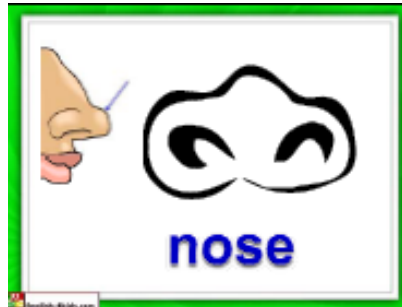
mouth

Homework Sheet

HEAD - EAR - EYE - NOSE - LEG - FOOT
ARM - HAND - MOUTH

Worksheet 1

Days of the Week

Unscramble the words:

- andsyu   _____

- styaurdh   _____

- mdyaon   _____

- ruaydtas   _____

- destuay   _____

- dyairf   _____

- denswayde   _____
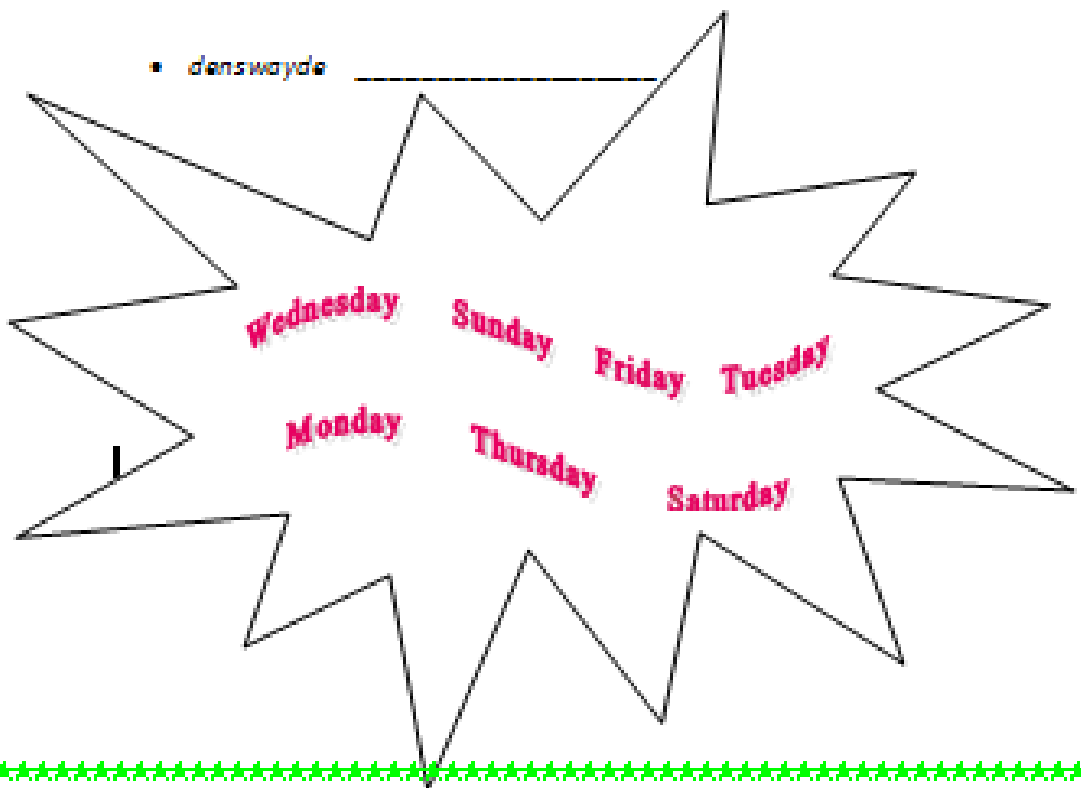
Wednesday   Sunday   Friday   Tuesday

Monday   Thursday   Saturday
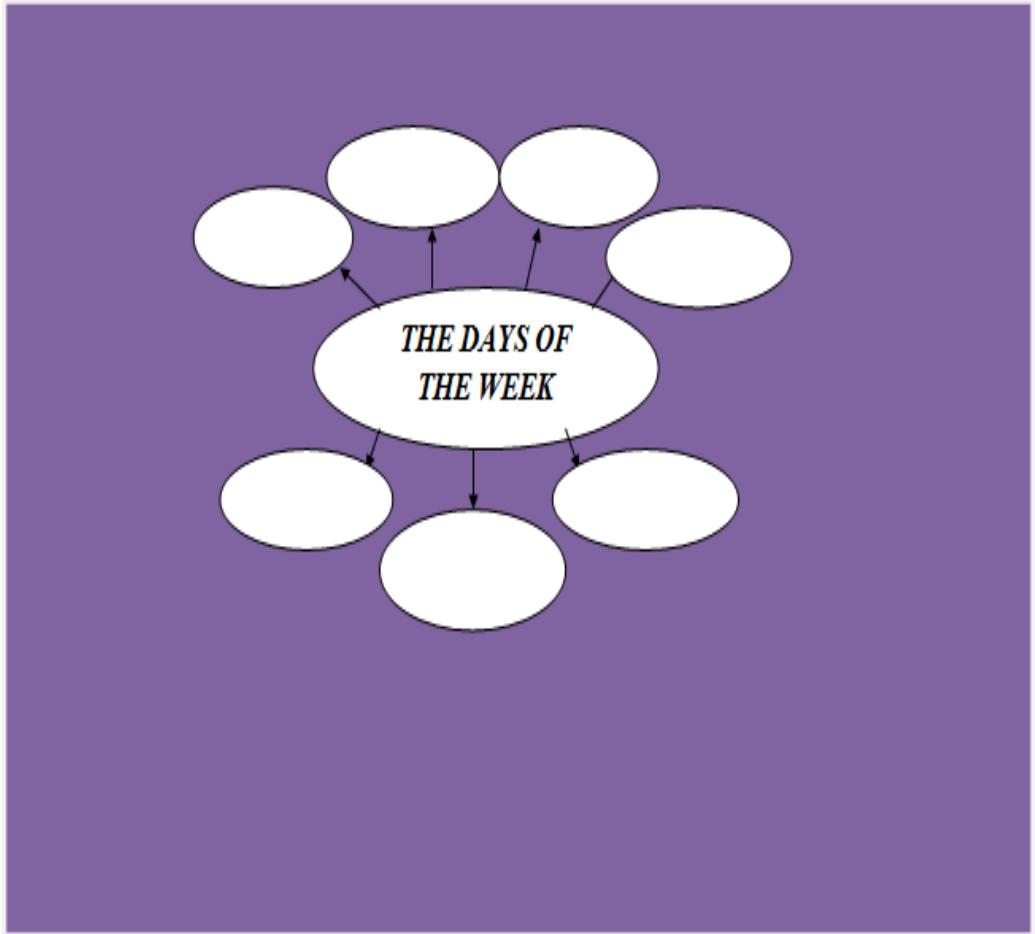
THE DAYS OF THE WEEK

The Days Of The Week

A. Write the days of the week by grouping the syllables below after listening to the rhyme. One of them is used in every word!

TUR	FRI	MON	SA	THURS
DAY	WED	SUN	TUES	NES

_____   _____   _____   _____

_____   _____   _____

B. Now complete the sentences with the correct day.

1. The first (1ˢᵗ) day of the week is S_____.
2. The fourth (4ᵗʰ) day of the week is _____.
3. The seventh (7ᵗʰ) day of the week is _____.
4. The fifth (5ᵗʰ) day of the week is _____.
5. The third (3ʳᵈ) day of the week is _____.
6. The sixth (6ᵗʰ) day of the week is _____.
7. The second (2ⁿᵈ) day of the week is _____.

C. Look at the calendar and answer the questions.

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1. What day is the 1ˢᵗ May?
   The 1ˢᵗ May is _____.
2. What day is the 6ᵗʰ May?
   _____
3. What about the 11ᵗʰ May?
   _____
4. And the 14ᵗʰ May?
   _____
5. What day is the 24ᵗʰ May?
   _____
6. What day is the 26ᵗʰ May?
   _____
7. And the 30ᵗʰ May?
   _____

Days Of The Week

_____ alone,

_____ together

_____ we walk,

When it's fine weather

_____ we laugh,

_____ we pray

_____'s hours,

Seem almost to fly

But of all the days,

We will call _____,

The best day,

The best day of all

APPENDIX - XIV (Lyrics for "Days of the week")

DAYS OF THE WEEK

Monday alone,

Tuesday together

Wednesday we walk,

When it's fine weather

Thursday we laugh,

Friday we pray

Saturday's hours,

Seem almost to fly

But of all the days,

We will call Sunday,

The best day,

The best day of all

Homework Sheet

DAYS OF THE WEEK

COMPLETE THE DAYS OF THE WEEK AND WRITE THEM IN THE RIGHT ORDER

W_ N____ Y   S___ R___

M__ D__   S___ A

T_ R_ A   F___ A

T_ E____

1- THE 1st DAY OF THE WEEK IS_____
2- THE 2nd DAY OF THE WEEK IS _____
3- THE 3rd DAY OF THE WEEK IS _____
4- THE 4th DAY OF THE WEEK IS _____
5- THE 5th DAY OF THE WEEK IS _____
6-THE 6th DAY OF THE WEEK IS_____
7- THE 7th DAY OF THE WEEK IS _____

Find the days in the puzzle.

WORDSEARCH

N	N	A	A	A	N	W	U	Y
S	F	H	O	E	E	E	S	Y
Y	S	A	T	U	R	D	A	Y
A	A	F	Y	A	D	N	O	M
A	Y	Y	A	D	S	E	U	T
D	Y	A	D	N	U	S	D	R
U	T	H	U	R	S	D	A	Y
S	A	F	R	I	D	A	Y	O
D	U	Y	T	Y	Y	Y	F	R

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DAYS OF THE WEEK

Thursday   Sunday   Friday   TUESDAY
Wednesday   Saturday   Monday

Put the days in order

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Wordsearch

Find the days of the week

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

WINTER

SPRING

Worksheet 1

Months of the year

Listen to the nursery rhyme &

Order the months of the year. (1-12)

JANUARY

JULY

AUGUST

JUNE

MARCH

MAY

NOVEMBER

OCTOBER

DECEMBER

SEPTEMBER

FEBRUARY

APRIL

Now, Complete with the correct month.

I love winter, its three months are: _____, _____ and _____.

I love summer, its three months are: _____, _____ and _____.

I love spring, its three months are: _____, _____ and _____.

I love fall, its three months are: _____, _____ and _____.

FALL

SUMMER

MONTHS

Worksheet 2

LISTEN TO THE NURSERY RHYME "MONTHS OF THE YEAR" COMPLETE THE MONTHS AND WRITE THEM IN THE RIGHT ORDER

O _ _ O _ _ _	J _ _ U _ _ Y
S _ _ T _ & _	D _ _ E _ E _
M _ _ C _	A _ _ I _
N _ E _ E _	F _ _ R _ _ R
M _ _	J _ _ _ _ Y
J _ _ _ E	A _ _ U _ _

1-THE FIRST (1ST) MONTH OF THE YEAR IS.....................
2-THE SECOND (2^{NH}) MONTH OF THE YEAR IS................
3-THE THIRD (3^{RH}) MONTH OF THE YEAR IS.....................
4-THE FOURTH (4TH) MONTH OF THE YEAR IS.................
5-THE FIFTH (5TH) MONTH OF THE YEAR IS.....................
6-THE SIXTH (6TH) MONTH OF THE YEAR IS....................
7-THE SEVENTH (7TH) MONTH OF THE YEAR IS.................
8-THE EIGHT (8TH) MONTH OF THE YEAR IS...................
9-THE NINTH (9TH) MONTH OF THE YEAR IS...................
10-THE TENTH (10TH) MONTH OF THE YEAR IS..................
11-THE ELEVENTH (11TH) MONTH OF THE YEAR IS................
12-THE TWELFTH (12TH) MONTH OF THE YEAR IS................

Game Time
Find the months in the puzzle.

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

Worksheet 3
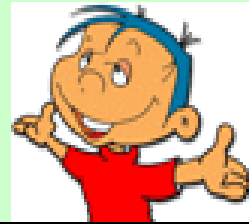
Listen to the nursery rhymes again and choose the season and write under the correct picture.

SUMMER   WINTER   SPRING   FALL
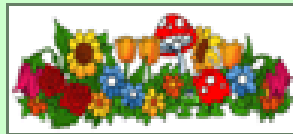
Under the seasons write the correct months

SPRING	SUMMER	AUTUMN	WINTER
M _ _ _ _	J _ _ _	S _ _ _ _ _ _ _	D _ _ _ _ _ _ _
A _ _ _ _	J _ _ _	O _ _ _ _ _	J _ _ _ _ _ _
M _ _	A _ _ _ _ _	N _ _ _ _ _ _	F _ _ _ _ _ _ _

Worksheet 4

Listen to the Nursery Rhyme "The Four Seasons" and fill in the blanks.

In _____ when it's hot and the weather is fine,
you can go outside and play and have a lot free time.
In _____, in_____, in _____ and in _____.
In every season you can do some interesting things.

In _____ you can see the leaves falling to the ground.
And you can check the mass of wind blowing around.
In _____, in_____, in _____ and in _____.
And in every season, you can do some interesting things.

If you know the seasons, come along and sing.
_____, _____, _____ and _____ .

In _____, it is cold which isn't very nice.
Unless you like to ski a lots or skate around all night.
In _____, in_____, in _____ and in _____.
In every season you can do some interesting things.

Now there is one more season. And its name is _____.
It's the time for planting seeds and for gardening.
In _____, in_____, in _____ and in _____.
And in every season, you can do some interesting things.

If you know the seasons, come along and sing.
_____, _____, _____ and _____ .

In _____, in_____, in _____ and in _____.
And in every season, you can do some interesting things.

APPENDIX - XVII (Lyrics for "Seasons", "The Four Seasons" and "Months of the Year" respectively)

SEASONS
Winter,
Spring and
Summer and
Fall…

THE FOUR SEASONS

In Summer when it's hot and the weather is fine,
you can go outside and play and have a lot free time.
In Summer, in Autumn, in Winter and in Spring.
In every season you can do some interesting things.

In Autumn you can see the leaves falling to the ground.
And you can check the mass of wind blowing around.
In Summer, in Autumn, in Winter and in Spring.
And in every season, you can do some interesting things.

If you know the seasons, come along and sing.
Summer, Autumn, Winter and Spring .

In Winter, it is cold which isn't very nice.
Unless you like to ski a lots or skate around all night.
In Summer, in Autumn, in Winter and in Spring.
In every season you can do some interesting things.

Now there is one more season. And its name is Spring.
It's the time for planting seeds and for gardening.
In Summer, in Autumn, in Winter and in Spring.
And in every season, you can do some interesting things.

If you know the seasons, come along and sing.
Summer, Autumn, Winter and Spring .

In Summer, in Autumn, in Winter and in Spring.
And in every season, you can do some interesting things.

MONTHS OF THE YEAR
January,
February,
March,
April,
May and June
July,
August,
September,
October,
November,
December…

APPENDIX - XVIII

Homework Sheet- Write the months in order

THE MONTHS OF THE YEAR

YEAR -

JANUARY

THE MONTHS OF
THE YEAR
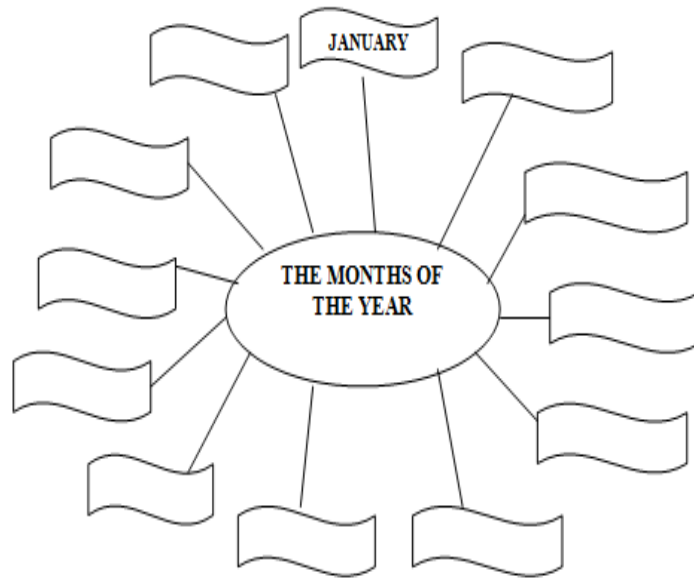
MONTH -

Worksheet 1

Listen to the song match the pictures with the words.

  ( )

  ( )

  ( )

  ( )

  ( )

  ( )

  ( )

  ( )

  ( )

1. Duck

2. Chicken

3. Dog

4. Cow

5. Cat

6. Pig

7. Horse

8. Sheep

9. donkey

FARM ANIMALS

Listen to the nursery rhyme "Old Mac Donald" second time and fill in the chart and find the missing words in the puzzle.
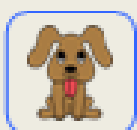
P _ _

C _ _

S _ _ _ _

D _ _ _ _ _

C _ _ _ _ _ _

H _ _ _ _

D _ _ _

D _ _

C _ _

WORDSEARCH

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

Worksheet 3

_____ Little _____

_____ little _____ went swimming one day,
Over the hill and far away,
Mother _____ said "Quack, quack, quack,"
And only _____ little _____ came back.

_____ little _____ went swimming one day,
Over the hill and far away,
Mother _____ said "Quack, quack, quack,"
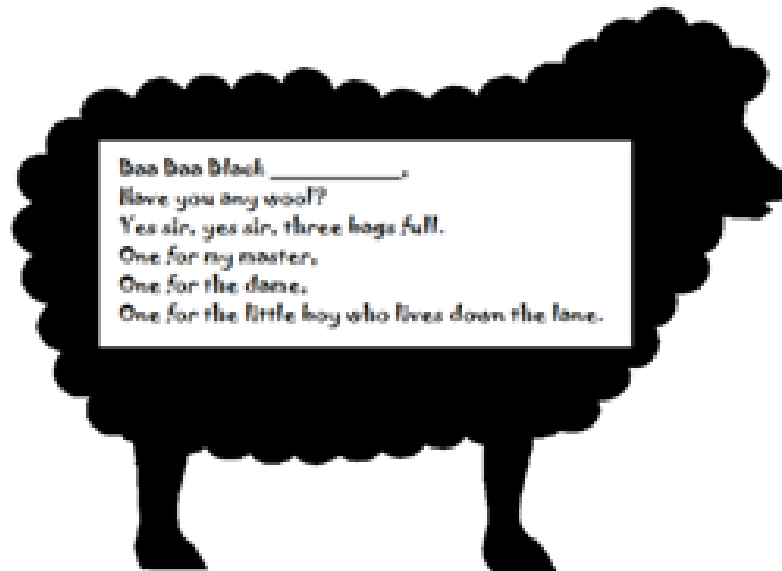And only _____ little _____ came back.

_____ little _____ went swimming one day,
Over the hill and far away,
Mother _____ said "Quack, quack, quack,"
And only _____ little _____ came back.

_____ little _____ went swimming one day,
Over the hill and far away,
Mother _____ said "Quack, quack, quack,"
And _____ little _____ came back.

_____ little _____ went swimming one day,
Over the hill and far away,
Mother _____ said "Quack, quack, quack,"
And only _____ little _____ came back.

Draw the picture

Worksheet 4

Listen to the nursery rhyme and fill in the blank then sing the song.

Baa Baa black _____,
Have you any wool?
Yes sir, yes sir, three bags full.
One for my master,
One for the dame,
One for the little boy who lives down the lane.

Now, draw your own animal.

APPENDIX - XX (Lyrics for "Old Mac Donald Had a Farm", "Five Little Ducks" and "Baa baa Black Sheep")

OLD MAC DONALD HAD A FARM

Old MacDonald had a farm, E I E I O,
And on his farm he had a cow, E I E I O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, ev'rywhere a moo moo.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a pig, E I E I O.
With an oink oink here and an oink oink there,
Here an oink, there an oink, ev'rywhere an oink oink.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a duck, E I E I O.
With a quack quack here and a quack quack there,
Here a quack, there a quack, ev'rywhere a quack quack.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a chicken, E I E I O.
With a cluck cluck here and a cluck cluck there,
Here a cluck, there a cluck, ev'rywhere a cluck cluck.
Old MacDonald had a farm, E I E I O.

FIVE LITTLE DUCKS

Five little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only four little ducks came back.

Four little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only three little ducks came back.

Three little ducks went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And only two little ducks came back.

Two little ducks went swimming one day,
Over the hill and far away,

Mother duck said "Quack, quack, quack,"
And only one little duck came back.

One little duck went swimming one day,
Over the hill and far away,
Mother duck said "Quack, quack, quack,"
And five little ducks came back.

BAA BAA BLACK SHEEP

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Thank you says the master
Thank you say the dame
And thank you says the little boy
Who lives down the lane.

APPENDIX - XXI (Flashcards for farm animals)

dog

cat

pig

duck

sheep

chicken

cow
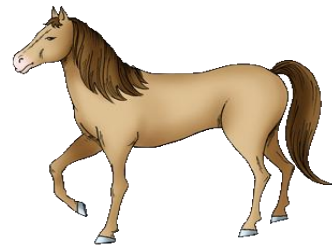
APPENDIX - XXII

Sevgili öğrenciler ;

Bu sorular, İngilizce dersiyle ilgili geçmişiniz hakkında bilgi edinmek ve yüksek lisans çalışmama katkı sağlayabilecek demografik bilgileri öğrenmek için hazırlanmıştır.

Bu sorular bir sınav amacı ile sorulmamaktadır. Sorulara verdiğiniz cevaplar gizli tutulacaktır. Bu nedenle içtenlikle cevaplamaktan çekinmeyiniz.

İsim/Soyisim:

Sınıf/Numara:

Doğum tarihi:

Cinsiyet: ⬜ KIZ   ⬜ ERKEK

- Ailenizin aylık tahmini geliri:

   ⬜ 0-500 TL   ⬜ 500-1000 TL   ⬜ 1000-2000 TL   ⬜ 2000 ve üzeri

- Eviniz: ⬜ Kendimizin   ⬜ Kira

- Eviniz: ⬜ Sobalı   ⬜Kaloriferli

- Ders çalışabileceğiniz ayrı odanız var mı? ⬜ Evet   ⬜ Hayır

- Okula başlamadan önce okulöncesi eğitim gördünüz mü?   ⬜ Evet   ⬜ Hayır

- Okula başlamadan önce özel anaokulu eğitimi gördünüz mü?   ⬜ Evet   ⬜ Hayır

- Evinizde İngilizce bilen kimse var mı?   ⬜ Evet⬜ Hayır

- Okulda İngilizce öğrenmeye başlamadan önce herhangi bir yerden ya da kişiden (ağabey/abla/anne/baba vs.) İngilizce öğrendiniz mi?   ⬜ Evet   ⬜ Hayır

   Öğrendiyseniz;

   ………

- İngilizce çizgi filmler izler misiniz?   ⬜ Evet   ⬜ Hayır

- İngilizce şarkılar dinler misiniz?   ⬜ Evet   ⬜ Hayır

                                                      Teşekkür Ederim
                                                      Elif KARAKOÇ

APPENDIX XXIII Pre and Post Test

Grup:

Numara:

1. Verilen resimlere uygun sayıları yandaki kutudan seçerek altına yazın.

1. Havramudourra?
_____

2. Havramuhalı?
_____

3. Havramuschatar?
_____

4. Havramuchala?
_____

5. Havramubah?
_____

6. Havramucamathna?
_____

five

two

three

six

four

zero

seven

eight

2. Verilen sayıların toplamını tablodan bularak karşılarına yazın.

1-) 10+10=_____

2-) 8+2=_____

3-) 17+2=_____

4-) 4+7=_____

5-) 9+9=_____

6-) 5+9=_____

7-) 12+3=_____

8-) 3+13=_____

9-) 14+3=_____

10-) 7+6=_____

✦ Fifteen

✦ Nineteen

✦ Nine

✦ Eighteen

✦ Fourteen

✦ Ten

✦ Sixteen
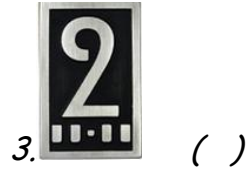
✦ Twenty

✦ Eleven

✦ Thirteen

✦ Seventeen

✦ Twelve

3.Verilen sayılarla sözcükleri eşleştirin.

1.   ( )

2.   ( )

3.   ( )

4.   ( )

5.   ( )

1.) one

2.) zero

3.) twelve

4.) six

5.) two

6.) nine

4.Resimlere bakarak günleri sırasıyla yazın.

saturday wednesday tuesday thursday

sunday friday monday

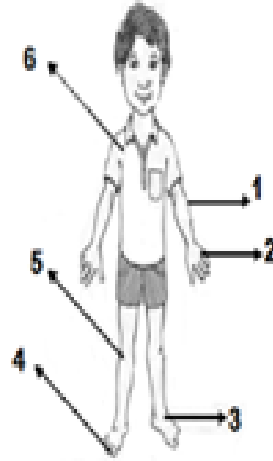| _____	_____	_____	_____	_____	_____	_____

5.Vücudun gösterilen bölümlerinin adlarını parantez içinde verilen sözcükler arasından seçerek yazın.

(head, eye, knee, ear, mouth, leg, nose)
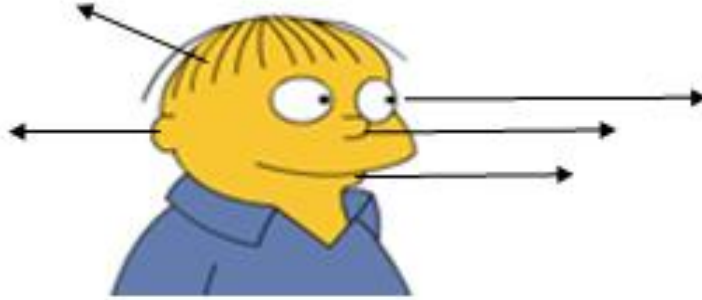
6.Kutudan seçerek okla işaretli olan vücut bölümlerinin adlarını yazın.

shoulder	eyes	head	Toe
knee	arm	foot/feet	Ears

1-) ~~~~~~~~~~~~~~~~~~~~~~

2-) ~~~~~~~~~~~~~~~~~~~~~~

3-) ~~~~~~~~~~~~~~~~~~~~~~

4-) ~~~~~~~~~~~~~~~~~~~~~~

5-) ~~~~~~~~~~~~~~~~~~~~~~

6-) ~~~~~~~~~~~~~~~~~~~~~~

7. Birinci kutucuktan mevsimlerin, ikinci kutucuktan ayların isimlerini seçerek uygun olan resimlerin altına sırasıyla yazın.

Seasons

- Summer
- Winter
- Fall
- Lahre
- Spring

Months

>may   >january   >september   >july

>october   >august   >boriber   >december

>april   >cabrunary   >february   >november

>march   >june

8. Sözcüklerle resimleri eşleştirin.

- ❖ duck
- ❖ dog
- ❖ cow
- ❖ pig
- ❖ parrot
- ❖ donkey
- ❖ chicken
- ❖ bird
- ❖ cat
- ❖ horse
- ❖ sheep