

ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**ART AND CRAFT ACTIVITIES IN VOCABULARY TEACHING:
A CASE STUDY WITH THE 5TH GRADE STUDENTS AT A STATE PRIMARY
SCHOOL**

Eliz CAN

MASTER OF ARTS

ADANA, 2007

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ÖZET

SÖZCÜK ÖĞRETİMİNDE RESİM EL-İŞİ UYGULAMALARI:

5. SINIF DEVLET İLKÖĞRETİM OKULU ÖĞRENCİLERİ İLE YAPILAN BİR

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Yabancı dil olarak İngilizce'nin öğrenilmesinde etkili sözcük öğrenimi, akılda kalıcılık ve gerekli durumlarda hatırlama, öğretme ve öğrenme sürecinde karşılaşılan yaygın bir sorundur. Bu nedenle, Cameron (2001)'in önerisi doğrultusunda, en iyi şekilde sözcük öğreniminin, öğrencilerin sözcükleri anlama ve anımsamalarının kendilerini bir eylemin içerisinde bulmalarıyla olası kılınacağından yola çıkarak, sözcük öğretiminde başarıyı sağlamak için resim ve el-ışi uygulamalarını kullanmayı amaçlanmaktadır. Adana da bulunan Akpınar İlköğretim Okulundaki 5. sınıf öğrencilerinin İngilizce derslerinde sözcük öğrenmelerini kapsamına alan bu vaka çalışması ile resim ve el-ışi uygulamaları ile yaratılacak özgün ve gerçekçi durumları kullanarak onlara İngilizce öğretim programlarında yer alan sözcükleri öğretme yolları araştırılmıştır. Araştırmanın hedefleri arasında onların İngilizce sözcükleri öğrenmeye ilgilerini arttırmak, bunu onlar için eğlenceli hale getirmek, ve iletişimsel yeterliliklerinde sözcük dağarcıklarını arttırmak bulunmaktadır.

Bu çalışmada yer alan bağımsız değişkenleri çeşitli resim ve el-ışi uygulamaları ile sözcüklerin ilişkilendirilmesi, bağımlı değişkenleri ise bu uygulamalar yoluyla öğrencilerin İngilizce sözcükleri öğrenmede gösterdikleri başarı düzeyleri oluşturmaktadır. Çalışmanın verilerinde, yapılan sınıf uygulamaları ile öğrencilerin sözcük öğrenmeleri arasındaki ilişkiye ışık tutacak bulgulara ulaşılmıştır.

Anahtar kelimeler: kelime öğrenimi, kelime öğretimi, resim ve el işi uygulamaları, İngilizce öğrenen çocuklar.

ABSTRACT

**ART AND CRAFT ACTIVITIES IN VOCABULARY TEACHING:
A CASE STUDY WITH THE 5TH GRADE STUDENTS AT A STATE PRIMARY
SCHOOL**

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Master Thesis, English Language Teaching Department

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Meaningful learning, storage and the retrieval of the vocabulary items in English as a foreign language is the common problem encountered in teaching and learning process. For this reason, following Cameron's (2001) proposal that vocabulary learning is best achieved via actions that learners take to help themselves understand and remember vocabulary; we aim at using arts and crafts activities to foster the success in vocabulary learning. Within the framework of the dynamics of a case study involved in teaching vocabulary to the 5th grade elementary school students studying at Akpınar Primary School in Adana, Turkey, the purpose of this study is to investigate the possibilities of teaching lexical items proposed in the curriculum utilizing authentic and realistic situations to be created in the implementation of art and craft activities with the purpose of:

- developing and cultivate students' interest in learning English vocabulary,
- developing and cultivate students' basic vocabulary treasure in communicative competency

The variables focused on here include the use of various art and craft activities in vocabulary teaching as independent and the success level of the students participating in the study in their learning English vocabulary as dependent variables. Through the findings of this study, we revealed some evidence to highlight the relationships between students' vocabulary learning performance and the use of art and craft activities.

Keywords: vocabulary learning, vocabulary teaching, art and craft activities, young language learners.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

In Turkey, due to the recent globalization and integration to European Union movement and the influence of Western culture, English education has become one of the most focused subjects these days. Although Turkish Ministry of Education implements teaching the English language as a course subject starting from the 4th grade in public schools, some children engage in other types of English education long before they enter the elementary school. For instance, some children take English classes taught by English-speaking Turkish teachers, and some attend private nursery schools where English is introduced. However, it seems that no one has yet reached an agreeable answer for the question: ‘how early’ and ‘in what way’ would be the best for Turkish children to be exposed to the English language.

In the field of psycholinguistics, language education, early childhood development, or bilingual education, researchers have investigated the consequences of a child’s exposure to more than one language, but the findings of the research are controversial. Some researchers claim that if a child was exposed to another language before his or her first language is fully attained, there is a risk of the child’s losing her first language (Wong-Fillmore, 1991). On the contrary, many other researchers reported the potential benefits of early bilingual education, such as better metalinguistic understanding, greater sensitivity to sociolinguistic interactions, and larger development of abstract thinking. (Bialystok, 1988; Diaz & Klingler, 1991; Diaz, 1985).

Interestingly, the first language acquisition research has found that infants as young as 1-month-old are able to make fine distinctions among speech sounds, to distinguish, for example, between voiced and unvoiced phonemes such as /b/ and /p/ in English (Eimas, Siqueland, Jusczyk, & Vigorito, 1971). In fact, researchers declare that infants are even able to discriminate sounds that adults cannot. When infants younger than eight to ten months of age are examined, they show the ability to discriminate phonemes that are not in the ambient

language, whereas the adults in the community cannot (Lasky, Syrdal-Lasky, & Klein, 1975; Streeter, 1976; Werker, Gilbert, Humphrey, & Tees, 1981). According to these studies, this ability begins to disappear by the end of the first year, when the infant has begun to learn the first words of the language around him or her. The studies conclude that although a baby is born with a keen sensitivity toward linguistic sounds around her, a baby distinguishes almost all different sounds at first and then gradually loses the sensitivity as he or she tunes into the sounds that are used in his or her native language.

This argument somewhat supports the proponent position of Critical Period Hypothesis (CPH) in second language acquisition (SLA). CPH in second language acquisition claims that like the first language (L1) acquisition, it is usually accomplished in early childhood. The second language (L2) learners too can better acquire a second language when they start learning before the critical period (Oyama, 1976; Asher, & Garcia, 1969; Johnson & Newport, 1989; Flege, Yeni-Komshian, & Liu, 1999).

Although some second language researchers successfully demonstrate the advantages of adult learners in L2 learning (Ekstrand, 1978; Neufeld, 1979), more recent studies explain that those advantages come from the adult learners' advanced cognitive development and better understanding of the world from their extended life experiences (Flege, Yeni-Komshian, & Liu, 1999).

Some SLA studies also present the beneficial contributions from early bilingual education (Cummins, 1978; Albert & Obler, 1978). For example, Diaz (1985) found greater inhibitory control, greater metalinguistic understanding, and a greater sensitivity to sociolinguistic interactions with interlocutors as benefits from early bilingualism when the researcher examined development with 3-and 4-year-old English monolinguals, Mandarin Chinese monolinguals, and Mandarin-English bilinguals. This finding supports Vygotsky's (1962) claim that bilingualism accelerates the development of abstract thinking by freeing the child's thinking from the concreteness and "tyranny" of words (cited in Diaz, 1985).

More specifically, bilingual children's ability for earlier separation of sound from meaning has been revealed by Ianco-Worrall (1972). Thirty Afrikaans-English bilinguals aged 4-6 and 7-9 years were paired to two monolingual children, one Afrikaans speaking, the other English speaking, and tested attention to meaning or to sound of words with a semantic and phonetic preference test. The result showed that bilinguals reach a stage in semantic

development some 2-3 years earlier than their monolingual peers, and a high percentage of these bilingual youngsters perceived relationships between words in terms of their symbolic rather than their acoustic properties.

Along with the support from recent findings of bilingual studies, recent second language researchers seem to agree that early exposure to a L2 could not harm a child (Singleton, 1989).

1.2. Statement of the Problem

Using art and craft activities to facilitate vocabulary learning in the classroom setting is the main concern of this particular study. The retrieval of the vocabulary items is the common problem encountered in teaching and learning process. For this reason, following Cameron's (2001) proposal that vocabulary learning is best achieved via actions that learners take to help themselves understand and remember vocabulary; we aim at using art and craft activities to foster the success in terms of retention and retrieval of the lexical items in teaching English to young learners.

While most studies have focused on adolescent and adult learners, researchers have also taken a new interest in children in elementary schools (Chamot & El-Dinary, 1999; Gunning, 1997; Kiely, 2002; Lan & Oxford, 2003). Like their older counterparts, young children also face the challenges of learning a second or foreign language.

Experimental studies reveal that young learners may not have radically different capacities from those of adults and in some ways, when they have appropriate experience, their performance can be superior (Shorrocks, 1991). An example is the ease with which some children understand computer operation, which confuses quite a few adults. It seems more effective then to examine the abilities of each learner individually. A matter of central importance is that the learners' limited language knowledge is not mistaken for equally limited cognitive abilities (Eysenck & Keane, 1990).

In relation to the characteristics of the young learners, some studies (Brewster, 1991; Scott & Ytreberg, 1990; Williams, 1985) suggest that:

- Children can justify choices and opinions.
- They need to be supported in their understanding of the propositional content of a message by moving from the concrete to the abstract.
- Their attention span is limited. Therefore, tasks should be short, varied, motivating and interesting, and should offer “concrete perceptual support” (Brewster 1991, p. 6).

Within the line of Brewster’s proposition (1991) regarding the nature of the tasks to be used with young learners, teachers should choose their activities according to the characteristics of young learners. According to Superfine & James (2003), when examining the teaching of a foreign language to all age groups there are obvious similarities between adults and young learners and obvious differences. Among these differences, she lists the following (Superfine & James, 2003, p. 30):

- Young learners are only just starting their schooling so teachers have a clear opportunity to mould the mind of the child and their expectations of life in school.
- They tend to be keen and enthusiastic learners, without the inhibitions which older learners sometimes bring to their schooling.
- A young child’s learning can be closely tied up with their development of ideas and concepts because it is so close to their initial experience of formal schooling.
- Young learners need physical movement and activity as much as stimulation for their thinking. They have a short attention span and have very little inhibition. They are usually very spontaneous so therefore an activity approach in the form of games, songs and drama is recommended.
- When reviewing the situation we return to the main explanations for better learning at a younger age and the suggestion that the young brain is more adaptable before puberty and the acquisition of languages is less inhibited in the younger learner.
- It is claimed that children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than adult language, although older learners have greater ability and experience when presented with hypothetical learning situations etc.
- Finally there is the suggestion that young children have more time for language learning than older learners as they are less involved in other responsibilities.

One of the greatest challenges of a foreign language teacher of young learners is teaching them vocabulary. Brown and Payne (1994, cited in Hatch & Brown 1995, p.373) mention five interrelated steps in learning lexical items in a foreign language: (a) having sources for encountering new words, (b) getting a clear image, either visual or auditory or both, of the forms of the new words, (c) learning the meaning of the words, (d) making a

strong memory connection between the forms and the meanings of the words, and (e) using the words. According to Fan (2003) all vocabulary learning processes, to a greater or lesser extent, should be related to these five steps.

When these characteristics are examined, the question of what the teacher should do in order to address the young learners' needs in learning foreign language teaching comes to mind. Because the above mentioned first three phases of Brown and Payne (1994) are usually attained but the last two have always been a concern in EFL classes for young learners. At this point, activity based approach is proposed by Gardner (1985).

The underlying bases of the activity based approach is that children are “doers” and learn language primarily because they need it and remember new language better because they have encountered and used it in a realistic situation. Activity based learning recognizes that young children are physical, tactile and use all their senses. It aims to teach language and address a child's linguistic intelligence while at the same time, developing a child's other intelligences (Gardner, 1985). As suggested by Superfine & James (2003), the key characteristics of an activity based learning curriculum include the following:

- Child centred and learning centred
- Gives enjoyment and an element of fun
- Combines the use of games, songs and rhymes
- Uses authentic / realistic tasks and situations
- Can be linked to a particular topic or vocabulary or feature language forms and structures
- Focuses on meaning and form
- Acquires knowledge and skills
- Reflects the world around them

Along with these characteristics to be included in an activity based curriculum, fostering the children's creativity is another crucial issue to be addressed. Creativity is a vital part of our growth process as human beings (Vygotsky 1962); therefore educational systems should ensure that every child gets the opportunity to learn how to express his thoughts and ideas in his own manner and at his particular level of development (Shaw 1986). However, current educational practice tends to impose outside standards to the child, thus undermining the importance of her/his own creative powers (Gardner 1990).

Developing creativity through various activities such as art and craft long has been acknowledged by the early childhood community as an essential aspect of cognitive, motor, and psychosocial development. What the child brings to the learning environment in terms of these activities is often explored within the preschool and kindergarten environment, but seldom within the primary grades. These children often find with the advent of first grade that times for these activities are relegated to recess and home. It has been noted that "teachers and administrators have a difficult time justifying art and craft activities for children older than kindergarten-even when some share a common belief that these activities are the child's way of learning" (Feldman, 1996, p.56). The child's ability to determine abstract meaning from the concrete reality as found through the various forms of art and craft activities is usually at its height during the time that teachers generally eliminate opportunities for these kind of activities from the classrooms. Although creating art and craft materials promote transformational and creative thinking, these are rarely observed in foreign language classrooms.

The premise of this research is that the varying approaches to foreign language teaching in the classrooms of young learners were partially accounted for by the varying perceptions of the role of art and craft activities in the learning process. In this study, we particularly focus on the instruction of lexical items through art and craft activities because of the above mentioned reason that the children could transform the abstract meaning existing in isolated forms of words to concrete reality by carrying out these activities. The vocabulary retention problem encountered in teaching English to young learners has been our major concern and the utilization of art and craft activities has been thought to be efficacious in this respect. The articulation of a belief in the value of art and craft activities within the young learners' ELT classroom context, as well as outside of it, connotes a theoretical understanding that grounds such activities as a means for children to develop in their meaning-making processing and vocabulary knowledge construction.

1.3. Purpose of the Study

Within the framework of the dynamics of a case study involved in teaching vocabulary to the 5th grade elementary school students studying at Akpınar Primary School in Adana, Turkey, the purpose of this study is to investigate the possibilities of teaching lexical

items proposed in the curriculum utilizing authentic and realistic situations to be created in the implementation of art and craft activities with the purpose of:

- developing and cultivating students' interest in learning English vocabulary,
- developing and cultivating students' basic vocabulary treasure in communicative competency
- the retainment of vocabulary items taught

The variables focused on here include the use of various art and craft activities as independent and the success level of the students participating in the study in their learning English vocabulary as dependent variables. Through the findings of this study, we hope to provide some evidence to highlight the relationships between students' vocabulary learning performance and the use of art and craft activities.

1.4. Research Questions

The following research questions guide the current study:

Question 1:

Is there a relationship between the effective vocabulary learning and the use of art and craft activities?

Question 2:

Does the implementation of art and craft activities in the classroom setting increase the students' interest and motivation in learning the English vocabulary to be taught and facilitate the process?

Question 3:

Does the implementation of art and craft activities contribute to efficient storage of vocabulary in long term memory and retrieval of them easily?

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

There is vast literature on language development. In this particular study, we will focus only on the major approaches to L2 language development/second language acquisition in early childhood, and teaching and acquisition of vocabulary.

2.2. General Hypotheses and Approaches to Second Language Acquisition

When we start mentioning second language acquisition domain, we come across the term *bilingual*. The definition of bilingualism is arbitrary. The degree of proficiency a person possesses in two languages might depend on the ages and circumstances. A bilingual child may command daily phrases to be called a bilingual, while a bilingual adult is expected to possess reading, writing, speaking, and listening competences.

Bloomfield (1935) defines bilingualism as the ability of a person who controls two languages with native-like fluency. The researcher thinks the native-like standard is set too high, and the appropriate degree of knowledge for communication in two languages seems to be enough. Macnamara (1967) regarded a bilingual as anyone who possessed at least one of the language skills listed in the matrix in Table 1.

Table 1. Matrix of language skills (Macnamara 1967)

Encoding		Decoding	
Speaking	Writing	Listening	Reading
Semantics	Semantics	Semantics	Semantics
Syntactics	Syntactics	Syntactics	Syntactics
Lexicon	Lexicon	Lexicon	Lexicon
Phonemes	Graphemes	Phonemes	Graphemes

Mclaughlin (1984) considers bilingualism to be the ability to produce complete and meaningful utterances in the other language. Bilingualism is described in terms of degree rather than as an all-or-none dichotomy. Mclaughlin avoids the use of the terms native tongue,

mother tongue, and foreign language. Instead he uses first and second language. By first language he means language which is chronologically first; a second language is the language that is acquired after a first language. When one language is established first and a second is learned subsequently, it is called successive learning. However, if the child is introduced to a second language before three years of age, the child is acquiring two languages simultaneously and this is called simultaneous acquisition.

A number of theories have received considerable attention in second language research and we would like to focus on Krashen's hypotheses of a second language acquisition theory. His hypotheses overlap, and several hypotheses will be interrelated. He regards this as a strength of the individual hypotheses and evidence that they form a coherent theory together.

In his acquisition-learning hypothesis, Krashen claims that there are two distinctive ways of developing competence in a second language. The first is the natural way to develop linguistic ability, called acquisition, and the second way is to develop competence in a second language by language learning. Acquisition is a subconscious process when the acquirer is not aware of the rules of languages, instead he/she feels for correctness when she/he hears an error. The language learning is "knowing about" language, or "formal knowledge" with conscious efforts. Adults can still acquire a second language and the ability to "pick up" language does not disappear at puberty, as Lenneberg (1967) claimed. But this does not imply necessarily that adults can acquire perfectly a native level of performance and pronunciation in a second language.

Krashen (1981) claims that teaching grammar with error corrections and repetition does not facilitate acquisition. He agrees with the findings of Brown (1973): Parents should correct their children minimally and attend to the value of what the child is saying rather than to the form of grammar. Research in child language teaching in grammar-based approaches appears to fail. Krashen encourages teaching an acquisition approach in the classroom.

The acquisition-learning distinction is also described by Ellis, (1994) as the distinction between "naturalistic" and "instructed" second language acquisition, which means language is learnt through communication that takes place in naturally occurring social situations or through study in the classroom instruction.

Klein and Perdue (1992) similarly distinguish "spontaneous" and "guided" acquisition, treating the distinction as a psycholinguistic one. He argues that the learner

focuses on communication in naturalistic second language acquisition and thus learns incidentally, whereas an instructed second-language learner typically focuses on some aspect of the language system. Table 2 summarizes the characteristics of acquisition and learning (Krashen, 2000, p. 27).

Table 2: The Acquisition-Learning Distinction Acquisition

<u>Acquisition</u>	<u>Learning</u>
Similar to child first language acquisition	formal knowledge of language
"picking up" a language	"knowing about" a language
subconscious	conscious
implicit knowledge	explicit knowledge
formal teaching does not help	formal teaching helps

The natural-order hypothesis has been confirmed with Brown's first language research (Brown 1973). He followed the language development over time of three children, and found striking similarities in order of acquisition. Krashen's research found that children acquiring English as a second language also show a natural order for grammatical morphemes.

Dulay and Burt (1974) reported that both adults and children acquiring English as a second language showed a similar order of difficulty for various functional words and grammatical morphemes. Krashen's study of grammar indicates that children and adults learn from progressive (-ing) and plural, and then auxiliary and articles. Then they learn irregular past to regular past. The third party singular and possessive (-s) come afterward. This natural order for adult subjects appears in adult communication skills not on grammar tests (Krashen 2000).

Krashen (2000) states that conscious learning has a limited function as a monitor in language performance. This refers to the way that subconscious utterances are checked by consciously learned knowledge, after or before the utterances. When students are focusing on communication, their speech appears to be relatively "monitor-free". When adult students focus on the correct use of English, they make extensive use of their conscious knowledge of grammar. What the monitor hypothesis claims is that conscious learning has only this function and that it is not used to initiate development of a second language.

In order to use the monitor, there are three requirements that must be met.

1. The performer has to have enough time.

2. The performer has to be thinking about correctness or be focused on form.
3. The performer has to know the rules.

Language input should be a little beyond our current level of competence to be acquired. The input hypothesis claims that listening comprehension and reading are of primary importance in the language program, and that speaking ability in a second language will emerge after the acquirer has established competence through input.

The input should include the language structure that is part of the next stage. Through context and extra linguistic information, students will acquire the next level of grammar and knowledge. To state the hypothesis, an acquirer can 'move' from a state "i" to a stage "i + 1." The input should be highly tuned. After students understand what is being said or what they are reading, the teacher will input i + 1 as well as review previously acquired structure. (Krashen, 2000 p 37). The parent's and caretaker's speech to children provide a good example for the input hypothesis.

The caretaker's speech characteristics:

1. Caretakers alternate their language with the desire to be understood, not to teach language.
2. The caretaker's speech is simpler than the language adults normally use.
3. The caretaker's speech is about the here and now. They do not discuss complicated issues.

The modification of speech also happens in the teacher's talk or foreigner's talk. They make modifications in their speech to make things easier to understand for the second language acquirer. The input hypothesis is consistent with other phenomena in second language acquisition. For the first several months of second-language learning, children will say very little except for memorized routines and patterns. But during this silent period, children may acquire and build up competence via input. Speaking ability emerges after enough competence has been developed.

According to Krashen, attitudinal variables relate to success or failure in second language acquisition. Motivation, good self-image, and a low affective filter will bring better results in second-language acquisition. The lower the affective filter, the more open the performer becomes to the input, and the input strikes deeper to acquire the language. Krashen summarizes the effect of the affective filter:

"We have hypothesized that certain attitudinal variables relate to subconscious language acquisition, and that they have two effects: (1) they actually encourage input; people who are motivated and who have a positive self-image will seek and obtain more input; (2) they contribute to a lower filter; given two acquirers with the exact same input, the one with a lower filter will acquire more. The second effect is of great importance to the acquirer in a classroom setting; it implies that our pedagogical goals should not only include supplying optimal input, but also creating a situation that promotes a low filter. We shall see that most of the practices of the "natural approach" are designed to do just these two things -supply good comprehensible input and lower the affective filter." (Krashen, 2000, p.38)

2.3. Child's Linguistic Tasks to Acquire a Second Language

What are the specific tasks that a child must accomplish in acquiring a second language? The child has to master the sound system, lexicon, syntactic system and its appropriate usage in a social situation.

2.3.1. Phonological Tasks

The child will learn the phonemic structure of the language, its sound units for combining sounds into pronounceable sequences in the language. The sequence of phonological order in acquiring a second language may be the same as a first language.

Phonemic awareness concerns the structure of words rather than their meaning. In order to understand the construction of words, readers need to have some understanding that words are composed of sounds, same ending sounds, same medial sounds, deletion from words to make new words, and the ability to blend sounds to make words (Oxford & Cohen, 1992).

Auditory discrimination entails hearing a difference; whereas, phonemic awareness entails a level of analysis of the constituent sounds. The experience with rhymes may be the first indication for children that they can play with the structure of words. Children need to realize that spoken sentences are separable into discrete words. The next logical unit of analysis is intra-word, at the syllable level. The phonemic awareness can be taught easily

enough at a elementary school level. To be aware that words can have a similar end-sound implies a critical step in meta-linguistic understanding. This leads to a new classification system, indicating that classification can be made according to end-sound rather than meaning. Children as young as three or four can make judgments when words begin with the same sounds (alliteration) or when words rhyme. The recognition of rhymes promote the refining of word analysis from larger intra-word segments to analysis at the level of the phoneme.

Research indicates that conscious, analytical phonemic awareness and letter knowledge are the best predictors of early reading acquisition (Oxford, 1990). This means that once children have some degree of phonemic awareness and letter knowledge, they can begin to decode the letter/sound correspondences that make the written language -that is, they can begin to read.

2.3.2. Syntactic and Semantic Tasks

As in the first language acquisition, children start categorizing and combining words. Early sentences seem to be confined to the simple word combinations of the two year-old talk of a native speaker.

For example:

Subject and action: I go. Yeşim pushes.

Action and object: Look picture. Pick crayon.

Action and location: Sit chair. Come here.

The meanings of words can be induced largely on the basis of the semantic information. One of the key abilities involved in the learning of syntax is the abstraction of syntactic classes or parts of speech, such as nouns, verbs, and prepositions. The most important cue for the child in learning to express semantic relations grammatically is word order. The semantic relationship between verb and object is matched with the Subject+Verb+Object. Children comprehend word order or sentence units by listening to the teachers' conversation.

For example: Child: "I want a red crayon."

Teacher: "Say, please, give me the red crayon."

Child: "I want some glue."

Teacher: "Say, please give me some glue."

Turkish semantic relationship between verb and object is different from English:

For example: "Bana boya kalemi ver, lütfen"

(The literal wording order is: me to crayon give, please.)

Young bilingual children can develop their two languages independently from each other without confusing English word order with Turkish word order. As Radford (1988) states, the acquisition of head and complement sequence takes place for all phrases automatically as soon as the child is exposed to such linguistic input in any given phrase. In other words, the child does not have to encounter input for all phrases respectively in order to set the relevant parametric value for the head and complement relationship (Ekmekci and Can, 2000).

Children acquire grammatical rules through classroom conversations and more complex syntactic tasks become possible.

For example: "I want you to draw a Ginger bread for me."

"Oh, the Ginger bread in this picture is not the same one as I saw on my bag."

In Turkish syntax, the order of a sentence is Subject+Object+Verb. Children can change the order when speaking in Turkish. For example: "Bu resimdeki Ginger bread çantamda gördüğümle aynı değil" (The word order is as follows: "This picture on Ginger bread my bag on see not same.")

2.3.3. Communicative Task

Communicative competence refers to an individual's ability to use a language appropriately within specific contexts; the individual must appropriately respond and maintain a conversation in the language of the conversation. Communicative competence includes both the rules of grammar and rules for use in socially appropriate settings (Garcia, 1983; Genishi & Fassler, 1999; Romaine, 1999). The learner's level of communicative competence varies widely for each language and for each individual, from simple (e.g., asking and understanding

directions) to more complex (e.g., purchasing a house). In order to effectively communicate with someone where the two speakers make meaning and maintain a conversation, the speakers must share common speech forms, content, presuppositions that individuals bring to the task, extralinguistic context, and nonverbal cues (Saville-Troike, 1988). Communicative competence is not particular to second language acquisition; rather it is a general theory of language and communication. However, many scholars apply this perspective to their work (Genesee, 1989; Tsai & Garcia, 2000; Saville-Troike, 1988; Tabors, 1997; Tabors & Snow, 1994; Rubin & Thompson, 1994).

Garcia (2001) described a functionalist approach similar to that of the communicative competence perspective to understanding the acquisition and learning of a second language in young children. He suggested that although the form of language is important, it remains secondary to the context of the situation. According to Garcia, to understand grammatical structures, the social context in which the learner applies the language must be understood. As a young child acquires a second language, s/he first concentrates on the communicative aspects by learning the speech forms and uses, and then attends to the grammatical structures. The child uses the pragmatics and semantics of language in order to understand the grammatical forms.

Therefore, the communicative competence approach includes two aspects, behavior and verbal communication. The learner must learn the social norms and appropriate behaviors of interactions within a given social context, and the learner must actually speak and understand the speaker - verbal communication. Children who have limited communicative competency in the target language (TL) reduce their ability to gain access to TL speakers and TL activities (Fillmore, 1982). Without access to speakers and activities, children have restricted access to the TL.

The important aspect of communicative competence is learning to use various styles or codes of speaking to different people under differing circumstances. The child uses the colloquial and slang codes in interaction with peers and siblings. In order to promote communicative skills, the teacher must spend more time in communicating with children asking many questions, and letting them respond in a natural manner. The questions should relate to meaningful topics.

2.3.4. Developmental Patterns

Over the course of about one year, Clark (1993), Saville-Troike (1988), and Tabors (1997) observed a group of children learning English as a second language within a classroom. Each scholar noted similar patterns of how the children they observed produced the TL, or English. They found that when the children entered the English classroom setting, two things happened: the children continued to speak their primary language, and then they stopped speaking altogether. Saville-Troike's (1988) and Tabors' (1997) referred to the former as the first phase. During this phase, the children continued to use their primary language even though the teachers and their peers did not understand them; Saville-Troike's (1988) called this bilingual discourse." When children finally realized the English-speakers did not understand them, they stopped speaking.

The silent period was the next phase observed by the scholars within the sequence of second language acquisition for preschool-age children, which Clark (1993) reported as her first phase (Clark, 1993; Saville-Troike, 1988; Tabors, 1997). During this phase, the learners continued to communicate verbally with individuals who spoke their primary language, and non-verbally with the English speakers. They communicated non-verbally by using facial expressions, gestures, tone, intonations, and objects (Saville-Troike, 1988; Tabors, 1997). In addition, the children repeated words and phrases to themselves that they heard said by the English-speakers, and made appropriate English phonological sounds, such as pitch and tone (Clark3, 1993; Saville-Troike, 1988; Tabors, 1997). The children mimicked the intonation and pitch to produce non-words for communicating with non-English-speakers and for fun. However, not all of their non-words produced intelligible utterances.

For the next phase, the children learning English applied simple forms of English for socially interacting with English-speaking children and teachers. The learners inserted lexicon items into their conversations and memorized social routines (Saville-Troike, 1988). Tabors (1997) found children able to express their ideas with simple words such as "okay," and phrases such as "look it this," "excuse me," and "I don't know" -also referred to as telegraphic speech. Generally, the children successfully applied these phrases, combining them with nonverbal strategies. Through this method, the children learned vocabulary that they used during later interactions for getting into play situations and negotiating meaning. During this

sequence, the three authors included attempts by the children to respond in English to teacher requests and to initiate conversations with the teachers and other students.

In this phase, the learner produced prefabricated utterances during social interactions with an English speaker, who responded with feedback regarding the appropriate or inappropriate usage of their prefabricated utterance. Slowly children pulled the prefabricated utterances apart and mixed them intentionally by inserting certain lexicon items to produce new utterances and sentences (Clark, 1993; Saville-Troike, 1988; Tabors, 1997). Tolchinsky, Rosado, Aparici, and Perera (2005) revealed similar results in their study of prefabricated language use among four Japanese-speaking preschool girls. Clark (1993), Saville-Troike (1988) and Tabors (1997) concluded that creating of new utterances and sentences led to the learners' English development of speech forms. The learners constructed sentences for communicating, playing with words, and making mistakes. This particular phase was Clark's (1993) second phase. She believed the final phase was the "ability of the learners to make English the main carrier for their interactions" (p. 24).

2.3.5. Learning Strategies

Chesterfield and Chesterfield (1985) examined how communicative strategies were used as learning strategies for second language learners in young learner classrooms. The authors found a natural order to the learning strategies with individual difference of when the children used them. Repetition and memorization were the first set of strategies to be used; request for clarification and role play were identified as the most difficult and last to use; and formulaic expression, verbal attention getter, answer in unison, talk to self, elaboration, anticipatory answer, monitoring, and appear for assistance in between them. Memorization and repetition strategies occurred most often during the first set of observations and were utilized by children with the least amount of English proficiency. The authors believed that these two strategies were the least linguistically demanding on the part of the child and required little from the child for continuing the discourse interaction. These also happen to be the same strategies identified by Clark (1993), Saville-Troike (1988) and Tabors (1997).

The request for clarification and role play required more advanced uses of English, including the use of more complex grammatical structures. These strategies forced the learner to sustain conversation and have some meta-linguistic awareness. The authors suggested that the children with more proficiency in English would contribute to the learners' ability to use

the language in more demanding ways. The authors concluded that the learning strategies were one way for children learning the second language to interact with the English speakers.

In the following section, we will focus on teaching English to young learners and the underlying principles to teach English to young learners.

2.4. Teaching English to Young Learners

From the very early stages of their life, babies have a natural tendency to communicate with the people around them. As early as their third or fourth day in their social life, they recognize faces, and L1 acquisition commences through the constant interaction of the infant with his/her social circle. The baby is accepted as a new member in social interaction before s/he can talk, and the step-by-step developing sound system and lexical items of the first language (or even non-linguistic utterances) are reacted to as echt communicative attempts. Meaning is pinpointed in action and in interaction (Cameron, 2003). The study of Donaldson (1978) demonstrates how children of around 7 years of age take part in communication with the expectation that they participate in substantive social interchange - when adults or other children talk to them, they expect to be able to make sense of the talk, and they interpret what is said in the light of the action they are involved in, and what their previous experience leads them to expect to happen.

When children start learning a foreign language, they bring with them this natural inclination to search for meaning and intention. An example of this was illustrated by Cameron (2003) citing a Korean young learner teacher experience. The teacher's class was taught 'I like, I don't like' using the topic of their favorite food, with plenty of practice of examples like 'I like pizza, I don't like hamburgers'. After a few lessons, the students were introduced the question 'Do you like. . .?' but not with food topic this time, instead, with the names of their class mates, e.g. 'Do you like Yong-Hee?' The children were appalled by this question, having linked the idea of liking with food and eating. The example helps us to understand how young learners see the foreign language 'from the inside' and try to find meaning in how the language is used in action, in interaction, and with intention, rather than 'from the outside', as system and form. As a result, even if the syllabus they are taught is structural, children's learning should be communicative, in the most basic sense of 'communicative', as being used with meaning and for action. Conversely, if teaching or materials do not enable children to find meaning in new language, learning will be crippled.

Good young learners teaching will provide opportunities for children to construct meaning in the language they encounter by incorporating it in purposeful action and interaction. As children move through their primary years, they become more able to work with abstract concepts and thus to take an ‘outside’ stance to the language, and work with it as decontextualized and as an object of study. While working within the capabilities of children, language teaching can also contribute to the development of abstract thinking (Cameron, 2003).

Cameron (2001) proposes a thought provoking question in relation to the idea of teaching a foreign language to young learners. She asks: “What is different about teaching a foreign language to children, in contrast to teaching adults or adolescents?” (2001, p.1). Teaching English to young learners needs good teaching skills, creativity, thorough preparation, and patience. Teachers must have all these attributes in order to make young learners keep motivated.

In response to her question above, Cameron (2001) says that the differences between teaching a foreign language to young learners, in contrast to adults are obvious. Children are often more enthusiastic and lively as learners than adults; children will have a go at an activity even when they do not quite understand why or how; children 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. Yet, Cameron (2001) warns us that those are generalizations, which need to be unpacked.

Apart from whether or not the generalizations are acceptable, knowledge about children’s learning is important to know in order teaching to run effectively. In the case of teaching English to young learners in Turkey, knowing how young learners learn the language may become a key point for the teachers to stick on the belief to their teaching method; or to try a new method, which is more sensible. As we know it, there have been never-stop and untiring arguments either in seminars or publications convincing that of ‘learner-centered’ teaching is better than ‘teacher-oriented’ method of teaching, though there are still many teachers in Turkey, whether they realize it or not, who tend to be ‘teacher-oriented’ in nature.

As have been portrayed by Piaget (Cameron, 2001), and Vygotsky (cited in Cameron, 2001), ‘learner-centered’ teaching will be effective if it is tuned to the learning needs of the

pupils. Thus, if we are consistent with the idea of Piaget and Vygotsky, we would agree that ‘learning-centered’ perspective should be the key point in TEYL.

Adopting ‘learning-centered’ perspective to our teaching method does not mean that success is in our hand. It depends on our understanding about ‘learning-centered’ perspective of teaching. According to Cameron (2001), teaching never guarantees learning. If learning does not work out, teaching then is only a time-consuming activity. The risks the children might have when learning cannot be generated while teaching are that, they may get bored easily with English. This in turn may affect their attitude toward the language. In order that teaching can generate learning, teachers have to construct opportunities for learning and help learners take advantages of them. It is teachers’ duty to create opportunities for learning to occur.

Teaching English to young learners then can be beneficial as well as detrimental to learners. If we can facilitate learning, enabling learners to bring to language learning their curiosity and eagerness to make sense of the world, we may help them tackle even the most demanding tasks with enthusiasm and willingness (Cameron, 2001). However, if we fail to provide them with pleasant learning situations we may drag young learners to the feeling of hatred toward the language.

2.4.1. Characteristics of Young Language Learners

Scott and Ytreberg (1997) divide young learners into two major groups: the five to seven year olds and the eight to ten year olds. The age range of the participants of our study falls into the latter group of young learners. The children of this age range are comparatively mature carrying both adult and child characteristics. They already have a language with its fundamental linguistics properties, syntactic, semantic, morphologic, pragmatic, etc. They are capable of understanding abstracts, symbols, generalizations, and systematization (Scott and Ytreberg, 1997). The learners of this age usually have some sort of language awareness and readiness which they bring with them into the foreign language class.

Young learners, especially those under the age of puberty, are quite unique and have particular characteristics with which they become different individuals from adolescents and adults. These particular characteristics make them seem particular in learning and

understanding something new, responding stimuli, viewing and solving a problem, taking an action and giving reaction to their environment. Harmer (2003) classifies the way how young learners learn a language differently in the following ways:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly - that is they take in information from all sides, learning everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation but also from what they see or hear and, crucially, have a chance to touch and correspond with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Highlighting the characteristics above, there are some suppositions that can be drawn. First, young learners need teachers with high qualifications – that is those who comprehend the principles of teaching, master the pedagogical qualities and are willing to become a teaching aid of young learners and keen to enter their world. Second, young learners need programs, facilities, and media that can help them understand and meet their needs, make satisfactory progress, and interact with/in their real world. Colorful-painted wall, classrooms with large windows, spacious library, playground, television sets, videos, cassette players, computers, some toys and whatnots are examples of facilities that can assist young learners to explore their new world. Third, curriculum for young learners will be aimed at building a confidence to use a language for communicative purposes. As learning a language is learning how to communicate, the syllabus to be designed shall be the one that can help learners enhance their communicative competence. Fourth, the approach, method and technique of

language teaching and learning have to be pertinent to the unique characteristics of young learners. They must be given a treatment relevant to their age and cognitive competence. Fifth, textbooks and materials shall be selected on the basis of young learners' level of understanding. They cannot be given and introduced with materials which are beyond their sense. The textbooks and materials, as such, must contain topics that are not only interesting for young learners but also address all their needs.

In short, in learning a language young learners need an assistance, guidance, atmosphere and environment that are conducive to the succeed of their learning. They will be able to attain assistance and guidance from their sympathetic, appreciative and thoughtful teachers; whilst atmosphere and environment can be created by providing facilities and media that can make them be aware of their current world. These two important elements, along with other determining elements, are keys to encourage young learners to learn new things and at the same time excavate their potentials.

Williams (1985) and Suyanto (1997) propose the principles for teaching English to young learners, namely:

1. Start where the child is.
2. Encourage social interaction.
3. Support negotiation of meaning and collaborative talk.
4. Allow children to be active participants in the learning process.
5. Pitch input within the zone of proximal development.
6. Introduce language at discourse level.
7. Plan meaningful and purposeful activities within a clear, familiar context.
8. Help learners to become more independent and autonomous.
9. Develop a supportive, non-threatening, enjoyable learning environment.
10. Test and assess in the way that we teach.
11. Let the children sing, play, and have fun.
12. Provide students with various activities.

As the teacher helps the young learners to be more independent, it is necessary to let them encounter challenges and risks in the process of learning English. Moreover, as the

future users of English, young learners have to use English independently. Therefore, it is important to support the growing independence of the children.

Effective teaching of young learners promotes innate language acquisition mechanisms by providing children opportunities to use language as a tool for creating and sharing meanings and by scaffolding experiences to help children function “at the growing edge” (Berk & Winsler 1995). Effective teaching, therefore, involves authentic communication between learner and teacher and among learners, and is activity-based, providing purposeful ways for students to use language to meet appropriate goals. Using language goals from one age group for learners at earlier ages may not serve any benefit, but instead may cause learners to miss important opportunities to accomplish developmental milestones for their stage of development. Teachers should (Berk & Winsler 1995):

1. offer learners enjoyable, active roles in the learning experience. Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. We must provide language input and modeling for young language learners in any language environment, but particularly in an EFL setting where the teacher and the materials are the primary source of language. Yet, the input must be provided in child-appropriate ways. Direct instruction methodologies and content intended for older learners are being pushed down to classes of younger learners based on the idea that introducing them sooner will make learning more effective. But young children learn differently and need different learning environments. Overuse of direct teaching of young learners in the full classroom group risks the fallacy that “input” will automatically lead to “intake” – that if we teach something, it has been learned. But for young children, active involvement in the construction of concepts is essential. We must provide input in child appropriate ways and offer many opportunities for children to use language purposefully as language develops.

2. help students develop and practice language through collaboration. Children are social learners. While ensuring that students have access to vocabulary and structures they need—and rich exposure to many kinds of literature is a very effective way to model high quality, academic language—and then supporting their language as needed, we provide opportunities for learners to communicate with us and with one another.

3. use multi-dimensional, thematically organized activities. Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to

younger learners (Enright & McCloskey, 1988). Thematic organization offers us opportunities to cycle and recycle related language and concepts so that we can support children as they develop the complex connections that lead to learning.

4. provide comprehensible input with scaffolding. Since teachers must continually focus on providing input and requests for output that children will need to perform at the next level, they must use careful observation and classroom-based assessment to know their children's capabilities well. (McCloskey, 1990)

5. integrate language with content. Teaching language for age-appropriate academic content has several advantages: Students learning two languages in school in a bilingual setting curriculum can be integrated across languages, so that the children in L2 classrooms encounter the same concepts that they do in L1 classrooms but with new labels, both reinforcing the content-area learning and facilitating the new language learning because it is based on what children already know. In a L2 setting, teaching language through content means that students' academic learning is not delayed while they learn language. Rather, they have the opportunity to learn language in age-appropriate, stage appropriate activities that will prepare them for grade-level academic content.

6. provide clear goals and feedback on performance. Children want to do right. They need to know when they have achieved a goal and when they still have more to learn. We must establish clear language and content goals for learners and provide learners with feedback on their progress toward those goals. We can also, in developmentally appropriate ways, encourage learners to begin to evaluate their own progress toward accomplishing goals to help them become independent, self-motivated learners.

Teachers should be able to provide the students with activities engaging them mentally and physically occupied (Halliwell, 1996). She exemplifies these activities as follow:

Mentally engaging ones: games, puzzles, competition, talking about themselves

Physically engaging ones: writing, drawing, reading aloud, copying

(Halliwell 1996, p.22)

2.4.2. Language Learning Strategies of Young Learners

The following section focuses primarily on learning English as a foreign/second language of young children of elementary-school ages. It consists of (a) young children's use of different types of strategies and (b) the link between young children's strategy use and proficiency. The kinds of strategies employed by young children as revealed in various studies: cognitive and error-avoiding strategies, strategies for initiating conversations and interacting socially, private-speech strategies, vocabulary-learning strategies, and multiple strategies will be reviewed.

Young children's use of cognitive strategies (e.g., overgeneralization, analogy) and error-avoiding strategies (e.g., simplification). Investigations of young learners' L2 learning strategies have often focused on natural or semi-structured oral communication as a window into the learning strategies these students use. For instance, Bautier-Castaing (1977) examined the learning of French syntax by 60 Francophone children, as well as 75 children of various nationalities who were learning French as a second language (FSL) and had been in France for less than nine months. Participants were aged four to eight. French utterances were gathered and analyzed according to types of errors in French syntax during a test in which pictures were used as conversation-prompts. Frequent learning strategies among the FSL students included cognitive strategies, such as overgeneralization of linguistic rules and analogy, and error-avoiding strategies, such as simplifying structures. Bautier-Castaing asserted that these strategies reflected the "creative construction" process, in which language learners actively construct their concept of the new language.

In a study of young children's language development, Hopper (1972) expanded on the learning strategy of overgeneralization of linguistic rules (see Bautier-Castaing above) and showed how this strategy is linked to successive differentiation of exceptions to the overgeneralized rules. Although this was not an L2 study, Hopper's description is relevant to the L2 situation. The sequence goes as follows. The child discovers a meaning or function to be communicated, along with a way to communicate it. Subsequently, the child overgeneralizes this rule to many situations. The child receives feedback on overgeneralization and sorts out those events in which the communication was effective and in which it was not. Based on this, the child formulates a new rule to deal with the unsuccessful overgeneralization. The new rule is then overgeneralized, and the child learns

from other people's responses about whether the new rule fits. This cycle keeps on going, and gradually the child's linguistic knowledge becomes more specialized, detailed, and helpful.

In a study of first-grade Spanish speakers in the U.S., Wong Fillmore (1976) found a student, Nora, who was far superior to the other children in learning ESL. By the end of the school year, Nora had learned more English than many of her peers would in two years or more. Nora's distinguishing characteristic was that she seized every possible opportunity to use her English skills when interacting with other children. She initiated more interaction with native English speaking peers than did the other Spanish-speaking children. She used guessing frequently. Nora gave the impression that she could speak English fluently by employing whatever she knew and not worrying about details. This kept her in conversations that would otherwise have ended, and it allowed her oral proficiency to continue to grow as she was included in conversations and activities. In this study, most ESL learners initiated far fewer interactions with native speakers than did Nora.

Not surprisingly, a different study by Wong Fillmore (1985) found that many Chinese ESL learners with imperfect or weak English skills were reluctant to initiate conversations with native English speakers. Since not all young ESL students are likely to initiate conversations with their native English-speaking peers, native English-speaking children must often start conversations, with ESL learners responding. Hirschler (1994) studied interactions initiated by five native English-speaking preschool children in a classroom that was comprised half of native English speakers and half of ESL learners (speakers of Spanish or Khmer).

Just as Wong Fillmore found wide variation in how often ESL learners initiated classroom discussion with native English speakers, Hirschler's native English speakers varied greatly in how often they initiated talk with ESL learners. The mean was once every 15 minutes during the time they spent together. Although responding to a native speaker's overtures can be a very important learning strategy, ESL learners responded less than half the time, which Hirschler partly explained by saying that some native-speaker utterances were not designed to elicit responses or were too long for ESL learners to respond to. Native English-speaking girls, compared with their male peers, spent far more time with ESL learners and much more often encouraged ESL learners to speak. This coincides with other research, summarized by Garvey (1990), suggesting that young girls, compared with young boys, show

greater communicative competence and attentiveness to their partners' speech. According to Hirschler, native English-speaking children who want to help second language learners should be trained in strategies such as repetition, restatement, and request for clarification. Although Hirschler did not mention it, these same behaviors are useful learning strategies for L2 learners (O'Malley & Chamot, 1990; Oxford, 1990).

In yet another investigation of the oral ESL development of children from Hispanic and Chinese backgrounds in grades three to five, Wong Fillmore, Ammon, McLaughlin, and Ammon (1985) found that Chinese students did best in classrooms that were strongly teacher-directed, while Hispanic students appreciated more opportunities to interact with native English-speaking peers. The two ethnic groups used various types of different learning strategies, with Chinese students relying on strategies that did not involve social interaction and Hispanic students preferring socially-based strategies. In this study of elementary-school children, as in many investigations involving older L2 learners (see Oxford, 1996), choice of learning strategies was related to linguistic/ethnic background.

Chesterfield and Chesterfield (1985) examined the ESL learning strategies of 14 young Mexican-American children in a bilingual classroom. Their definition of strategies was based on an expanded concept of oral communication strategies developed by Tarone (1981). The children in the Chesterfield and Chesterfield study were observed over a focused period of days at the beginning and end of a preschool year, as well as in the first grade. The study found that these children frequently used observable language learning strategies, often involving social interaction, and that strategy use comprised a large proportion of these children's activities. The researchers proposed a hierarchical development (natural order) of children's language learning strategies. This study of learning strategies, based as it was on Tarone's categories, was possible because these Hispanic students were comfortable with social interaction.

However, lack of social interaction does not necessarily indicate that an L2 learner is not learning the language or not using learning strategies. Many learning strategies may be employed during a so-called "silent" period (cessation of verbal communication with native speakers) that often occurs early in the course of L2 development, as demonstrated in a study by Saville-Troike (1988). In this study, nine ESL learners (Chinese, Japanese, and Korean native speakers, aged three through eight) experienced a silent period. Video recordings with

radio microphones under natural conditions revealed that most of these children, although not interacting in English with native English speakers or others, employed private speech (talking to oneself) for learning English. The private-speech learning strategies they used during this so-called silent period were: (a) repeating others' utterances, (b) recalling and practicing, (c) creating new linguistic forms, (d) substituting expressions using a mental paradigm, (e) expanding expressions based on syntactic knowledge, and (f) rehearsing for later overt social performance. The quantity and quality of the private speech of these children were related to the following: (a) level of cognitive development, (b) difficulty of the learning task, (c) social orientation, (d) learning style, and (e) linguistic elements being learned.

As part of a six-year longitudinal study of French, Spanish, and Japanese elementary immersion programs in the United States, Chamot and El-Dinary (1999) identified learning strategies used by more effective and less effective young learners in elementary school. Teachers were asked to rate their elementary immersion students as high-, average-and low-proficiency students. Additional data were collected using think-aloud interviews with 44 third-and fourth-grade students. Through their studies, the researchers concluded that the children, no matter what their proficiency level, were capable of describing their thinking and learning process in detail, thus showing that “metacognitive awareness begins at quite an early stage” (Chamot & El-Dinary, 1999, p. 331).

Pinter (2000) investigated task-related strategy use by 20 ten-year-old Hungarian children learning English as a foreign language. These children were paired up for four communication tasks: (a) Picture recognition – speaker A described his pictures while speaker B identified the pictures among his distractors, (b) Spot the difference - speakers A and B worked together on discovering differences between their sets of pictures, (c) Describe and draw – speaker A described his picture to B who had to draw it, and (d) Picture reconstruction – speakers A and B worked together to complete their pictures from the information obtained from each other. A total corpus of about 13,000 words was gathered from the children on the four tasks. Three major findings emerged from the data analysis (p.16):

Learners used L1 in order to double check words or expressions not available in L2, and to engage in task-related discourse to establish common ground about the task before carrying it out. Task 4 in particular prompted a lot of use of the L1, but the tendency is the same everywhere.

Learners appealed for assistance from the adult present with queries that were not absolutely essential for carrying out the task. They made use of the constant availability of the adult to satisfy their curiosity.

Learners built patterns by repeating what they were comfortable with over and over again. They played safe and tried to exploit a given phrase as much as possible. This was especially noticeable for tasks 3 and 4.

Pinter concluded with three suggestions for future research: (a) the data should be further analyzed from various other perspectives, such as the communication strategies used, the quality of the meaning negotiations, and other features of the spoken output, (b) it would be crucial to compare/contrast this data with baseline data yielded in L1 on the same tasks to clearly isolate the effects of a foreign-language medium, and (c) the results should be handled with caution since the interactions were carried out under very special circumstances, out of the classroom, with an adult present all the time. Nonetheless, Pinter's study did provide information on what strategies children applied when performing communication tasks.

Research cited earlier indicated that for some young learners, (e.g., those from Hispanic backgrounds), greater proficiency was associated with more frequent use of social strategies, including initiating or participating in peer interaction (Chesterfield & Chesterfield, 1985; Wong Fillmore, 1976; Wong Fillmore et al., 1985). However, one study showed that Chinese learners performed better without the use of social interaction strategies (Wong Fillmore et al., 1985).

In the Chamot and El-Dinary (1999) United States study described above, a close relationship emerged between strategy use and proficiency. More proficient foreign language learners in the elementary grades reported using more strategies – and more task-appropriate ones – than did average-proficiency or low-proficiency learners. On a reading task, high-proficiency learners focused more on sophisticated learning strategies, such as using background knowledge and making inferences, while low-proficiency learners depended on the strategy of phonetic decoding.

Based on a three-year Pilot Project for Modern Language (PPML) in Irish primary schools, Kiely (2002) examined the strategy use of fifth- and sixth-grade students. She interviewed 12 foreign language learners whose proficiency levels were defined as high, average, and weak, based on language teachers' ratings. Four items were included in the interviews: (a) I learn new words by. . . , (b) I understand best when. . . , (c) I remember by. . .

, (d) I enjoy learning best when. . . . Children's responses were successfully categorized according to O'Malley and Chamot's (1990) three strategy categories: *cognitive*, *metacognitive*, and *social-affective*. However, findings failed to support the expectation of a linear relationship between learners' proficiency and their strategy use. Average-proficiency learners reported using strategies most frequently while high-proficiency learners reported the lowest frequency. Possibly a curvilinear pattern was present, as found in Phillips' (1990) study, but this was not investigated. In Kiely's study, low-proficiency learners relied more on cognitive strategies, while high-proficiency students used more social-affective strategies.

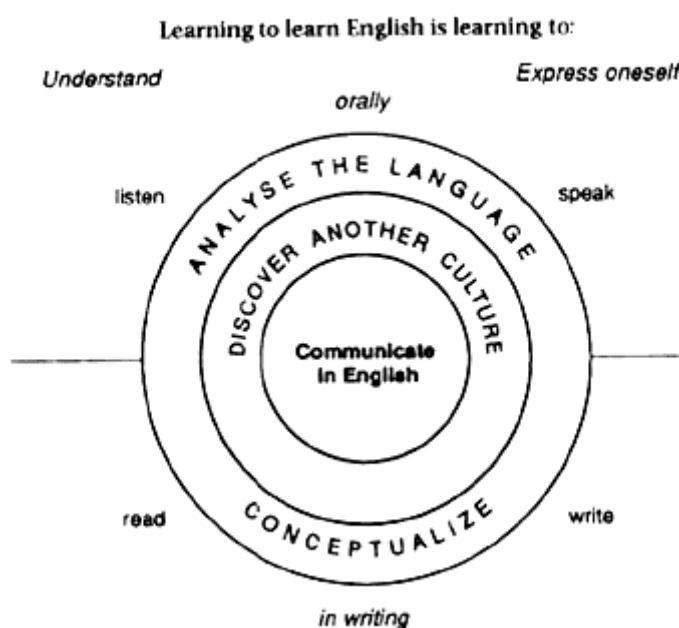
Gunning (1997) investigated 107 fifth-grade Francophone students learning ESL in Québec, Canada. Students' ESL proficiency was identified as high, medium, or low based on the results of two criterion-referenced tests. To assess language learning strategies, Gunning employed the Children's Strategy Inventory for Language Learning or Children's SILL (Gunning, 1997, adapted from the original SILL, Oxford, 1990). Gunning kept the original SILL structure but reduced the number of items, simplified the wording, and made sure that all items related to children's real-life experience. Lan (2005) gathered Children's SILL data and conducted a semi-structured interview with a subsample of 20 students. Results showed significant differences in strategy use according to children's proficiency levels. High-proficiency learners, compared with the other students, employed a greater number and greater variety of learning strategies. This pattern was similar to that found in numerous studies of adolescent and adult language learners. In Gunning's study, high-proficiency learners differed from medium- and low-proficiency groups in the frequent use of affective (emotion-and motivation-related) learning strategies, leading to the conclusion that helping children develop such strategies might reduce children's language-learning anxiety and increase their proficiency. Unlike many studies with the original *SILL*, Gunning's investigation did not identify significant gender differences in the use of learning strategies.

Keeping the language learning strategies for young learners in mind, the best solution to offer is to match teaching activities with learner characteristics. It is therefore with this aim in mind that the next section mentions using an activity based curriculum with young learners.

2.4.3. Activity Based Teaching and Learning

The underlying idea behind the activity based teaching and learning is that children are “doers” and, for the most part, learn language because they need it and remember new language better because they encounter and use it in a slice-of-real-life situation. Activity based learning recognizes that young learners are physical, tactile and use all their senses. It aims at teaching language and addresses a child’s linguistic intelligence while at the same time, developing a child’s other intelligences (Gardner, 1985). The following diagram depicts the objectives of the early learning of language (Brewster, Ellis, Girard, 1992):

Figure 1 . The objectives of the early learning of language



Activity based teaching and learning recognize these objectives above by realizing that children are active, enquiring and learn primarily by testing out their hypotheses about the world. By learning English through investigations, creativity or problem solving, it is hoped that children are more likely to see the purpose for their learning. According to Brewster, Ellis, Girard (1992), the key characteristics of an activity based learning curriculum are:

- Child centred and learning centred
- Task based learning
- Gives enjoyment and an element of fun

- Combines the use of games, songs and rhymes
- Uses authentic / realistic tasks and situations
- Can be linked to a particular topic or vocabulary or feature language forms and structures
- Focuses on meaning and form
- Acquires knowledge and skills
- Uses of all four skills – once the child has mastered reading and writing in their mother tongue
- Reflects the world around them

An activity or task based curriculum involves the use of the four skills combining the use of games, songs and rhymes which may be linked to a theme or a topic. Most primary EYL courses tend to combine topics and activities, especially within their workbooks. Activity based English teaching may highlight a particular topic, vocabulary or feature language forms and structures but it is primarily driven by the intrinsic interest of the activity for the child. It is this activity which is the focus of each lesson. Within the same line of reasoning, Activity based learning focuses on the three “C”s of *curiosity*, *creativity*, and *collaboration*. (Superfine & James 2003, p. 32)

Curiosity:

Children whose interest is engaged by a task are capable of longer periods of attention than is usually recognised. Children who want to find out how something can be made to work or who are trying to make something of their own are driven, often, by a sense of curiosity. According to the great psychologists of our century, Piaget, Vygotsky and Bruner, children are instinctively programmed to learn. They are in a continual cycle of discovery, forming hypotheses, testing those hypotheses and discovering concepts and skills. They are driven by their insatiable curiosity.

Creativity:

Children like to make things and take things they have made home to show and share. Their creativity is more wide-ranging than a traditional reading / writing lesson allows for. Many teachers are cautious about using glue, scissors, sticky paper, sellotape, card, string and fabric in the classroom. Of course, these materials do demand a greater degree of resourcefulness, classroom organisation and time at the end to tidy up, but the pride with which children view their achievements may be worth it. Children can take something home

from their English lesson that is their own. Being able to share it with others means that the child is recycling the vocabulary and the language used to describe the process of making the object in class.

Collaboration:

Activity-based learning can cater for the individual and the group. Because many potential activities are practical "doing" tasks, they enable the nonacademic child to gain self-esteem. Tasks can more easily be differentiated / adapted to suit different levels of ability. Therefore the individual with special learning needs can be supported or "scaffolded." At the same time, tasks can be performed as group activities and are often deliberately collaborative

Briefly, the belief that children learn by doing, by being actively involved in their learning has given rise to the activity-based approach. Being an essential component of activity-based teaching, art and craft activities have been particularly used in the classroom setting. The following section describes the nature of these sort of activities.

2.5. Art and Craft Activities

Art and craft activities, both free and guided, develop children's eye- hand coordination and fine motor skills, and need to be a common feature of our classes. Such hands-on activities are essential as children listen to instructors in the target language in order to complete an activity. Free painting and/ or drawing is important as children enjoy this activity and feel that they are free to do whatever they like. The teacher can go round asking children questions in English about their painting., for example who is this?, What is he doing?.....etc.(Gray, 2004)

Making and creating new things, e.g. a fortune telling toy, a jointed puppet and art and craft activities, through English, will bring the language alive and make it satisfying for young learners while also making it fun (Holderness and Hughes, 1998).

The U.S. Consortium of National Arts Education Association explains the importance of arts in education as follows (in Brewer, p.414):

- The arts are worth studying simply because of what they are. Their impact can not be denied. Throughout history; all the arts have served to connect our imaginations with the deepest questions of human existence...
- The arts are used to achieve a multitude of human purposes: to present issues and ideas, to teach or persuade, to entertain, to decorate or please. Becoming literate in the arts helps students understand and do these things better.
- The arts are integral to every person's daily life. Our personal, social, economic, and cultural environments are shaped by the arts at every turn.....
- The arts offer unique sources of enjoyment and refreshment for the imagination. They explore relationships between ideas and objects and serve as links between thought and action. Their continuing gift is to help us see and grasp life in new ways.
- The arts help students develop the attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. The arts teach self-discipline, reinforce self esteem, and foster the thinking skills and creativity so valued in the workplace. They teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

Art and craft activities cannot be considered as same as far as their characteristics concerned. Art can be seen as a tool for children to explore media with no external product goals. Although children might produce products as part of an art experience, they have control of their products, and the process of production is more important than the outcome.

Craft activities usually involve that children create something, and most of the products will be very similar or even exactly the same. Some craft activities, such as making pencil holders for gifts, are possible if children have a choice about whether to participate. Such craft activities can be made more suitable for children if the materials and designs for decorating the cans are selected by the children rather than dictated by the teacher. The planning, decision making, and self expression that are so important in art are rarely found in craft experiences, in which the outcome is predetermined (Brewer, 2004).

Art presents a variety of possibilities for self-fulfillment in the classroom setting due to its broad range of materials and processes that enable children to choose suitable approaches to convey their ideas, feelings, thoughts, and views of their world. Exploring art with children

assists to remind us that art lives everywhere and we only need to be closer observers to discover and enjoy the art that surrounds us daily (Brewer, 2004).

Experiences in the visual arts can also help coordination between hands and mind, assisting development of psychomotor, affective, and cognitive skills (Brewer, 2004). Art projects in the classroom setting should be in no boundaries and filled with possibilities for tapping into each child's creative imagination as far as the vocabulary teaching and learning activities are concerned.

In order to capitalize on children's boundless curiosity and their seemingly effortless ability to acquire another language, teachers must engage and stimulate all of their senses. Gardner's Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills (Brualdi, 1996). According to Gardner's theory, our students come into the classroom with different sets of developed intelligences. This means that each child will have his or her own unique set of intellectual strengths and weaknesses. These sets determine how easy, or difficult, it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style (Brualdi, 1996).

Most children like art and craft activities and take pride in their creations. It is often surprising how original and creative children can be when given the opportunity. Art and craft bring language learning and a fun activity together into a single focal point, and these activities in the young learner curriculum provide the children with a personalized, original representation of the English language input from our lessons.

Incorporating art and craft activities in the young learner curriculum provides the children with an additional opportunity to learn social skills and the required language to facilitate socially acceptable behavior in a group setting. The students are forced to interact with each other and the teacher in order to ask for and receive the item they need to complete their work. For example, they must learn to ask for items in a polite manner, say please, and wait their turn. The teacher may even attempt a "group craft" in which a group of children must work together and negotiate the project from start to finish. Linguistically, the children will be exposed to a wider range of vocabulary and will hear much repetition of key terms as well, such as colors, expressions of politeness, and suggestions and praise.

In addition to learning another language, students are developing their fine motor skills. Children need practice learning how to properly hold and use a pair of scissors, cut and fold paper, and use glue. They also need the opportunity to develop their coloring skills; it may seem elementary to adults, but learning to color within the lines is not something that all children master effortlessly. Children who are allowed to create using a wide variety of materials also are provided with an invaluable opportunity to stimulate their creativity. They create an image in their mind's eye and then they learn to produce it with their hands. The art and craft activities serves a double purpose: it helps to develop fine motor skills and additionally the children have created something to represent the day's lesson. According to Laughlin (1999) some likely attributes of a person with well-developed visual-spatial intelligence are

- Perceives and produces mental imagery, thinks in pictures, and visualizes detail. Uses visual images as an aid in recalling information.
- Enjoys doodling, drawing, painting, sculpting, or otherwise reproducing objects in visible forms.
- Creates concrete or visual representations of information. (Campbell and et al., 1996)

Therefore, art and craft activities in the young learner classroom provide a memory enhancing connection when it comes to language learning and retention.

2.6. Vocabulary Learning and Art and Craft Activities

Using art and craft activities to facilitate these phases in the classroom setting is the main concern of this particular study. The retrieval of the vocabulary items is the common problem encountered in teaching and learning process. For this reason, following Cameron's (2001) proposal that vocabulary learning is best achieved via actions that learners take to help themselves understand and remember vocabulary; we aim at using art and craft activities to foster the success at this final phase of the vocabulary learning.

As also stated in Section 1.2., according to Brown and Payne (1994), in vocabulary learning, there are five steps: (a) having sources for encountering new words, (b) getting a clear image, either visual or auditory or both, of the forms of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words.

In order to learn the vocabulary items, learners should encounter them at regular intervals, in various activities because new knowledge and new connections are developed each time the same words are met again. Nation (1990) suggests that a new word needs to be met at least five or six times before it is learnt. For this reason, words should recur, not just in a unit, but across units or chapters, and across various activities. For children who start language learning young, this is particularly important. Reusing enables the learners remember more likely.

Nation (1990, p.51) listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learner classroom by demonstration or pictures:

- using an object
- using a cut out figure
- using gesture
- performing an action
- photographs
- drawings or diagrams on the board.
- pictures from books

Having encountered and understood a new lexical item, and paid attention to its form, the young learners' vocabulary learning process begins. The item penetrates into the learner's short term memory, and the next teaching issue is how to build up the memory of the word so that it is available for use in the longer term. According to Cameron (2001), memorizing activities are needed at the point of learning new words for the first time, and at regular intervals to recycle vocabulary, so that it stays active and ready to use.

A crucial question to be considered at this point, after an art and craft activity is complete, what should we do with it? This is where the art-craft-linguistic connection comes in. The craft can be used in a follow-up activity to review the linguistic input of the daily lesson. The craft and the vocabulary become a tapestry of the children's learning: vocabulary items and concepts from the lesson are interconnected and woven into a pattern of learning, the end result being a tangible project of the child's own creation. The children are putting the new lexis into another meaningful context, something visual and tangible to solidify the new linguistic material in their minds (Yeok-Hwa Ngeow, 1998).

Time should be allotted at the end of the lesson for the follow-up activity. The material is reviewed as a group. The children can present their crafts to each other, or the teacher could lead an activity in which the children point to relevant parts of the craft; for example, a particular color or body part or animal. If the children make finger puppets, they could participate in a parade. If they make spiders, for example, they can swing their spider while singing the new song, "Itsy Bitsy Spider" (Yeok-Hwa Ngeow, 1998).

The teacher can also use the children's original work to elicit answers and encourage passive and active vocabulary acquisition. The teacher can ask the children specific questions related to their creation: "Where's your dog? What color is your house?" Where is your car? What is the boy doing? Show me the square. What color is it?" Children can learn practice their English while looking at the differences between their craftwork, for example, "Julio's car is next to the house and Amanda's is in front of the house".

When the children are allowed to take the craft home, it serves as a reminder of what was accomplished at the lesson. Often the parents report back that the child attempts to explain to them in English what was done or created. As a result, the craft serves as a reminder at home what was learned in the English class. If the child sees his or her craft at home, it serves as a daily reminder of our work in the classroom, in which case they are motivated to review their English at home.

According to Laughlin (1999), children take pride in their work and this increases their motivation to learn, especially when they realize that what they learn can be applied and is relevant in other situations. Research suggests that transfer and motivation are mutually supportive in creating an optimal learning environment. If the learner perceives what he is learning to be relevant and transferable to other situations, he or she will find learning meaningful, and his or her motivation to acquire the skill or knowledge will increase.

The art and crafts used in the young learner classroom need not be complex creations; in fact, sometimes it is the simpler, the better. As Brualdi (1996) states, through Gardner's Theory of Multiple Intelligences, we understand that children arrive in our classrooms with a multitude of innate abilities. Our students will benefit in numerous ways just by being exposed to a varied curriculum, including the combination of crafts and the English language. Crafts help to develop children's fine-motor skills, provide them with the opportunity to use

their imaginations and develop their enormous creativity, and give them skills needed to work in groups as well as individually. The art-craft-linguistic connection provides them with the chance to create an item with their minds and hands which serves as a vehicle to expand their linguistic growth (Laughlin, 1999). Children are curious, lively beings with the potential to develop many different skills and abilities throughout their lifetimes. We need to capitalize on and combine the tremendous power they possess to create with their delightful imaginations and their astounding ability to acquire languages (Campbell and et al,1996).

Considering their features framed in Section 2.7., art and craft activities could be seen as a useful tool embracing all the techniques stated by Nation (1990) and meeting the requirements for the phases in vocabulary learning process put forward by Brown and Payne (1994). For this reason, this particular study focuses on their use and expected important contributions to vocabulary learning process of young learners in EFL classes.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this research study, we adopted the case study design. As deMarrais and Lapan (2004) state, in traditional research such as experiments, generalizability is a clear and main objective where findings are expected to apply to other similar settings and populations. Generalization, as in our particular study, is not a goal in case studies, because discovering the uniqueness of each case is the main purpose. Case study researchers examine each case expecting to uncover new and unusual interactions, events, explanations, interpretations, and cause-and-effect connections. Generalizability, however, is quite possible when based on several studies of the same phenomenon.

In addition, readers of these case studies often use their own experiences to give meaning to the case reports, using judgment to enhance their understanding of the case and comparing that to similar cases they have encountered. Outlining this particular type of research design, Stake (1995, p. 85) states that “case study research ordinarily leaves the determination of meaning and worth to the audience who may construct their own naturalistic generalizations by drawing on the information in the case study.”

Implementing the very nature of this research design, in our particular case study, we aim at finding answers to the following questions:

- Is there a relationship between the effective vocabulary learning and the use of art and craft activities?
- Does the implementation of art and craft activities in the classroom setting increase the students' interest and motivation in learning the English vocabulary to be taught and facilitate the process?
- Does the implementation of art and craft activities contribute to efficient storage of lexical items in long term memory and retrieval of them easily?

As we have already mentioned in the Section 1.3., in order to find answers to the questions mentioned above, our case study has focused on teaching vocabulary to the 5th

grade elementary school students studying at Akpınar Primary School in Adana, Turkey, with the purpose of investigating the possibilities of teaching lexical items proposed in the curriculum utilizing authentic and realistic situations created in the implementation of art and craft activities in order to:

- develop and cultivate students' interest in learning English vocabulary,
- develop and cultivate students' basic vocabulary treasure in communicative competency
- enable the retainment of vocabulary items taught

In this chapter of the thesis, the nature and the principles of the research methodology observed in the study, description of the participants, instruments utilized, art and craft activities implemented, and the data analysis of the study will be presented.

3.2. Case Study

Case studies are often viewed as an easy way to do research. All the researcher needs to do is make some observations and conduct some interviews and then give an account of what happened. However, as with most research approaches, case study work is actually quite demanding, requiring reflective and very focused research efforts. In this section, reflecting on the case study research design principles presented by Hays (in deMarrais and Lapan, 2004), we present how our particular study is constructed.

3.2.1. Steps in Case Study Research

3.2.1.1. Setting the Location and Time Limits

The researcher's purpose in case study research is not to study everything taking place in a particular location, but to focus on specific issues, problems, or programs. In every instance, there must be limitations set before the study begins. One way of limiting the study is through the use of research questions. These questions will continue to focus the researcher throughout the study. Yin (1994) mentions defining the "case"; therefore, the first step in limiting the case study is to decide on the case. The case can be about an individual, a group of people, a school, a school district, decisions about programs, a program implementation process, an organizational change, or other issues. Once the case is defined, the unit of analysis needs to be determined. The unit of analysis is defined as where the researcher

obtains the data for the case study. If the case study is about an individual, the individual is the unit of analysis. If the study is about a school district, the unit of analysis is the school district and its policies. These decisions are made at the same time the research questions are being formulated. In the present case study, the decision has been made to investigate teaching vocabulary to the 5th graders of Akpınar Primary School in Adana, Turkey, in order to explore the possibilities of vocabulary instruction in the curriculum using authentic and realistic situations created in the application of art and craft activities. So, our unit of analysis is a class of fifth grade elementary school students of Akpınar Primary School.

Another decision to be made in the limitation process is the length of time for the case study investigation. Topics for case studies are dynamic topics that can be studied for years. In conjunction with determining the research questions, the definite times of the beginning and end of the study need to be set. If these times are not established in advance, there is a danger that the researcher may think that one more visit can produce additional interesting data. This can go on forever and result in no useful conclusion to the study. The time length in our case study was twelve weeks. Of course, the learning and teaching process continued and still continues today.

3.2.1.2. Participants

As we mentioned above, our study took place at Akpınar Primary School located in Akpınar Village, Adana, Turkey. The socio-economic profile of the families living in the neighborhood can be described as disadvantaged according to the school statistics. Fifth graders participated in the research and the researcher, who had been teaching the school for two years, was their English teacher. In the class, there are only ten students (5 male and 5 females). All of them participated in the study. Since this is an already existing group of students the teacher teaches, no random selection or any other statistical sampling method has been feasible to implement. All students were in the age range of 10-11 years and spoke Turkish as a mother tongue.

3.2.1.3. Research Questions

Once the researcher becomes involved in a case study at a particular location, the researcher will be tempted to focus on other issues rather than those planned. Observation in a classroom provides many temptations to draw the researcher's attention from the focus of the study. Each issue can appear to have a life of its own, drawing increasing attention as it becomes more complex and intriguing. Stake (1995) believed that "the temptation to be drawn away from the topic of study is one of the most serious problems in case study research" (p. 24).

The researcher needs to be entirely focused before beginning to collect data at the case study site, but at the same time flexible enough to see answers to research questions when they were not expected. The research questions provide this focus. The research questions can only be developed with extensive reading. As Yin (1994) pointed out, "Budding investigators think the purpose of a literature review is to determine the *answers* about what is known on a topic; in contrast, experienced investigators review previous research to develop sharper and more insightful *questions* about the topic" (p. 9).

In our study, we needed to be well versed in the definition of art and craft activities and their classroom applications in teaching vocabulary because the use of such activities is relatively new in the field. For this reason, we limited our research questions to investigate the effectiveness of art and craft activities in vocabulary instruction and their contribution to students' motivation to enrich their vocabulary and retention of these items taught to guide this study as stated in section 3.1.

Most case study researchers start with a general issue and, as background research evolves, the researchers try to generate a list of 15 to 20 questions focused on the issue. These questions then need to be pared down to a few questions to bound the study. As the researcher begins to work in the location, other questions may arise. The research questions must set the focus of the study, but the researcher needs to keep in mind that case study research is an evolving process. The researcher must be willing to allow questions to change and new ones to evolve as long as they relate to the focus of the study. For example, in our study, an original question, as stated in the thesis proposal, was:

- *For the 5th grade students participating in this particular study, what are most and the least frequently used strategies in vocabulary learning prior to the application of arts and crafts activities?*

An evolved question was:

- *Is there a relationship between the effective vocabulary learning and the use of art and craft activities?*

The evolved question arose during the researcher's classroom practice and the discussion between the advisor and the researcher. The reason for this revision in the question is that, with limited amount of time and current research design, it is not possible to investigate the learning strategies of the learners and its relations to the use of such activities. With this dynamic approach, the researcher is able to adjust the research questions and still maintain the focus of the study.

3.2.1.4. Context of the Study

Akpınar Village Primary School is located in Akpınar Village, Adana, Turkey. A total of 83 students (35 females, 48 males) study at the school. The school, which is the only one in the village, is located in a socioeconomically disadvantaged area. The population, almost without any exception, live on agriculture. Physical condition of the classrooms is poor reflecting the general situation of the area because there is almost no contribution to the school from students' parents.

The researcher teacher is the only English teacher at the school. Before she was appointed, students did not have a permanent English teacher but they still had English classes offered by substitute English teachers. The researcher teacher has been teaching at the school for two years.

According to the English program prepared by the Ministry of Education, for the 5th grade, students have two hours of compulsory and two hours of elective English language courses per week. Students who complete the 5th grade are expected to show the following linguistic competence levels (MEB 2006, p. 89). Students will

- a. gave a very basic range of simple expressions about personal details and needs of a concrete type.
- b. have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- c. show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- d. pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- e. copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- f. spell his/her address, nationality and other personal details.

- g. establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- h. manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

3.2.1.5. Data Sources

Once the research questions have been determined, sources of data for each question should be determined. The case study researcher as a qualitative researcher needs to provide for triangulation, which is the application and combination of several data collection sources. By combining multiple data collection tools, we hope to overcome the weakness or intrinsic biases and the problems that come from single source. Yin (1994) also stated that a major strength of case studies using triangulation is the opportunity to use many different sources of data. In our particular study, we used student attitude questionnaires, structured interviews with students, classroom observations during art and craft activities, diaries, and vocabulary retention tests. Not all of these sources of data were used to answer each research question, but each research question did have multiple sources of information, as well as different methods to obtain the data. When initially planning our case study, we created a chart listing each research question and the planned data collection methods and sources. Table 3. depicts the research questions and relevant data collection methods and sources of data.

Table 3. Research Questions and Sources of data

<i>Research Question</i>	<i>Methods and Sources of Data</i>
Is there a relationship between the effective vocabulary learning and the use of art and craft activities?	Classroom observation, Vocabulary retention test
Does the implementation of art and craft activities in the classroom setting increase the students' interest and motivation in learning the English vocabulary to be taught and facilitate the process?	Interviews with students, Diaries, Classroom observation
Does the implementation of art and craft activities contribute to efficient storage of lexical items in long term memory and retrieval of them easily?	Vocabulary retention tests, Diaries

The use of multiple methods and multiple sources as forms of triangulation makes our case study findings not only more comprehensive but also more complicated, because so

many perspectives are represented. In the following sub-sections, we will review each sources of data.

3.2.1.5.1. Attitude Questionnaires

Questionnaires are useful in providing background information. They are usually paper-and-pencil instruments that the respondent completes. A well-thought questionnaire may reveal aspects and goals that can be corroborated with participant views. The questionnaires do not explore the depth of meaning that interviews do, but can complete the picture the evaluator is developing (deMarrais and Lapan, 2004).

In our study, we administered an attitude questionnaire. Attitudes are complex and difficult to measure. There are many techniques but not all are suitable for use in school. As a teacher researcher wanting to investigate her students' attitude towards English language class and vocabulary learning to construct an initial basis for the case study, the researcher employed a questionnaire (adapted and translated from the original by Oxford, 1990) of two parts consisted of twelve close-ended questions in Turkish (see Appendix I). Translation of the items of the questionnaire has been reviewed by a committee of three lecturers of ELT Department of Cukurova University. Part A focused on the pupils' attitudes towards English class in general and the Part B on vocabulary learning per se (see Appendix I). The items of the first part of the questionnaire aims at revealing whether the students have a positive attitude to English class, what skills they like/dislike to study, and which skills they find hard to study. The second part was designed to understand the students' vocabulary learning strategies such as whether they memorize, try to visualize, make associations and so and forth. The questionnaire was administered in class with a twenty-minute allotted time period prior to the case study process.

3.2.1.5.2. Interviews

Interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives. Yin (1994) stated that

Overall, interviews are an essential source of case study evidence because most case studies are about human affairs. These human affairs should be reported and interpreted through the eyes of specific interviewees, and well-informed respondents can provide important insights into a situation. They can provide shortcuts to the prior history of the situation, helping you

to identify other relevant sources of evidence. However, the interviews should always be considered *verbal reports* only. As such, they are subject to the common problems of bias, poor recall, and poor or inaccurate articulation. Again, a reasonable approach is to corroborate interview data with information from other sources. (p. 85)

Early decisions need to be made if the interviews will be open-ended, focused, and with individuals or small groups of people. These are important decisions, and final decisions will be based on the interviewer's style preference, length of time for the study, and the research questions.

In our case study, we relied heavily on interviews to obtain information. I started interviewing the students three weeks after she began the implementation of art and craft activities in teaching vocabulary. I interviewed one randomly chosen student from her class for 15 minutes each week. The interviews were held in friendly conversation manner in the school library where the student and the teacher were alone in order to avoid the intervention from other students. I took notes during the interviews and then prepared the written record after each interview in order not to cause anxiety in participants. The questions in the structured interview (see Appendix II) directed to the students were open-ended questions on the nature of the art and craft activities, their use in class in vocabulary learning, how they liked the activities, and how the activities contributed to their vocabulary learning and retention. The questions, although worded differently, asked the same matters. The reason for this is to elicit as much response as possible from the students.

3.2.1.5.3. Classroom Observations During Activities

Observations are another important source of information in case studies because the interaction of individuals cannot be understood without observation. Early decisions need to be made about observations, including the number to be made and whether the observer and observed feel the researcher has received an accurate picture of the situation (Yin, 1994). Another decision involves whether to use observational protocols or more informal data collection. Observational protocols point the observer in specific directions and usually require tallies of different types of observed behavior. These tallies are a source of quantitative data. Deciding this often depends on purpose and study questions. All of these sources of data are usable in a case study. In developing the plan for the study, the researcher will need to determine which sources of data are feasible. Many times, this feasibility is

determined by the length of time the study will be conducted. Case studies can be conducted over time, with the researcher visiting the site to collect data for a few days at a time over a school year, or the researcher can spend 1 to 3 weeks at a site collecting data each day to complete the study.

In our study, the observation took place along with the implementation period of the art and craft activities for twelve weeks. I both conducted the activities in class and observed the students' attitudes toward the activities and the contribution of these activities to their vocabulary learning. She utilised an observation checklist prepared by herself (see Appendix III) and took notes on her observations to complete the overall picture obtained from the other data sources.

3.2.1.5.4. Diaries

Diaries in case study research design are utilized to listen to voices from the diary entries of the students (DeMarrais and Lapan, 2004). Most important at this point is reflection. Learners were expected to reflect their ideas, attitudes, feelings about the role of art and craft activities in vocabulary learning employed in the classroom setting by the teacher. For this very reason, each student in our study was asked to keep a personal account of classroom activities, feelings, discussions, interactions etc (see Appendix IV for the extracts from randomly selected diaries). The diaries collected in the end of the implementation period were subjected to content analysis to complement the overall data obtained.

3.2.1.5.5. Vocabulary Retention Tests

In our case study, five vocabulary retention tests (also art and craft activities characteristically) were used in order to reveal whether the implementation of art and craft activities contribute to meaningful storage of vocabularies in long term memory and retrieval of them easily (see Appendix V). Retention tests were administered every three weeks. Each test covered lexical items taught in the activities took place up to the administration of that test and was designed by teacher researcher. The fifth vocabulary retention test was an overall one to cover all the items taught and administered in the end of the implementation period of the art and craft activities.

3.3. Description of the Art and Craft Activities Implemented

In this section we will explain the art and craft activities implemented to teach the vocabulary items in our lesson plans throughout twelve weeks. According to the annual lesson plan prepared by the Turkish Ministry of Education, first three weeks of Fall term cover the Unit 1. titled “Hello, I’m Kim.” The unit is on greetings, introducing oneself and others, birthdays, and telling how old someone is. So, we designed our art and craft activities accordingly. Into the Unit 1. Lesson 1. are implemented two art and craft activities to teach the words targeted. Activities utilized are presented in Table 4.

Table 4. Activity description 1

Table 4: Activity description 1

Week 1 , 2, 3

Finger Puppet

A photograph of a white fabric finger puppet. It has a black face with two small black eyes and a black mouth. Red yarn is used for hair, tied around the top of the head. The puppet is shown against a dark background.

Subject: “What is your name” “My name is.....”

Time: 15 minutes

Aim: To develop creativity, motor skills, eye and hand coordination.

Linguistic aim: To learn to ask and say your and one’s name.

Vocabulary: name

Materials: a piece of fabric, scissors, glue, colorful felt-tip pens, ribbon, a piece of yarn.

In class: Students cut a square from fabric. They cut some yarn into small pieces. They wrap the square shaped fabric around the index fingers of their left hands. Then, they tie some ribbon around the first node of the fingers to make a head. They draw a face on the head. They glue the top of the head to stick the pieces of yarn to make some hair. So, each student has a finger puppet. Everybody gives a name to her/his puppet. They introduce their puppets to each other..

Birthday cake

A photograph of a birthday cake. The cake is round with yellow frosting. It is decorated with pink and orange frosting swirls. A single candle is visible on top. The cake is on a white base.

Subject: Numbers and birthday related words.

Time: 20 minutes

Aim: To develop creativity, eye-hand coordination, motor skills.

Linguistic aim: To revise numbers, and birthday greetings

Vocabulary: Numbers (1to 20), happy, birthday, birthday cake, candle.

Materials: Cardboard, scissors, glue, crayons.

In class: Students cut a big circle and one long rectangle ribbon from the cardboard. Then they curl the ribbon and glue the tips. Following this, students are asked to put the circle onto the rounded ribbon and glue them to each other. They cut some slots in the top of the cake to put the candles in it. Meanwhile, they prepare name cards; they cut a piece of cardboard and write their names with crayons on it. Then they stick their name cards in front of the cake. After the birthday cake is ready, they color the cake brown, and colour the candles with various colours. Teacher asks the students to repeat the word "birthday cake" after her. Students ask each other "how old are you?" and answer. While giving the answer, students slot the candles according to their age in the cake.

Along with their positive contribution to the children's creativity and motor skills in the preparation phase of the finger puppets and birthday cakes, in our observations, students often felt less self-conscious talking in English to the teacher and her/his classmates via a puppet.

During the fourth week, the teacher is supposed to teach the Unit 1. Lesson 1. titled "Where are you from?" The unit covers different countries and conversations on people from those countries. In the activity the students are involved, they are supposed to prepare postcards to be sent from a country they choose to their penpal living in another country. Table 6. depicts the activity and a sample postcard prepared by a student. This activity both contributes students cultural literacy on landmarks of different countries and teaches them the names of the countries helping them to make practice the structures "Where [are you; is s/he] from?", I/She/He am/is from?" in an entertaining ambience.

Table 5. Activity description 2

Week 4**Postcard****Subject:** Countries**Time:** 20 minutes**Aim:** To develop creativity, motor skills, eye and hand coordination.**Linguistic aim:** To be able to know the names of the countries.**Vocabulary:** Turkey, China, England, Egypt, Italy, Spain, the U.S.A., country, “where are you from?”**Materials:** 1/ 4 Colour cardboard, scissors, glue, colourful crayons, envelope.

In class: Teacher bring the pictures of landmarks which signify different countries. She shows them to students and they guess the countries which landmarks belong to. Then the teacher wants them to choose a picture to prepare a postcard. Each student chooses her/his own country’s landmark. They fold their cardboards into two. In the right part of the cardboard, they write their messages such as (from a student postcard);

Hello,**I ‘m Çisem.. I am from Italy. It is very beautiful. I like my country. Where are you from ?****Love****Çisem.**

In the left upper corner of the cardboard, they stick a picture of a famous landmark from their country. Then they colour the landmark and decorate their postcard.

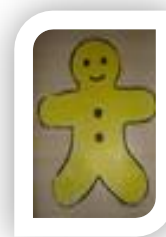
The Unit 1. Lesson 1. also covers classroom instructions introducing students the imperative structures (come in, go out, point to ..., look at the ...). With the help of the Gingerbread man activity, during the fifth week of the implementation, the students learn to carry out the instructions given by the teacher. After each student prepares her/his Gingerbread man as described in Table 6., the teacher asks some instructions in imperative form and the students are supposed to respond using their Gingerbread men. This makes learning the action verbs in imperative structures more enjoyable and easy to keep in mind because of their active involvement in the process.

We should not forget that students of this age are inquisitive and enjoy being active learners. For this reason, being a very traditional and widely used art and craft activity, Gingerbread makes their vocabulary learning process more meaningful and entertaining through hands-on experience.

Table 6. Activity description 3

Week 5

Gingerbread man puppet



Subject: Action verbs

Time: 20 minutes

Aim: To develop creativity, eye-hand coordination, to follow instructions, to practice cutting and drawing

Linguistic aim: to learn the action verbs in imperatives. To understand the given directions. To act out the directions.

Vocabulary: Come in, go out, sit down, stand up.

Materials: Gingerbread man puppet template, crayons of different colors, scissors, cardboard.

In class: Instructor gives the students photocopies of Gingerbread puppet, and asks them to glue the photocopies onto the cardboards. Then, students color the puppet brown and his nose, mouth, eyes black ; cut round the outline of the Gingerbread man; make holes in the lower part of his body for their fingers to go through; place their fingers through the holes and play with their puppet, making them sit down, stand up...etc.

Then teacher gives the children instructions that gingerbread man must do:
Gingerbread man come in, ...etc.

In the sixth week of our implementation period, students are presented the art and craft activities on numbers within the framework of the Unit 2. Lesson 2. titled “How many children are there?” Table 8. displays the activities to teach numbers. Two different activities have been used to teach the students to count from ten to a hundred in tens. Students enjoyed the activity because, especially, Bingo activity encouraged competition among them and led them to learn the subject easily.

Table 7. Activity description 4

Week 6

Bingo

Lesson: English

Time: 15 mn

Subject: Counting from 10 to 100 in tens.

Aim: To develop creativity, motor skills, eye and hand coordination.

Linguistic aim: To learn to count from 10 to 100

Vocabulary: Numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

Materials: White cardboard, scissors, crayons or markers, pencil, plastic bag.

In class: Students cut a rectangle from their cardboards. They divided it into five pieces horizontally and two pieces in width. They wrote randomly chosen five numbers on their cards from 10 to 100 in tens. Then they coloured their Bingo cards and five blanked parts with their favorite colours. Meanwhile, students cut small pieces of cards and they wrote the numbers with colourful crayons on it. They put them into a plastic bag. In order to introduce the game, teacher took a card from a plastic bag and said for example 30. Who has got 30 number on his/ her card, put a small card on the number. And they went on like this. Whose numbers were closed first said bingo and became a winner.



Numbers

Subject: Counting from 10 to 100 in tens.

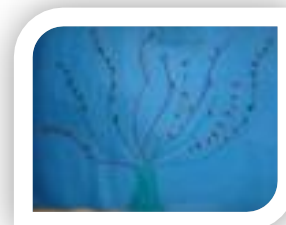
Time: 15 mn.

Aim: To develop creativity, motor skills, eye and hand coordination.

Linguistic aim: To be able to recognize the numbers; understand the given number; use the numbers in daily conversations.

Materials: Bird pictures, $\frac{1}{2}$ cardboard, pencil, crayons, glue, scissors.

In class: Students draw a big tree with ten branches. They color each branch with different color. Teacher gives the photocopy of bird pictures to each student. They stick the birds on the branches according to the numbers given by the teacher. For example she says; there are fifty birds in the yellow branch and students find the yellow branch and stick five birds on it. A bird is equal to number 10. Then they color the tree and the birds as they like.



I introduced months in the seventh week in Unit 2. Lesson 3. Since the coursebook does not include enough exercises on months, the activities assisted students a lot in learning the months of the year. Table 8. displays the activities on this subject.

Table 8. Activity description 5

Week 7

Months

Subject: Months

Time: 20 mn.

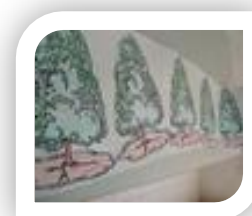
Aim: To develop creativity, motor skills, eye and hand coordination.

Linguistic aim: To learn the names of the months.

Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December.

Materials: White cardboard, crayons, photocopies of months, glue, scissors.

In class: Teacher brings four different pictures (ice- cream, snowman, leaf, tree) about seasons to class. She asks the class which picture represents which months. For example, she shows ice cream and asks which season it represents. Then, she says the months in English. After doing same procedures for other pictures teacher asks students what their favorite month is. She, then, gives each student photocopies of her/his favourite month picture as many as the number of the letters in that month's English name. Each student is asked to glue these pictures on a poestersize paper writing the letters of the month under each picture respectively.



Months II

Subject: Months

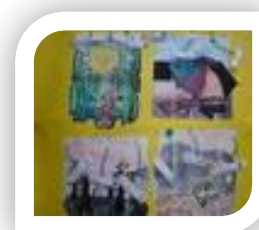
Time: 20 mn.

Aim: To develop creativity, motor skills, eye and hand coordination.

Linguistic aim: To practice the names of the months. To learn to say the names of the months .

Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December. **Materials:** White cardboard, colourful crayons, photocopies of months, glue, scissors.

In class: Teacher brings four pictures representing four seasons. She also gives them some paper stripes on which are the month with some letters missing. First, students complete the month names and cut them one by one and string them on a thread respectively. Then, they stick paper stripes under the suitable pictures of months on the cardboard.



Unit 3. of the students' coursebook is on adjectives and prepositions. Lesson 1. teaches adjectives, so the teacher supplemented the lesson with two activities on adjectives. Table 9. describes these activities.

Table 9. Activity description 6

Week 8

Adjective Envelope

Subject: Adjectives

Time: 15 mn.

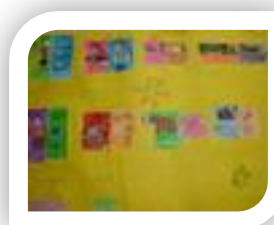
Aim: To develop creativity, motor skills, eye and hand coordination.

Linguistic aim: To be able to know the meanings of adjectives. To be able to say the opposite adjectives. To be able to match the adjectives with suitable pictures.

Vocabulary: fat, thin, heavy, light, hot, cold, easy, difficult, thin, thick, small, big, short, long, tall, short, young, old.

Materials: White cardboard, glue, crayons.

In class: Teacher gives two envelopes to each student. In first envelope, there are pictures about some adjectives. In second envelope, there are small cards on which adjectives are written. Firstly, teacher asks students to open their first envelopes. They open the envelopes and take the pictures out and try to find the antonym adjectives pairs. They stick the opposite adjectives on the white cardboard. Then they open the second envelope. This time they try to match the adjectives with their corresponding pictures and stick under them. After they complete that, they colour the pictures and the surface of the cardboard.



Adjective wheel

Subject: Adjectives

Time: 15 mn.

Aim: To develop creativity, motor skills, eye and hand coordination.

Vocabulary: fat, thin, heavy, light, hot, cold, easy, difficult, thin, thick, small, big, short, long, tall, short, young, old.

Linguistic aim: To revise the adjectives.

Materials: White cardboard, scissors, glue, colourful crayons.

In class: Teacher divides the class into two. She gives nine adjectives to each group. Students cut two big circles out of their cardboards. They divide them into nine equal parts. Teacher gives adjective pictures and adjective names to each group. They stick the adjective pictures onto a first circle and adjective names to second circle. They place the pictures and names on the top of the divided parts of the circle cardboards. They



place the other cardboard with a pin. They colour the pictures and adjectives. They put them in front of themselves. In pair, they turn the first cardboard and put their index finger on the desk. Whichever adjectives stop in front of their finger, students try to find the meaning of that adjective from the other cardboard.

The second lesson of Unit 3. is on prepositions. Considering the morphological distinction stemming from the word order variation between the two languages, Turkish as a postpositional and English as a prepositional language, it is assumed that Turkish learners of English might have certain difficulties in this respect (Göksel and Kerslake, 2005). For this reason, focusing on the problematic areas like this would facilitate the learners' task in learning English as a foreign language.

We devised two activities to supplement the relevant lesson. The details of these activities are presented in Table 10. First activity introduces the prepositions to be learnt and the second one gives opportunity to practice them. With these activities, we aimed at both facilitating the learning process of prepositions in English and developing the sense of accomplishment of the students as a side benefit of art and craft activities.

Table 10. Activity description 7

Week 9**Prepositions****Subject:** Prepositions**Time:** 20 mn.**Aim:** To develop creativity, motor skills, eye and hand coordination.**Linguistic aim:** To learn the prepositions. To be able to understand instructions about prepositions.**Vocabulary:** near, next to, between, on, under.**Materials:** Photocopies of a picture, colourful crayons.

In class: Teacher gives a picture to each student. Students try to find the missing object (kite) in the picture according to instructions given. There are 13 instructions. Each instruction has a secret letter. Finding them one by one, they place the secret letters in a suitable blanks. When they find all of the secret letters, they read the secret message and find where the missing object is. Then, they colour all the picture highlighting the kite.

**Preposition II****Subject:** Prepositions

Aim: To develop creativity, art skills, motor skills, eye and hand coordination. (assessment)

Time: 15minutes**Vocabulary:** between, near, next to, under, on

Linguistic aim: To be able to place the objects according to given instructions. To be able to know the meanings of prepositions.

Materials: Photocopy of a picture, black pencil, colorful crayons.

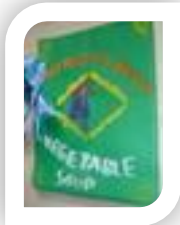
In class: Teacher gives a picture with two trees, a house and a swing nearby on it. Teacher asks students to follow her instructions and draw some objects. For example teacher says; draw flowers between the trees, or draw a cat near the house... etc. When they complete the picture, students colour their pictures as they wish.



In the next activity implemented in week 10, we aim at providing the students with some supplementary exercise to teach vocabulary in Unit 4. Lesson 1. titled "I can't drink this soup." The activity is basically on some vegetable related words and preparing a soup recipe

which the students enjoyed very much and spent an arduous effort to prepare. The details of this activity below in Table 11.

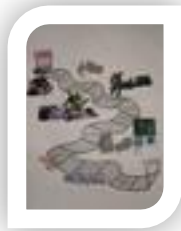
Table 11. Activity description 8

Week 10	
Soup recipe	
Subject: Recipe book	
Time: 20 minutes	
Aim: To develop creativity, art skills, motor skills, eye and hand coordination.	
Vocabulary: soup, vegetable, salt, carrot, onion, delicious, hungry	
Linguistic aim: To practice “there is..., there are ...”	
Materials: Color cardboard, scissors, a piece of yarn or ribbon, crayons, deleccek.	
In class: Teacher shows her “recipe book” and describes students how to prepare one. Students cut thirteen pocketbook-size rectangles from color cardboards and make two holes on their vertical sides. They cut the six of the thirteen cardboard pages in the middle in circular shape so that a finger puppet would read the “recipe book” from the hole. Students put the thirteen rectangle cardboards, six with the holes alternatively, onto each other. Each student writes the book’s title “My recipe book” at the top of the page and “vegetable soup” at the bottom. In the first page they write “I am Hungry”. Then each student decide which vegetables to put into her / his soup. Then, on each page they write one vegetable such as; there is a carrot....etc. and draw the vegetable’s picture under the sentence. The recipe book is finished by “Mmmm, the soup is delicious”. Students draw a soup under this sentence. As a final step, they bind their book with a ribbon through the holes on the left vertical side. So, each student has her/ his own vegetable soup recipe book.	

In the eleventh week, we applied an activity called “action dice” to teach some action verbs, namely *dance*, *carry*, *run*, *swim*, *touch*, *draw*, and *solve*, presented in both Lesson One and Two of Unit 4. The activity was enjoyed and welcome by students very much because it not only included art and craft features but also an entertaining game with the end-product.

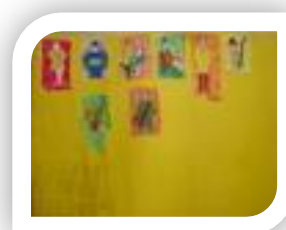
Table 12. describes the nature of this activity and displays one of the *Action dice* cards prepared by the students.

Table 12. Activity description 9

Week 11 Action dice Subject: The words “dance, carry, run, swim, touch, draw, solve.” Time: 20 minutes Aim: To develop creativity, art skills, motor skills, eye and hand coordination. Linguistic aim: To learn the meanings of the action verbs and use them in daily conversations. To be able to recognize them in sentences. Materials: Photocopy of racetrack picture, photocopy paper slips of the pictures of verbs <i>dance, carry, run, draw, solve</i>, scissors, glue, crayons, cardboards. In class: Teacher divided the class into two. First of all, each group prepares their own dice from cardboard. Then teacher gives a photocopy of the racetrack, and the pictures of the above mentioned verbs to each group. Groups stick the pictures on the verb boxes accompanied by numbers on the racetrack and color them. Then the game starts, each group member throws the dice in turn and according to the number they get, they act the corresponding verb on the picture. Successful performers gain score.	
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The final art and craft activities we implemented were on different job-related vocabulary items. This activity took place during the Week 12 and devised to teach the vocabulary items in Unit 4. Lesson 2. Table 13. describes the details of the activity implemented.

Table 13. Activity description 10

Week 12**Jobs****Subject:** Jobs**Time:** 20 minutes**Aim:** To develop creativity, art skills, motor skills, eye and hand coordination.**Linguistic aim:** To learn the names of the jobs. To be able to recognize the job names. To be able to ask and answer about job names.**Vocabulary:** doctor, nurse, dentist, teacher, cook, barber, air-hostess, pilot, farmer, secretary**Materials:** Photocopies of job pictures, glue, scissors, crayons,**In class:** Teacher gives each student two sheets. On sheet one, there are pictures about different jobs such as doctor, nurse, secretary...etc. On sheet two, there are questions and answers about jobs such as “*What is his job?*”, “*He is a doctor*”. Each student reads the sentences on sheet two and try to find the corresponding job pictures on sheet one. Then, they cut the job pictures and stick them under the related sentences. Following this, they color the pictures. The student completing the activity becomes the winner.**Jobs II****Subject:** Jobs**Time:** 15 minutes**Aim:** To develop creativity, eye-hand coordination, motor skills.**Linguistic aim:** To learn and recognize job names.**Vocabulary:** doctor, nurse, dentist, teacher, cook, barber, air-hostess, pilot, farmer, secretary **Materials:**

Various job pictures, glue, cardboard, crayons.

In class: Teacher gives job pictures but these pictures are cut into three pieces and scrambled. Each part has a number. Students are supposed to find the correct pieces and stick them together. Then they color the pictures using crayons. Then they fill in the blanks in the boxes with suitable numbers which consist job pictures.

Although we call this as the last activity implemented in class, in fact, I has been continuing using art and craft activities in her class because she and her students believe the benefits of these activities. The benefits gained from these activities are described in the

sections and next chapters covering data analysis, discussions, and further suggestions for teachers to use these sort of activities in their classes.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

At this point, we have been faced with reams of data. As Hays (in deMarrais and Lapan, 2004) states sorting out the data and making meaning can be likened to solving a mystery. In data analysis, we search through the data to follow patterns of consistency in the data to a final decision. Reflection becomes as important for us. Patterns that emerge when all the data are reviewed are important, but occasionally a single occurrence provides meaning and makes sense of all the patterns. Therefore, in our case study, we do not rely on repeated instances as the only means to reveal meaning. We keep our research questions foremost in our mind. There might be many pieces of interesting and exciting data that do not relate to the research questions in any way. This data needs to be set aside while we focus on the research questions. Our intention in this case study is to answer questions, not to provide a complete picture of the site. Using the research questions as a guide, all of the data needs to be taken apart while we are looking for relationships and then reassembled to explain the case. This process requires data reduction as the data is analyzed with the purpose being to sort, focus, and reorganize the data that allows for drawing final conclusions (see Table 3).

Accordingly, in the following subsections, after the analysis of the attitude questionnaire (see Appendix I), we are going to analyze the data taking our three research questions respectively lest deviate from our focus on the purpose of our study. By the same token, we are going to analyze the data addressing to each research question (see Table 3.) on an individual basis and then try to see the complete picture.

4.2. Attitude Questionnaire

As we mentioned in Section 3.2.3.1., a twelve-item attitude questionnaire was administered prior to the implementation period to investigate her students' attitude towards English language class and vocabulary learning. The questionnaire consisted of two parts. In

Part A, questions aimed at revealing the students' attitudes towards English class in general. The questions in this part are as follow:

1. How much do you like to study English?
2. I were asked to choose, my favourite English classroom activities would be (please put the following items in order of your priority).
3. The most challenging parts of learning English (please put the following items in order of your priority).
4. If I could make my own decision (rather than decision made by my parents or school authorities), I will choose to attend the English class.

When we consider the answers to the first questions, we see that nine students chose the option "I like it very much " and one "I like it" displaying very positive attitude towards learning English. In the second question, we presented them eight options, namely *reading*, *writing*, *listening*, *speaking*, *pronunciation*, *watching videos*, *songs and chants*, *playing games*, and *craft activities* (*cuting*, *drawing*, *sticking*, *colouring*). The main priorities of the students accumulated on the three options presented. They listed their mostly preferred activities as **songs and chants**, **craft activities** and **playing games** consecutively. Learners at this age level have an instinct for play and fun. Such activities are included within their natural routine. Although they had not been introduced to art and craft activities in English class before our study, they thought it would be fun to combine these sort activities with English learning because of their age-related natural tendency. This positive motivation hinted us about their readiness to accept these activities in English class. As for the third question, they were presented the options of *listening*, *speaking*, *reading*, *writing*, *pronunciation*, *vocabulary learning*, and *grammar*. They found **vocabulary**, **grammar**, and **pronunciation** sequentially the most challenging parts of learning English. As can be inferred from this result, the purpose of our study is confirmed with the students' choice of *vocabulary* as the most challenging part of their study of English. As a final question of the first part of the questionnaire, when they were asked whether they would attend English class at school on their own will, they all consented displaying their willingness to learn English.

Part B of the attitude questionnaire is on vocabulary learning with the following questions:

1. How much do you like to learn new vocabulary in your English class?
2. I associate new English words with what I already know.

3. I make a drawing, either in my head or on paper, to help me remember a new word. (For example, when I learn the word *bike*, I picture a bike in my head.)
4. I learn new words in sentences.
5. I use picture cards to memorize new words.
6. I review often.
7. I often review newly learnt vocabulary or expressions by repeatedly writing.
8. I often review newly learnt vocabulary or expressions by repeatedly mouthing.

Since almost all of the students have positive attitude towards learning English, they responded the first question stated above in a positive manner saying they liked it very much. This is probably because they see vocabulary learning as an essential part of learning English. However, as we infer from their responses to the rest of the questions asked to find out their vocabulary learning strategies, they do not have a very clear idea about how they should study to learn new words. This is because they answered all the questions in an equal manner saying they utilized all strategies. However, this does not seem possible for their case because they had never been introduced to some of these ways of learning new words, namely using picture cards, drawing the concept in their heads or on a paper, or studying words in sentences. Vocabulary learning is challenging in their views but they do not know how to cope with it.

Of course, another possibility that should not be overlooked is that they might be saying they used all with a thought that such an answer would please their teacher. So the results of the questionnaire show that students need to be taught or need an explicit help in coping with newly introduced vocabulary items.

4.3. Research Question 1.

Our first research question is *whether there is a relationship between the effective vocabulary learning and the use of art and craft activities*. In order to answer this question, we have utilized the teacher researcher's classroom observations and vocabulary retention tests. The classroom observation checklist we utilized included nine criteria:

- **involvement:** students' act of sharing in the activities of a group
- **motivation:** students' condition of being motivated
- **pleasure:** students' gain from an activity that affords enjoyment

- **attentiveness:** students' being observant and paying attention
- **self-confidence:** students' belief in themselves and their abilities
- **persistence:** students' attention for a continuous and connected period of time
- **self-learning:** students' own learning in an autonomous manner
- **subject matter competence:** students' quality of being adequate
- **social interaction:** students' mutual or reciprocal action

Table 14. Observation Sheet Results for Weeks 1-4.

		<i>Involvem.</i>	<i>Motiva.</i>	<i>Pleasure</i>	<i>Attentiveness</i>	<i>Self-confidence</i>	<i>Persistence</i>	<i>Self-learning</i>	<i>Sbj. matter competence</i>	<i>Social interaction</i>
Week 1	High	✓	✓	✓	✓					
	Medium									
	Low					✓	✓	✓	✓	✓
Week 2	High	✓	✓	✓	✓					
	Medium									
	Low					✓	✓	✓	✓	✓
Week 3	High	✓	✓	✓	✓		✓			✓
	Medium									
	Low					✓		✓	✓	
Week 4	High	✓	✓	✓	✓		✓	✓		✓
	Medium					✓			✓	
	Low									

I tallied this checklist for each activity taking her classroom observations as basis for twelve weeks.

The result of this observation checklist (see Appendix III) reveals that, except for the first four weeks, students displayed high performance for all above mentioned criteria after teacher researcher began implementing the art and craft activities for vocabulary teaching in

class. In the first four weeks, students had some adaptation problems to the activities (see Table 1.), because that was the first time they had ever been involved in activities calling for their productive and creative abilities.

As can be inferred from Table 4., in the first two weeks of the implementation period, the researcher observed that students lacked self-confidence, persistence, self-learning, subject matter competence and social interaction with peers in carrying out the activities. This is probably because they are accustomed to being taught in a traditional way of teaching vocabulary items in classroom setting. I observed that the students displayed a hesitant attitude in their performance and continuously expected some sort of prompt from the teacher in every step of the activities. However, they gradually adapted themselves to this new way of learning and improved to gain the abilities they lacked within four weeks. After four weeks, they all displayed successful adaptation to the art and craft activities in learning the new lexicon.

From the fifth week on, I have not observed any problem regarding the students' adaptation to the art and craft activities (see Appendix III for the Observation Sheet Results for Weeks 1-12.). On the contrary, the students benefited a lot from the activities and successfully learnt all the lexical items targeted easily. Since, art and craft activities required hands-on experience, students always had to listen to the teacher's simple instructions in the target language in order to complete an activity. This not only made contributions to their vocabulary learning but also to their listening skills. Activities like free painting and drawing are important as children enjoy these activities and feel that they are free to do whatever they like. For this reason, according to the teacher researcher's observation, these activities helped them to be more comfortable and free from anxiety in their learning process. Making and creating new things, e.g. Bingo, a Gingerbread puppet and other arts and crafts activities, through English, brought the language alive and made it satisfying for the students while also making it fun. This, consequently, motivated them, encouraged them to be involved in the activities actively, fostered persistence and self learning, and intensified their attentiveness. Moreover, as stated by Halliwell (1996, p.5), it is a fact that children can learn best indirectly and "... children delight in imagination and fantasy. It is more than simply a matter of enjoyment, however. In the primary school, children are very busy making sense of the world around them." Accordingly, we, definitely, could claim that our classroom observations

reveal a positive reciprocal relation between the effective vocabulary learning and the use of art and craft activities to answer our first research question.

Supporting our claim based on our classroom observations, results of the retention tests administered every three weeks display the students' improving performances on vocabulary learning through the activities. In these tests, all of the students without any exception displayed a significant performance affirming the role of art and craft activities on the long-term retention of the lexical items taught. The following table presents the nature of the vocabulary retention tests administered and corresponding student performances.

Table 15. Results of vocabulary retention tests.

Retention Tests	Description	Student Performance
#1	Students are expected to prepare their own colorful identification posters using the target vocabulary.	100%
#2	Students are expected to complete and color the sketch consisting of dots depicting imperative phrases taught in class. Then, they find, cut, and stick the appropriate imperative phrases on scrambled paper stripes prepared by the teacher under corresponding pictures.	100%
#3	Students are expected to fill class birthday chart using vocabulary and icons of months of the year.	100%
#4	Students are expected to connect the numbered dots to complete five different pictures depicting some animate and inanimate objects in different spatial locations. Afterwards, they complete the sentences to describe the position of those objects in relation to another objects to answer the related questions.	100%
#5 (overall)	Students are expected to read a sheet with can-do sentences in balloons on it. Afterwards, they color the ones with sentences they can really do.	100%

As we can clearly infer from the results of both classroom observations and the vocabulary retention tests, the implementation of art and craft activities contribute to the effective vocabulary learning of the students in our case study answering our first research question positively.

4.4. Research Question 2.

Our second research question seeks answer to the question of *whether the implementation of art and craft activities in the classroom setting increase the students'*

interest and motivation in learning vocabulary and facilitate the process. To answer this question, we will utilize the data obtained from the interviews with students, diaries, and classroom observations. In order to read the overall responses to the questions we obtained from students in our interviews, please see Appendix VI.

In the interviews, five open-ended questions were asked to inquire the students' perception of art and craft activities in class. The questions basically asked about the use of these activities in class for vocabulary learning, how students like these activities, and how the activities contribute to their vocabulary learning and retention (see Appendix II). In point of fact, the questions, although worded differently, asked the same matters. The reason for this is to elicit as much response as possible from the students.

Teacher researcher's first question is *whether the student believes the various activities they have in classroom make English class more enjoyable and easier.* As can be inferred from Table 16, all the students express their positive feelings about art and craft activities they perform in the class stating that:

- they enjoy the activities a lot;
- the activities facilitate their vocabulary learning;
- they can keep the words in their mind easily in this way
- they have good time in class

In their words, students say that:

- *Yes, I do. Our classes are very enjoyable and easy. I don't want the bell ring. I love you and your class. I get bored in the other classes.*
- *Yes. I do. When I was in the fourth grade, I never understood English. Because of that, I didn't like English. But this year, English is my favorite lesson. I like it very much. Our lessons are very enjoyable.*
- *Yes, I do. Thanks to the activities, our English lesson is very enjoyable and I learn the English words easier and more quickly.*

The second question was on *what the student's opinions about the activities they had in class were.* The answers to this question by all students were similar as follow:

- they believe that the more they are involved in art and craft activities, the more they learn
- they like learning new vocabulary by doing craft activities like cutting, shaping, and sticking

- the activities create a competitive environment in class

The third question has two parts asking *how they feel when they are doing the activities during class and after class, when they are home*. Almost all of the students respond this question in the same way stating that they really enjoy doing the activities in class. They also say that they share their enjoyment with their families by showing the activities and explaining them when they go home after school. Some also say that they revise the new words by looking at their activities at home.

As for the fourth question *investigating activities' contribution to their vocabulary learning*, all students, some giving very specific examples, stated that they definitely learn the new vocabulary items better in this way because the activities help them remember even if they forget. Some say that the activities involve them in the learning process so they never forget.

The last and the fifth question asks *whether the student easily remembers the vocabulary items s/he learns when s/he sees or thinks about the activities they have in class*. Students, without any exception at all, have a positive response for this question too. According to them, thanks to the art and craft activities they do in class, they can easily make a visual mental association between the new words they learn and their performances. This helps them retrieve the words in a self-referent manner.

Considering the overall responses to the interview questions, we could claim that the implementation of art and craft activities in the classroom setting increase the students' interest and motivation in learning vocabulary and facilitate the process answering our second research question. To confirm this judgement, we would like to cite some quotes from student diaries, which they kept during the classroom implementation period for twelve weeks, below (translated by the teacher researcher):

- *We learnt the English words better through these activities.*
- *I learnt the words better.*
- *Without the activities, we would not keep the words in our minds.*
- *Activities are very entertaining.*
- *I am very happy with the activities.*
- *I am having fun while doing the activities.*
- *I like these activities very much.*
- *I learnt a lot of new words with these activities. Words are much more permanent now.*

- *I can easily remember the words by visualizing the activities we do in class in my mind.*
- *These activities make our English class more enjoyable.*
- *Withouth these activities, I would easily forget them [new vocabulary].*
- *Thanks to these activities, I can easily remember the words.*
- *I like cutting, shaping, sticking, coloring, and completing the pictures very much.*
- *With these activities, I like our English class more.*
- *With these activities, I never forget [the new words]. Otherwise, I would easily forget them.*
- *Our teacher brings many wonderful activities into the class. The lesson flies away without realizing it. We like it [English class] very much.*
- *I would like to do the best activity in class everytime we do that [a craft activity].*
- *I think I will learn English if we go on like this.*

As cleary articulated in students' diary entries, art and craft activites contribute the vocabulary learning part of their English class with a colorful, entertaining, and informative experience. These entries back up our findings from the interviews as far as the benefits of these activities as put forward in our second research question.

Even more support comes from our classroom observations. all classroom observations, except for the students' low performances in some areas for the first four weeks (see Section 4.3., Table 14.), proved to be rather succesfull in terms of students' performances and consistent. We can understand this better when we consider the observation sheet displaying the results of the weeks 5-12 in Table 16.

So, with the support of our data, we can claim that the implementation of art and craft activities in the classroom setting *do* increase the students' interest and motivation in learning vocabulary and facilitate the process.

4.5. Research Question 3.

In the beginning of our case study, as a third research question, we asked *whether the implementation of art and craft activities contribute to the efficient storage of lexical items in long term memory and retrieval of them easily*. So far in the data analysis conducted to find answers to two prior research questions, we also partially answered this question. The diary entries of the students, for example, revealed that art and craft activities are very efficacious for the long-term memory effect and retrieval of the lexical items with ease. As we cited before, students often state this as follow:

- *I can easily remember the words by visualizing the activities we do in class in my mind.*
- *I learnt a lot of new words with these activities. Words are much more permanent now.*
- *Thanks to these activities, I can easily remember the words.*

Moreover, during the interviews, when I asked questions about the contributions of these activities to their vocabulary learning, some students answered the question in the following words:

- *When I try to remember the vocabulary, I just think how we did the activity. I remember immediately.*
- *For example, I was always confused about the country names. However, after preparing a postcard about countries, I never forget my country's and my friends' countries' names.*
- *For example, I learnt that "farmer" means "çiftçi" very well. When I think of the word "farmer," picture of farmer and the activity we did in class come to my mind.*
- *For example, when I saw "countries" subject in the book, I was worried about how to learn all of those country names. But, after*

preparing and writing a postcard, I learnt my country's name and my friends' countries' names very easily.

We think that these entries directly answer our last research question. Furthermore, as the results of vocabulary retention tests (see Table 15. in Section 4.3) demonstrate, all of the students exhibited significant performance proving the significant contribution of art and craft activities to the long-term retrieval of the lexical items.

As an overall line of to take for our three research questions, in our data analysis, we found that there is a closely correlated relationship between the art and craft activities implemented and effective vocabulary learning; these sort of activities not only increase the students' interest and motivation in learning the target vocabulary but also foster long term memory and retrieval.

As also confirmed with our findings from the data sources, our activities, in conformity with Halliwell's suggestion (1996) that young learners' mental and physical occupations are essential components to be considered, contributed vocabulary teaching in classroom setting with entertaining, indirect learning, meaningful, and dimensional atmosphere.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In our study, we have followed a case study design to investigate the role of art and craft activities in vocabulary teaching. In the previous chapter, we presented our data analysis and the results of this case study. In this chapter, we will present a brief discussion of the topic and conclusion, and limitations of our study and the suggestions for further studies.

5.2. Discussion and Conclusion

A great number of studies has been done on the influence of motivation and attitudes upon the learning process and it is generally acknowledged that there exists an interrelationship between a child's disposition towards a certain subject and his level of achievement (Strong 1984; Gardner 1985; Crookes & Schmidt 1989; Ellis 1994; Schumann 1997). In the area of English Language Teaching, particularly where young learners are concerned, the teaching materials developed in recent years are carefully designed to promote the pupils' motivation by tackling subjects that appeal to their age group as well as by proposing highly stimulating tasks involving their favourite activities. Art and craft activities are, of course, have been part of these efforts.

As also mentioned before, art offers us plenty of opportunities for self-fulfillment in the classroom thanks to its large number of materials and processes enabling students to choose appropriate ways for communicating their ideas, feelings, thoughts. Participation in the art related activities also ease coordination between hands and mind, assist development of psychomotor, emotional, and cognitive skills. Art activities to be implemented in the classroom setting are limitless and full of possibilities for exploiting each child's creative imagination.

Craft activities usually enable students to participate in the production of some work, and most of the products will be very similar. Craft activities could be made more suitable for children if the materials and designs for decoration are selected by the children rather than

dictated by the teacher. However, this is not always possible with limited sources as in our study. The planning, decision making, and self expression which are very significant in art are not easily available in craft activities because the outcome is set in advance (Brewer, 2004).

However, art and craft activities, when they are integrated, both free and guided, develop children's eye-hand coordination and fine motor skills, and should be a usual characteristic of E.L.T. classes of young learners. Making and creating new things, for example, a finger puppet or a postcard, through English, will bring the language alive and make it satisfying for young learners while also making it fun (Holderness and Hughes, 1997).

Following the proposal Cameron (2001) put forward that vocabulary learning is best attained via actions that learners take to help themselves understand and remember vocabulary, in our case study, we aimed at investigating the effects of using art and craft activities to facilitate the retrieval of the lexical items taught, which is the common problem encountered in teaching and learning process. The implementation of art and craft activities within the classroom allows an invitation to be extended for children to share the themes found in the playground of their minds. As teachers allow for child/teacher-initiated activity of this sort, a sense of responsibility and agency in the learning process is enhanced for the learners. This is very well articulated by Paley (1990, p.42) as "We are never in error when we use the children's own language and imagery to help further their design". Children utilizing ordinary stationary and materials, along with essential peer and teacher interactions, can expand the conceptual accomplishments in their vocabulary learning process. Moreover, this will guide teachers into a meaningful tapping of the emerging, developing ideas of childhood.

In Chapter IV, we have already presented the findings of our case study. The findings reveal that art and craft activities contribute to the vocabulary teaching and learning process to a great extend. However, the question that emerges from this case study, as must emerge from all sort of research studies, is the question of "so what?" What are we to do with the findings of such qualitative insights to the beliefs and perceptions of a single teacher researcher of young learners?

Of course, more studies of this nature and of the quantitative type will provide further direction since it is essential for educational research to feed into the consideration of material and program developers. Only in this manner is there any major possibility to effect change in classroom practice of teaching vocabulary or other components of language through art and

craft activities on a large scale. Researchers discovering the implications for learning through need to have a strategy for communicating to the material developers who continue to impact the classroom practice.

5.3. Limitations of the Study

While the present case study successfully supported the effect of the implementation of art and craft activities in vocabulary teaching in order to enhance their children's vocabulary development in English, certain limitations of the study should be addressed.

First of all, the number of participants for this study was small. While the results were clear, a larger sample of subjects would have allowed for greater confidence in the results. The availability of sources of the school and the students are limited due to the lower economic status of the families. Since the school is located in a remote village in Adana, students' access to stationary and other materials are rather restricted. So, the activities were limited to the materials available to students immediate environment. This negatively effected the variety of art and craft activities implemented. With better logistic and material support, such activities could yield much better student performances.

5.4. Suggestions for Further Studies

While the present study found the considerable effect of the implementation of art and craft activities on vocabulary learning in young learners, more studies are needed to confirm and generalize the findings of the study. First, it is needed to have follow-up data to see the long-term effect of these activities on the retrieval of lexical items. Another line of studies needed would be a qualitative study, which examines the effect of the these activities on vocabulary learning process for an extended time period.

As studies done in the field of first language acquisition, a comprehensive investigation on the application of art and craft activities in teaching English to young learners would become a helpful guideline for scholars and specialists in this field developing materials, methodologies or programs.

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Appendix I Attitude Questionnaire

A- Aşağıdaki soruları cevaplayınız.

1- İngilizce dersini ne kadar seviyorsunuz?

- Çok seviyorum.
- Seviyorum.
- Biraz seviyorum.
- Sevmiyorum.
- Hiç sevmiyorum.

2- İngilizce dersinde kelime öğrenmeyi ne kadar seviyorsunuz?

- Çok seviyorum.
- Seviyorum.
- Biraz seviyorum.
- Sevmiyorum.
- Hiç sevmiyorum.

3- İngilizce dersinde en çok aşağıdakilerden hangilerini yapmayı seviyorsunuz? Lütfen önem sırasına göre sıralayınız.

- Okuma
- Yazma
- Dinleme
- Konuşma
- Telaffuz etme
- Video seyretme
- Şarkı ve tekerleme söyleme
- Oyun oynama
- El işi (Kesme, boyama, yapıştırma)

4- İngilizce dersinde en çok aşağıdakilerden hangilerini yaparken zorlanıyorsunuz? Lütfen önem sırasına göre sıralayınız.

- Dinleme
- Konuşma
- Okuma
- Yazma
- Telaffuz etme
- Kelime ezberleme
- Dilbilgisi

B- Aşağıdaki sorulara Evet veya Hayır olmak üzere cevap veriniz.

- 1- Yeni öğrendiğim İngilizce kelimelerle önceden bildiğim kelimeler arasında bağlantı kurarım.

Evet

Hayır

- 2- Yeni bir kelimeyi hatırlamama yardımcı olması için kafama veya kağıda resmini yaparım. (Örneğin; İngilizce’de bisiklet kelimesini öğrenirken, kafamda bisikleti canlandırırım.)

Evet

Hayır

- 3- Cümlelerdeki yeni kelimeleri ezberlerim.

Evet

Hayır

- 4- Yeni kelimeleri ezberlerken resimlerden yararlanırım.

Evet

Hayır

- 5- Sık sık tekrar ederim.

Evet

Hayır

- 6- Yeni öğrendiğim kelimeleri veya ifadeleri defalarca yazarak tekrar ederim.

Evet

Hayır

- 7- Yeni öğrendiğim kelimeleri veya ifadeleri sık sık sesli olarak tekrar ederim.

Evet

Hayır

- 8- Kendim karar verecek olsaydım, İngilizce dersine katılmayı tercih ederdim.

Evet

Hayır

Appendix II Structured Interviews

Questions	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Do you believe the various activities we have in classroom make English class more enjoyable and easier?	Yes, I do. We learn the subjects which seem difficult easier with the help of activities. Also they remain in our mind better.	Yes, I do. Our classes are very enjoyable and easy. I don't want the bell ring. I love you and your class. I get bored in the other classes.	Yes, I do. With the help of these activities, I like you and English class better. Because, with these activities, we learn English vocabularies in an easier and more enjoyable way.	Yes. Our English class is very enjoyable.	Yes. I do. When I was in the fourth grade, I never understood English. Because of that, I didn't like English. But this year, English is my favorite lesson. I like it very much. Our lessons are very enjoyable.	Yes. Our English lessons are very enjoyable.	Yes, I believe indeed. I like English lesson very much. Because we do very enjoyable activities in class.	Yes, I believe. By doing different activities in each lesson, we learn English words better. Our English lessons are very enjoyable.	Yes, I do. The activities we do are very enjoyable. With the help of these activities, English lesson becomes easier for me. I have a good time in class.	Yes, I do. Thanks to the activities, our English lesson is very enjoyable and I learn the English words easier and more quickly.
What are your opinions about the activities we have in class?	I am happy that we study English doing these kind of activities this year. Because these activities are enjoyable and we learn better. I think, the more activities we do, the more we learn.	I think good things about our activities. You bring the activities to help us learn better. I believe that, with these activities, my English will be better.	Activities we do in the class are very enjoyable. I do them with great pleasure. I like cutting, drawing and sticking very much.	I like the activities we do in class. I learn better and permanently with the help of these activities. While I am doing the activities, I, all of a sudden, learn them easily and have a great time.	While doing the activities, I feel both happy and excited. I want to be the first to finish the activity. We do very enjoyable activities. I don't want the bell ring. Also, I want to do these kinds of activities in other classes. Because activities help us learn permanently.	I like the activities you bring to class. I eagerly participate in them.	Activities are very fun to do. I have great fun in English classes.	I participate in the activities with a great desire. I listen to you carefully. I want to be the one whose work is the best.	In class, we do different kinds of entertaining activities. I am looking forward to having English classes. With the help of activities, I learn English permanently.	With the help of these activities, I like English more. Because I don't have difficulty in learning vocabulary. Also, I don't forget them.
What do you feel when you are doing the activities in class? What do you feel about them after the class?	While we are doing the activities in class, I enjoy them very much. I wonder what you are going to bring us for the next class. When I go	In class, I try to make the activities correctly and perfectly. After the class, I think that I can only learn better if I do activities.	While doing the activities in the class, I have a great fun. When I go home, I show the activity we do in class to my mother. I explain how I did it and say	In class, I try to make the activities perfectly. When I go home, I show them to my mother and she likes them too.	While doing the activities in class, I feel happy.	I enjoy them very much. For example, when we had an activity about jobs, I revised the job names by myself looking at the pictures. When I go home, I think about the	In class, I try to make the activities very good.	I think that our English class is very entertaining. If I miss an activity, I try to keep up and learn the words.	While doing the activities, I feel so good. I listen to you carefully and I want to do the most beautiful activity. When I go home, I show the activity I did in	While doing the activities, I want to do my best and learn the words perfectly. When I go home, I revise the new words looking at my activity.

	home, I study the words we learn in class.		which vocabularies I learnt.			activities we do in the class			class with a great pleasure.	
Do you believe that the activities we have in class have positive contribution to your vocabulary learning?	Yes, I believe. Thanks to the activities, I don't forget the words. I remember all of them.	Yes. For example, when I saw "countries" subject in the book, I was worried about how to learn all of those country names. But, after preparing and writing a postcard, I learnt my country's name and my friends' countries' names very easily.	Yes, I do. I certainly learn many of the words while we are doing the activities.	Yes, I do. For example, I couldn't learn the words last year. I always forgot them. But this year, I can always remember.	Yes, I believe. When I was in the fourth grade, I couldn't learn any words. By cutting, colouring, and sticking, I have great fun and I learn easily.	Yes, certainly. We learn the words without getting bored at all. Furthermore, I enjoy the class very much.	Yes, I do. I can keep the words in my mind easily.	Yes, I believe. With the help of the activities, I learn the words easily.	Yes, I believe. For example, I learnt that "farmer" means "çiftçi" very well. When I think of the word "farmer," picture of farmer and the activity we did in class come to my mind.	Yes, I do. Last year when I was in the fourth grade, learning vocabulary was difficult and boring for me. But this year I automatically learn the words when I am involved in the activity.
When you see or think about the activities we have in class, do you easily remember the vocabulary items we learn?	Yes. When I try to remember the vocabulary, I just think how we did the activity. I remember immediately.	Yes, I remember them.	Yes, I remember.	Yes. I can make association with the words and activities.	Yes, I remember.	Yes, I remember.	Yes. For example, with "Finger Puppet" "I learnt asking and telling our names"	Yes. For example, I was always confused about the country names. However, after preparing a postcard about countries, I never forget my country's and my friends' countries' names.	Yes, I remember. Because when I think one of the activities we did in class, words come to my mind. When I think about a word, the activity about it we did in class comes to my mind automatically.	Yes, I can make a connection between the words and the activities easily

		<i>Involvement</i>	<i>Motivation</i>	<i>Pleasure</i>	<i>Attentiveness</i>	<i>Self-confidence</i>	<i>Persistence</i>	<i>Self-learning</i>	<i>Sbj. matter competence</i>	<i>Social interaction</i>
Week 1	High	✓	✓	✓	✓					
	Medium									
	Low					✓	✓	✓	✓	✓
Week 2	High	✓	✓	✓	✓					
	Medium									
	Low					✓	✓	✓	✓	✓
Week 3	High	✓	✓	✓	✓		✓			✓
	Medium									
	Low					✓		✓	✓	
Week 4	High	✓	✓	✓	✓		✓	✓		✓
	Medium					✓			✓	
	Low									
Week 5	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 6	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 7	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 8	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 9	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 10	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 11	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									
Week 12	High	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Medium									
	Low									

Appendix III Observation Checklist

Appendix IV Sample Extracts from Learners' Diaries

“Today, we learnt how to prepare a Gingerbread Man. I was very excited while doing this activity. Everybody was happy and we liked Gingerbread Man very much as a class. “

Çisem Aktay

“Today, we made mounths activity in class. It was very enjoyable. I can say the months in English very easily now. This kind of activities help me learn new vocabulary in an easy and fun way. Moreover, I like English class more this year thanks to these activities.”

Sefa Arslan

“We had an activity about jobs in English class today. During the activity, I had that feeling that I could do the best jobs activity in class. I think I will learn English very easily and in a better way if we keep doing activities like this in class. My friends and I had great fun.”

Onur Işık

“Our Eliz teacher showed us how to prepare a postcard in class today. In this activity, we learnt about foreign countries and their famous buildings. I learnt different country names. I like cuuting, shaping, sticking and coloring in English class. I never forget the vocabulary I learn in this way.”

Mülfer Aksu

Appendix V Retention Test Samples



5/A Birthday Chart

	January	February	March	April	May	June	July	August	September	October	November	December
Onur												
Melike												
Bisra												
Serdar												
Burak												
Demet												
Nelfer												
Onur												
Aycan												
Sefa												
Gisem												

P.C. Use these icons for

December
January
February



March
April
May



June
July
August



September
October
November





Come in.



Go out.



Look at the board.



Point to the map.



Blow the candle.

Connect the numbers, answer the questions according to pictures and colour.

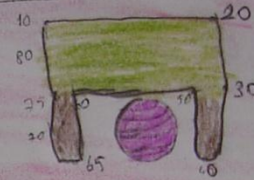
1. Where is the dog?

It is on the hot ---



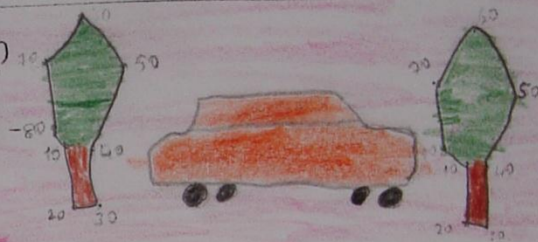
2. Where is the ball?

It is under the table ---



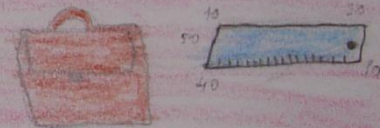
3. Where is the car?

It is between the trees ---



4. Where is the schoolbag?

It is near the ruler ---



5. Where is the pencil?

It is next to the book ---



Colour the balloons you can do.

I can count
from 10-100



I can dance

I can say
eight country names

I can swim

I can say the months
of the year.

I can say
ten jobs

I can write a postcard.



Questions	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
<i>Do you believe the various activities we have in classroom make English class more enjoyable and easier?</i>	Yes, I do. We learn the subjects which seem difficult easier with the help of activities. Also they remain in our mind better.	Yes, I do. Our classes are very enjoyable and easy. I don't want the bell ring. I love you and your class. I get bored in the other classes.	Yes, I do. With the help of these activities, I like you and English class better. Because, with these activities, we learn English vocabularies in an easier and more enjoyable way.	Yes. Our English class is very enjoyable.	Yes. I do. When I was in the fourth grade, I never understood English. Because of that, I didn't like English. But this year, English is my favorite lesson. I like it very much. Our lessons are very enjoyable.	Yes. Our English lessons are very enjoyable.	Yes, I believe indeed. I like English lesson very much. Because we do very enjoyable activities in class.	Yes, I believe. By doing different activities in each lesson, we learn English words better. Our English lessons are very enjoyable.	Yes, I do. The activities we do are very enjoyable. With the help of these activities, English lesson becomes easier for me. I have a good time in class.	Yes, I do. Thanks to the activities, our English lesson is very enjoyable and I learn the English words easier and more quickly.
<i>What are your opinions about the activities we have in class?</i>	I am happy that we study English doing these kind of activities this year. Because these activities are enjoyable and we learn better. I think, the more activities we do, the more we learn.	I think good things about our activities. You bring the activities to help us learn better. I believe that, with these activities, my English will be better.	Activities we do in the class are very enjoyable. I do them with great pleasure. I like cutting, drawing and sticking very much.	I like the activities we do in class. I learn better and permanently with the help of these activities. While I am doing the activities, I, all of a sudden, learn them easily and have a great time.	While doing the activities, I feel both happy and excited. I want to be the first to finish the activity. We do very enjoyable activities. I don't want the bell ring. Also, I want to do these kinds of activities in other classes. Because activities help us learn permanently.	I like the activities you bring to class. I eagerly participate in them.	Activities are very fun to do. I have great fun in English classes.	I participate in the activities with a great desire. I listen to you carefully. I want to be the one whose work is the best.	In class, we do different kinds of entertaining activities. I am looking forward to having English classes. With the help of activities, I learn English permanently.	With the help of these activities, I like English more. Because I don't have difficulty in learning vocabulary. Also, I don't forget them.
<i>What do you feel when you are doing the activities in class? What do you feel about them</i>	While we are doing the activities in class, I enjoy them very much. I wonder what	In class, I try to make the activities correctly and perfectly. After the class, I think that I can only	While doing the activities in the class, I have a great fun. When I go home, I show the activity we do	In class, I try to make the activities perfectly. When I go home, I show them to my mother and she likes them	While doing the activities in class, I feel happy.	I enjoy them very much. For example, when we had an activity about jobs, I revised the job names	In class, I try to make the activities very good.	I think that Our English class is very entertaining. If I miss an activity, I try to keep up and learn	While doing the activities, I feel so good. I listen to you carefully and I want to do the most beautiful activity. When I	While doing the activities, I want to do my best and learn the words perfectly. When I go

<i>after the class?</i>	you are going to bring us for the next class. When I go home, I study the words we learn in class.	learn better if I do activities.	in class to my mother. I explain how I did it and say which vocabularies I learnt.	too.		by myself looking at the pictures. When I go home, I think about the activities we do in the class		the words.	go home, I show the activity I did in class with a great pleasure.	home, I revise the new words looking at my activity.
<i>Do you believe that the activities we have in class have positive contribution to your vocabulary learning?</i>	Yes, I believe. Thanks to the activities, I don't forget the words. I remember all of them.	Yes. For example, when I saw "countries" subject in the book, I was worried about how to learn all of those country names. But, after preparing and writing a postcard, I learnt my country's name and my friends' countries' names very easily.	Yes, I do. I certainly learn many of the words while we are doing the activities.	Yes, I do. For example, I couldn't learn the words last year. I always forgot them. But this year, I can always remember.	Yes, I believe. When I was in the fourth grade, I couldn't learn any words. By cutting, colouring, and sticking, I have great fun and I learn easily.	Yes, certainly. We learn the words without getting bored at all. Furthermore, I enjoy the class very much.	Yes, I do. I can keep the words in my mind easily.	Yes, I believe. With the help of the activities, I learn the words easily.	Yes, I believe. For example, I learnt that "farmer" means "çiftçi" very well. When I think of the word "farmer," picture of farmer and the activity we did in class come to my mind.	Yes, I do. Last year when I was in the fourth grade, learning vocabulary was difficult and boring for me. But this year I automatically learn the words when I am involved in the activity.
<i>When you see or think about the activities we have in class, do you easily remember the vocabulary items we learn?</i>	Yes. When I try to remember the vocabulary, I just think how we did the activity. I remember immediately.	Yes, I remember them.	Yes, I remember.	Yes. I can make association with the words and activities.	Yes, I remember.	Yes, I remember.	Yes. For example, with "Finger Puppet" "I learnt asking and telling our names"	Yes. For example, I was always confused about the country names. However, after preparing a postcard about countries, I never forget my country's and my friends' countries' names.	Yes, I remember. Because when I think one of the activities we did in class, words come to my mind. When I think about a word, the activity about it we did in class comes to my mind automatically.	Yes, I can make a connection between the words and the activities easily

Appendix VI. Transcription of Structured Interviews

CURRICULUM VITAE

PERSONAL DETAILS

Name : Eliz Can

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Place of Birth : Kahramanmaraş

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EDUCATION

2004 – 2007 : M.A. at Çukurova University

Institute of Social Sciences

English Language Teaching

Adana, Turkey

1998 – 2003 : B.A. at Çukurova University

English Language Teaching

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1994 – 1998 : Anatolian Teacher High School

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PROFESSIONAL EXPERIENCE

2005 – 2007 : Akpınar Primary School

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