

ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

CONTEXTUALIZED LANGUAGE INSTRUCTION:
EXPLORING THE ROLE OF AUTHENTIC ANIMATED STORIES ON THE
ATTITUDES OF YOUNG EFL LEARNERS TOWARDS LEARNING ENGLISH

Fatma Pınar TORUN

MASTER OF ARTS

ADANA, 2008

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We certify that this thesis is satisfactory for the award of the degree of Master of Arts in
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ABSTRACT

**CONTEXTUALIZED LANGUAGE INSTRUCTION:
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ATTITUDES OF YOUNG EFL LEARNERS TOWARDS LEARNING ENGLISH**

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In this study, the role of contextualized language instruction through authentic animated stories in teaching EFL to YLs was investigated. The potential role of using such an approach was assessed in terms of students' attitudes towards learning English. 31 sixth grade students aged 11-12 participated in the study. Five authentic animated stories were used as overarching themes into which some basic vocabulary, structures, and functions of the target language were integrated. For the purposes of this study, data were collected by employing an attitude questionnaire, an open-ended questionnaire, a semi-structured interview, and lesson evaluation forms. On the whole, the outcome of the study is that students kept their initial positive attitudes towards learning English with contextualized language instruction through authentic animated stories. The study also proved that students' concerns related to learning English decreased through such instruction. The findings of the present research suggest that authentic animated stories offer teachers opportunities to present and recycle vocabulary, grammar, and functions of the target language in context through integrating many extension activities related to the story theme.

Key Words: Contextualized language instruction, authentic animated stories, teaching English to young learners, attitude.

ÖZET

BAĞLAM İÇİNDE DİL ÖĞRETİMİ: ÖZGÜN CANLANDIRMA HİKÂYELERLE DİL ÖĞRETİMİNİN ÇOCUKLARIN İNGİLİZCE ÖĞRENMEYE KARŞI TUTUMLARI ÜZERİNE ETKİSİ

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Bu çalışmada özgün canlandırma hikâyeler yoluyla yabancı dil olarak İngilizce öğretiminin, çocukların dil öğrenimine karşı tutumları üzerindeki rolü araştırılmıştır. 11-12 yaşlarında 31 altıncı sınıf öğrencisi çalışmaya katılmıştır. Beş özgün canlandırma hikâye, hedef dildeki temel kelime, dilbilgisi yapıları ve işlevleri kapsayan ana materyal olarak kullanılmıştır. Çalışmanın amaçları doğrultusunda, veriler; bir tutum ölçeği, bir açık uçlu anket, kişisel görüşmeler ve ders değerlendirme formları aracılığıyla toplanmıştır. Sonuçların bütünü göz önüne alındığında, öğrencilerin özgün canlandırma hikâyelerle bağlam içinde dil öğrenimine karşı tutumları olumludur. Çalışma, ayrıca, bu tür bir uygulamayla, öğrencilerin İngilizce öğrenme ile ilgili kaygılarında azalma olduğunu kanıtlamaktadır. Bu çalışmanın bulguları; özgün canlandırma hikâyelerin çocuklarda yabancı dil öğrenmeye karşı olumlu tutumlar edinmelerini sağladığını ve öğretmenlere hedef dildeki kelime, dilbilgisi yapıları ve işlevleri bağlam içinde, bağlantılı etkinliklerle kaynaştırarak sunma ve tekrar etme imkânı verdiğini göstermektedir.

Anahtar Kelimeler: Bağlam içinde dil öğretimi, özgün canlandırma hikâyeler, çocuklara İngilizce öğretimi, tutum

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

English language has become the major means of communication in the global world. Owing to this prominent position, interest in issues related to teaching and learning English has increased. More people have become concerned about learning English or having their children get the effective language training. The widespread use of English as well as parental demands has led countries to adopt language instruction policies that involve much younger learners than before. Thus, Young Learners (YLS), their needs, and efficient practices to support their language learning have gained importance in English Language Teaching (ELT) in the last few decades.

The introduction of English language into primary classrooms has brought about the need for methods and techniques that are appropriate for YLS, who are different from older learners in many respects. The way YLS think and learn, as well as their characteristics, are crucial factors that should be taken into account in determining the nature of instruction appropriate for them.

YLS frequently learn indirectly and holistically rather than directly (Halliwell, 1992; Cameron, 2001; Slatterly & Willis, 2001, Keddl, 1997). That is, language learning takes place while the learner's mind is engaged with a task rather than focusing on the language (Halliwell, 1992). YLS' minds seem to pick up the knowledge embodied in meaningful and purposeful language actively without focusing on the language itself. Therefore, instead of teaching in isolated chunks or breaking the language into its grammatical components; in other words, making use of rigorous grammatical analysis, it is necessary to present and use the language "meaningfully" and within a "context" that mirrors the real world discourse (Shin, 2007; Cameron 2001; Keddl 1997; Rixon, in Brumfit et al., 1991; Halliwell, 1992).

The crucial role of context in TEYL (Teaching English to Young Learners) may also be based on the fact that "natural language always occurs in context in that any given

utterance is embedded in ongoing discourse as well as in some particular circumstance or situation” (Shrum & Glisan, 1994, p. 125). In natural acquisition settings, the learners are exposed to a wide variety of vocabulary and structures in many different types of language events in which the emphasis is on getting meaning across clearly (Lightbown & Spada, 1999). YLs have the natural ability to make use of the contextual clues in order to grasp meaning through the acquisition of their first language (Halliwell, 1992; Brewster et al., 2002). In fact, they may call on this natural ability in order to interpret new language in second language learning settings (Brewster et al., 2002; Halliwell, 1992). So as to exploit this ability, it is necessary that language classrooms involve as many opportunities as possible to provide YLs with meaningful contextualized language presentation and practice.

Stories are proposed as invaluable sources that could provide contextualization in TEYL (Garvie, 1990; Ellis & Brewster, 1991; Brewster et al., 2002; Shrum & Glisan, 1994; Adair-Hauck, Donato, Cumo in Shrum & Glisan, 1994). They not only provide familiar and comprehensible contexts to present new language but also fit very well in a holistic type of instruction. Taking into consideration that YLs frequently learn holistically and indirectly rather than through explicit grammar and vocabulary teaching, stories seem to account for a rich source of vivid language which students can learn subconsciously while pursuing meaning (Garvie, 1990; Ellis & Brewster, 1991; Brewster et al., 2002; Wright, 2000). Furthermore, stories might constitute the starting point for a range of activities that might be designed. Language of the syllabus, follow-up games, songs and integrated activities involving the four basic language skills could be incorporated around story themes (Brewster et al., 2002; Cameron, 2001; Garvie, 1990; Wright, 2000; Ellis & Brewster, 1991; Camilleri, Sollars, Poór, Piñal & Leja, 2003).

Apart from these, stories are perhaps most favourable in YL classrooms due to their motivating effect. Stories are fun, challenging, interesting and motivating for YLs (Brewster et al., 2002; Wright, 2000; Halliwell, 1992; Garvie, 1990). Since students are familiar with the activity of storytelling as well as story themes and structure in their first language, stories in second language learning may create a familiar and, hence, uninhibited learning environment for them. Krashen (1981) emphasizes that listening to a story is not traditionally associated with ‘learning’; thus, the ‘affective filter’ level is low. This is an advantage for YLs since they absorb and assimilate more than they

would in a formal learning environment. In this sense, learning through stories provides similar conditions to the learning of the mother tongue, and is seen as a natural approach to second language development (Kolsawalla, in Rixon, 1999). Thus, using stories in language instruction can help develop positive attitudes and create a desire to continue learning (Brewster et al., 2002).

1.2. Statement of the Problem

In Turkey, in public schools, the age of compulsory introduction of English as a foreign language (EFL) was lowered to 10 , starting from the fourth grade of primary schools in 1997 (Tebliğler Dergisi, 1997). In 2006, the syllabus of primary schools has undergone a reform which is to be completed in three phases. A number of studies carried out in primary EFL contexts in Turkish public schools point out that there have been problems in TEYL in a range of areas including syllabus, course materials, physical conditions, teacher training and methods and strategies used for YL language instruction (Yıldırım&Şeker, 2004; Aküzel; 2006; Mersinligil, 2002; İspınar, 2005).

In a study conducted by İspınar (2005) it was found that although most teachers can identify the characteristics of YLs, they seem to have problems in using appropriate techniques, the use of body language, songs, games, visual materials as well as in diversity and appropriateness of activities they exploit in the classroom. In another study, Yıldırım and Şeker (2004) found that even though the teachers have a positive attitude towards YLs, the teaching practices of a majority of them were not appropriate for children. Similarly, in another study it was revealed that activities, which required students' active participation, like role play, games, songs, vocabulary studies, describing pictures, dictation, pair work and group work were rarely employed in the primary school language lessons (Mersinligil, 2002). Furthermore, with respect to materials and aids employed in TEYL, some studies indicated unfavourable results. In her study, Mersinligil (2002) concluded that visual materials are generally not employed in the lessons and the course books are not supported by audio-visual tools in TEYL. Likewise, Aküzel (2006) found that even though teachers believe that language lessons of YLs should be supported with audio-visual aids, these aids are not usually employed in TEYL. Lastly, there are also research findings illustrating the excessive use of the native tongue in English language lessons (e.g., Mersinligil, 2002; Aküzel, 2006)

These problems may address a variety of aspects of TEYL. Still, there seems to be a need to employ alternative methods and materials appropriate for YLs so as to support the language instruction in primary schools.

Drawing on the problems related to the current TEYL practice and the need for support in the language instruction for YLs, it is believed in this study that authentic animated stories, animations of stories prepared for native English speaking children, might serve as favourable materials that would bring the real language in context to classrooms and would provide examples of authentic cultural use of the language. These stories might provide not only rich, varied, and contextualized language but also opportunities to the language teacher for presenting and practicing language through tasks and activities that could branch from story themes; thus, contextualize the whole instruction.

Animated stories could be stronger than a written text or a story told by a non-native speaker teacher in two ways; first animations provide highly strong visual support and second stories dubbed by native speakers provide learners with samples of the pronunciation and intonation patterns of the foreign language. Thus, these stories, supported with interactive, meaningful tasks and activities may contextualize YL language instruction and contribute to more positive and confident attitudes towards learning English.

1.3. Purpose of the Research

Drawing on the points discussed above, this study aims to investigate the role of using authentic animated stories in teaching EFL to YLs. The potential role of using such an approach will be assessed in terms of students' attitudes towards learning English.

1.4. Research Questions

The aim of the present study is to investigate the following questions:

1. What are the attitudes of young EFL learners towards learning English at the beginning of the study?
2. What are the attitudes of young EFL learners towards learning English at the end of the study?

3. Does contextualized language instruction through authentic animated stories produce any change in young EFL learners' attitudes towards learning English?
4. What are young EFL learners' perceptions of contextualized language instruction through authentic animated stories?

1.5. Limitations

Generalizing the research findings has been hindered owing to the following limitations:

- The study was conducted with a group of sixth grade students of a primary school in Adana, Turkey. Conclusions need to be verified by conducting similar studies with students from different grades, across different cities in Turkey.
- It is assumed that students answered the questions employed in various data collection tools honestly and seriously.

1.6. Operational Definitions

In this study, following terms should be considered in their meanings below.

Authentic Animated Stories

Little, Devitt, and Singleton (1989) say that an authentic material is one “created to fulfil some social purpose in the language community in which it was produced” (p. 25). Thus, the stories used in this study are authentic as they were prepared and broadcast on a zone called CBeebies on the BBC Prime; BBC's international entertainment channel. These stories are also available on the official website of the BBC. Their target audience is pre-school native English-speaking children. The stories that are used for the purposes of this study are in fully multimedia format, with sound, music, and animation.

Young Learners (YLS)

Young learners are between 7-12 years old (Slatterly & Willis, 2001). YLS who participated in this study were those at the age of 11-12.

The abbreviations used in the present study are:

EFL: English as a Foreign Language

ELT: English Language Teaching

TEYL: Teaching English to Young Learners.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

This chapter first deals with how YLs think and learn, their characteristics and the type of instruction appropriate for them. In addition, contextualized language instruction and the rationale for contextualizing language instruction are dealt with. The chapter is also concerned with how to use stories to contextualize language instruction, the importance of authentic stories, using technology to present stories, and the role of animations in education in general and in language teaching.

2.2. Young Learners

YLs are in a period of their lives in which they experience continuous physical and cognitive change. At primary school level they are still trying to develop social skills to cope with the society they are introduced to and develop concepts about themselves and the world they live in. It is inevitable that education of YLs be affected by this continuous change and growth. In order to reason how language instruction for YLs might be influenced by children's cognitive, emotional, and social development, it is necessary to define the way YLs think and learn and their characteristics.

2.2.1. How YLs think and learn

Several philosophers, educators and psychologists have put forward theories about the way children think and learn for centuries. However, certain theories, mainly the ones formed by Piaget, Vygotsky and Bruner have become prominent in the past few decades influencing contemporary education.

Jean Piaget's (1967, 1969, 1971) theory of children's cognitive development is accepted as one of the most detailed and important theories in the field of instruction for YLs. Piaget is accepted to have revolutionized the study of child language and thought (Vygotsky, 1962). Even though it has been criticised recently in some aspects, Piaget's theory (1971) is still informative about the growth of children's minds. In contrast to behaviourists by whom children were seen as "a 'blank slate' who learned by reacting

passively to different kinds of stimuli and positive or negative feedback, Piaget introduced a child as “actively constructing his or her own thinking in interaction with physical and social environment” (Brewster et al., 2002, p.29). Action and self-directed problem-solving is at the heart of learning and development according to Piaget (1971).

An important contribution by his theory was the concept of readiness which influenced child education in general. Piaget (1971) observed that learning to walk, or to talk seem to follow a natural time-scale and once ready infants learn to do these things naturally. Wood (1988) explains that Piaget’ inference from this observation was that there are critical periods for learning in children’s development. Even though children learn through self-directed experiences, whether they have reached the level of thought that will allow them to understand and interpret what they have gone through is important. Concept of “readiness” has functioned as a basis for new approaches to teaching. Educators like Schwebel and Raph (1973) ramified Piaget’s concept of readiness and tried to form new curricula based on the ideas of Piaget.

Piaget (1971) claimed that all children go through a series of stages of intellectual development. After a number of experiments, Piaget alleged the three stages – ‘sensori-motor’ (birth to 18 months approximately), ‘concrete operational’ (18 months to 11 years approximately), and ‘formal operational’ period (11 years onwards). He divided the concrete operational period into two further periods; the ‘pre-operational’ (until about the age of seven) in which the concrete operations are being prepared for, and the ‘operational period’ in which they are established and strengthened.

Since this study focuses on the particular age group who are in their schooling years, it is necessary to elaborate on the basic cognitive features that children at this stage show with respect to Piaget’s classification. According to Piaget (cited in Foley and Thompson, 2003), children between ages 7-11/12 are at stages of concrete operations and show some basic cognitive features:

- Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects.

- Conversation of seven conceptual domains related to the learning of mathematics and science is demonstrated in number, length, liquid, mass, weight, area and volume.
- Operational thinking develops.
- Egocentric thought, private language or speech for oneself diminishes.

(p. 30)

For many, Jean Piaget's stages of intellectual development had a lot to offer in terms of gaining insights into the growth of children's minds. Nevertheless, many educationalists criticised the idea that children's thinking passes through certain definable stages. Donaldson (1978) questioned whether children pass through discrete stages in each of which they are limited to the characteristics of that particular stage. Shorrocks (1991), likewise, claims that characteristics in a certain stage may not be clear-cut, coherent and measurably different from the characteristics of other stages.

Despite being criticised in some aspects, Piaget (1971) contributed a lot to child education by providing a more child-centred perspective. Cameron (2001) asserts that "realizing that children are active '*sense-makers*', but their sense-making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom" (p.4). Therefore, the very important idea that the child is an "active learner and thinker, constructing his or her own knowledge from working with objects or ideas" (Cameron, 2001, p. 4) can be taken as a fundamental principle from Piaget while designing curricula appropriate for YLs.

Vygotsky (1962, 1978) is another prominent theorist that influenced child education. He differs from Piaget with his emphasis on the influence of social factors on the cognitive development and learning of children. "Whereas for Piaget the child is an active learner alone in the world of objects, for Vygotsky the child is an active learner in a world full of other people" (Cameron, 2001, p.6). Thus, Vygotsky (1978) laid stress on the role of adults through the intellectual growth of children. He put forward the idea of *zone of proximal development* (ZPD) which is "the distance between the actual development as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86). His ideas pointed out more adult guidance as well as cooperative classes in order to enable children more competent in dealing with complex tasks.

Vygotsky (1962) differs from Piaget (1971) with his emphasis on the influence of speech development on cognitive growth. He believes that speech precedes thinking and that language provides the child with “new opportunities, for doing things and for organising information through the use of symbols” (Cameron, 2001, p.5). According to Brewster et al., (2002) “a major legacy of Vygotsky’s work is the importance placed upon developing opportunities to allow young children to talk in order to develop their thinking” (p. 30).

Another important concept of the theory is ‘internalisation’ which is important in understanding foreign language learning processes. According to Vygotsky (1962), *egocentric speech*, which later becomes the *inner speech* “serves mental orientation, conscious understanding” and is “intimately and usefully connected with child’s thinking” (p. 133). The quantitative decrease in egocentric speech does not mean that it dies out. Vygotsky tells us that the only thing that diminishes is vocalization which rather points out “the child’s new faculty to ‘think words’ instead of pronouncing them” (p.135). What this means for foreign language classrooms is explained by Cameron. Cameron (2001) states that after meaningful use of the new language by teacher and pupils, language is transformed and internalised to become part of the child’s language skills.

Vygotsky’s work (1962) bears important implications for foreign language classrooms. The adult role in mediating child’s learning and peer collaboration to facilitate understanding and learning are two major important applications that have been tried out in the language classrooms in line with Vygotsky’s theory.

Another prominent theorist who made contributions on how YLs think and learn is Bruner. Bruner (1983, 1990) also perceives the child as an active agent in his/her learning and emphasizes the role of society in the cognitive development of children. As Wood (1988) explains, unlike Piaget (1971) and Vygotsky (1962), Bruner (1983, 1990) grounded his theory in the language of information theory and it seems to stand between those of Piaget and Vygotsky. Bruner (1983) not only emphasizes the biological and evolutionary constraints on human intelligence but also stresses the way in which culture forms and transforms the child’s development. Like Vygotsky, he emphasized the role of language and communication as a very important tool for cognitive growth.

Bruner (1983) believes that adults use the language to mediate the world for children and help them settle conflicts.

With Wood and Ross, Bruner (1976) labels talk that supports a child in carrying out an activity as *scaffolding*. As explained by Brewster et al. (2002) “child’s learning is a process not merely a product, which can be accelerated or enhanced by breaking learning into stages and providing the building blocks and systems which connect these together” (p.30). The notion of scaffolding consolidates the idea of adult support and guidance in instruction. For example, in classrooms teachers scaffold children’s learning by breaking it into stages such as helping children to attend to what is important while making connections to the whole picture at the same time (Cameron (2001).

The notions of *formats* and *routines* are other central aspects of Bruner’s (1983) studies. In the events that allow scaffolding to take place, formats and routines combine “the security of the familiar with the excitement of the new” (Cameron, 2001, p.9). Formats and routines such as those found in bed-time stories provide children with repeated forms of language in familiar contexts thus helping them make sense of the event and learn from it. In brief, formats and routines offer a great many of opportunities for the language classroom.

The way YLs think and learn from the scope of three prominent theorists was summarized in this section. Many believe that not only the way YLs think and learn but also their characteristics should be taken into consideration for their education. Characteristics of YLs, which will be discussed below, may provide more clues about the nature of English language instruction most appropriate for them.

2.2.2. Characteristics of YLs and Implications for the Nature of Instruction Appropriate for YLs

YLs have several characteristics which make them different from adult learners. It is necessary to take them into consideration while determining the language instruction appropriate for them.

A very important characteristic of YLs is that they generally learn indirectly rather than directly (Halliwell, 1992; Cameron, 2001; Slatterly & Willis, 2001). Indirect learning is a process very closely related to the way we acquire our first language. It is the process through which the learner's mind is engaged with a task rather than focusing on the language (Halliwell, 1992). YLs' minds seem to be inclined to learn the knowledge embodied in meaningful and purposeful language actively without focusing on the language itself. For this reason, YLs may have great problems in learning through explicit grammar and vocabulary teaching. In fact YLs "are not able to understand grammatical rules and explanations about language" (Slatterly & Willis, 2001, p. 4). This probably results from the fact that YLs still do not have the ways of thinking needed to cope with learning through explicit grammar teaching (Cameron, 2001). Moreover, YLs usually find it difficult to talk about language. Cameron (2001) points out that YLs "do not have the same access as older learners to meta-language that teachers can use to explain grammar or discourse" (p. 1).

Since YLs are not as successful as older learners in learning languages through conscious, direct processes, indirect processes that offer meaningful, contextualized language seem to be more appropriate for them. Their inclination to holistic learning and thinking necessitates more indirect language teaching methods and chances for absorbing language subconsciously while working on the whole. Therefore, the importance of real contextualized language use and holistic teaching in YL education is frequently emphasized (Halliwell, 1992; Keddlle 1997; Cameron 2001). Halliwell (1992) proposes that

real tasks, that is to say worthwhile and interesting things to do which are not just language exercises, provide children with an occasion for real language use and let their subconscious mind work on the processing of language while their conscious mind is focused on the task. (p.6)

According to Halliwell, (1992) games, for example, are more than a fun extra but effective opportunity for indirect learning. As well as Halliwell, Cameron also (2001) suggests a "non-linear and interconnected growth" of language instead of "the piling up of discrete blocks of knowledge" (p.106).

Another important characteristic which can be exploited in YL language classrooms is that YLs make use of the contextual clues in order to grasp meaning. Children are good at observation and they have a natural ability to grasp meaning in their L1 from a variety of sources (Brewster et al., 2002; Halliwell, 1992). Body language, intonation, facial expression, gesture, actions, circumstances and the social context itself are the non-verbal clues that help children to understand the language (Brewster et al., 2002; Halliwell, 1992; Slatterly & Willis, 2001). Halliwell (1992) suggests that when children come across new sounds, new words, and new structures at school, they can call on the same skill to interpret the new language. In order to draw on this skill in TEYL, teachers can make use of contextualization (Brewster et al., 2002). By making sure that language use is contextualized and has visual support wherever possible, teachers may offer a variety of clues to understand and interpret language (Brewster et al., 2002). In addition, it is necessary to address the various senses; by using plenty of objects and pictures as well as making full use of the surroundings at school in order to contextualize language and give clues other than language to make meaning clear (Scott & Ytreberg, 1990).

Yet another important characteristic that distinguishes YLs from older learners is their need for physical movement in the classroom. YLs have a lot of physical energy and they need physical movement and activity in the classroom (Brewster et al., 2002; Brumfit et al., 1991; Holderness, in Brumfit et al., 1991). As a matter of fact, “when children are allowed to be themselves, they will be active” (Holderness, in Brumfit et al., 1991, p.19). YLs’ constant need for action and movement necessitates appropriate methods to dissipate this energy. Thus, teachers of YLs need to include movement in foreign language lessons (Scott & Ytreberg, 1990). Language teaching approaches such as Total Physical Response (TPR) and activities like, playing games, learning songs, and miming are considered effective in providing YLs with chances to expend energy while promoting learning at the same time (Kedde, 1997).

Another significant characteristic of YLs is that they learn by doing (Holderness, in Brumfit et al., 1991; Scott & Ytreberg, 1990; Kedde, 1997; Slatterly & Willis 2001). “YLs are irrepressible doers because it’s by doing that they learn” (Holderness, in Brumfit et al., 1991, p. 19). As a result, it is of crucial importance that teachers of YLs provide them with opportunities to do tasks and activities which also involve chances

for language development. Doing art and craft activities, activity-based learning and task-based learning are advised in order to exploit YLs' inclination for learning by doing while at the same time offering fruitful chances for language learning (Brewster et al., 2002; Holderness, in Brumfit et al., 1991).

A further characteristic which is to be taken into consideration in YL language classrooms is that the concentration and attention spans of YLs are short. (Holden, 1980, Wood, 1988; Slatterly & Willis, 2001; Scott & Ytreberg, 1990; Cameron, 2001; Brewster et al., 2002). YLs can be easily distracted and lose interest quickly. They are not able to keep themselves motivated for long periods, especially if they find the task difficult (Cameron, 2001). Therefore, a variety of pace and activity is suggested in TEYL (Slatterly & Willis, 2001; Scott & Ytreberg, 1990; Cameron, 2001; Brewster et al., 2002). Also, in YL classes, lessons can be divided into a series of activities lasting no longer than five or ten minutes (Holden, 1980). Scott and Ytreberg (1990) claim that variety is significant in YL classrooms; therefore, variety of activity, variety of pace, variety of organization, variety of voice should definitely be involved.

It is also necessary to emphasize that YLs are different than older learners in that they learn fast and forget fast (Kedde, 1997; Scot & Ytreberg, 1990, Slatterly & Willis, 2001). Since they are not skilful enough in consolidating knowledge, they need constant reinforcement and recycling (Kedde, 1997). Therefore, Slatterly and Willis (2001) propose that we need to “constantly recycle new language” but also should not be afraid to “add new things or to use words that they will not know” (p. 4).

Another characteristic which needs to be considered in TEYL is that YLs are enthusiastic and emotionally excitable (Cameron, 2001; Brewster et al., 2002). Cameron emphasizes that YLs would like to “have a “go in an activity even when they do not quite understand why or how” (p.1). Actually, this favourable characteristic can be exploited in the language classroom; YLs' willingness ‘to have a go’ make them good risk-takers and experimenters (Brewster et al., 2002). This is a feature to be encouraged and dampening it by constant correction or an overly strict atmosphere may result in unwillingness to try out new things in language learning (Brewster et al., 2002).

YLS have a great ability to copy the discourse that they hear. Slatterly and Willis (2001) point out that YLS can generally “imitate the sounds they hear quite accurately and copy the way adults speak” (p.4). Brewster et al. (2002) also claim that they are excellent mimics. So as to exploit this ability, teachers of YLS are advised to use songs, rhymes, and stories in the language classroom (Slatterly & Willis, 2001; Scott & Ytreberg, 1990). Especially, listening to stories helps children become aware of the rhythm, intonation and pronunciation of language (Brewster et al., 2002). Teachers of YLS need to provide them with authentic listening material and opportunities to play with the sounds and language for a natural language development (Scott & Ytreberg, 1990; Slatterly & Willis, 2001).

YLS inclination for imagination and fantasy should also be noted as another important characteristic (Slatterly & Willis, 2001; Halliwell, 1992; Holderness, in Brumfit, 1991). Halliwell (1992) points out that children’s interest in imagination and fantasy is more than a matter of enjoyment. Children “test out their versions of the world through fantasy and confirm how the world actually is by imagining how it might be different (p.7). Moreover, children take greater risks and try things out in their fantasies and imagination (Holderness, in Brumfit et al., 1991). Hence, language teachers need to find ways of exploiting this factor in the language classroom. Plays which include imagination and stories which involve an element of fantasy offer children safe situations in which they can make sense of the world (Halliwell, 1992). Stories in language teaching may serve as invaluable tools that help to link fantasy and imagination with the child’s real world and provide children opportunities to make sense of everyday life (Brewster et al., 2002; Wright, 2002; Gravie, 1990, Ellis & Brewster, 1991).

In brief, considering that children are active learners and thinkers, who learn by solving problems presented by the environment and develop cognitively through their interaction with adults and peers (Piaget, 1971; Vygotsky, 1962; Bruner, 1983); and that they learn in different ways compared to adults due to some characteristics like inclination to indirect learning, the need for physical activity, instinct for fun, short attention span, etc (Brewster et al., 2002; Cameron, 2001; Brumfit et al., 1991; Halliwell, 1992; Holden, 1980, Wood, 1988; Slatterly & Willis, 2001; Scott & Ytreberg, 1990), traditional approaches to teaching do not seem to meet either cognitive

or social and emotional needs and development of YLs. Traditional structure-oriented methods which give the initiative to the teacher, render a passive role to the learners, and provide a linear syllabus and explicit, de-contextualized instruction of grammatical structures do not seem to fit.

Instead, teachers are advised to provide YLs with meaningful contextualized language input and opportunities to experiment with it (Cameron, 2001; Brewster et al., 2002; Halliwell, 1992; Slatterly & Willis, 2001; Scott & Ytreberg, 1990). Teachers should ensure there is enough contextualized motivating “data” for children to work with and provide children with meaningful communication activities (Brewster et al., 2002)

Brewster et al. (2002) point out that there are some crucial ingredients that can contribute to successful language learning with children:

- Input authentic language so that children are exposed to the true complexities and richness of the language in order to work out meaning, and how language works through opportunities to experiment and hypothesise.
- Memorable, child-centred contexts from which language arises naturally so language is a means to an end, rather than an end in itself.
- Interesting and enjoyable content or themes which are motivating and develop positive attitudes.
- Opportunities to learn other things in addition to language through linking work with other areas of the curriculum. This also involves developing appreciation of literature.
- Opportunities to learn how to learn through organizing lessons which provide opportunities to develop learning strategies.

(p. 192-193)

2.2.3. Activities and Materials for YLs

Activities and materials have a crucial role in TEYL for presenting and practicing meaningful language in context. Especially when integrated under a theme, activities and materials may serve as cohesive devices for a range of lessons or a unit. In this

section, nature of activities and materials appropriate for YLs will be discussed in more detail.

Activities that are used in primary language classrooms may have different features. To begin with, activities can be open-ended or closed (Holderness, in Brumfit et al., 1991). In open-ended activities the outcome or answers are not known, and this leads into the realm of problem solving and investigations, whereas with closed activities, the solutions are known and not much creativity on the part of the learner is expected. Conducting experiments, problem-solving tasks, games on making connections, carrying out group tasks such as making a life-size skeleton out of a newspaper can be shown as examples of open-ended activities. Closed activities, on the other hand, may involve activities like matching pictures and words, drawing a route following taped instructions, putting the pictures from a story into the correct sequence, and so on (Holderness, in Brumfit et al., 1991).

Activities in primary language classroom can also be analyzed with respect to their nature or the level of involvement of the learner (Halliwell, 1992). The first is whether the activity has a stirring or settling nature whereas the second aspect is whether the activity provides the mental engagement or actual occupation of YLs in the foreign language. Stirring activities in a positive sense are the ones that activate, stimulate, and wake the pupils up, whereas settling activities calm pupils down. Oral work, competitions, lotto, doing plays etc. can be given examples to stirring activities and copying, colouring, listening and identifying from the worksheet, being read to etc. are some examples of settling activities (Halliwell, 1992). Keeping in mind that YLs are “emotionally excitable”; and on the other hand, that they also “get bored easily” teachers need to mingle a variety of stirring and settling activities in YL language classrooms (Brewster et al., 2002).

A second aspect of activities that are used in the primary ELT classes is whether the activity engages children’s minds or only keeps them physically occupied. An activity which requires YLs to express their likes/dislikes, experiences or favourite colours probably necessitates the mental engagement of children whereas a repetition or reading aloud exercise may show that children are simultaneously doing something but may not necessarily mean that they are processing the information mentally. Actually, activities

might include a number of cognitive skills like describing, identifying, recognizing, matching, sorting and classifying, making connections, comparing, sequencing, remembering, solving problems, and testing theories (Holderness, in Brumfit et al., 1991).

In TEYL while designing and choosing activities, the child's developmental level as well as a varied approach combining open-ended and closed activities should be taken into consideration (Holderness, in Brumfit et al., 1991, Brewster et al., 2002). Furthermore, the type of activity to be chosen depends on a range of conditions including the objectives of the curriculum, objectives of the lesson, the resources and materials available, as well as the size and physical conditions of the class.

Some of the successful activities that involve language use and that are suitable for YLs are

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

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

Filling in forms

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

Making charts and graphs

Using songs and rhymes

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

Painting, drawing and talking about what we are doing

(Williams, in Brumfit et al., 1991, p.209)

Materials are another important component of TEYL. Materials are important both at the initial presentation of a theme and in the follow-up activities because they give teachers a chance to talk about 'here and now' and contextualize what they are saying. It is well accepted that YLs' comprehension is to some extent dependent on what they hear, see and experience in their immediate environment (Kedde, 1997, Scott & Ytreberg, 1990). Therefore, through efficient use of materials teachers have the opportunity to make abstract ideas and concepts more comprehensible. For instance, when students touch a piece of cotton while at the same time hearing that it is soft, they will easily associate the meaning with the vocabulary and structure. Thus, materials are an indispensable means of providing concrete clues on what the speaker is talking about.

Materials give teachers opportunities for bringing the outer world into the classroom. Through materials learners can be introduced to real language as it is used by its native speakers; authentic listening and reading texts, films, movies, as well as objects peculiar to the target culture bring the target culture and its language inside schools.

A wide range of materials can be used in YL classes in order to provide contextual clues some of which are;

Visual: pictures, realia, maps, charts/grids, diagrams, tables, toys,

Audio: recorded dialogues, stories, songs, sounds of nature, animal sound etc.

Multi-Media : (both visual and audio): authentic TV programs, movies, documentaries, animations, etc

Written: authentic texts, worksheets of different types.

Garvie (in Brumfit et al., 1991) suggests building up a resource bank of materials. In this bank according to her,

there should be real objects to see, pick up, play with, the realia of the here and now, there should be pictures, models and other representational material, and there should be ideas for moving children on to more abstract and challenging thinking (p.124).

To conclude, activities and materials are indispensable tools to create a purpose, meaning and context in language learning. They are also best ways to bring variety and fun in YL classes. Yet, it is necessary to remember one main objective of foreign language learning at primary stage; “language learning should assist the general educational objective of encouraging the conceptual development of children” (Rixon, in Brumfit et al., 1991, p. 34). It should, therefore, be well established that activities and materials used by teachers of YLs, as well as being a source of fun and attraction, should be engaging the children mentally, making them identify, analyse and synthesize information resulting in production of language.

In addition, it is necessary that materials and activities used with YLs involve variety and fun. Scott and Ytreberg (1990) indicate that due to the short attention span of YLs variety is a must. Variety of activity as well as variety of materials in the language lesson will provide YLs concentrate for longer periods of time.

2.2.4. Developing Language Skills of YLs

The four language skills, listening, speaking, reading and writing are essential for the communicative competence of YLs so that they can understand and convey their feelings, ideas and opinions. A crucial common point for all the skills is that meaning must come first. It is also important that teachers integrate the four skills so that they complement each other as would be the case in real life situations. When classified into groups, listening and reading are named as receptive; speaking and writing are named as productive skills. The language competence of the learner is revealed through the handling of these modes Garvie (in Brumfit et al., 1991).

2.2.4.1. Listening

It is believed that listening is the vehicle through which YLs first begin to acquire the language. Each time teachers speak English in the classroom, they give their students an opportunity to acquire the language and to absorb the sounds and patterns of the language naturally (Slatterly & Willis, 2001)

Listening is not a passive activity and YLs cannot be simply asked to listen and remember (Ellis & Brewster, 1991; Cameron, 2001; Slatterly & Willis, 2001). It is important to direct YLs' attention to specific points and make sure that they are aware that they are not expected to understand every word. Ellis and Brewster (1991) suggest that teachers can help students to develop a number of strategies for listening such as predicting what may come next, inferring opinion or attitude, working out the meaning from context and recognizing discourse patterns and markers.

Different types of activities are suggested for improving the listening skills of YLs and these activities mainly fall into two categories. The first is 'listen and do' type of activities in which children listen and do actions as the teacher tells them or shows them. Some of these activities are listening and identifying, listening and repeating, listening and doing, and listening and responding type games (Slatterly & Willis, 2001; Ellis & Brewster, 1991). On the other hand, in 'listen and make' type of activities, YLs are involved in a more creative process. In such activities, children have to make decisions and there is more time to think and comment as well as opportunities for co-operation between peers. Furthermore, 'listen and make' have concrete outcomes and children have something to take home at the end of the class. These activities may involve listening and colouring or drawing, listening and making greeting cards or craft (Slatterly & Willis, 2001; Ellis & Brewster, 1991).

2.2.4.2. Speaking

Many educators agree that speaking is a skill that follows the listening skill some time later (Brewster et al., 2002; Cameron, 2001; Halliwell, 1992).

Activities to improve speaking skills should be designed and implemented on the basis of two guiding principles. To begin with, meaning must come first, which means that if

children do not understand the spoken language, they can not learn it. Secondly, so as to learn discourse skills, children need both to participate in discourse and build up knowledge and skills for participation (Cameron, 2001). Slatterly and Willis (2001) believe that the teacher can do many things to support YLs' speaking. According to Slatterly and Willis (2001), teachers can support learners "by using English ... as caretaker talk, by encouraging all the efforts children make to speak English, no matter how small, by listening carefully when they speak and not interrupting to correct small errors" (p. 42).

For guided speaking practice in TEYL, saying rhymes and singing songs to practice pronunciation, stress and intonation, playing vocabulary games are suggested, whereas for freer speaking practice, activities on topics related to children's lives; their favourite things, their hobbies, sports, families and so on are suggested (Slatterly & Willis, 2001). In addition, pair and group work should be exploited while carrying out freer speaking due to the fact that learners get more opportunities to speak, learn from each other and gain confidence because they are speaking in private rather than to the whole class (Brewster et al., 2002; Slatterly & Willis, 2001).

In early stages of learning, spontaneous speech can not be expected from YLs; however, simple greetings, social English, routines and classroom language as well as asking permission and communication strategies are more easily used by learners (Cameron, 2001; Brewster et al., 2002). A number of speaking activities some of which are look, listen and repeat, listen and practice, read aloud, memory games, dramatizations, questionnaires and surveys, dialogues and role-play, retelling a story and so on can be used in TEYL (Brewster et al., 2002; Slatterly & Willis, 2001).

2.2.4.3. Reading

As for reading with YLs, it has been put forward that it is important to introduce reading after the learners have some basic knowledge of spoken language (Brewster et al., 2002; Cameron, 2001; Slatterly & Willis, 2001). Especially in the early stages of reading, studying on letter and word level with a combination of reading at sentence level is essential. It is necessary that the students are supported through an association of letters, words and songs, visual aids, games and so on. Some priorities when teaching reading to YLs are "focus on meaning, word recognition, making connection between familiar

sounds and written words or phrases, naming the letters of the alphabet and predicting the pronunciation of a written word.” (Slatterly & Willis, 2001 p.66)

According to Brewster et al. (2002), in order to improve reading skills YLs can be supported using reading activities, like gap-filling or comprehension questions; reconstruction activities, like sequencing parts of a sentence or dialogue; analysis activities, like underlining specific words; and reading awareness activities; like similarities and differences between alphabets, or texts.

Some approaches to reading in the early levels are “look and say” phonic approach, sequencing letters, words or sentences, matching pictures and words, classifying words to make lists, checking short written texts or sentences, and so on (Slatterly & Willis; 2001; Brewster et al., 2002). In later stages, a wide range of reading materials can be provided for YLs including books for native speakers of language appropriate for the level of particular learners and easy readers for foreign language learners, simplified and graded books specially prepared for language learners. (Scott & Ytreberg, 1990). Picture dictionaries and books with tapes are also suggested to aid YLs in their skills development.

2.2.4.4. Writing

Writing is another important productive skill like speaking; however, it bears some difficulties for YLs due to certain factors. Halliwell (1992) explains that an important limitation in writing for YLs is that learners can no more make use of body language intonation, tone, eye contact and all the other features that they use in their oral productive performance to convey meaning. Furthermore, very little of what one writes is concerned with ‘here and now’ which is very essential for YLs’ comprehension. The difference between the English alphabet and alphabet of students’ first language might be another difficulty that YLs face when they start writing in the target language (Slatterly & Willis, 2001, Brewster et al., 2002; Cameron, 2001; Halliwell, 1992). It is necessary that teachers consider these limitations for the young child while designing presenting writing activities.

Writing, like the other three language skills is about meaning and is either guided or free, so children always need to be aware of the meaning of what they are writing

(Slatterly & Willis, 2001). Writing activities tend to fall into two sets: the first is learning to write, which involves tightly guided copying and a focus on ‘surface’ features, such as handwriting, spelling, punctuation, and using correct words and grammar; the second is, writing to learn, in which freer writing activities which necessitate higher cognitive demands and greater focus of meaning as well as form (Brewster et al., 2002). Writing activities can be at word level, at sentence level, and at text level. Some examples of writing at word level are writing labels for pictures, shopping lists; writing at sentence level includes writing diaries, captions for pictures, speech bubbles for cartoons, charts for surveys and questionnaires; and some examples of writing at the text level involve writing advertisements, Christmas/birthday cards, invitations, and books for other children to read (Ellis & Brewster, 1991).

2.2.5. Methods Appropriate for YLs

There are a number of learning-centred methods in TEYL which have been in use in the last few decades, including cross-curricular language education which is often referred to as topic-, theme-, content-based and some other modes involving activity-, task-, and story-based teaching and learning. Indeed, all these methods have a common characteristic, that is, all activities are related in some way to a general theme or task. In activity- and task-based models, learners deal with language while carrying out a number of activities through the accomplishment of a task. In topic- and theme-based models, students work on activities and content which revolve around a theme (Brewster et al., 2002; Cameron, 2001; Scott and Ytreberg, 1990; Halliwell, 1992, Haas, 2000). All stem from the same need in language instruction for YLs. That is “context”. “First there is the question of context.... In language learning this is vital. A word without a sentence is rarely meaningful. A sentence without a context is hard to understand” (Holderness, in Brumfit et al., 1991, p.19).

What also lies in the basis of all these learning-centred methods is the idea that YLs will indirectly learn if they are presented real contextualized language patterns; when they are concentrating on the content of the lesson, a particular topic, story or a task to be carried out. The strength of these methodologies lie in the opportunities they offer to learners to relate various structures and vocabulary with a particular topic, story or task. Scott and Ytreberg (1990) explain how contextualization under a theme or topic helps learning, in that “the children can associate words, functions, structures and situations

with a particular topic. Association helps memory and learning language in context clearly helps both understanding and memory” (p.84).

In this section, characteristics of YLs, the nature of instruction appropriate for them, appropriate materials and activities, the teaching of the four language skills, and methods appropriate for YLs were reviewed. The argument provided above apparently indicates that contextualization is an important component of TEYL. Learning language in context has long been an issue of widespread interest in ELT and in the following section, contextualized language instruction, its theoretical basis, and implications for classroom practice is dealt with in detail.

2.3. Contextualized Language Instruction

Contextualizing language instruction has become almost a consensus in the English Language Teaching (ELT) profession after the pervasion of cognitive and communicative approaches. The reaction against practicing structure and vocabulary as isolated entities has led to a search for more naturalistic ways of second language learning. The fact that “normal linguistic behaviour does not consist of production of separate sentences but in the use of sentences for creation discourse” (Widdowson, 1978, p.22), have been rediscovered by professionals. Heightened interest in involving more of the “real language” in classroom situations has eventually led many investigators to turn to contextualized classroom activities, instructional materials and testing procedures.

It is important to explain what context is and what is meant by contextualizing language instruction. As Walz (1989) points out context refers to the topic and situation of a communicative act that are necessary for understanding. The context of an utterance provides clues of the situation in which the utterance is produced, thus making the utterance meaningful. Contextualization, on the other hand, may be simply defined as placing the target language in a realistic setting, so as to be meaningful to the student. Hymes (1974) suggests that language that is taught in context presents real situations that encompass the physical setting, the purpose of the exchange, the roles of the participants, and the socially acceptable norms of interaction, in addition to the medium, topic, tone and register of the exchange.

The need for contextualizing language instruction has been triggered by the reaction against traditional instruction which has focused on presenting and practicing forms and lexis as isolated entities. As Tedick and Walker (1994) suggest most foreign language classrooms traditionally have concentrated on 'how' (grammar) to say 'what' (vocabulary), leaving the 'why, whom, where, and when' out of the equation and they emphasize that 'why, whom, where, and when', being essential for communication, highlight the sociolinguistic and cultural aspects of language. In contrast to language presented to learners in traditional settings, natural language is always in context and "any given utterance is embedded in ongoing discourse as well as in some particular circumstances or situation" (Ommaggio Hadley, 1993, p.125). That is why, contextualization has been esteemed by many professionals as a strong tool to focus on meaning and real language.

The idea of presenting and teaching languages in meaningful contexts has emerged as a reaction to traditional "bottom-up" approach which involves skill-based approaches like the grammar translation or audio-lingual methods. In such approaches, language is taught from a form-based perspective: grammar rules and vocabulary are taught in the first step and then learners are expected to practice them which may later be followed by communication. In this approach, classroom activities are designed in a sequence starting with a focus on form gradually moving on to a focus on meaning (Littlewood, 1980). As can be seen the idea of progression has a linear characteristic; teaching starts from fragments, gradually moves on toward the whole. According to Adair-Hauck et al. (in Shrum & Glisan, 1994), many language programmes stress a bottom-up approach by emphasizing the "bits and pieces" of language (sounds, vocabulary lists, verb drills, etc.). Yet, Cummins (1984) states that this kind of classroom practice generally results in unnatural, cognitively undemanding, and dull language outcomes and names such a language as *non-language*.

In contrast to a traditional "bottom-up" approach, a "top-down" approach, which is also referred to as "whole language" approach, aims at enabling students to communicate thoughts through using higher level skills, before dealing with language structures with the use of lower level skills (Shrum & Glisan, 1994). Content-, theme- and task-based approaches to teaching may be shown as good examples of top-down approach with their emphasis on meaning and context just as in first language acquisition. The

essential point in whole language approach is the idea that grammatical structures by themselves are not useful and they take on meaning only if they are situated in connected discourse (Adair-Hauck et al., in Shrum & Glisan, 1994).

Supporters of the whole language approach are opposed to explicit grammar teaching with its direct teacher explanations typically followed by manipulative exercises. In second / foreign language classes the emphasis should rather be on whole language rather than fragmented speech, just like it is the case in natural acquisition settings. Lightbown and Spada (1999) explain that in natural first or second language acquisition settings, language is not presented step by step but learners are exposed to a wide variety of vocabulary and structures from different people who use the language proficiently and add that language teaching should be likewise. Celce-Murcia (2002) also emphasizes that naturalistic learning of first and second languages takes place in context and at the level of discourse rather than the sentence level. The author refers to the language socialization hypothesis by Ochs (1988) and explains that grammar in first and second language is acquired through the learner's repeated and meaningful experience with contextualized discourse. Celce-Murcia (2002) puts forward that, especially in English grammar, there are so few rules that can be applied and used without reference to context, therefore context-free knowledge is always of less value than contextualized knowledge and she proposes "teaching grammar through context-embedded discourse rather than through abstract, context-free sentences" (p.122).

2.3.1. The Rationale for Contextualizing Instruction

The rationale for contextualizing language instruction and the theoretical basis which involves Ausubel's Subsumption Theory as well as Schema Theory and importance of background knowledge in language comprehension are presented below.

2.3.1.1. Ausubel's Subsumption Theory

The rationale for contextualizing classroom activities rest upon the notion that meaningfulness and organization of background knowledge is essential for effective and permanent learning (Omaggio Hadley, 1993). The idea that learning occurs through meaningful process of relating new experiences and/or items to already existing cognitive structures has been put forward by a prominent cognitive psychologist David Ausubel (1968). According to Brown (1980) Ausubel's subsumption theory provides a

strong theoretical basis “for the rejection of conditioning models of practice and repetition in language teaching. In a meaningful process like second language learning, mindless repetition, imitation, and other rote oriented practices in the language classroom have no place” (p.75).

Ausubel (1968) distinguished meaningful learning from rote learning. According to him rote learning is acquiring items as “discrete and relatively isolated entities that are relatable to cognitive structure only in an arbitrary and verbatim fashion, not permitting the establishment of relationships” (p.108). Rote learning does not involve any kind of association or relation between the acquired material and existing cognitive structures. Meaningful learning on the other hand, is a process of relating the new material to the existing cognitive structure. As Brown (1980) explains if we assume cognitive structure as a system of building blocks rote learning can be seen as the process of acquiring isolated blocks with no relationship to other blocks and no particular function, where as meaningful learning represents the process in which blocks become integrated with already established categories and clusters.

According to Brown (1980), a learning situation can be meaningful if

- (a) the learner has a meaningful learning set - that is, a disposition to relate the new learning task to what he already knows;
- (b) the learning task itself is potentially meaningful to the learner – that is, relatable to the learner’s structure of knowledge. (p.71)

Even though human organisms may process perfectly in either rote or meaningful learning, the distinction between the two becomes important in the long run. The efficiency of meaningful learning shows itself in retention. The retention of rote learned materials is influenced by interfering effects of similar rote materials as they have no interaction with cognitive structure in a substantive fashion. Meaningful learning, on the other hand, as the learned material is assimilated or attached to the learner’s cognitive structure is placed in the long-term memory (Brown, 1980)

Another important tenet of Ausubel’s theory (1968) is the need for “advance organizers”. Advance organizers are devices that activate relevant background

knowledge to facilitate the learning and retention of new material (Ommagio Hadley, 1994). These instructional units used before direct instruction in order to bridge the gap between what the learner is going to learn and his/her background knowledge. Ausubel (1968) believed that learning must be meaningful and relatable to the knowledge that the learner already possesses.

As can be seen, Ausubel (1968) emphasized the importance of already existing cognitive structures, in other words background knowledge, and the opportunities that teachers need to create for activating the background knowledge in order to relate the new material with the existing schemata.

2.3.1.2. Schema Theory and Background Knowledge

The importance of background knowledge in language comprehension is explained in a theoretical model known as Schema Theory (Carell & Eisterhold, 1983). Bartlett (1932) is the first to use the term schema for describing organizational and contextual structures. As Ommagio Hadley (1993) explains “the previously acquired knowledge structures accessed in the comprehension process are called schemata (plural of schema)” (p.134). Schemata are important because “they describe how people anticipate social events and situations in terms of their previous experience(s) of similar contexts, events and situations (Foley and Thompson, 2003, p.54).

It is important to mention that individuals form schemata for all aspects of their lives through their experiences. However, personal and cultural factors have a significant influence on the way schema formed and finally represent one’s understanding of the world. Schema theory brings forward the importance of context and background knowledge in comprehension. The theory provides basis for the idea that any given text or message does not carry meaning in and of itself. According to Ommagio Hadley (1993) it rather provides “direction for listeners or readers so that they can construct meaning from their own cognitive structure (previously acquired or background knowledge)” (p.134).

Schema theory has some implications for language instruction; in that students need contextual clues to make connections between ideas and build schemata. Visual aids, illustrations, songs, games, demonstrations, and various kinds of materials and techniques may be used by teachers to help students not only to relate new knowledge

with their previous knowledge but also to strengthen the existing connections. If the context is more familiar, it is easier for learner to understand (Shrum & Glisan, 1994). Learners need to be able to relate the information to the knowledge they already have in order to comprehend the meaning of the information (Minsky, 1982).

2.3.2. Methods and Techniques to Contextualize Language Instruction

Strategies such as top-down teaching, content-based instruction, theme- and task-based learning models, and the use of culturally and linguistically authentic materials are recommended for implementing contextualized language instruction (Shrum & Glisan, 1994). Content-based teaching which is widely implemented in FLES (Foreign Language in the Elementary School) and ESL (English as a Second Language) programs are suitable for contextualizing language instruction because students use the foreign language to learn new information and to evaluate that information (Leaver & Stryker, 1989). Different subjects provide the means for contextualizing instruction and for integrating foreign language, subject and content (Shrum & Glisan, 1994).

Activity-based and task-based learning models, in which a task to be accomplished links the content of the lessons and learning takes place as learners participate in a range of integrated meaningful tasks and activities, may be used to contextualize foreign language instruction. Theme-based and task-based learning models are also widely used to provide integrated cohesive contexts for language work. The essential notion of theme-based teaching (also known as topic-based teaching), as explained by Cameron (2001), is that “many different activities are linked together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teacher” (p. 180). Story-based methodology which is presented as a separate method by Ellis and Brewster (1991) and Brewster et al., (2002) or as a variation of theme-based teaching by Cameron (2001) is another way of contextualizing language instruction. Story with its motivating, challenging and fun nature is a great source to contextualize language learning especially for YLs (Shrum & Glisan, 1994; Adair-Hauck et al., in Shrum & Glisan, 1994; Garvie, 1990; Ellis & Brewster, 1991; Brewster et al., 2002; Cameron, 2001). Stories provide an ideal introduction to the foreign language as they are presented in a context that is familiar to the child as well as providing the starting point for a wide variety of related language and learning activities

(Brewster et al., 2002). Using stories so as to contextualize language instruction for YLs is discussed in detail in the following sections.

For contextualizing language instruction, Shrum and Glisan (1994) propose a top-down approach since they believe that students attend to the whole language when they attempt to construct meaning and deal with the unknown. A basic technique for contextualizing language instruction is presenting a listening or reading text to the class within the thematic unit being taught (Shrum & Glisan, 1994; Adair-Hauck et al., in Shrum & Glisan, 1994). A variety of texts depending on the aims of the lesson could be used for presentation; a story, cartoon, poem, authentic taped conversation, short reading, or piece of realia (Shrum & Glisan, 1994; Adair-Hauck et al., in Shrum & Glisan, 1994). An important point to consider when selecting the text is that the vocabulary and grammar that is to be learned should be appropriately matched to the theme, and used naturally in these initial authentic contexts (Shrum & Glisan, 1994). In addition, relating new information to previous knowledge for heightening understanding of the text is a significant point to consider while planning the lesson and designing the activities (Shrum & Glisan, 1994; Adair-Hauck et al., in Shrum & Glisan, 1994).

Tasks are given to students in order to lead them to understanding the main ideas and / or particular details gradually. “Through exploration of the text, students indirectly learn vocabulary and grammar that can later become the focus of more directed and personalized practice” (Shrum & Glisan, 1994, p.26). Thus, students are involved in a process that integrates four skills, culture and linguistic patterns in a top-down, whole language approach.

To sum up, contextualized language instruction, which aims at purposeful meaningful language presentation and practice, may be implemented through several methods and techniques. Using stories for this purpose may result in more satisfactory results with YLs.

2.4. Contextualizing Language Instruction through Stories

Many writers have emphasized the importance of stories in YL education and elaborated on reasons for why stories should play a central role in teaching a foreign language to children.

Stories have always been a natural part of human life. A great many scholars emphasize that stories are everywhere, for everyone, in everyday of our lives (Garvie, 1990; Rosen, 1985; Wright, 2000). Children are constantly hungry for stories and this might be a great opportunity for language instruction (Wright, 2000). Garvie (1990) indicates that stories serve not only to convey the nature of language but also to its learning and the condition of its teaching. That's why she suggests that a story may be considered as a vehicle that carries the learner along by its momentum on the journey of learning.

Stories are invaluable tools to contextualize language instruction (Garvie, 1990; Ellis & Brewster, 1991; Brewster et al., 2002; Shrum & Glisan, 1994; Adair-Hauck et al., in Shrum & Glisan, 1994; Cameron, 2001). Through stories children “get a real feel of the language and are introduced to language items and sentence constructions in a meaningful context” (Wright, 2000, p. 5). The familiarity of students with stories in their first language provides an ideal context to introduce language (Brewster et al., 2002). Garvie (1990) explains how a story can serve in TEYL;

It (story) helps to contextualize the items of the syllabus/course, offering a field of learning which is meaningful, interesting and motivating, while at the same time it covers the English work that has to be done.”(p.26)

Many scholars claim that stories may fit very well in a top-down, holistic type of instruction, in which presenting and practicing language items in context is essential (Shrum & Glisan, 1994; Adair-Hauck et al., in Shrum & Glisan, 1994; Cameron, 2001; Garvie, 1990; Ellis & Brewster, 1991; Brewster et al., 2002). This is very important when we consider that YLs think and learn holistically and indirectly rather than through explicit grammar and vocabulary teaching as discussed in the previous sections. Story as a text may serve as initial authentic context containing examples of structures and words used naturally (Shrum & Glisan, 1994). Through the exploration of the text, students indirectly learn vocabulary and grammar that can later become the focus of more directed and personalized practice (Shrum & Glisan, 1994; Garvie, 1990; Adair-Hauck et al., in Shrum & Glisan, 1994; Ellis & Brewster, 1991).

Story context helps to create acquisition rich environments in which YLs have exposure to a rich and vivid language and learn subconsciously while pursuing after meaning (Krashen, 1981, Garvie, 1990). Krashen (1981) proposes that stories may be exploited in YL classrooms to create an acquisition rich environment and ideal learning conditions which provide comprehensible language input that is a little beyond the child's current level of competence. Garvie (1990) explains the type of indirect learning that comes true in the learning environment created with stories as follows: "all the world loves a story and wants to know how it ends. Before they know where they are, they have learnt a lot of other things besides" (p.25).

Stories are also accepted as the starting point for various related activities in developing language skills (Brewster et al., 2002; Cameron, 2001; Garvie, 1990; Wright, 2000). A story theme serves as a source around which the target language of the syllabus, follow-up games, songs and other activities could be incorporated (Garvie, 1990). Stories supply contexts to build on in the classroom and provide space for communication through possible follow-up activities involving speaking, writing, drama and art (Wright, 2000).

Ellis and Brewster (1991) as well as Brewster et al.(2002) propose that teachers may contextualize language work through stories and construct mini- syllabuses which would involve pupils personally, creatively and actively in a whole curriculum approach" (Brewster et al.,2002). Brewster et al. propose a story-based methodology through which six or seven storybooks can be worked on throughout a school year. Through a story-based instruction a teacher may spend about four or five weeks on each story and between six to ten lessons per story if the class has one and half to two hours of English per week (Brewster et al., 2002, p.192).

Exploiting stories to contextualize language instruction is considered more advantageous compared to other kinds of texts, due to the organisation of stories. Some researchers put forward that particular characteristics of story structure make stories different from other kinds of texts rendering them more comprehensible vivid and retainable for the human mind (Oller, 1983; Cameron 2001; Rumelhart, 1977; Garvie, 1990; Omaggio Hadley , 1993). Garvie indicates (1990) that "the advantage of story as stimulus over topics introduced through chart, poster, picture, model, etc. or simply

discussion is that it is structured. It is going somewhere and the learner wants to reach the end of the journey” (p.31). The thematic structure and occurrence of events in a temporal sequence make stories more attention capturing and more easily understood (Cameron, 2001; Rumelhart, 1977). Also, the episodic organisation represented in stories aids comprehension and retention (Oller, 1983). Cameron (2001) explains that in stories, a sense of suspense motivates listeners / readers to want to find out what will happen to the protagonist who goes through an inevitable series of events and this predictable lockstep progression is broken by a surprise event and finally the conflict is resolved. Such a text structure seems to be very strong as it has the power to carry the audience naturally and smoothly until the end. Thus, a good story captures attention and facilitates comprehension and such characteristics can render it an indispensable role in YL classrooms.

Exploiting stories to contextualize English language instruction may have emotional and social advantages for YLs. Since students are familiar with the activity of storytelling as well as story themes and structure in their first language, stories in second language learning may create a familiar and hence, uninhibited learning environment for them. Krashen (1981) emphasizes that listening to a story is not traditionally associated with ‘learning’; thus, the ‘affective filter’ level is low. Since the learners absorb and assimilate more than they would in a formal learning environment, low ‘affective filter’ level appears to be an advantage. In this sense, learning through stories provides similar conditions to the learning of mother tongue, and is seen as a natural approach to the second language development (Kolsawalla, cited in Rixon, 2000). Stories are fun, challenging and motivating for YLs (Brewster et al., 2002; Wright, 2000; Halliwell, 1992; Garvie, 1990). Thus using stories in language instruction can help develop positive attitudes and create a desire to continue learning (Brewster et al., 2002).

Moreover, listening to stories in class is a social experience. A shared response of laughter, sadness, excitement, and anticipation is provoked by stories in classroom and this encourages social and emotional development (Brewster et al., 2002). Besides the stories, follow-up activities based on stories help to develop an attitude of cooperation between learners (Zaro & Salaberri, 1995). Moon (2000) states that a warm and happy

atmosphere in which the teacher and students enjoy working together, can be achieved using stories in the language classroom.

Using stories for teaching English may provide further benefits. Listening to stories in the classroom provides opportunities for practicing and enhancing the listening skills of YLs (Brewster et al., 2002; Ellis & Brewster, 1991; Wright, 2000). Stories enable children to develop a positive attitude to not understanding everything, by building up the skills of searching for meaning, predicting, and guessing in a similar manner to the acquisition of their first language (Wright, 2000). Moreover, listening to stories helps children become aware of the rhythm, intonation and pronunciation of language (Brewster et al., 2002).

Stories provide a way of enabling children to make sense of their everyday life by linking fantasy and imagination with the child's real world (Garvie, 1990; Brewster et al., 2002). Halliwell (1992) suggests that children delight in imagination and fantasy; however, it is more than a matter of entertainment for them. Children evaluate their versions of the world through fantasy and understand how the world actually is by imagining how it might be different (Halliwell, 1992). Likewise, Wright (2000) states that stories help children to understand the world they live in and to share it with others. It is discovered that by connecting their life experiences to that of fictional characters, children make connections between the plot and events in stories (Applebee, 1978, Favat, 1977, cited in Mello, 2001). Thus, understanding the imaginative conflicts in stories help children develop skills to comprehend and cope with conflicts in real life.

Another important reason for making stories an indispensable part of YL classrooms lies in the fact that stories may serve as a base for instruction which matches very well with the way children think and learn. In the previous sections, it has been discussed that language, thought and experience are crucially interrelated factors in the cognitive development of children. Piaget (1971) put forward that children are active 'sense-makers', but their sense-making is limited to their experience with physical and social environment; Vygotsky (1978) and Bruner (1983) also indicated that the child is an active agent in his/her learning and emphasized the role of language and society in the cognitive development of children. Stories have great potential to create contexts that offer rich resources which can nourish the cognitive growth of YLs. Garvie (1990)

indicates that all pundits tell us that language, thought and experience are inextricably linked, and she proposes:

It must therefore be important for the development of language in the young child that teachers should be able to offer the kind of experience within the school situation which will stimulate thought and feeling as well as train the skills of listening, speaking, reading, and writing. Story can be that kind of experience” (p.30)

2.4.1. How to Use Stories to Contextualize Language Instruction for YLs

Stories can be used to implement a top-down or whole language approach in which the story serves as the initial authentic context containing examples of structures and words used naturally (Shrum & Glisan, 1994). In order to use stories for teaching grammar and vocabulary in a contextualized fashion, teachers can introduce the lessons with a story which will enable them foreshadow the grammar explanation through the use of integrated discourse that will highlight the critical grammar structures to be taught (Adair-Hauck et al., in Shrum & Glisan, 1994). In this way the functional significance of the grammatical structure can be highlighted before focusing learner’s attention on form. Making an introduction with a story provides an “anchoring framework” and advance organizers to assist students for the new concepts to be learned (Adair-Hauck et al., in Shrum & Glisan, 1994).

After an interactive presentation, a number of activities can guide students through the learning of the new element (Adair-Hauck et al., in Shrum & Glisan, 1994). These activities may involve student repetitions of key phrases cued by the teacher during story telling, student-teacher role reversal in a TPR activity, cloze exercises based on listening segments, or discussions using “multiple passes” and recycling the storyline through picture displays. According to the authors role-playing scenarios can be used to deepen comprehension. The learners eventually glean the function and the meaning of the forms working within the framework of the story (Adair-Hauck et al., in Shrum & Glisan, 1994).

After this phase students’ attention is drawn to the patterns found in the text in order to co-construct grammatical explanation. At this phase, it is important that the learners and

teacher act together to hypothesize, guess, make predictions and come to generalizations about the target form. The following phase involves extension activities. The authors underline that extension activities should be interesting, be related to the theme of the lesson in some way, and most importantly allow for creative self-expression (Adair-Hauck et al., in Shrum & Glisan, 1994). Ellis and Brewster (1991) also emphasize the importance of follow-up activities in bridging the gap between language study and language use and to link classroom learning to the world outside. They underline that follow-up activities consolidate language introduced through a story, integrate skills work and foster independent learning. The options proposed for a final product or collective event are information—gap activities, role-play situations, dramatizations, games, authentic writing projects, paired interviews, class survey, or simulations of real-life situations (Adair-Hauck et al., in Shrum & Glisan, 1994; Ellis & Brewster, 1991).

2.4.2. Authentic stories

Using authentic materials in language instruction is recommended for several reasons. Such materials not only give students opportunity to see and hear real language with a purpose but also provide rich cultural content for instruction (Shrum & Glisan, 1994). Cultural and societal values as well as details of everyday life are reflected in those materials. Melvin and Stout (1987) point out that when fully exploited, authentic materials give students direct access to the culture as well as opportunities to communicate in meaningful situations rather than just practicing structure and vocabulary of the language. They also state that authentic materials serve as motivators for students at all levels when used as a supplement to the usual class routine. Guariento and Morley (2001), likewise, emphasize that as authentic materials give the learner the feeling that he or she is learning the ‘real language’, “that they are in touch with a living entity, the target language as it is used by the community which speaks it” (p.347), such materials increase motivation for learning. In addition to the positive effects of authentic materials on motivation, Guariento and Morley (2001), further claim that such materials can bridge the gap between classroom knowledge and learners’ capacity to take part in real world events.

Authentic stories can be used in YL classrooms so as to contextualize English language instruction. The advantage of bringing the real language into the classroom through exploiting authentic stories is emphasized by many scholars. Cameron (2001), for

example, says “stories bring into the classroom texts that originate in the world outside school” (p.159). Garvie (1990), likewise, sees authentic stories as an important tool to compensate the lack of exposure to English in the wider community. Garvie (1990) indicates that “story could be useful as a substitute for authentic text” (p.25) while adding at the same time variety and cohesion to the work of the prescribed syllabus / course. Ellis and Brewster (1991) also emphasize that authentic storybooks provide examples of ‘real’ language and help to bring the real world into the classroom. According to the authors “very often simplified stories represent a watered-down version of the English language and can deceive both teacher and learners about the true nature of language. Even though some writers are in favour of using only simplified stories in foreign language teaching, Ellis and Brewster (1991) indicate that if we modify and simplify stories too much, there is a danger of losing some of their magic.

Learners’ sense of achievement is another advantage of using authentic stories in TEYL. Understanding an authentic story can be very motivating for children as they experience a strong sense of achievement at having worked with a ‘real’ story (Ellis & Brewster, 1991). Thus, stories published for native English-speaking children might be more engaging for children compared to simplified stories in the foreign language class (Wright, 2002).

Authentic stories also give a chance for introducing the target culture to learners at early ages. According to Byrnes (1991) it is difficult to simulate the appropriate second-culture framework in a classroom where students are surrounded by their native culture. That is why she suggests using texts as a vehicle for gaining cross-cultural understanding. Stories might give implications on a wide range of aspects of the target culture including, lifestyle, food and drinks, clothing etc. specific to that culture. This may be a good starting point for comparison in order to create a more global understanding for YLs.

In spite of the opportunities they offer, authentic stories may also have some disadvantages for YLs if they are not well selected and if the language is too advanced for children to follow. Educators who support using authentic stories in TEYL also warn that if the language is very much above the level, such a rich and vivid source may

turn into an incomprehensible and de-motivating piece of text (Wright, 2002; Ellis & Brewster; 1991; Brewster et al., 2002).

Ellis and Brewster (1991), however, state that many authentic stories contain language traditionally found in most beginner syllabuses, and they can be used with YLs after careful selection and preparation. Instead of grading down the input to enable learners to cope with, the authors suggest grading down the output or response to the authentic input. What is meant by the authors is that even if the authentic text is loaded with many structures and vocabulary, which is very normal since they are made for native speakers of English, teachers can overcome this obstacle through creating and implementing activities which are within the capabilities of beginner learners. In this way the teacher and the learner would not have to turn their back on a rich cultural and linguistic source.

2.4.3. Using Technology to Present Stories

Many authors suggest that good story telling is a magnificent opportunity for YLs as it creates an interesting, motivating learning setting with some magic and fantasy. Cameron (2001) indicates that “stories have the shape they do because they are designed to be listened to and, in many situations, participated in” (p. 160). Supporters of a story-based methodology like Wright (2002), Ellis and Brewster (1991), and Garvie (1990) propose a number of strategies for more efficient story telling and reading like providing a context for the story; providing visual support; drawings on the board as well as cut-out figures, speech bubbles, masks, puppets, real objects, flash cards and so on; and using the mother tongue to explain keywords and ideas if necessary, using gestures, mime facial expressions, varied pace and tone.

A classroom setting where children sit around the teacher on the floor, following the book, interacting about the illustrations of the characters or events with peers and the teacher, seem to be an ideal setting for story-based lessons. However, unfortunately, not all classes can serve as optimum settings. In large classes it would not be possible to sit around one book and follow the story with the teacher no matter how big the illustrations were. Furthermore, in some cases, teachers may not feel confident enough to tell / read a story to class in an appropriate and engaging manner. Particularly for non-native speaker teachers, the process of telling stories in the target language may be more challenging. In such cases teachers might need different ways for presenting

stories effectively in YL classrooms, and technology can be an invaluable tool at this point.

Garvie (1990) gives implications for trying out new ways of story telling: “A story session with a very large group, say several classes together in the hall, could well be done with projection of pictures in a very exciting way, and noises off carefully synchronized” (p.100). She also proposes studying the technique of the good talk/slide-show or television documentary in order to present stories in YL foreign language classes.

Ellis and Brewster (1991) indicate that some stories are available on audio cassette and /or CD-Rom and using such aids will have some benefits for YLs. Using a cassette or CD-Rom,

- Provides variety by allowing English spoken by someone other than their teacher, another voice, another accent.
- The voice on the cassette / CD provides a constant model and provides examples of English as spoken by a native speaker.
- Some recordings contain amusing sound-effects which are motivating and can help pupils guess meanings of unknown words.
- The voice on the cassette provides a model for the teacher to imitate by demonstrating a number of storytelling techniques such as adapting the voice for different characters, intonation patterns, stress and rhythm; altering the pace of the voice, and so on.

(Ellis & Brewster, 1991, p.32)

A further step for supporting story-based methodology in YL classrooms might be adding the visual components and using animated stories which involve both audio and visual support to aid comprehension. Using authentic animated stories with YLs is, in this study, proposed as an efficient alternative to story telling or reading carried out by the teacher.

2.4.3.1. Animations

Hoban and Ferry (2006) define animation as the optical illusion created by moving images of objects at high speed, usually 24 frames per second, so that the viewer gets an

impression that the object is moving or alive. A more reader friendly definition would be that animation is the process by which we see still pictures move. Animations have been a source of attraction especially for children due to the colourful characters and catchy visual presentations accompanied by enjoyable sounds and songs. Animations do not deliver single-cue messages but multi-cue messages in a context supported by visual and audio components. That is why educators have long been interested in using animations for teaching all kinds of subjects.

Animations have been used in teaching for a number of reasons. Since humans have an innate tendency to respond to things that move, animated messages are more likely to capture attention than static messages (Schwartz, 2003). Animation makes things more noticeable than static pictures. Another important feature of animation is its help in storing information. Animation serves as a mnemonic device by guiding attention to the important concepts in the verbal information and provides a framework for storing message information (Chan Lin, 1998). Using animations can increase the recall of information presented in the lesson. Also, sounds accompanying the visual stimuli are important as they capture and guide attention and make things noticeable. Sounds can elaborate upon visual stimuli by providing information about invisible structures, dynamic change, and abstract concepts (Bishop and Cates, 2001).

Animations are widely in use for teaching different subjects. Many experts use animations to present a process, a temporal change or to form concrete visual displays of abstract relations. Especially for areas of study which need explicit dynamic transfer of knowledge, animations have often been designed and used. In teaching biology, pharmacy, electricity, physics, computer sciences, and many other subjects animations are proposed as invaluable sources to supplement or complement what a lecturer has to say. Positive attitudes, increased motivation and comprehension in electricity and physics, cell biology, calculus concepts, pharmacy, and geosciences as a result of using animations were reported in several studies (Dov & Frank, 2006; Stith, 2004; Giraldo, 2002; Cho, 2004; Manduca, Macdonald, Mogk, Tversky, Slotta and Crabaugh, 2004).

As can be seen, using animations for different subjects and at different levels of instruction is quite widespread. In language teaching, however, there are few studies to

reveal effects of using animations on enhancing learning or attitudes of learners. Indeed animations can be especially useful at the lower ranges of proficiency because of the visual contextual support they provide, as long as students know that they are not expected to understand every word. Furthermore, it should be remembered that one of the goals of teaching a foreign language at an early age is to instil in children the idea that language learning is a happy experience (Brewster et al., 2002; Rixon in Brumfit et al., 1991; Cameron, 2001; Slatterly & Willis, 2001) and animations may create that enjoyable learning environment.

Kristiansen (2001) a Norwegian educator who worked on engaging animations into language lessons, states that the attraction of animations probably arises from the exaggeration in them: everything looks neater when it is animated - the food looks better, the houses seem cosier and the people appear more attractive. Voices of the characters are also exaggerated. Kristiansen explains that the actor giving an animated character a voice cannot rely on body language and gestures, and therefore, the voice must be sufficient on its own. This might be an advantage for language classes as students are introduced to authentic language with a strong tone and intonation besides a wide variety of accents in cartoon animations. As well as improving listening skills through animations, it is possible to increase students' knowledge of cultural aspects like school life and school system, work, industry, environmental issues, human values, religion, race, politics, everyday life, traditions, music, and sports (Kristiansen; 2001).

Animated stories may be exploited as invaluable sources in contextualizing language instruction for YLs of EFL. Yet research on the outcome of such an approach is rare. In a study conducted by Verdugo and Belmonte (2007), the effects of digital (animated) stories on listening comprehension of YLs were investigated. The study was conducted with 220 six year old EFL students in Spain. In a quasi-experimental research design, 69 stories were used with an experimental and a control group. The results of the study indicated that learners in the experimental group improved their listening comprehension skills and outperformed the control group. The researchers believe that the visual, interactive and reiterative character of digital (animated) stories have an important role on this result.

In TEYL, authentic animated stories can be exploited for contextualization while at the same time creating an enjoyable learning environment and bringing a native speaker's

voice to the classroom. This study, therefore, aims to investigate the effect of using authentic animated stories on the attitudes of YLs of EFL.

In this chapter, literature related to contextualizing language instruction, characteristics of YLs and importance of stories in teaching EFL to YLs was reviewed. The following chapter is devoted to the presentation of the method of the study.

CHAPTER 3

METHOD

3.1. Introduction

This is a case study that aims to investigate the role of contextualized language instruction through authentic animated stories in teaching EFL to YLs. The potential role of using such an approach was assessed in terms of students' attitudes towards learning English. According to Stake (1995) when using a case study the researcher explores in depth a programme, an event, an activity, a process, or one or more individuals. The cases are bound by time and activity, and the researchers collect detailed information using a variety of data collection procedures over a sustained period of time. In accordance with the nature of the case study method mentioned above, a number of instruments were implemented in this study, in order to collect data regarding students' attitudes towards learning English through instruction contextualized using authentic animated stories, over a twelve-week period.

This chapter is devoted to the presentation of the method of the study. It includes a description of the following; setting and participants, contextualized language instruction through authentic animated stories, data collection instruments, data collection and data analyses procedures.

3.2. Setting and Participants

The study was conducted at Adana Kürkçüler Primary School which is situated in Kürkçüler, a village 20 km. away from Adana. The students are from families belonging to average and low socio-economic groups. The average number of students in the classrooms is 35-40.

Language learning materials in the school comprise course books determined by the National Ministry of Education. Supplementary materials or special facilities for English language learning are not currently available in the school.

The participants were 31 sixth grade students (14 female and 17 male) aged 11-12. The participants started learning English at 4th grade in a schedule involving English lessons for two hours per week with their class teachers. At 5th grade they also had English lessons for two hours per week with an English language teacher. The students' English proficiency level is 'novice high' according to the American Council for the Teaching of Foreign Languages Proficiency Guidelines (2004), which means that students are able to understand short, learned utterances and some sentence length utterances; particularly where context strongly supports understanding and speech is clearly audible. The students can ask questions or make statements involving learned material. They also have sufficient control of the writing system to interpret written language in areas of practical need.

3.3. Description of Contextualized Language Instruction through Authentic Animated Stories

Brewster et al. (2002) propose that stories can provide the starting point for all kinds of related language learning activities and can be used as short basic syllabuses in their own right as an alternative to a particular course book. In this study, authentic animated stories were used as overarching themes into which some basic vocabulary, structures, and functions of the target language were integrated (Appendix I).

There were some important points which were taken into consideration while choosing the stories for the purposes of this study. Brewster et al. (2002) as well as Ellis and Brewster (1991) propose a number of criteria for selecting stories that could be used with YLs of ELF. According to these criteria, the language level of the story that is aimed to be used in YL classes should be appropriate and the story should contain language included in beginner syllabuses. The story should also contain pronunciation features of the target language such as rhythm and intonation, in order to improve the pronunciation of the learners. The content should be relevant, interesting, amusing, and memorable. The text should involve natural repetition to encourage participation as well as an opportunity for prediction activities. The visuals should relate to the text and be attractive. The story should be motivating and arouse interest. In addition, the story should help to develop positive attitudes towards the target language, culture as well as language learning in general. Lastly, the language in the story should be authentic and be representative of that spoken in the target culture.

Besides the criteria above, while selecting the stories, the objectives of the sixth grade English language curriculum prepared by the National Ministry of Education were taken into consideration. Thus, the vocabulary, structures and functions that targeted when using the stories are all within the objectives of sixth grade English language curriculum.

Through the implementation of the study, physical conditions of the school were a determining factor. The stories selected for the purposes of this study were originally prepared for a multimedia environment and they require interface skills (listen, watch and react by clicking on arrows; click on the arrows to follow the story; click on parts of picture, etc.). Since there was not a multimedia lab in the school, the authentic animated stories used in this study were shown on a computer with the help of an LCD data projector and a screen.

While designing and choosing the integrated activities, the children's developmental level, the objectives of the curriculum, and of the lesson, the resources and materials available, as well as the size and physical conditions of the class were considered. Furthermore, suggestions in the related literature were taken into account. Scott and Ytreberg (1990) indicate that due to the short attention span of YLs variety is a must. While designing the lessons, the researcher focused on providing a variety of activities as well as a variety of materials related to the stories. Ellis and Brewster (1991) suggest a range of ideas for designing activities related to stories. For the preparation stage, they propose activities so as to make children more familiar with the content of the story, concepts in the story or teaching or revising some of the key language. As for follow-up activities, Ellis and Brewster (1991) suggest activities that provide opportunities to extend and consolidate language introduced through the story as well as providing enjoyment, satisfaction and creativity on behalf of the students. In line with these suggestions, variety in the activities in this study was provided through such activities as acting out stories, class surveys, preparing food, games, etc.

The design of contextualized language instruction through authentic animated stories is described below.

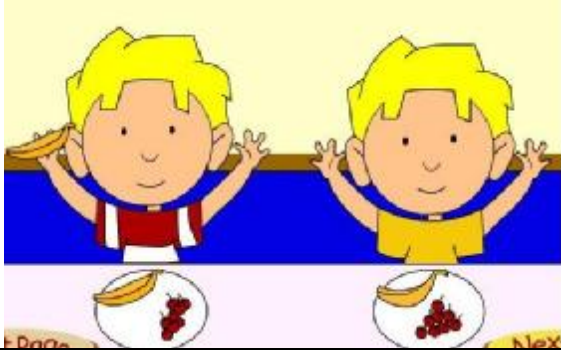
Table 3.1. Story 1 Where's My Hat?

	
Activities	Materials
1. Presentation and practice of vocabulary (Clothes)	Flashcards, worksheet Hats (firefighter, builder, clown)
2. Viewing the story (1 st time)	Computer, projector, screen, speakers
3. Viewing the story (2 nd , 3 rd time) and completing the worksheet	Computer, projector, screen, speakers, worksheet
4. Retelling the story	Computer, projector, screen, Power Point Presentation (or story sequence pictures)
5. Acting out the story	Hats (firefighter, builder, clown), role-playing cards
6. Presentation and practice of structure (Is this the firefighter's hat? Yes, it is. No it isn't Whose, possessive "s")	Computer, projector, screen, PowerPoint presentation, worksheet
7. Game	Students' belongings in the classroom.
8. Revision of vocabulary (A firefighter's clothes)	Computer, projector, screen, PowerPoint presentation
9. Game: May I get / have / take the firefighter's hat, please?	Paper babies, glue, firefighter's clothes

As indicated in Table 1, a number of activities were designed within the context of this story. The pre-viewing activity involves the introduction of the key vocabulary related to the story theme. Then the students view the story for the first time under the guidance of the teacher who asks prediction questions at certain stages of the plot. In the second and third viewing, students are introduced to the written form of the story and are asked to complete the related worksheets. After viewing, the teacher encourages students to retell the story using story sequence pictures shown on a PowerPoint presentation. The

activity that follows the presentation is acting out the story. After tasks related to the content of the story, the new structure mentioned in Table 1 (Is this the firefighter's hat? Yes, it is. No it isn't, Whose, possessive "s") is presented and practiced within the context of the story with a PowerPoint presentation. The use of this structure is then personalized through a game. Another game is used to extend the story theme in order to practice the structure to ask for things and to revise vocabulary related to clothes.

Table 3.2. Story 2 One Colour Day

	
Activities	Materials
1. Presentation and practice of vocabulary (Food, Clothes)	Realia; apples, bananas, tomatoes, etc., pictures of food, a poster (shopping list)
2. Presentation and practice of structure (Like x Don't like / Likes x Doesn't like)	Worksheet 2, worksheet 3
3. Sorting out the food according to their colours.	Cards showing red corner, yellow corner
4. Viewing the story (1 st time)	Computer, projector, screen, speakers
5. Viewing the story (2 nd time) TPR activity	Computer, projector, screen, speakers, red, yellow, blue slips of paper.
6. Viewing the story (3 rd time) completing the worksheet	Computer, projector, screen, speakers, worksheet
7. Revision of colours	Colour chart
8. Presentation and practice of structure My/his/her favourite colour/drink/food is....	board
9. Interviewing: Ss. become a fairy tale character interview about favourite colour/drink/food is....	Worksheet, chart
10. Conducting a survey and making a poster that reports mostly rated food, drinks, colour in the classroom.	Poster, markers

As indicated in Table 2, a variety of activities were designed within the context of the particular story. The teacher introduces vocabulary on food and clothes in a context that

is created by using realia. This activity leads to the presentation and practice of the related structure (like x don't like / likes x doesn't like). After a number of tasks to practice the structure, students view the story for the first time. Through the second viewing of the story a TPR activity is carried out and students are asked to complete a worksheet during the third viewing. After revising colours, the teacher introduces the structure (My/his/her favourite colour/drink/food is....) using the story context. In an extension activity the students imagine that they are fairy tale characters and interview each other about their favourite colour/drink/food. As a post activity, a class survey is conducted and a poster is prepared to display the most highly rated food, drinks, colour in the classroom.

Table 3.3. Story 3 I Want to Whistle!

	
Activities	Materials
1. Presentation of vocabulary and Imperatives	A whistle, board
2. Viewing the story (1 st time)	Computer, projector, screen, speakers
3. Viewing the story (2 nd time) completing the worksheet	Computer, projector, screen, speakers, worksheet
4. Viewing the story (3 rd time) ordering the pictures and sentences	Computer, projector, screen, speakers, Sentence slips, pictures
5. Acting out	A whistle
6. Parts of the body	Poster with a body drawn on it, markers
7. Song- Put your finger in the air	VCD player
8. Presentation and Practice of Structure Can / can't Can you whistle / hold a spider?	Toys: spider, cockroach, frog, etc., worksheet

As indicated in Table 3 a number of activities were designed within the context of this story. The teacher presents vocabulary and introduces the structure (imperatives) using the story context. After an introduction, students view the story for the first time; prediction questions are asked by the teacher. During the second viewing of the story students are expected to fill in a table and through the third viewing they put jumbled pictures and sentences in the correct order in pairs. This activity is followed by a drama activity. The topic, 'parts of the body', is an extension of the story theme. 'Parts of the body' is integrated with imperative structure and practiced in the song "Put your finger in the air!". Lastly, another structure (can / can't) is presented in the context of the story and extended through related activities and materials.

Table 3.4. Story 4 Goldilocks and the Three Bears

	
Activities	Materials
1. Introduction to the story by the teacher, presentation of vocabulary	Computer, projector, screen, PowerPoint presentation, masks, toys; bowls, spoons, a cooker, etc.
2. Viewing the story (1 st time)	Computer, projector, screen, speakers
3. Viewing the story (2 nd , 3 rd time) and completing the worksheet	Computer, projector, screen, speakers, worksheet
4. Acting out the story	Role-playing cards, masks, toys; bowls, spoons, a cooker, etc.
5. Presentation and practice of structure (be tired/happy/afraid/surprised/sad/happy), Game: Feelings	Worksheet, word cards
6. Presentation and practice of vocabulary (hard X soft, big X small, hot X cold)	Computer, projector, screen, PowerPoint presentation, toys, worksheet
7. Presentation and practice of structure Too + adj	Worksheets
8. Song: When Goldilocks came to the house of the bears	Computer, projector, screen, speakers, worksheet
9. Making porridge	Ingredients of porridge, a cooker, a pan, worksheet, a globe

The activities designed and integrated within the story context (indicated in Table 4) are explained below. The teacher introduces the story using a PowerPoint presentation, masks and toys while at the same time presenting related vocabulary. After the first viewing of the story, the students view the story again in order to complete the

worksheets. As a follow up activity, students act out the story in groups. The structure (be+adj) is presented in the context of the story and practiced through worksheets and a game. Opposite adjectives are also presented within the context of the story. After the presentation, the topic is extended and practiced through a PowerPoint presentation and worksheets. As a post viewing activity, the students are taught the song named “When Goldilocks came to the house of the bears” and complete the associated worksheet. The last activity associated with this story is making porridge at school. Through this activity students not only learn some vocabulary (ingredients for making porridge) but also gain insights into the food of another culture.

Table 3.5. Story 5 Royal Race

	
Activities	Materials
1. Presentation of vocabulary (Races and games)	Computer, projector, screen, PowerPoint presentation
2. Presentation and Practice of Structure (be good at doing something, the best runner)	Worksheet, posters, board markers
3. Games and Races (leapfrogging, hopping backwards, climbing, running)	posters, board markers
4. Writing	Worksheet
5. Presentation of vocabulary(Royal family, castle, etc)	Computer, projector, screen, PowerPoint presentation
6. Viewing the story (1 st time)	Computer, projector, screen, speakers
7. Viewing the story (2 nd time) and completing the worksheet	Computer, projector, screen, speakers, worksheet
8. Viewing the story (3 rd time) and completing the worksheet	Computer, projector, screen, speakers, worksheet
9. Acting out the story	Masks, crowns, roses, toy ponies, a toy giraffe, etc
10. Practice of structure (the best singer, actor)	Worksheet

As indicated in Table 5, a variety of activities were designed within the context of the particular story. Students are introduced to the related vocabulary through PowerPoint presentations. After that, key structures (be good at doing something, the best runner/climber, etc) in the story are presented and classroom discussions are carried out

for personalization of the structures. In the following activity students are asked to register their names for games and races to be held. The games and races are held in four categories (leapfrogging, hopping backwards, climbing, and running) and the winners are announced using posters. In the following stage, students do some guided writing about this experience. After another short presentation of vocabulary (Royal family, castle, etc), the students view the story for the first time. During the second and third viewing, the students are expected to complete the related worksheets. The next activity involves acting out the story using masks, crowns, etc. The last activity involves the practice of the structure (the best actor / singer) through worksheets.

3.4. Data Collection Tools and Procedures

This study addressed the following research questions:

1. What are the attitudes of young EFL learners towards learning English at the beginning of the study?
2. What are the attitudes of young EFL learners' towards learning English at the end of the study?
3. Does contextualized language instruction through authentic animated stories produce any change in young EFL learners' attitudes towards learning English?
4. What are young EFL learners' perceptions of contextualized language instruction through authentic animated stories?

For triangulation purposes, data were collected by employing several data collection tools. To respond to the first, second and third questions data were acquired from an attitude questionnaire (Appendix II) and an open-ended questionnaire (Appendix III). In addition, data collected through a semi-structured interview (Appendix IV) helped to answer the third question. To respond to the fourth question data were acquired from the interview and lesson evaluation forms (Appendix V and Appendix VI).

3.4.1. Questionnaires

The attitude questionnaire developed by Kara (2003) was administered in this case study. This is a structured five point-Likert- type scale from “strongly agree” to “strongly disagree”. The reliability of the measuring instrument was high (Cronbach Alpha 0. 71). The questionnaire was administered at the beginning and at the end of the study in order to reveal YLs’ attitudes towards learning English. The questionnaire

consisted of 58 items related to four categories, namely, love of English, interest in learning English, desire for and expectations from learning English, and concerns about learning English.

1. Love of English: In this part there are 10 items that assess the extent to which participants like learning English.

2. Interest in Learning English: This section includes 17 items which focus on the extent to which participants are interested in learning English.

3. Desire for and Expectations from Learning English: This section consists of 9 items which focus on the participants' desire for and expectations from learning English.

4. Concerns about Learning English: This section consists of 22 items which aim to identify the participants' concerns about learning English.

The open-ended questionnaire was developed by the researcher. The purpose of developing the open-ended questionnaire was to support the attitude questionnaire. Nine questions were asked to the participants to reveal their attitudes towards learning English at the beginning and at the end of the study. The questionnaire was examined by two specialists in the field of ELT, in order to eliminate possible ambiguities.

The data collection with the attitude questionnaire and open-ended questionnaire took place in October 2006, at the beginning of the study and in December 2006, at the end of the study. The questionnaires were administered to students by their teacher of English (the researcher) during the class time on two different days. Since the attitude questionnaire, which consisted of 58 questions, might have been lengthy for YLs, the open-ended questionnaire was administered in another lesson the following day. Before answering, students were given information about the questions to avoid any failure due to misunderstandings or confusion. Also, students were informed about the purpose of the study and reassured that the results would not affect their grades, in order to prevent possible constraints in answering the questions. No time limit was set for the completion of either questionnaire. The researcher was present during the

administration of the questionnaires to answer questions or deal with problems of the participants.

3.4.2. Interviews

A semi-structured interview format was used to support data acquired from the questionnaires. In order to better understand the students' attitudes towards contextualized language instruction through authentic animated stories, the students were asked questions on learning English through authentic animated stories and the related activities and materials. The interview format was prepared by the researcher and comprised 10 questions, which were related to the attitudes of students towards learning English, authentic animated stories, integrated activities and materials, and their concerns about English.

After piloting the interview questions with three students who were also the participants in the study, necessary modifications were made concerning the clarity and comprehensibility of the questions. Out of the 31 students who were exposed to the contextualized language instruction, nine participated in the interview, three good, three average, and three below average language learners. The interviews were audio-recorded for data analysis purposes. Content analysis was done to identify the issues that emerged on the basis of the questions asked.

The interviews with the participants were carried out in December 2006 at the end of the study. Participants were interviewed by a specialist from Çukurova University, using the interview schedule. The interviews were conducted with nine students. The interviews took approximately 20 minutes individually and were tape-recorded. A tape recorder was used in the interviews in order to have precise information to refer to afterwards.

3.4.3. Lesson Evaluation Forms

Another data collection tool that aimed to specify the students' perceptions of contextualized language instruction through authentic animated stories was a lesson evaluation form given at the end of every five lessons during the study. This instrument was used to gather data on students' perceptions of the authentic animated stories, activities, materials, their teacher, as well as their involvement in the contextualized

language instruction. In these forms, students were also asked to express what aspects of the lessons they liked or did not like. Participants' perceptions of their own learning and possible reasons for failing to learn were also investigated through the evaluation forms.

Lesson evaluation forms were administered at the end of every five lessons. Each student completed two lesson evaluation forms for one story (10 hours). Before completing the forms a whole class discussion was carried out for a few minutes in order to remind students about what had been done in the previous five lessons.

3.5. Data Analysis Procedures

This study produced both qualitative and quantitative data through questionnaires, interviews, and lesson evaluation forms.

Data collected by the attitude questionnaire were analyzed through SPSS 13.0 for Windows Graduate Student Version. The means and standard deviations were calculated for four categories in order to describe the overall picture of how the students rated their perceptions on learning English at the beginning and at the end of the study. Also the pre-test post test results from the attitude questionnaire were analyzed through Paired Samples t-Test in order to reveal if there were any significant differences between the attitudes of students towards learning English at the beginning and at the end of the study.

Data collected through the interviews were transcribed, content- analyzed and grouped in order to find out the participants' perceptions of the implementation.

Lastly, data gathered through the lesson evaluation forms were content analyzed and grouped to reveal students' perceptions of contextualized language instruction through authentic animated stories.

In this chapter, participants and setting, the implementation of contextualized language instruction through authentic animated stories, data collection instruments, data collection procedures, and data analyses procedures were described. The results of the study are presented in the following chapter.

CHAPTER 4

RESULTS

This chapter presents the results of this particular study which aims to investigate YLs' attitudes towards language instruction contextualized through authentic animated stories. The chapter presents results acquired from the attitude questionnaire, open-ended questionnaire, interviews, and lesson evaluation forms.

4.1. Findings from the Attitude Questionnaire

The attitude questionnaire used in the study consisted of 58 questions and was given at the beginning and at the end of the study. It includes four categories, namely, *love of English*, *interest in learning English*, *desire for and expectations from learning English*, and *concerns about learning English*.

The attitude questionnaire served to seek answers to the first, second and third research questions which are given below.

- 1- What are the attitudes of young EFL learners towards learning English at the beginning of the study?
- 2- What are the attitudes of young EFL learners' towards learning English at the end of the study?
- 3- Does contextualized language instruction through authentic animated stories produce any change in young EFL learners' attitudes towards learning English?

4.1.1. Love of English

Responses of the participants to the first category; *Love of English*, are presented in Table 4.1.

Table 4.1. Comparison of Students' Love of English at the Beginning and at the End of the Study

	N	X	S	t	P _t	R	P _r
PRE	29	45.62	2.64	-1.583	0.125	0.634	0.000
POS	29	46.31	2.83				

As Table 4.1 indicates, the mean score with regard to students' love of English at the beginning of the study was 45.62, whereas it was 46.31 at the end of the study. The results indicate that there is no statistically significant difference between students' attitudes regarding their love of English ($t=-1.583$, $pt>0.05$) before and after the study.

4.1.2. Interest in Learning English

Responses of the participants to the second category, *Interest in Learning English*, are presented in Table 2.

Table 4.2. Comparison of Students' Interest in Learning English at the Beginning and at the End of the Study

	N	X	S	t	P _t	R	P _r
PRE	27	75.26	7.80	-1.638	0.114	0.620	0.001
POS	27	77.44	8.11				

As Table 4.2 indicates, the mean score with regard to students' interest in learning English at the beginning of the study was 75.26, whereas it was 77.44 at the end of the study. The results indicate that there is no statistically significant difference between students attitudes with regard to their interest in learning English ($t=-1.638$, $pt>0.05$) at the beginning and at the end of the study.

4.1.3. Desire for and Expectations from Learning English

Responses of the participants to the third category, *Desire for and Expectations from Learning English*, are presented in Table 4.3.

Table 4.3. Comparison of Students' Desire for and Expectations from English at the Beginning and at the End of the Study

	N	X	S	t	P _t	R	P _r
PRE	30	41.60	3.85	-1.646	0.110	0.035	0.856
POS	30	43.03	2.95				

As Table 4.3 indicates, mean score with regard to students' desire for and expectations from learning English at the beginning of the study was 41.60, whereas it was 43.03 at the end of the study. The results indicate that there is no statistically significant difference between students attitudes with regard to their desire for and expectations from learning English ($t=-1.646$, $pt>0.05$) at the beginning and at the end of the study.

4.1.4. Concerns about learning English

Responses of the participants to the fourth category, *Concerns about Learning English* are presented in Table 4.4.

Table 4.4. Comparison of Students' Concerns about Learning English at the Beginning and at the End of the Study

	N	X	S	t	P _t	R	P _r
PRE	19	56.11	28.52	3.707	0.002	0.833	0.000
POS	19	42.11	19.08				

As Table 4.4 indicates, mean score with regard to students' concerns about learning English at the beginning of the study was 56.11 whereas it was 42.11 at the end of the study. The results indicate that there is a statistically significant difference between students attitudes with regard to their concerns about learning English ($t=3,707$, $pt<0.05$) at the beginning and at the end of the study. At the end of the study there was a decrease in students' concerns related to learning English.

4.2. Findings from the Open-ended Questionnaire and Interviews.

The open-ended questionnaire used in the study consisted of nine open-ended questions and was given at the beginning and at the end of the study. The interviews comprised of 10 questions and were conducted with nine students at the end of the study. The open-ended questionnaire served to seek answers to the first, second and third research questions mentioned above.

The interview sought answers to the second, third research questions as well as the fourth research question, namely,

4- What are young EFL learners' perceptions of contextualized language instruction through authentic animated stories?

Table 4.5 below presents the findings derived from the open-ended questionnaire as to the comparison of students' love of English at the beginning and at the end of the study.

Table 4.5. Comparison of Students' Love of English at the Beginning and at the End of the Study

I like learning English because...			
At the beginning of the study N: 31	f	At the end of the study N: 31	f
English lessons are fun and useful.	16	English lessons are fun and useful.	15
English is necessary for having a good job.	7	I like becoming involved in various activities: acting out, singing songs, playing games, and competitions.	9
Our teacher is good / teaches well.	5	English is necessary for having a good job.	5
I want to go abroad/speak with tourists.	3	When I go abroad I will need English.	5
It is good to learn a language other than your own.	3	English lessons are easy.	4
English lessons are easy.	2	Our teacher is good / teaches well.	3
I love it because it is my own lesson.	1	I learn a lot in English classes.	2
We are learning songs.	1	English lessons this year are more visual. We mostly used the course book last year.	1
I have always dreamt of speaking English.	1	I like watching stories.	1
Total	39	Total	45
I don't like learning English because...			
At the beginning of the study N: 0	f	At the end of the study N:2	f
		the class is noisy.	1
		I have difficulty in pronouncing some words in English.	1
Total	0	Total	2

The first and second questions in the open-ended questionnaire investigated whether students liked learning English as well as the reasons for liking or not liking English at the beginning and at the end of the study. As indicated in Table 4.5, at the beginning of the study 31 students out of 31 stated that they liked learning English. At the end of the study, also 31 students out of 31 expressed that they liked learning English; however, two out of 31 also gave reasons for not liking English. There was an increase in number and variety of reasons students put forward for loving learning English. At the beginning of the study 31 students made clear 39 reasons in total and at the end of the study the number of the reasons increased to 45.

In addition to the increase in the number of reasons, there was a change in students' constructs concerning their love of English lessons at the end of the study. At the beginning of the study, students did not refer to the activities involved in English lessons except for learning songs. However, at the end of the study, nine students

pointed out that they liked becoming involved in various activities: acting out, singing songs, playing games, and competitions. In addition, one student mentioned that English lessons were more visual compared to those in the previous year when they had only used the course book. Also, a student pointed out that she/ he liked watching stories while explaining the reasons for his/her love of English.

Findings from the interview also support the findings from the open-ended questionnaire. In the interviews nine students out of nine expressed that they like learning English. Some of the reasons they put forward included the following:

Extract 1:

“I say, ‘Hurray!’ when the teacher says, ‘I have a new story for you today.’everybody likes English lessons.”

Extract 2:

“I like ordering pictures, gluing and acting out. And I understand better as I see things on screen.... I understand English better, I like it more than ever. I also like some other lessons but to me, English is different.”

Table 4.6. Comparison of Students' Perceptions of the Difficulty of English Lessons at the Beginning and at the End of the Study

I find English lessons difficult because...		
At the beginning of the study N: 5	f	At the end of the study N:4
it is very different from Turkish.	3	I find reading English spelling confusing.
it is boring.	1	I have difficulty in reading in English.
		I work and have no time to study for examinations.
		I get excited while acting out the stories. I cannot remember the right words.
Total	4	Total
I find English lessons easy because...		
At the beginning of the study N: 24	f	At the end of the study N:15
English classes are fun; songs, games are involved.	5	I understand better when I see images from the story on screen.
I love learning English.	4	it is exciting and fun to learn new words.
I listen to my teacher carefully, revise, and do homework.	6	stories and acting out the stories are easy.
My teacher teaches well.	2	we used the course book last year, but this year we learned by watching stories.
		I like English and do my best to learn it.
		it is easy when I study.
		I like reading and writing in English.
		English lessons are fun.
		It is easy once you listen carefully.
		we hear English from the stories.
		I am getting used to pronouncing English words.
		we play games and act out stories.
		my teacher does revision and I also revise.
Total	17	Total

The third and fourth questions in the open-ended questionnaire inquired whether students found learning English difficult or easy and their reasons both at the beginning and at the end of the study. As indicated in Table 4.6, five students out of 31 expressed that they found English lessons difficult at the beginning of the study. The reasons that they put forward included the difference between their native language, Turkish, and English and finding English lessons boring. At the end of the study, four students out of 31 expressed that they found English lessons difficult. The reasons that they put forward were related to the difficulty of spelling, reading in English, having no time for studying, and feeling stressed while acting out.

The fourth question in the open-ended questionnaire inquired whether students found English lessons easy as well as why they found it easy at the beginning and at the end of the study. 24 students out of 31 stated that they found English lessons easy at the beginning of the study. At the end of the study, 15 out of 31 students declared that they found English lessons easy.

Four students stated that they loved learning English that is why they also found it easy; six students expressed that they listened to the teacher carefully, revised, and did homework that is why English lessons were easy; and lastly, two students stated that their teacher taught well. On the other hand, at the end of the study, there was a change in the nature of the reasons students put forward. Some of their reasons for finding English lessons easy included understanding better through seeing images on screen, learning through watching stories, excitement of learning new vocabulary, ease of watching and acting out stories, hearing English from the stories as indicated in Table 6. It can be stated that at the end of the study students' reasons regarding the easiness of English lessons were more related to the method, the activities and materials used in English lessons as compared to those put forward at the beginning of the study. In this respect, findings from the interviews support findings from the open-ended questionnaire. This is clearly illustrated in the following two statements:

Extract 3:

“When I do not understand English in the stories, the pictures make it clear... acting out helps me understand more easily.”

Extract 4:

“English lessons this year are so different from those last year. We act out and this helps me learn and remember vocabulary items better.”

Table 4.7. Comparison of Students' Perceptions of the Necessity of Learning English at the Beginning and at the End of the Study

English lessons are necessary for me because...			
At the beginning of the study N: 31	f	At the end of the study N:31	f
English is necessary to get a good job.	10	English is necessary to get a good job.	18
No reason	6	I want to speak with / make friends with foreigners.	8
I want to work / travel abroad.	5	I want to be a teacher of English.	3
I want to speak with / make friends with foreigners	5	I want to work / travel abroad.	2
I want to be a teacher of English.	3		
I want to work in the tourism sector.	1		
all courses are necessary.	1		
Total	31	Total	31
English lessons are not necessary for me because...			
At the beginning of the study N: 0	f	At the end of the study N:0	f
Total	0	Total	0

As indicated in Table 4.7, both at the beginning and at the end of the study 31 students out of 31 stated that English lessons are necessary for them. At the beginning of the study, ten students stated that English is necessary to get a good job. Five students expressed that they wanted to work abroad, another five expressed that they wanted to speak with / make friends with foreigners. Three students said that they wanted to become teachers of English and one said he/she wanted to work in the tourism sector. At the end of the study, there was an increase in the number of students who expressed that English is necessary to get a good job (18 students), and in the number of students who stated that they wanted to speak with / make friends with foreigners (eight students). Three students once more said that they wanted to become teachers of English and two expressed that they wanted to work abroad.

The interviews also revealed that students perceived English lessons important for their future life. All the students interviewed stated that learning English is necessary. The results concerning this finding clearly corroborates with the findings acquired from the open-ended questionnaire. This is clearly illustrated in the following statements:

Extract 5:

“I am so motivated to learn English, I want to work in the tourism sector when I grow up....I can not communicate with tourists if I don’t know English...in this way I may contribute to the economy of my country.”

Extract 6:

“Nowadays it is difficult to find a good job if you do not know English. That is why English lessons are necessary.”

Extract 7:

“I will need English when I go to a foreign country in the future.”

Table 4.8. Comparison of Students’ Perceptions of their English Language Teacher at the Beginning and at the End of the Study

My English teacher...			
At the beginning of the study N: 31	f	At the end of the study N:31	f
teaches well / is a good teacher.	20	teaches well / is a good teacher.	24
is patient and good to us.	12	is doing her best.	4
is a nice person.	5	loves us and we love her.	3
is better than other teachers.	1	is very kind and helpful.	2
		has good teaching methods.	2
		is good to us.	2
		is an amusing person.	1
Total	38	Total	38

With regard to students’ perceptions of their English language teacher before and after the study, it can be said that students’ perceptions were positive both at the beginning and at the end of the study. At the beginning of the study, perceptions of the students about their teacher included that she was a good teacher, was patient and good to students, was a nice person and one student thought that she was better than the other teachers. At the end of the study, perceptions of the students about their teacher included that she was a good teacher, that she was doing her best, loved her students, was kind and helpful, had good teaching methods, was good to her students and that she was amusing.

Interview results support findings from the open-ended questionnaire. All the students expressed positive opinions when they were asked about their English language teacher. Some of the comments of the students were;

Extract 8:

“Our teacher is good to us. She is amusing and she teaches well.”

Extract 9:

“Our English teacher makes a lot of effort to teach us.”

Extract 10:

“I like my English teacher; she tells, explains and demonstrates.”

Table 4.9. Comparison of Students’ Expectations from English Lessons at the Beginning and at the End of the Study

I wish English lessons...			
At the beginning of the study N: 18	f	At the end of the study N:24	f
involved various enjoyable activities: games, songs.	12	We are already doing plenty of activities: acting out, games, songs.	19
were easy.	3	involved some music and games.	2
hours were increased.	1	involved no speaking in Turkish.	1
involved visuals features: images on screen.	1	were enjoyable all the time.	1
were less noisy.	1	were less noisy.	1
Total	18	Total	24

The eighth question in the open-ended questionnaire investigated students’ expectations about English lessons. At the beginning of the study, 18 students out of 31 answered this question and 12 students mentioned that they wished English involved various enjoyable activities like playing games and learning songs. Three students wished that English lessons were easy. One student demanded an increase in the hours taught and one wished that English lessons involved visual features like images on screen. Also, one student wished that it were less noisy.

At the end of the study, 19 students out of 24 reported that they were already doing plenty of activities like acting out, games, and songs. Findings from the interview also support this result. When the students’ opinion of the activities related to the stories like

drama, worksheets, working with pictures, singing, games and so on were asked they pointed out not only the fun factor involved in the lessons but also how the activities facilitated their learning. The following extracts illustrate some students' perceptions;

Extract 11:

“The games we played were really fun. Once, we played a game, we asked the clothes of the fire fighter, builder, and the clown from the teacher, and we stuck them on paper babies. It was really fun.”

Extract 12:

“We do a lot of activities, I like acting out the stories best, because acting out the stories helps me learn better, and after I study my part, I keep those words better in my memory.”

Extract 13:

“Activities are very good. Acting out helps us understand the story better. Once we played a game and glued pictures, it was really fun.”

With respect to their wishes about the English lessons in the open-ended questionnaire at the end of the study, two students wanted some music and games involved in the lessons. One student wished English lessons involved no speaking in Turkish and one wished that they were enjoyable all the time. Lastly, one student wished that English lessons were less noisy.

The ninth question in the open-ended questionnaire investigated whether students would like to add something. As an additional comment, one student expressed that it would be good to have some native speakers in the classroom at the beginning of the study. At the end of the study, one student stated that he/she wished that they had English lessons all the time.

Interviews also served to reveal findings to answer the fourth research question, “What are young EFL learners' perceptions of contextualized language instruction through authentic animated stories?” Most of the students expressed that they liked learning through animated stories much more than working with the course book, when they

were asked to compare their learning experience with authentic animated stories with what they had done in English lessons in the previous year. Students also pointed out two main perceptions related to contextualized language instruction through authentic animated stories. First, they mentioned the fun factor involved in English lessons; second, they expressed that authentic animated stories facilitated comprehension. The following illustrate students' opinions about the fun element in the lessons.

Extract 14 :

“Last year English lessons were not so much fun. We didn't have stories, we mostly learned from the book. This year, we learn better. Seeing everything on the screen is better and I can understand more easily.”

Extract 15:

“I think there is a great difference. We started learning stories. Every lesson we have hand-outs. What we do now is much better and more fun.... I know a lot more this year. We do a lot of things this year.”

Regarding the opportunity the instruction through authentic animated stories offered them for facilitating comprehension they said the following.

Extract 16:

“Last year we mostly used the course book. Sometimes the teacher brought different things to class, but we mostly used the book. This year we do not use the course book at all but we use the computer.... Watching on the screen is better because we can understand by seeing pictures.... We also act out. I learned a lot more this year.”

Extract 17:

“We did not watch stories in English lessons last year but we do now. It's better because we can keep the things we learned in our minds.... When the teacher does exams and asks about the stories we can tell them, write them. My exams are better this year.”

Extract 18:

“I like English lessons more this year. We did not watch anything on the screen last year; we followed the course book. That is why this year is better.... I understand better

through stories than books. I can see stories on the screen but there is nothing visual in the course books I did not understand much English last year. This year the teacher teaches through stories. That is why I understand much better.”

In the interview, students were also asked whether English lessons were boring for them at the end of the study. Nine students out of nine said that English lessons were not boring; all stated that they were fun. The reasons for finding English lessons enjoyable were attributed to watching stories and other activities and materials involved in contextualized language instruction. Students pointed out:

Extract 19:

“English is not boring at all, because we do exciting things. Our teacher brings a lot of things to class. For example when we were learning the food she brought to class a lot of things from the market. She brought clothes from her home and we did different activities.”

Extract 20:

“English lessons are always fun. We act out stories; we put pictures in an order and stick them.”

Extract 21:

“The lessons are enjoyable because our teacher shows us pictures and cartoons on the screen, we laugh and have fun.”

In the interviews, students were asked whether they fear to answer questions in the English lessons. Six students out of nine expressed that they are not afraid to answer questions in English lessons. One student said;

Extract 22:

“I am not afraid. Our teacher is tolerant. I say what I think; our teacher never gets angry if it is wrong.”

Three students expressed that they sometimes do not raise hands to give the answer because of several reasons.

Extract 23:

“I don’t raise my hand all the time to answer. Sometimes I don’t know the answer or sometimes I find the question difficult.”

Extract 24:

“Sometimes my friend talks too much, I can not understand the teacher’s questions.”

Extract 25:

“Sometimes I get nervous in front of the teachers.”

Interviews also served to investigate how students felt about hearing English from a native speaker and whether they had any difficulties in understanding the language. In general, students’ attitude towards listening to stories from someone other than their teacher was positive. Most students expressed that they can understand the stories and the English in them.

Extract 26:

“I can understand the stories because the teacher does not bring us stories which involve a lot of things that we do not know. I mean, as there are words that I know in the sentence I can guess what it means.”

Extract 27:

“I hear English from both my teacher and from the person on the screen I think it is more enjoyable. I think it is encouraging.”

4.3. Findings from the Lesson Evaluation Forms

To seek an answer to the fourth research question, “What are young EFL learners’ perceptions of contextualized language instruction through authentic animated stories?”, data were also gathered from the lesson evaluation forms. The lesson evaluation forms were especially valuable in providing insight into how exactly students perceived the authentic animated stories, activities, materials, their teacher, as well as their involvement in the contextualized language instruction. Furthermore, students’ perceptions of their own learning and possible reasons for failing learning were also

investigated through the evaluation forms. The forms were given after every five lesson hours and 305 forms in total were filled in by the participants throughout the study.

Table 4.10. Students' Perceptions of Authentic Animated Stories

Things that I like... (N: 264)	Freq.	Things that I don't like... (N:14)	Freq.
Content	63	Content	7
Fun	31	Problem in sound quality	3
Visual	10	Speedy narration	2
Audio	9	Difficult vocabulary	2
Vocabulary	8	Boring	1
Colourful	4		
I learned a lot.	4		
Interesting/Impressive/Different	4		
Total :	133	Total :	15

The aspects of the stories that students liked and did not like were investigated through the first part in the evaluation form. As Table 4.10 indicates, in 264 forms out of 305, students indicated that they liked the stories. Students were asked to specify what they liked about each story and / or what they did not like. As indicated in Table 4.10, students referred 63 times to the content of the stories when they expressed that they liked the stories. When the students referred to the content of the stories they mentioned (1) characters, e.g. fire fighter, Goldilocks, Granny and so on; (2) events, e.g. the hats of the three friends fly away, the clown cries when his hat flies away, Goldilocks runs down the stairs; (3) elements and objects in the story, e.g. clothes, hats, fruits and vegetables; (4) a theme in the story, e.g. love of three friends, whistling; (5) conversations in the story; or (6) a happy ending.

A number of further reasons were provided by students while expressing why they liked the stories. Students expressed 31 times that they liked the story because it was fun. It was stated eight times that the vocabulary in the stories made them favourable. It was expressed ten times that they liked the stories because the stories were visual and nine times it was expressed that they liked the audio elements involved. It was stated 12 times that the stories were colourful, interesting, impressive and/or different. Students

noted down a total of four times that they liked the stories because they learned a lot from them.

Things that students did not like about stories involved the content of stories seven times, problem in sound quality three times, speedy narration two times and, difficult vocabulary two times. Also once, a student stated that he / she found the story boring.

Table 4.11. Students' Perceptions of the Activities

Things that I like... (N: 283)	Freq.	Things that I don't like... (N:12)	Freq.
Completing worksheets	89	The lesson was noisy.	2
Acting out stories	71	I could not follow because my friend talked too much.	2
Singing songs	50	We did not spend enough time.	1
Competitions, races and games	46	I'd rather act out the story than sing.	1
Watching stories on the screen	39		
Presentation of vocabulary through PowerPoint presentation	34		
All the activities	29		
Matching pictures to sentences.	18		
Different / Fun	3		
Total :	379	Total :	6

Whether students liked or did not like the activities carried out in lessons were investigated in the second part of the evaluation form. As Table 4.11 indicates, in total, in 283 forms out of 305, students expressed that they liked the activities, whereas in 12 they indicated that they did not like the activities. Students were also asked to specify what they liked about the activities as well as what they did not like. As indicated in Table 4.11, students noted down that they liked completing worksheets 89 times. When the students referred to the activity of completing worksheets, they cited listening to the stories or songs and completing the related worksheets, matching the vocabulary and pictures in the worksheets as well as doing exercises related to the target structure in the worksheets. Students also cited that they liked acting out the stories 71 times, singing songs 50 times, competitions, races and games 46 times, watching stories on screen 39 times, and watching PowerPoint presentations, which were used to present and practice vocabulary and structures, 34 times. Students stated that they liked all the activities 29

times. Also a total of 18 times, students expressed that they liked matching pictures to sentences. Students mentioned 3 times that activities were different and fun.

As for the aspects of activities that students did not like, twice, students expressed that the lessons were noisy, twice, they could not follow them because their friends talked too much and once that more time is necessary for the activities. Lastly, a student stated his/her preference for acting out the story rather than singing a song.

Table 4.12. Students' Perceptions of the Materials

Things that I like... (N:295)	Freq.	Things that I don't like... (N:6)	Freq.
Audio-visual	187	The volume is too loud.	4
Worksheets	133	The projector is too high.	1
Materials used for drama	100		
Realia	64		
Materials used for vocabulary / grammar teaching	62		
Pictures	54		
Board	45		
Materials used for games	11		
Colourful / bright	2		
Total :	658	Total :	5

Whether students liked or did not like the materials used through the study were investigated in the third part of the evaluation form. As Table 4.12 indicates, in total, in 295 forms out of 305, students expressed that they liked the materials, whereas in six forms, they stated that they did not like the materials. Students were asked to express specifically which materials they liked and the reasons why they liked them. As indicated in Table 4.12, students stated that they favoured to the 'audio-visual materials' the most. When the students referred the 'audio-visual materials', they mentioned (1) computer, (2) screen, (3) projector and (4) speakers used in the classroom during contextualized language instruction through authentic animated stories. The second most loved materials were the 'worksheets'. The worksheets used through the study were noted 133 times as the materials that students liked. 'Worksheets' are followed by 'materials used for drama' (mentioned 100 times) which involved crowns, jewellery, costumes, masks, hats, all kinds of toys used for drama activities. Students marked 'realia' such as fruits, vegetables, articles of clothing used in English lessons 64 times

as the materials they liked. Furthermore, ‘materials used for vocabulary or grammar teaching’ which generally involved toys like spiders, horses, giraffes, whistles, and so on, were chosen 62 times as the materials that students liked. Students also expressed that they liked ‘pictures’ being involved in the lessons. Students expressed a total of 54 times that they favoured ‘pictures’. The ‘board’ in the classroom was mentioned 45 times and other ‘materials used for games’ such as labels and posters were mentioned 11 times. Twice, students expressed that materials used were colourful and bright.

Table 4.13. Students’ Perceptions of the English Language Teacher

I like her because... (N: 298)	Freq.	I don’t like her because... (N:3)	Freq.
she teaches well.	105	she did not pick the students fairly.	1
she is patient / cares for us.	41	I do not like when she wants us to write something.	1
she puts a lot of effort.	36	she teaches too fast.	1
she is beautiful	32		
she is well-prepared.	25		
her lessons are fun.	17		
she brings materials to the class.	4		
makes us speak English.	1		
Total :	261	Total :	3

What students liked and did not like about their teacher were investigated through the fourth part in the evaluation form. As Table 4.13 indicates, in 298 forms out of 305, students indicated that they liked their teacher. Students were asked to specify what they liked about their teacher and what they did not like. As indicated in Table 4.13, students perceived that their teacher teaches well (mentioned 105 times). Students noted 41 times that she is patient and cares for them. 36 times, students expressed that the teacher puts a lot of effort and 32 times they expressed that they liked the way she looked. 25 times, it was expressed that the teacher was well prepared and 17 times, students mentioned that her lessons were fun. Four times, students favoured that their teacher brought materials to class and once a student mentioned that the teacher made the students speak English.

Table 4.14. Students Opinions of Particular English Lessons Done

I like the lesson because... (N: 290)	Freq.	I don't like the lesson because ... (N:28)	Freq.
it is fun	102	the class is noisy.	7
I learn a lot	54	the narrator speaks too fast.	5
of the materials	44		
of the activities	42	sometimes it is boring.	4
of the teacher	32	my friend disturbs me.	2
of audio visual materials involved	28	I was not given the role of Goldilocks.	1
of the content of the story	26	I could not win in the competition.	1
it is necessary	19	My friend cheated in the game.	1
we acted out the story	16	It is difficult to write some words in English.	1
it's colourful	12	I could not hear well.	1
of music involved	12	the teacher was impatient.	1
it is different than before	7	I do not like the content of the story.	1
I like hearing English from a native speaker.	2		
Total :	396	Total :	25

The aspects of the lessons that students liked and did not like were also investigated through the evaluation form. As Table 4.14 indicates, in 290 forms out of 305, students expressed that they liked the lessons. Students were asked to specify what they liked about the lessons and / or what they did not like. As indicated in Table 4.14, students expressed 102 times that the lessons were fun. Students also noted that they liked the lessons because they learned a lot 54 times. Students stated that they liked the lessons because of the materials 44 times. The materials they mentioned involved toys and realia used for vocabulary of grammar teaching, costumes for acting out, and worksheets used in the lessons. Activities were also liked by the students. They expressed that they liked the English lessons because of the activities 42 times. When they referred to the activities, they mentioned that activities were enjoyable, good, and varied. Students indicated their teacher as the reason why they liked the lessons 32 times.

Students expressed that they liked the lessons because of the multi media involved for 28 times. When they referred to the audio visual materials in the classroom they noted

that they liked the visual and audio aspects of the lessons, such as watching animations, seeing power point presentations of vocabulary. Students also referred to the content of the stories 26 times. They expressed that they liked some specific characters or events. It was indicated 19 times that English lessons were necessary that is why the students liked them. Students indicated 16 times that acting out the stories is the reason for why they liked the lessons. It was indicated 12 times that the lessons were colourful and 12 times students stated that they liked the music involved. Seven times, students expressed that they liked the lessons because they were different than before and twice students noted that they liked hearing English from a native speaker.

As for the aspects of the lessons that the students did not like, it was expressed seven times that the class was noisy. Five times, it was noted that the narrator spoke too fast. Four times, students expressed that sometimes the lesson was boring. Twice, students stated that they were disturbed by a friend. Once, a student complained that he/she was not given the role of one of his/her favourite characters in the story. Other reasons for not liking the English lessons involved not being able to win in the competition, a cheating in the game, difficulty in writing in English, not hearing the story well, the teacher's impatience, and the content of the story.

Table 4.15. Students' Perceptions of What They Learned in the English Lessons

I believe that I learned something in this lesson, for example... (N:295)	Freq.	I do not believe that I learned something in this lesson because... (N:11)	Freq.
Vocabulary	240	My classmates made a lot of noise.	6
Structure	159	It was boring.	2
Listening Skills	14	The vocabulary was difficult.	2
Singing in English	13	I could not concentrate in lessons.	1
Culture	5		
Speaking	4		
Total :	435	Total :	11

In the last part of the lesson evaluation forms, students were asked to evaluate their gains. They were asked to note down whether they believed that they learned something and if so, to specify what they learned. As indicated in Table 4.15, the overall results show that in 295 forms out of 305, students noted down the things they learned. The participants noted a total of 240 times the target vocabulary such as (1) colours; red,

yellow, (2) numbers, (3) food & drinks; banana, pineapple, red juice, yellow juice, (4) clothes; shorts, t-shirt, slippers, (5) adjectives; surprised, afraid, right, hard and so on., Students noted down 159 times that they believed that they learned structures such as, “My favourite colour is yellow”, “He likes, cherries”, “I can run”, “I’ll win because I’m the best climber” and so on.

Students referred to improving their listening skills 14 times. They used expressions like, “I understood what I listened to” or “I listened to and learned stories”. Students expressed 13 times that they learned singing in English. Students stated five times that they learned about a different culture. Once, a student stated “I like this lesson because we learn about other countries and their people”. For four times, students expressed that they learned speaking skills. Once, a student indicated that he/she learned how to pronounce words in English and one another stated that he/she learned how to answer questions in English. In general, students noted down many vocabulary items, structures or other aspects of the language that were targeted in contextualized language instruction through authentic animated stories.

In this chapter, the findings of this particular study which were acquired from a attitude questionnaire, an open-ended questionnaire, interviews, and lesson evaluation forms were presented. The findings reported in this chapter are discussed in the following chapter.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter presents the discussion of the findings, conclusions drawn from the study, and suggests implications for further research and practice.

In this study, contextualized language instruction through authentic animated stories was put into practice with a group of sixth grade EFL students. The main aim was to ensure that language learning took place in a meaningful context at a level beyond teaching isolated structures and vocabulary. Authentic animated stories were used as overarching themes into which some basic vocabulary, structures, and functions of the target language, language skills as well as some aspects of the target culture were integrated. The potential role of such an approach was investigated through students' attitudes towards learning English.

Responses to the following research questions were investigated in the study:

1. What are the attitudes of young EFL learners towards learning English at the beginning of the study?
2. What are the attitudes of young EFL learners' towards learning English at the end of the study?
3. Does contextualized language instruction through authentic animated stories produce any change in young EFL learners' attitudes towards learning English?
4. What are young EFL learners' perceptions of contextualized language instruction through authentic animated stories?

In line with the purpose and research questions of the study, data were collected through employing various data collection tools, namely, an attitude questionnaire and an open-ended questionnaire given at the beginning and at the end of the study, an interview held with student participants at the end of the study, and lesson evaluation forms given after every five lessons.

Conclusions drawn from the findings are discussed on the basis of the research questions presented below.

5. 1. What are the attitudes of young EFL learners towards learning English at the beginning of the study?

The overall results indicate that, at the beginning of the study, the attitudes of students towards learning English were positive. The findings revealed that a considerable majority of students expressed positive perceptions regarding their love of English, interest in learning English, desire for and expectations from learning English (see Table 4.1, 4.2, and 4.3). In addition, results from the open-ended questionnaire showed that students liked learning English, that they thought that it is important and necessary, that they found English lessons easy, and that they liked their teacher of English (see Table 4.5, 4.6, 4.7, and 4.8). It was also revealed that at the beginning of the study, students had some expectations from English lessons, that is, they expected English lessons involved variety and fun (see Table 4.9). Students wished that enjoyable activities like games and learning songs were employed in the English lessons. To sum up, students had a positive attitude towards learning English at the beginning of the study.

5. 2. What are the attitudes of young EFL learners towards learning English at the end of the study?

With regard to second research question the overall results indicated that, at the end of the study, attitudes of a majority of students towards learning English were positive. The findings gathered through the attitude questionnaire, open-ended questionnaire, and interviews indicated that students kept their positive perceptions about learning English, specifically their love of English, interest in learning English, also desire for and expectations from learning English (see Table 4.1, 4.2, and 4.3).

5. 3. Does contextualized language instruction through authentic animated stories produce any change in young EFL learners' attitudes towards learning English?

Regarding the third research question, data from the open-ended and attitude questionnaires provided important results. Results drawn from the data analysis both at the beginning and at the end of the study pointed out that all the students believed in the necessity of learning English. Nevertheless, data obtained through the open-ended

questionnaire given at the end of the study indicated that some students became more assertive about the importance of English for themselves (see Table 4.7). At the end of the study, more students expressed expectations from learning English. In fact, students thought they would need English some time in their lives for a number of reasons ranging from getting a good job, going abroad, living in an English speaking country, to being able to speak with foreigners. These findings corroborate with the findings of Atak Damar (2004) who also found that YLs are motivated to learn English because of the opportunities it may offer like getting a good job, being an educated person, and studying or working abroad. Students' perceptions of the necessity of learning English are important because it might indicate that students have their own reasons and "intrinsic motivation" for learning a foreign language. Lightbown and Spada (1999) assert that "depending on the learner's attitudes, learning a second language can be a source of enrichment or a source of resentment. If the speaker's only reason for learning the second language is external pressure, internal motivation may be minimal and general attitudes towards learning may be negative" (p.56). Hence, students' awareness of the necessity of learning English might be a favourable result of internal motivation and the positive attitudes of the learners.

Through the attitude questionnaire it was found out that contextualized language instruction through authentic animated stories produced some changes in students' attitudes towards learning English with special reference to their concerns about learning English. In general the results with regard to concerns about learning English showed that contextualized language instruction through authentic animated stories was successful in decreasing concerns of the students (see Table 4.4). This result may be important in that the instruction through authentic animated stories seems to have helped to create a learning environment that is free of imaginary barriers and apprehension for learners. Many researchers pointed out the relationship between anxiety, learning and classroom performance of students. Krashen (1982) in his affective filter hypothesis states that in order to acquire the "comprehensible input" the affective conditions of the learners should be optimal, which means that the acquirers are motivated, they have self-confidence and a good self-image and their level of anxiety is low. Krashen (1982) suggests that when the affective filter is high, comprehensible input can not get in. Krashen's hypothesis implies for classroom practice that comprehensible input in an environment conducive to a low affective filter

(i.e., high motivation, low anxiety) needs to be provided in language classrooms (Ommaggio Haddley, 1993).

Many other researchers emphasized that anxiety and tension in the learning environment may result in poor learning outcomes (e.g., Stevick, 1980; Horwits and Young, 1991; Brown, 1984). Stevick (1980) put forward that anxiety in the learning environment inhibits performance. Brown (1984) states that too much anxiety, as well as too little, can hinder the process of successful second language learning and that lowered anxiety and inhibition will increase comprehensible input. Thus, even though the precise relationship between anxiety and success in language learning is not very clear, it is generally accepted by language educators that a supportive, relaxed learning environment increases motivation and facilitates learning. In this study, results seem to indicate that contextualized language instruction through authentic animated stories helped to decrease the concerns of most learners in English lessons and thus created a favourable language learning environment for YLs.

Apart from the conclusions discussed above, findings from the open-ended questionnaire showed that at the end of the study, the majority of the students felt that their expectations from English lessons with regard to variety and fun were largely met (see Table 4.9). At the beginning of the study, more than half of the students had expressed their desire to become involved in enjoyable activities like playing games and singing songs in the English lessons. Visual elements incorporated into the English lessons were also among the things that the students wanted. At the end of the study, the majority of the students expressed that their expectations with respect to the activities such as acting out, playing games, and singing songs that were conducted through contextualized language instruction were met.

Interviews also revealed that students felt positive about the activities involved in contextualized language instruction and pointed out that activities related to the stories like acting out the stories, doing worksheets, working with pictures, singing, games and so on were a source of fun and facilitated their learning.

Data acquired from the open-ended questionnaire given at the end of the study revealed a decrease in the number of students who claimed to have found English lessons easy

(see Table 4.6). This may be attributed to the fact that they might have perceived the lessons more challenging and demanding as the lessons included more variety in the materials and activities they were asked to participate in. However, interview data suggest that such a challenge did not seem to change their initial desire to learn English (see Table 4.3).

5.4. What are young EFL learners' perceptions of contextualized language instruction through authentic animated stories?

With regard to the fourth research question, the overall results indicated that a great majority of students had positive perceptions. Results drawn from data gathered through the open-ended questionnaire given at the end of the study, interviews, and lesson evaluation forms are discussed below.

5.4.1. How did the students perceive authentic animated stories?

Data from the open-ended questionnaire, interviews, and lesson evaluation forms indicated that students liked authentic animated stories. Two main features of authentic animated stories seem to stand out in the results. First, students referred many times to the content of stories (see Table 4.10). With regard to the content of the stories, interviews and lesson evaluation forms revealed that characters and plot of a story are crucial in attracting YLs' attention and making the story a favourable one. Another conspicuous feature of authentic animated stories according to students was the fun element they involved (see Table 4.10). These findings are congruent with what Ellis and Brewster (1991) point out related to features of stories that should be used in YL classes. According to Ellis and Brewster (1991), the content and subject matter of stories that we use in YL classes is very important in that the story should interest pupils, should be relevant to their needs and should be amusing. They further emphasize that stories used in language classrooms should motivate students by appealing to their sense of humour. In this respect, students' reactions to authentic animated stories show that stories used in this study were appropriate in terms of the content and amusing elements they involved.

It should also be noted that to give children the idea that language learning is a happy experience is one of the goals of teaching a foreign language at an early age and authentic animated stories seem to have helped in creating that enjoyable learning environment.

5.4.2. How did the students perceive activities?

As discussed before, at the end of the study, the majority of students reported contentment with the nature of instruction and expressed that they were already doing plenty of activities (see Table 4.9). Interviews and lesson evaluation forms also revealed that students felt positive about the activities involved in contextualized language instruction and pointed out that activities related to the stories like drama/acting out, doing worksheets, working with pictures, singing, playing games were sources of fun and facilitated their learning. In lesson evaluation forms, the first five best favoured activities were ranked as completing worksheets, drama, singing songs, competitions and games, and watching stories on the screen (see Table 4.11).

What students referred to as completing worksheets were activities like viewing the story and completing the associated worksheets as well as vocabulary and grammar work and tasks like surveying the favourite colours and food in the classroom and completing the relevant worksheets. These activities were among those most favoured by the students. Also, in the interviews, students frequently noted that they found working with worksheets more beneficial than the language exercises employed in their course book. Students' interest in doing worksheets might indicate that they felt more active with worksheets as they received them step by step with integrative activities that were related to the story theme or through extension activities. Furthermore, when compared to compulsory course books, students might have found completing and filing hand-outs for each story more enjoyable as it provided hands-on experience.

Another activity that was highly favoured by the students was acting out the stories (see Table 4.11). Results indicated that students felt very positive about the use of drama in the English lessons. In the interviews and lesson evaluation forms, students cited the use of drama many times while explaining why they liked that specific lesson or learning English in general. As Philips (1999) indicates, students find dramatizing very motivating and fun. During contextualized language instruction through authentic animated stories, drama activities were done several times especially in the form of acting out the stories that were presented with masks, toys, and costumes. In this study, drama gave the students a chance to become involved in a group activity with a common goal; to perform a text. It should also be noted that in the interviews some

students referred to the role of drama as a facilitator for comprehension. They stated that acting out the stories assisted them to understand the story much better. Concerning this, Adair-Hauck et al. (1994) state that recycling the story line through role-playing scenarios deepens comprehension. Findings of this study suggest that as well as being a source of attraction and fun for YLs, drama served as an invaluable extension activity which provided opportunities to recycle the story and deepen comprehension while ensuring students' active participation.

5.4.3. How did the students perceive materials?

The overall results indicate that students generally had positive perceptions related to the materials used in contextualized language instruction through authentic animated stories. Audio-visual materials used in the learning environment, namely, computer, screen, projector and speakers, were the most favoured materials (see Table 4.12). As aforesaid, some researchers (Mersinligil, 2002; Atak Damar, 2004; Aküzel, 2006) have made it clear that audio-visual materials and aids are not sufficiently used in language classes in Turkish primary schools; however learners express desire for the use of audio-visual aids. In our case it is clear that using audio visual-aids in English language classes was greatly favoured by YLs.

Worksheets used through the study were also rated as the second most favoured type of materials. Furthermore, students expressed that materials used for drama were very appealing. Data acquired from the lesson evaluation forms revealed that masks, toys, and objects used as decorative settings and costumes used for drama were found attractive by many students. Students also expressed that they liked realia and materials brought to the classroom for vocabulary or grammar teaching.

5.4.4. How did the students perceive their own learning in the contextualized language instruction?

Concerning students' perceptions of their own learning in English lessons, very positive conclusions can be drawn. Data gathered through the interviews indicated that the students perceived that they learned a lot more and comprehended much better in contextualized language instruction through authentic animated stories compared to the previous year's English lessons. Moreover, most of the students expressed that they

liked learning through authentic animated stories much more than working with the course book.

Lesson evaluation forms also provided important findings with regard to students' perceptions of their own learning. During the study a great majority of students noted down almost all the targeted vocabulary and structures as what they had learned in the English lessons. Obviously, the learning outcomes can best be evaluated through testing procedures and this finding does not necessarily indicate that students learned all that is within the objectives of the lessons. Yet, it might imply that students believed that they comprehended and learned a lot during the contextualized language instruction through authentic animated stories.

While explaining the improved gains and learning outcomes students frequently referred to the visual aspects of the lessons. The visual aspects involved activities like viewing stories, learning songs from the video clips, viewing and practicing vocabulary and grammar through slide shows, as well as pictures. The perceptions of students verify the importance of seeing for understanding and learning as emphasized by Halliwell (1992). As aforementioned, Halliwell (1992) pointed out that "seeing as a source of understanding is central to language work (p. 132).

This result further seems to support the idea that contextualisation through the visual clues provided by animations can facilitate comprehension of stories. Animated stories provide YLs with an integration of two basic senses; seeing and listening, which results in improved understanding of the spoken language. As Halliwell (1992) states integration of seeing and listening can be a basic source for indirect learning. Studies conducted in second language comprehension in listening show that appropriate visual contextual information resulted in better comprehension ratings of participants. In a study conducted by Verdugo and Belmonte (2007), it was found out that working with digital stories (referred to as authentic animated stories in this study) can prove to be very useful in developing children's listening skills and comprehension, due to their visual, interactive, and reiterative features. In their study Verdugo and Belmonte (2007) found that digital stories improve the understanding of spoken English.

Lastly, the results of the present study consolidate the importance of fun as a motivating factor in YL classrooms (see Table 4.14). Students frequently referred to this factor while explaining why they liked the lessons, the stories, the activities or the materials that were employed. Many experts have emphasized that YLs take great pleasure in finding and creating fun in what they do (Scott and Ytreberg, 1990; Cameron, 2001; Brumfit et al, 1991; Slatterly & Willis, 2001). Hence, results in our case corroborate with the general view that fun is an important component of children's lives and needs to be involved in YL language lessons.

On the whole, the outcome of the present study is that students have positive attitudes towards learning English with contextualized language instruction through authentic animated stories. It was revealed that students liked authentic animated stories and related activities. They found the lessons enjoyable and comprehensible due to audio-visual features and variety of activities and materials used. The study proved that students' concerns related to learning English decreased through such instruction. Rixon (in Brumfit et al.,1991) proposes that one of the main objectives of primary school language learning should be to "promote the formation of a positive attitude to language learning in general" (p.35) and contextualized language instruction through authentic animated stories seem to have helped in fostering and maintaining such positive attitudes.

5.5. Implications for Practice

This study aimed at exploring the attitudes of young EFL learners towards learning English through language instruction contextualized through authentic animated stories. The results of the study have several implications for curriculum developers and teachers.

One of the most important implications that can be drawn from this study is the necessity to create a learning environment in which children get both aural and visual support in meaningful contexts. Authentic animated stories offer an invaluable way of contextualizing and introducing new language by providing audio-visual input and authentic story narration. These stories offer teachers opportunities to present and recycle vocabulary and grammar in context as well as integrating many extension activities related to the story theme. Thus, curriculum developers and teachers should

remember that with authentic animated stories, they can exploit audio visual clues and advantages of story narrative for contextualizing target language effectively.

Variety in materials and activities is crucial to increase and maintain the interest of YLs throughout English language lessons. Rather than relying on the course book as the sole teaching material, teachers should supplement and enrich their classroom practices by using materials appropriate for YLs. Materials such as pictures and realia help not only to attract students' attention but also to make learning contextualized and thus permanent. Furthermore incorporation of technological devices, like computers and projectors, for viewing stories, as well as activities like learning songs from the video clips, viewing vocabulary and grammar presentation slide shows not only maintain contextualization and variety but also support and facilitate comprehension as long as they are used in an integrative and appropriate manner.

It is of vital importance to provide learners with a variety of activities which engage children's minds as well as having them physically involved. The results of this study showed that drama can be exploited as an invaluable source to occupy YLs both mentally and physically while at the same time contributing to their emotional and social development. Teachers and curriculum developers should definitely take students inclination for drama into consideration while planning and designing lessons.

5.6. Recommendations for Further Research

This study investigated the role of contextualized language instruction through authentic animated stories on the attitudes of a group of sixth grade students at a primary state school. The language development of the students was not within the scope of the study. Thus, a further study that aims to investigate the effect of language instruction through authentic animated stories on learners' language proficiency would be beneficial.

As the present study was carried out with the participation of a small group of students, the results need to be verified with a larger group of learners.

In this study, contextualized language instruction through authentic animated stories was implemented with the whole class. Further research could be done with a view to specifying the influence of the use of authentic animated stories on language learning or

more specifically on improving students' listening skills when they are used by individual students in an autonomous and interactive manner.

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APPENDIX I

Title of Story	Where's my hat?
By	F. Pınar Torun
Student Profile	31 6 th grade students; the students are novice high in their reading, writing listening, and speaking skills.
Skills to be emphasized	Reading, writing, listening, speaking.
Content	Vocabulary; Clothes: shoes, trousers, tops, hats Breezy day , the wind, to blow (v) Jobs: Firefighter, Builder , Clown Structure; Possessive 's' Is this the fire fighter's / his / her / your hat? Yes, it is. / No, it isn't. No, that's not my... / Yes, this is my.../ This is not (isn't) my... It's my / his / her / the firefighter's / the builder's / the clown's hat.
Objectives	By the end of the lesson students will be able to - recognize and name a firefighter, builder and a clown. - recognize and name a firefighter's, builder's and a clown's clothes. - Tell to whom something belongs using possessive 's' - Ask if something belongs to someone using yes/no questions. - Use possessive pronouns for 1st, 2nd, 3rd person singular (my, your, his, her) in questions and sentences. - listen to the story and complete the missing words in the worksheets. - retell the story by looking at story sequence pictures. - act out the given role in the story. - write a short form of the story by looking at the pictures. - Recognize the clothes of a fire fighter and ask them from the teacher by using the structure “ May I take / have the fir fighter's, please?
Materials	- A firefighter's hat, a builder's hat, and a clown's hat. - (could be made of paper)

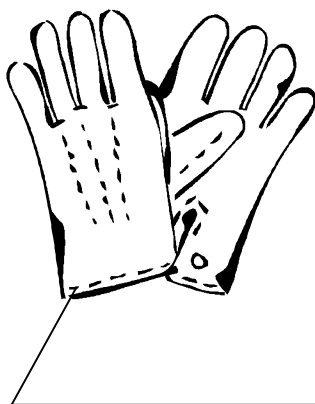
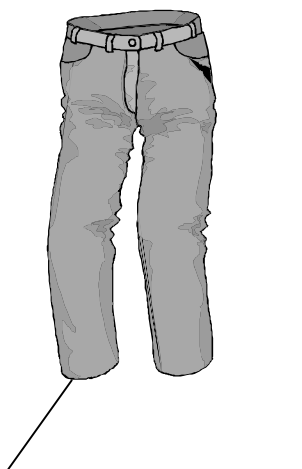
	- A poster - Flashcards for various articles of clothing, - A picture of The fire fighter, the builder and the clown. - Worksheet 1, 2, 3, 4, and 5 - PowerPoint Presentation 1, 2, and 3.
Source	Story retrieved on 10. 09.2006 from http://www.bbc.co.uk/cbeebies/fimbles/comfycorner/story5.shtml
Procedure	
1. Presentation and practice of vocabulary (Clothes):	• Teach articles of clothing through flashcards (trouser, top; t-shirt, jacket, hats, socks, shoes or boots, etc). • Put the poster of a man on the board. Ask students to help the man get dressed by sticking the flashcards of the items of clothes on the poster. • Ask individual students to describe the clothes of a student in the classroom. Other students guess who the particular student is. • Ask students to match the pictures and clothes in Worksheet 1.
2. Viewing the story	• Introduce the story by wearing hats of the firefighter, builder, and the clown. • Call three students to the front of the class; ask them to put on the hats and ask other students various questions. T: Who's he? The fire fighter, the builder or the clown? Whose hat is this? Let different students try the hats on until they learn by heart "a firefighter, a builder and a clown" and "the clown's hat, the builder's hat and the firefighter's hat." • Show the picture of the firefighter, builder and the clown and get students to talk about their clothes. • 1st Viewing: Have students view the story for the first time. Stop when the hats of the three friends are blown away. Ask comprehension and prediction questions. T: What happens in the story? Look at their faces. Are they happy or sad? What's wrong? What's the problem? What are they going to do now? How will they get their hats back?

	Get student to watch the rest of the story to find out whether their predictions were right or wrong. • 2nd and 3rd Viewing: Ask students to view the story and complete Worksheet 2 and Worksheet 3.
3. Retelling the story	• Retell the story using the PowerPoint Presentation 1. (Flashcards may be used instead). Repeat the story several times encouraging the students to participate in the narration. T: There are three friends: A firefighter, a builder and a clown. The firefighter wears a firefighter's hat. The builder wears a builder's hat. And the clown wears a clown's hat. One afternoon, they go out for a walk. Suddenly, the wind blows away their hats. The hats come down again but (Oh my god!) something is wrong. "That's not my hat", says the firefighter, "That's not my hat", says the builder, and "this is not my hat" says the clown. They try all the hats. In the end they find the right hats. The firefighter, the builder and the clown are happy. • Have students retell the story using the same visuals.
4. Acting out the story	• Ask students to work in groups of six. While three students act out the firefighter, the builder and the clown, other two act out the wind. One student is the narrator. Students use the short form of the story that they practiced telling the previous day as the script. Students who act out the wind have no lines to say; however, they are supposed to make the sound of the wind, blow away the hats of the three friends and return them back to their heads. The firefighter, the builder and the clown say their lines "That's not my hat" when their turns come.
5. Writing	• Give out Worksheet 4. Ask students to look at the pictures and write the story.
6. Presentation and practice of structure (Is this the firefighter's hat? Yes, it is / No it isn't Are these the clown's shoes? Yes, they are / No, they aren't.	• Revise the clothes of the firefighter, the builder and the clown using the hats, pictures, and flashcards. Ask students questions. T: Is this the fire fighter's hat? Ss: Yes. T: Yes, it is. It is the fire fighter's hat. What about this one? Is this the builder's hat? Ss: No. T: No, it isn't. It's the clown's hat. • Encourage students to use the structures. • Practice the structures using the PowerPoint Presentation 2. (Flashcards may be used instead). • Have students do Worksheet 5.

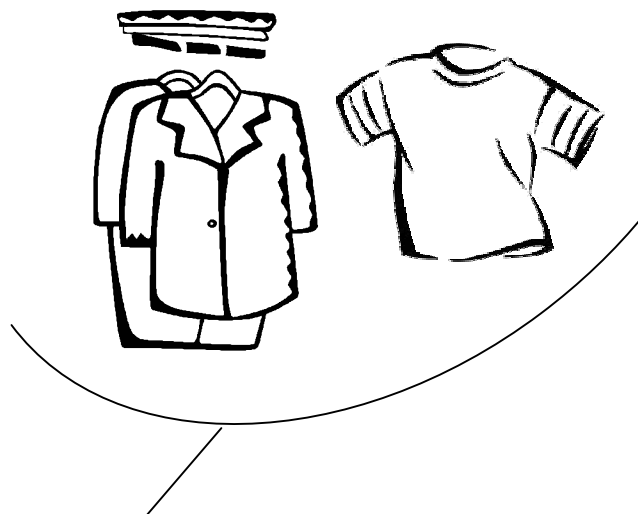
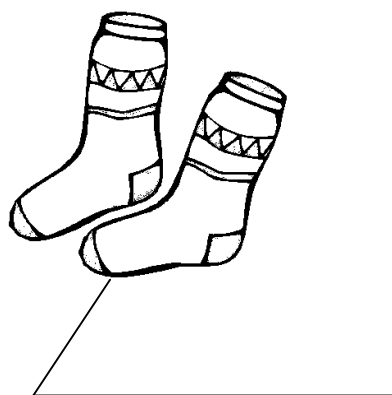
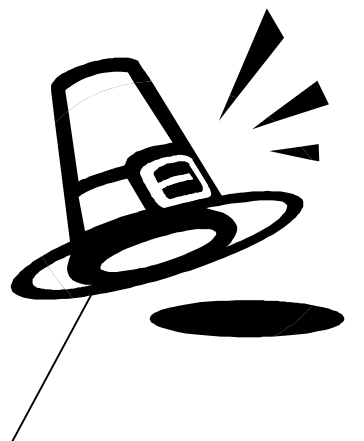
7. Game	The students work in groups of five. Members of each group put some of their belongings on the desk. These can be schoolbags, books, pencils, pencil boxes, erasers, shoes, belts, buckles, gloves etc. One student from GROUP-1 visits GROUP-2 and chooses an object. In a limited time (one minute) he has to find out to whom the object belongs by asking yes/no questions. S1: Is this Ayşe's schoolbag? S2: No it isn't. S1: Are these Ahmet's pencils? S3: No, they aren't. Each time a students finds to whom an object belongs his/her group gets 1 point. The group with the highest points wins.
8. Revision of vocabulary (A firefighter's clothes)	Revise the clothes of a firefighter using the PowerPoint Presentation 3. (Articles of clothing to be revised are top; jacket, t-shirt, boots, belt, gloves, trousers, socks, hat, etc.)
9. Game: May I get / have / take the fire fighter's hat, please?	- Students work in groups of five. There is a fire emergency and the students have to dress up the fire fighters as quickly as they can. Each group is given a paper baby. The costumes of the firefighter are at the shop and the teacher is the shop keeper. In order to dress up the firefighter, the students one by one have to ask for the pieces from the teacher and stick it on the paper baby. S1: May I have the firefighter's hat, please. T: Here you are. S2: May I have the firefighter's top, please. T: Sure. Here you are. - The group that finishes first is the winner. - Ask groups to color the paper babies at the end of the game and talk about their firefighters' clothes. S: The fire fighter has a blue jacket. He has got green trousers and a red hat. - Ask groups to put their end products on the bulletin board

Worksheet 1

Look at the pictures. Write their names.



Top
Trousers
Hat
Socks
Boots
Gloves



The firefighter, the builder and the clown are not happy.
What do they say? Whose hats' are these?



That's _____ hat.
It's the _____ hat.



That's _____ hat.
It's the _____ hat.



That's _____ hat.
It's the _____ hat.

Worksheet 3 Fill in the blanks.

wind *right* *builder* *They*
wrong *clown's* *hat*



There are three friends: A firefighter, a _____ and a clown.



The firefighter wears a firefighter's hat

The builder wears a builder's _____.

And the clown wears a _____ hat.



One afternoon, they go out for a walk.

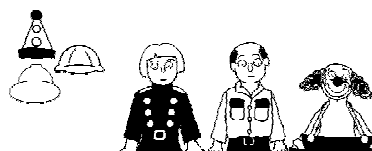


Suddenly, the _____ blows off their hats



The hats come down again but something is _____.

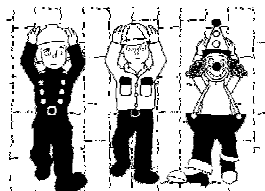
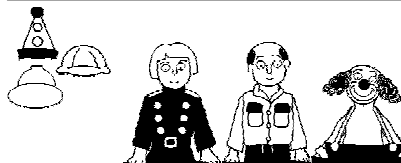
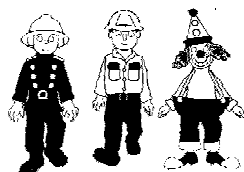
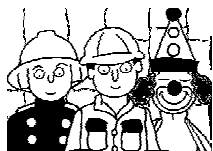
“That’s not my hat”, says the firefighter,
 “That’s not my hat”, says the builder,
 “and this is not my hat” says the clown.



_____ try all the hats.

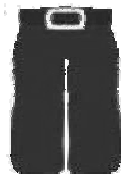


In the end they find the _____ hats.
 The firefighter, the builder and the clown are happy.

Worksheet 4 Look at the pictures and write the story.



Is this the firefighter's hat?
Yes,



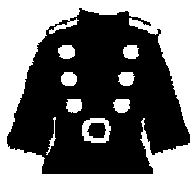
Are these the firefighter's trousers?
Yes,



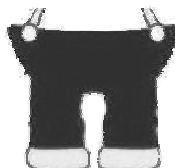
Is this the clown's hat?
No,



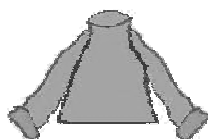
Are these the builder's shoes?
No,



Is this the builders's top?
No,



Are these the firefighter's trousers?
.....,



Is this the clown's top?
.....,



Are these the builder's trousers?
Yes,



Is this the builder's hat?
.....,



Are these the clown's shoes?
.....,



.....?
Yes, it is.



.....?
Yes, they are.

PowerPoint Presentation 1- Retelling the story

Slayt 1



There are three friends: A firefighter, a builder and a clown.

Slayt 2



The firefighter wears a firefighter's hat

Slayt 3



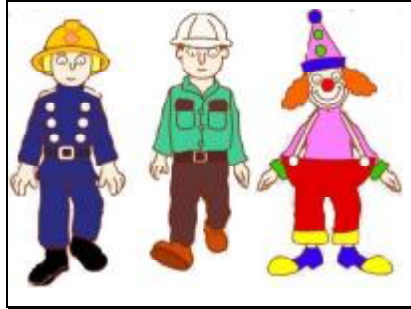
The builder wears a builder's hat.

Slayt 4



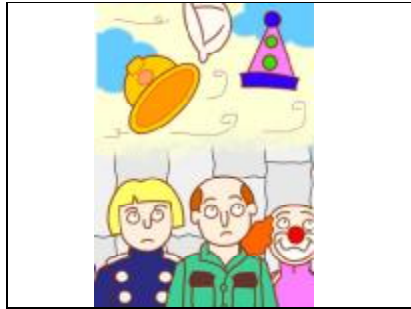
And the clown wears a clown's hat.

Slayt 5



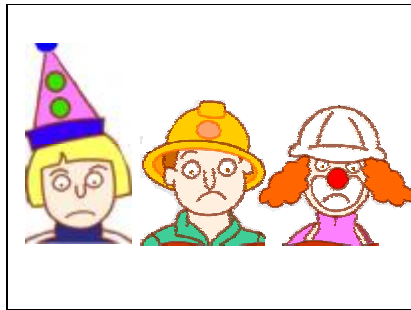
One afternoon, they go out for a walk.

Slayt 6



Suddenly, the wind blows away their hats.

Slayt 7



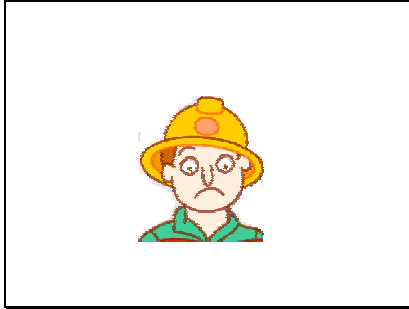
The hats come down again but something is wrong.

Slayt 8



"That's not my hat", says the firefighter,

Slayt 9



“That’s not my hat”, says the builder,

Slayt 10



“ and this is not my hat” says the clown.

Slayt 11



They try all the hats.

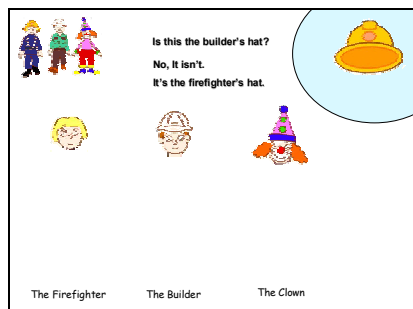
Slayt 12



In the end they find the right hats.
The firefighter, the builder and the clown
are _____

PowerPoint Presentation 2- Grammar Practice

Slayt 1



____ In the PowerPoint Presentation various articles of clothing appear on the screen and the teacher ask questions to students.

e.g. **T:** Is this the builder's hat?

____ **S:** No, it isn't. It's the fire fighter's hat.

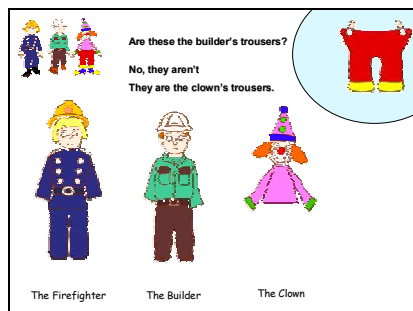
Slayt 7



e.g. **T:** Are these the fire fighter's trousers?

____ **S:** Yes, they are.

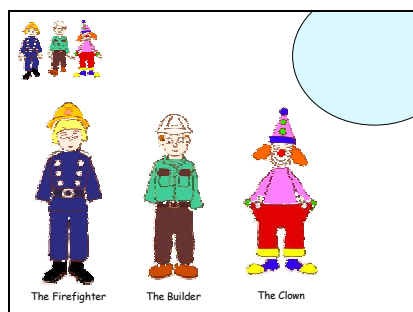
Slayt 12



e.g._ T: Are these the builder's trousers?

____ **S:** No, they aren't. They are the clown's trousers.

Slayt 15

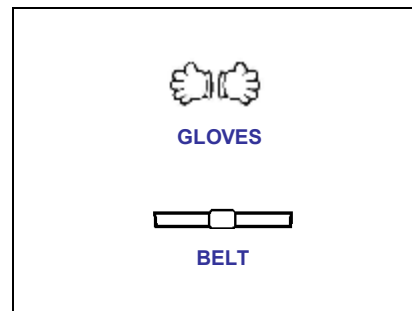


PowerPoint Presentation 3 – Revising Firefighter's Clothes

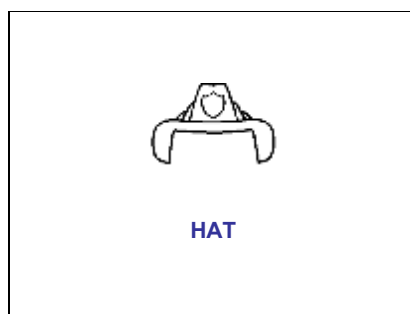
Slayt 1



Slayt 5



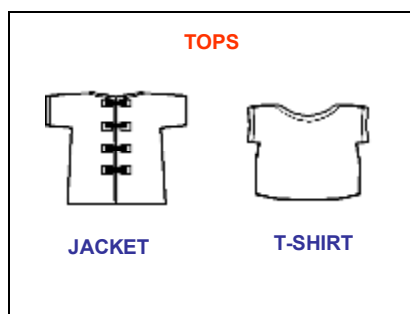
Slayt 2



Slayt 6



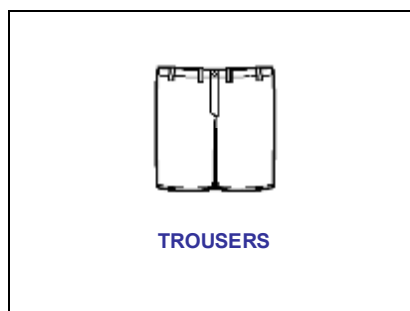
Slayt 3



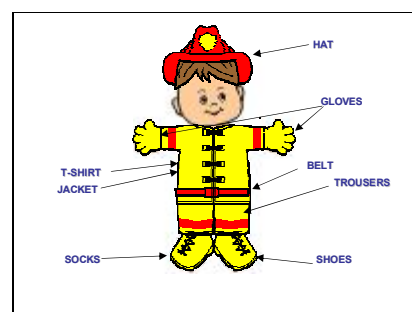
Slayt 7



Slayt 4



Slayt 8



Title of Story	Goldilocks and the Three Bears
By	F. Pınar TORUN
Student Profile	31 6 th grade students); the students are novice high in their reading, writing listening, and speaking skills.
Skills to be emphasized	Reading, writing, listening, speaking.
Content	Vocabulary; - Adjectives; soft / hard, big / small, hot / cold , right - Story content: bear, father bear, mother bear, baby bear - Eating; Pan, bowl, spoon, porridge, breakfast, milk, water, salt. - Home; Bed, chair - Action verbs; Eat, play, stay, go for a walk, try - Cooking; stir, boil, pour. Structure; - I'm / She's / He's tired, hungry, thirsty, surprised. - Ordinal numbers (1st , 2nd ,3rd) - Too + adj (e.g. too hard, too soft) - Why doesn't she like... Why can't she...? Because... too + adj
Objectives	By the end of the lesson students will be able to - tell if somebody is tired, hungry, thirsty, surprised by using these adjectives. - demonstrate knowledge of some nouns (specifically, pan, bowl, spoon, porridge, breakfast, milk, water, salt) by labelling them or by matching the words with the correct pictures. - recognize words related to home (specifically, bed and chair) - demonstrate knowledge of verbs such as 'eat, play, stay, go for a walk, try' by performing the tasks in drama activities. - demonstrate knowledge of verbs related to cooking, such as 'stir, boil, pour' by performing the action and matching the words with the pictures. - demonstrate knowledge of ordinal numbers 1st , 2nd ,3rd by using them in sentences while describing the events / objects in the story. - tell if something is soft, hard, big, small, hot, cold, right by using these adjectives. - ask questions about the reasons of something by using question word "why". - give reasons for something using the too + adjective structure. - recognize and name the characters in the story. - listen to the story and make predictions about the events. - listen to the story and complete the missing words in the worksheets.

	- listen to the song and complete the missing words in the worksheet. - Act out the given role in the story.
Materials	Worksheet 1, 2, 3, 4, 5, 6, 7, and 8 PowerPoint Presentation 1 and 2 - For the story: Bear masks, Goldilocks mask 3 bowls, 3 spoons, a pot(saucepan) - For making porridge: A poster with the ingredients and the recipe of porridge. Cards on which the materials and ingredients needed for porridge are written. ½ litre water, ½ litre milk, 5 rounded tablespoons medium-ground oats, 1 table spoon of salt, A pan, a tablespoon, and a tea spoon. - A globe - Role cards for acting out the story
Source	- Bear masks, Goldilocks mask are retrieved on 02/11/2006 from http://www.britishcouncil.org/kids-topics-goldilocks.htm - The song is retrieved on 02/11/2006 from http://www.britishcouncil.org/kids-songs-goldilocks.htm - The story is retrieved on 02/11/2006 from http://www.bbc.co.uk/cbeebies/fimbles/comfycorner/story8.shtml
Procedure	
1. Introduction to story by the teacher, presentation of vocabulary	• Tell students that you are going to tell them a story about three bears and a girl. Put on the masks of the mother bear, father bear and the baby bear and Goldilocks in order to present the characters. • Present the story by using the masks, PowerPoint Presentation 1 and other materials that you have brought in. Present vocabulary such as porridge, bowls, hot, etc. while introducing the story. T: It is morning. (A picture describing morning is shown on the screen.) T: Three bears wake up. T mimes waking up. They are going to have breakfast. What do bears eat for breakfast?

	(Answers could be: honey, meat, leaves, etc.) T: Well, these bears do not eat those things. These bears eat porridge. Do you know what porridge is? (Pictures describing porridge is shown on the screen.) T: (demonstrating) To make porridge we need some milk, some sugar and water. We take a saucepan and put it on the cooker. We put the ingredients and stir... T: That morning mother bear makes some porridge and puts it in bowls. The teacher acts out putting the porridge into the bowls and ensures interaction by asking students questions. T: How many bowls are there? Which bowl is big? Which bowl is medium sized? Which bowl is small? Who is the big bowl for? (Father bear) Who is the medium sized bowl for? (Mother bear) Who is the small bowl/ tiny bowl for? (Baby bear) T: Mother bear puts the porridge in bowls on the table. But the porridge is too hot. (T. mimes hot.) And the father bear says "Let's go for a walk; while the porridge is cooling down".
2. Viewing the story	• 1st Viewing: Tell the story until the part that Goldilocks falls asleep and the three bears come back home. Ask students what will happen next. • Ask students to view the story in order to find out what happens to Goldilocks. • Ask some comprehension questions. Elicit/ present adjectives 'surprised', 'afraid'. T: What does Goldilocks do when she sees the bears? She runs away. Why? She's surprised. / She's afraid. • 2nd, 3rd, 4th Viewing: Have students watch the story and complete Worksheet 1.
3. Acting out the story	• Ask students to work in groups of four. Students are given their role-play cards. Teacher narrates the story. Give students some time to get ready for their roles. Have each group act out. Role cards involve the lines of the characters: Goldilocks:

	Oh, I'm rather hungry. Oh I'm rather tired. Father bear: Who's been eating my porridge? Who's been sleeping in my bed? Mother Bear: Who's been eating my porridge? Who's been sleeping in my bed? Baby Bear: Somebody has been eating my porridge and they've eaten it all up. Somebody has been sleeping in my bed and she's still there. Do stay and play with me!
4. Presentation and practice of structure (be tired / happy / afraid / surprised / sad / happy)	• Present 'tired, happy, sad, surprised, and afraid' either by showing the related scenes from the story or acting / asking a student to act that scene. • Ask students to do Worksheet 2. Students fill in the blanks with the adjective that best describes the feeling in the picture.
5. Game: Feelings	• Present the game to practice adjectives; 'surprised, afraid, happy, sad, and tired'. Students play the game in two groups. The adjectives (surprised, afraid, happy, sad, and tired) are written on slips of paper and put into a bag / box. One student draws a slip; he/she acts out that feeling at least for ten seconds. His/ her group mates guess what adjective describes the students best. Groups get one point for each correct guess.
6. Presentation and practice of 7. adjective + noun	• Revise the adjectives, e.g. big, medium-sized, small, that were presented in the story by showing the objects or acting / asking a student to act that scene from the story. You can also use Worksheet 3 for this purpose. T: What did Goldilocks see when she went to the house of the bears? Answer: A big bowl, a medium-sized bowl and a small bowl. T: How was the 1st, 2nd, and 3rd porridge? Answer: 1st was hot, 2nd was cold, and the 3rd was just right. T: Then Goldilocks went upstairs. What did she find there? Answer: A big bed, a medium-sized bed and a small bed. T: How were the beds? Answer: 1st was hard, 2nd was soft, and the 3rd was just right. • Practice the adjectives (e.g., A hard bed, a soft bed, hot porridge, cold porridge, a big chair, a small chair, a big bear, a small bear) using the PowerPoint Presentation 2. (Pictures can be used for the same purpose.)

	T: Is this a hard bed, Or is it soft? Is this a big chair? Is this chair small? • Give Worksheet 4. Asks students to match the adjective and nouns and write them under the correct picture.
8. Presentation and practice of structure Does /Can he /she.....? No, he/she doesn't/ can't. Why not? Because it's too Too + adj	• Remind the structure too + adjective making use of the story theme. T: Does Goldilocks like the first porridge? Elicit the answer 'No, she doesn't'. T: Why not? Ss: Because it's too hot. T: Does she like the second porridge? Try to elicit: No, she doesn't. T: Why not? Ss: Because it's too cold. T: Does she like the third porridge? Elicit the answer 'Yes, she does'. T: Why? Ss: Because it's just right. • Ask questions about the beds in the same way. Give more examples, T: Can you touch the ceiling Answer: No, because it is too high. / I am too short. T: Can you catch a cheetah? Answer: No, because it is too fast. / I am too slow. • Give Worksheet 5. Ask students to read the text and answer the questions in pairs. • Have students do Worksheet 6 in order to practice the structure too + adjective.
9. Song: When Goldilocks came to the house of the bears	• Ask questions about the story. T: What did Goldilocks see when she went to the house of the bears? Answer: 3 bowls, 3 beds, 3 bears. • Show a big bowl, a small bowl, and a tiny bowl, pictures of a big bed, a small bed and a tiny bed. Also show pictures of the big bear, the small bear and the tiny bear. 1st Listening; • Tell the students that in the song it is told that Goldilocks sees one more thing besides bowls, beds, and bears. Asks students to predict what that is. T: In the song Goldilocks sees one more thing besides bowls, beds, and bears. What do you think that is?

	- Have students listen to the song to find out the answer to the question. Answer: a big chair, a small chair, a tiny chair. 2nd 3rd Listening; - Have students listen to the song again and complete the song lyrics (Worksheet 7). They listen to the song again to check whether they've done it correctly / to learn it by heart.
10. Making porridge	You need a separate room (perhaps the kitchen) where you can cook the porridge for this activity. Also you need to prepare the ingredients, materials and the recipe written on a poster before the lesson. - Ask students to find Scotland on the globe. Explain them that in the lesson you are going to cook something. T: Today we're going to make a traditional breakfast dish of Scotland. That is 'porridge'. When do Scottish people eat porridge? What are the ingredients? - Introduce the materials needed; pan, tablespoon, teaspoon, wooden spoon; and the ingredients; water, milk, oatmeal, salt. - Give students cards on which the names of materials and ingredients are written. Ask students to match the cards with the materials and ingredients. - Hang poster on which the recipe is written on the wall. Read the recipe out loud together with the students. Ask for the assistance of the students while preparing the porridge. T: Ayşe, can you read us the first step? S1: Pour the water in a pan. T: Elif can you help us measure the water and pour it in the pan. - Go over the steps one by one. Method: 1- Pour the water in a pan. 2- Pour the milk in the pan. 3- Bring the water and milk to the boil. 4- Pour the oatmeal. 5- Stir with a wooden spoon. 6- Reduce the heat when it boils. 7- Cover the pan and simmer for 15 minutes, stirring frequently. 8- Add the salt. 9- Stir for a further 5/10 minutes. 10- Serve hot - While you are waiting for the porridge to come to the boil, do Worksheet 8 which revises vocabulary that is learned in the particular lesson. - After students have their porridge, ask their ideas about it. Have them express whether they liked the porridge or not using expressions such as, I like it. It is delicious. It's yummy. It tastes good. I don't like it. It tastes bad.

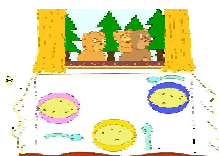
GOLDILOCKS AND THE THREE BEARS



Once upon a time there were
three bears, F_____
M_____ and B_____



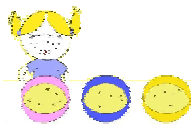
One morning Mother bear made
some p_____



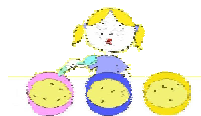
The porridge was hot. So the father
bear said,
Let's g___ o___ f___ a walk.



G_____ came to the
bears' house. She was hungry.



She tried the first bowl. It was t____
h_____.



The second bowl was t____ c_____.



The third bowl was just r_____
so she ate it all up.



Then Goldilocks said; "Oh, I'm rather
t_____".



Goldilocks tried the first bed.
It was too h_____.



The second bed was too s_____.



The third bed was just r_____.
So she fell fast asleep.



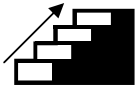
Soon the three bears came back.
Father bear said, " _____'s been
eating my porridge?"



Mother Bear said, "Who's been
e _____ my porridge?"



And the baby bear said, " _____ '
been eating my porridge
and they've eaten it all up.



The three bears went



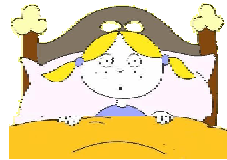
Father Bear said, "Who's been
s _____ in my bed?"



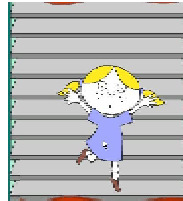
Mother Bear said, Who's been
s _____ in my bed?



And the Baby bear said S _____
has been sleeping in my bed
And she's still there!"



Goldilocks, saw the bears. She was
s _____.



"She ran straight down the



Goldilocks played with the
baby bear and Mother Bear
made some more delicious
p _____.

The End

Worksheet 2

How do they feel?

Sad

happy

afraid

tired

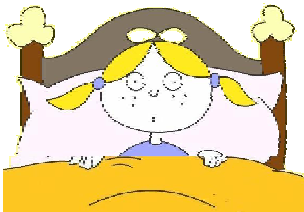
surprised



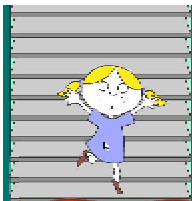
Goldilocks is _____.



Baby bear is



Goldilocks _____



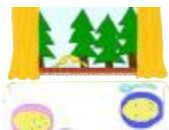
Goldilocks _____



They are all _____

Worksheet 3

Complete.



Goldilocks came to the bears' house. She said,
"Oh I'm rather _____."



She tried the first bowl. It was _____.



The second bowl was _____.



The third bowl was just _____ so she ate it all up.



Then Goldilocks said; "Oh, I'm rather _____"



Goldilocks tried the first bed. It was too _____



The second bed was too _____.



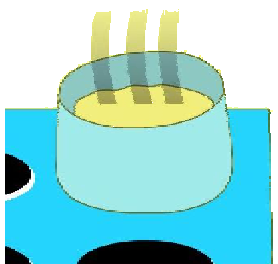
The third bed was just _____. So she fell fast asleep

Worksheet 4

Match them and write below the correct picture.

Big
Cold
Soft
Hot
Hard
Small

porridge
chair
bed



















Too Young...



This is Ted. He is a ten month old baby.

He can't run around and jump like his brother David.

Not yet.



**He can't play snowball with her mother.
Ted is too young.**



Can he climb this tree?

No, he needs his father's help.

The tree is too high for him.

❖ **Can Ted run?**

❖ **Can Ted jump?**

❖ **Can he climb a tree?**

**Answer the questions: If your answer is No, tell why not.
You can use the following adjectives;**

Heavy

small

high

dangerous

❖ Can you carry a tree trunk?



❖ Can you carry a car?



Can you sit in a cup?



Can you touch the ceiling?



Can you climb a 30-metre-high tree?



❖ Can it pull the cart



❖ Would you play with a crocodile?

SONG: When Goldilocks went to the house of



When Goldilocks went to the
house of bears,
Oh, what did her blue eyes see?
A bowl that was _____,
A bowl that was _____,
A bowl that was _____, and
that was all,
She counted them: _____,
two, three.

When Goldilocks went to the
house of bears,
Oh, what did her blue eyes see?
A _____ that was big,
A _____ that was small
A _____ that was tiny, and that
was all,
She counted them: one,
_____, three.

When Goldilocks went to the
house of bears,
Oh, what did her blue eyes see?
A _____ that was big,
A _____ bed that was small,
A _____ bed that was tiny, and
that was all,
She counted them: one, two,
_____.

When Goldilocks went to the
house of bears,
Oh, what did her blue eyes see?
A _____ that was big,
A _____ that was small,
A _____ that was tiny and that
was all,
And they growled at her: roar,
roar, roar.

Worksheet 8

Match the pictures with the verbs.

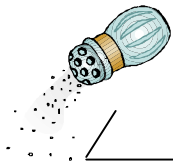
Pan

Spoon

Salt

Water

Milk

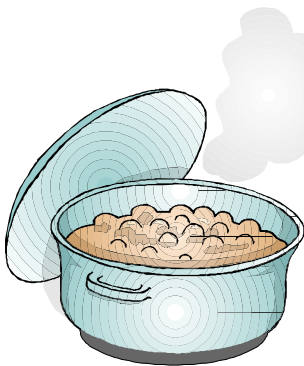


Match the pictures with the verbs.

Stir

Boil

Pour



Slayt 1

Goldilocks and
The Three Bears

Slayt 4



Slayt 2

How many bears are there in the story?

- There are three bears.

Who are they?

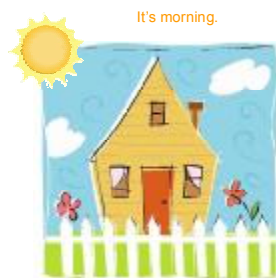
- Father bear, Mother bear and the Baby bear.

Slayt 5

Porridge



Slayt 3



Slayt 6



Oatmeal, milk, water, salt, cream.



Stir



Slayt 7

How many bowls are there?



-There are three bowls.

Slayt
10

Slayt 8

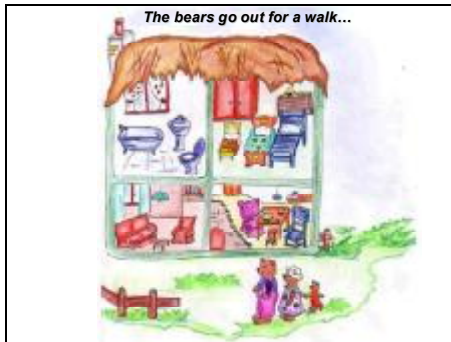
The Porridge is too hot...

Slayt
11

What happens after Goldilocks falls asleep?

Slayt 9

The bears go out for a walk...



Slayt 1

Is this a soft bed? Or is it hard?



A soft bed.



Is this a soft bed?

A hard bed.

Slayt 4

Is the porridge hot? Or is it cold?

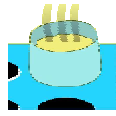


Hot porridge



Is the porridge hot?

Cold porridge



Is the porridge hot or cold?

Slayt 2

Look at this bed. Is it soft or hard?



Is this a hard bed?



Slayt 5

Is the chair big? Or is it small?



Are the chairs big? Or are they small?



Slayt 3

What about this one? Is it hard or soft?



Is this a hard bed?



Which one is right for you?

A soft bed?

Or a hard bed?

Slayt 6

Is the bear big? Or is it little?



A big bear.



A little bear

Title of Story	The Royal Obstacle Race
By	F. Pınar Torun
Student Profile	31 6 th grade students, the students are novice high in their reading, writing listening, and speaking skills.
Skills to be emphasized	Reading, writing, listening, speaking.
Content	Vocabulary; - Race - Royal family: king, queen, prince, princess - Royal ponies, royal zoo, royal roses - Maid - rescue. - fun and games Structure; (action verbs): Climb, Swim, Leapfrog, Hop backwards, hop forward, run I'm good at running / climbing. I'm a good runner / climber, etc. - I'll win because I'm the best climber.
Objectives	By the end of the lesson students will be able to - name specific races and games such as swimming race, running race, etc. - identify and name the members of a royal family using the vocabulary 'king, queen, prince, princess' - tell what they are good at doing. - demonstrate their knowledge of the structure 'good + noun' by using it in sentences. - tell who will win a race or game by using the structure 'will+base form of the verb'. - use the superlative of the adjective 'good' in order to make sentences. - write about races and games day. - recognize and name the characters in the story. - listen to the story and make predictions about the events. - listen to the story and complete the missing words in the worksheets. - act out the given role in the story.
Materials	Pictures of royal families Worksheet 1, 2, 3, 4, 5, 6, 7, and 8 PowerPoint Presentation 1 and 2 Items of clothing (accessories, crowns, apron, etc) for the royal family and maid.

Source	Story retrieved on 10.09.2006 from http://www.bbc.co.uk/cbeebies/rolymo/library/stories/full_royalrace.shtml
Procedure	
1. Presentation of vocabulary (Races and games)	• The teacher should announce the students that they will have races and games one day before so that students come to school with their track suits. • Ask students if they know what ‘race’ and ‘game’ mean and what type of races and games they know. • Show PowerPoint Presentation 1 to introduce different kinds of races and games. • Introduce games such as leapfrogging and hopping. Ask students how these games are played. Have volunteer students to show how these games are played in front of the class. T: Do you play hopping? What kind of hopping games do Turkish children play?
2. Presentation and Practice of Structure (be good at doing something, the best runner)	• Tell students that they will have races and games and the races will be held in four categories, namely, climbing, leapfrogging, hopping backwards, and running. • Ask students which games and sports they are good at. T: Are you good at climbing? / Are you a good climber? Are you good at leapfrogging? / Are you a good leap frogger? Are you good at hopping? / Are you a good hopper? Are you good at running? / Are you a good runner? • Have students complete the first part of Worksheet 1. • Ask students who they think is best in some particular games in class. T: Who’s the best climber in this class? Who’s the best leap frogger in this class? Who’s the best (most tip top) hopper in this class? Who’s the best runner in this class? • Have students make predictions about the results of the leap frogging game, running race, climbing game, hopping backwards game that are to be held. Draw their attention to the example in the worksheet and model students with a few examples. e.g. Ali will win the running race because he’s the best runner. I’ll win (the climbing game) because I’m the best climber. • Ask students to choose the category / categories that they will race in. (The number of the students that will participate in the games and races depends on how much time will be

	allocated to the activities.) Have a few assistant students write the names of the participants on a big poster. Announce them before the games. Racers / Participants <table><tr><th>Climbing</th><th>Leapfrogging</th><th>Running</th><th>Hopping backwards</th></tr><tr><td>Names of the students</td><td></td><td></td><td></td></tr></table>	Climbing	Leapfrogging	Running	Hopping backwards	Names of the students					
Climbing	Leapfrogging	Running	Hopping backwards								
Names of the students											
3. Games and Races (leapfrogging, hopping backwards, climbing, running)	- Take the students out. - Interview or have a few students interview with the racers. You can use a microphone and choose a few students to act like cameramen. A: Are you a good climber? Will you win? B: I'll win because I'm the best climber. C: I don't know. - After the games have assistant students write the names of the winners on posters. - When the games are finished you can officially <table><tr><th></th><th>Climbing</th><th>Leapfrogging</th><th>Running</th><th>Hopping backwards</th></tr><tr><td>Winners:</td><td></td><td></td><td></td><td></td></tr></table> - Announce the winners of the games by giving them small rewards.		Climbing	Leapfrogging	Running	Hopping backwards	Winners:				
	Climbing	Leapfrogging	Running	Hopping backwards							
Winners:											
4. Writing	After the races take the students back to the classroom. Give them a guided writing task (Worksheet 2). They are to write complete a paragraph about the races and games day.  Writing Time Today is _____ day. The races are in _____ categories: they are _____. _____ is the winner of the running race. _____ _____ leap frogging game. _____ _____ is the wi _____ And _____ is the _____.										

	It _____ fun having races and games. _____ like _____. The writing may be freer or more guided. In a freer writing, the students may be given some key words and asked to write a paragraph about the races. A more guided way could be providing students with questions like “Who’s the winner of the leapfrogging game / hopping backwards game, etc.? Is it fun having races? Do you like playing games? etc. and asking the students to arrange their answers in a paragraph format.
5. Revise Vocabulary	Give out Worksheet 3 in order to revise vocabulary related to games and races.
6. Presentation and practice of vocabulary (Royal family, castle, etc)	- Ask students if they have ever dreamt of being a prince or a princess? Have them talk about royal families and their lives. T: Have you ever dreamt of being a prince? / a princess. A prince or a princess is from a royal family. What is a royal family? A king, a queen, a prince, a princess. What kind of a life do they have? How do they spend time in the castle? Do you think they play games? What kind of games do they play? - Show the PowerPoint Presentation 2 to introduce related vocabulary. - Introduce the story. T: In our story there is a king, a queen, a prince and a princess. There is some one else. This is a maid. What does a maid do? So here is a royal family. What other royal things do you expect to see in the story? - Introduce royal roses, royal ponies and royal zoo. Have students match the vocabulary with the pictures in Worksheet 4.
7. Viewing the story	1st Viewing: Ask the students to view the story and find out how many categories the races are held in and what those categories are. 2nd Viewing: Ask students to view the story again and complete Worksheet 5 which inquires what happens to the king, the queen, the prince, and the princess. After 2nd viewing have the students complete Worksheet 6 which is about how the maid rescues the king, the queen, the prince, and the princess. 3rd and 4th viewing: Have the students complete Worksheet 7.
8. Drama	Have students work in groups of five. Give out their role cards. Allocate some time for preparation of the students. Have each group act out the story.

9. Practice of structure (the best singer, actor)	• Ask students the best actor, actress, pop singer, footballer, football team, model, news presenter, etc., in Turkey / in the world? • Give out Worksheet 8. • Ask students to take a poll in the classroom about the best actor, actress, pop singer, footballer, football team, model, news presenter, etc.

Worksheet 1

I.

Are you good at climbing?

Are you god at climbing?

Are you good at climbing?

Are you good at climbing?

Write the things that you are / are not good at.

I'm _____
I _____

Who is the best?

II.

Who is the best runner in class?



Who is the most tip top hopper?

Who is the best climber?



Who is the best leap frogger?

III.

i.e. Süreyya Ayhan will win because she is the best runner in Turkey.

Make guesses for your class !

Worksheet 2

Writing Time



Today is _____ day. The
races are in _____ categories: they are

_____.
_____ is the winner of the running race. _____
_____ leap frogging game. _____
_____ is the wi _____

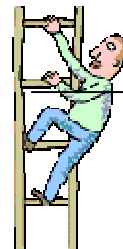
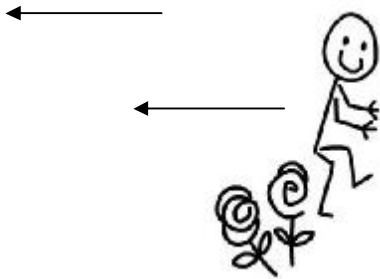
And _____.
It _____ fun having races and _____
games. _____ like _____.

Worksheet 3

Unscramble the words and match with pictures.

erac rinwne
poh bwacdkars

gglefroingap rnu
imsw cmbli



Worksheet 4

Unscramble the words and match them with pictures.



rayol fyamil

roayl npoies

rloya rseso

royal ozo

ffgirae

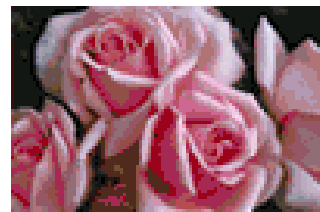
Calest

Kngi

Qenue

ncePri

Priessnc



Worksheet 5

What happened to the king, the queen, the princess and the prince?



The king was _____



The queen was _____



The princess _____



The prince _____

Worksheet 6

How does the maid rescue? Match the sentences and pictures.

The king / the queen / the princess / the prince

The maid fetched a giraffe from the zoo to rescue the king.

She threw the princess her washing line.

She found the prince smelling the roses.

She coaxed the pony off the queen with a sugar cube.



Worksheet 7

The Royal Race



Once upon a time there was a king, a queen, a prince and a princess.



One morning the king planned some royal games.



And he banged on the R_____ gong.
"We're having a r____," he said.



"H_____!" said everyone.

"First you must c_____ the tower in Wellington boots,"



"S_____ through the moat your nose,"

"L_____ over the royal ponies,"



"And h_____ b_____ around the royal roses," said the king.



"I'll _____ because I'm the best c_____!" said the queen.



"No, I'll _____ because I'm the best l_____!" said the princess.



"No, no, no, I'll win because I'm the most tip top h_____ in the whole world!" said the prince.



"I'll win because I'm the b_____ swimmer!" said the king.



"I'm not really g_____ at anything," said the maid.



The king blew the starting whistle.



They h_____.



C_____



L_____.



And s_____. But they
didn't get very far.



"H_____" said the k_____.



"H_____" said the queen.



"H_____" said the princess.



"H_____" said the prince.



The maid helped them.
She threw the princess
her w_____ line.



The maid fetched a
g_____ from the zoo to
rescue the king.



She coaxed the pony off the
queen with a s_____ cube.



She found the prince smelling the roses.

The maid asked, "Who's the



"We're all winners!" said the
queen. They were all happy.

The

Worksheet 8

Answer the following questions.



Who is the best singer in Turkey?



Who is the best footballer in Turkey?

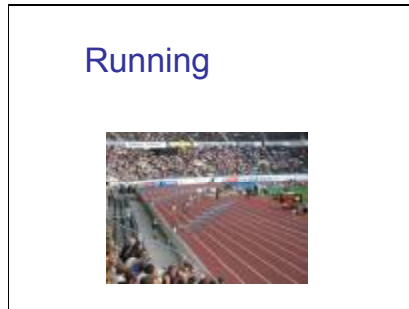


Who is the best model in Turkey?

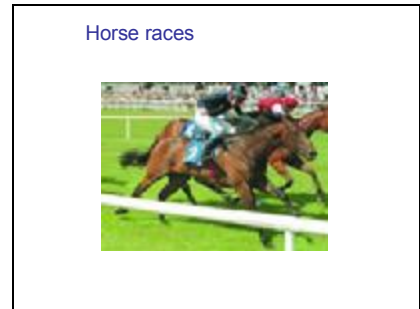


Who is the best comedian in Turkey?

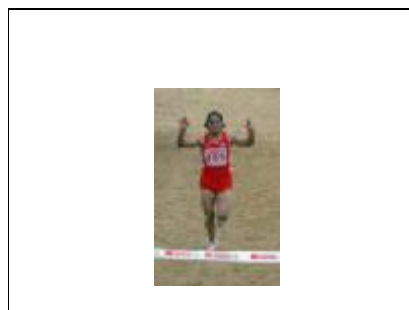
Slayt 2



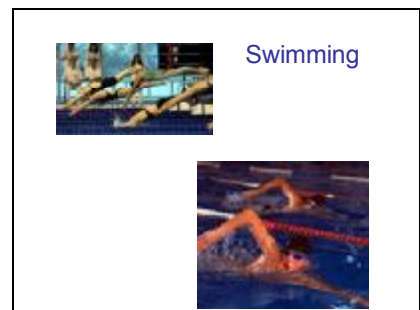
Slayt 6



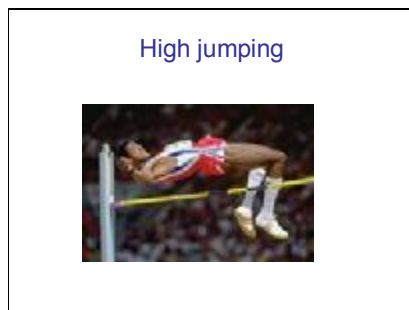
Slayt 3



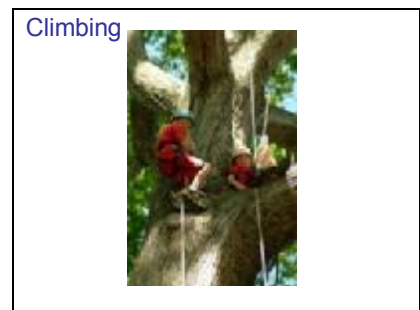
Slayt 7



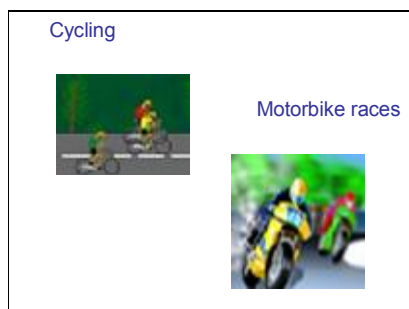
Slayt 4



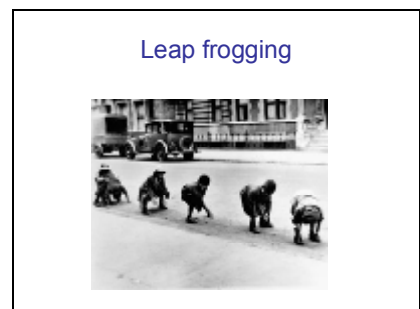
Slayt 8



Slayt 5



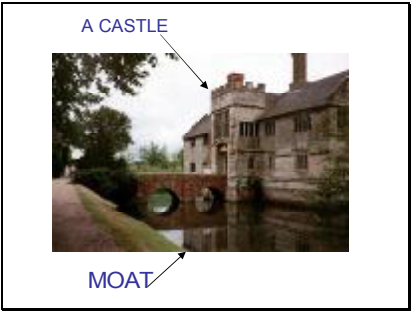
Slayt 9



Slayt 1



Slayt 5



Slayt 2



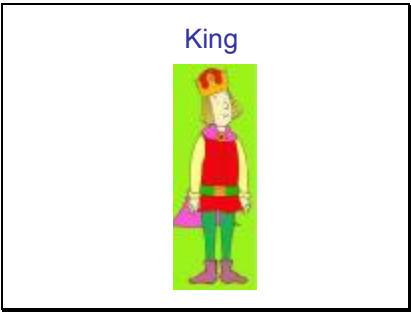
Slayt 6



Slayt 3



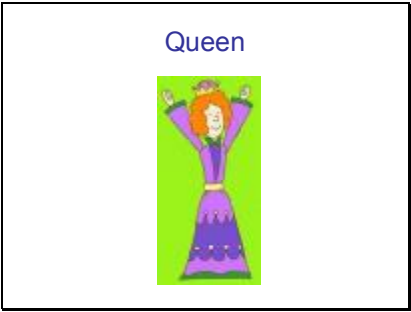
Slayt 7



Slayt 4



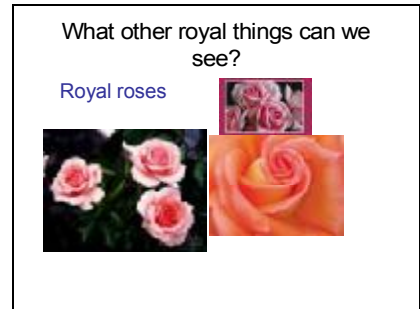
Slayt 8



Slayt 9



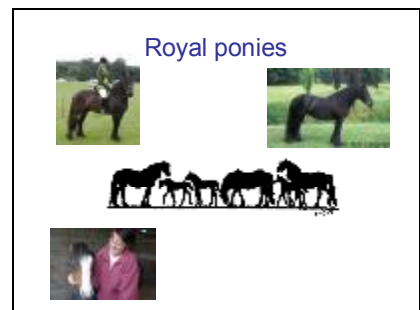
Slayt 13



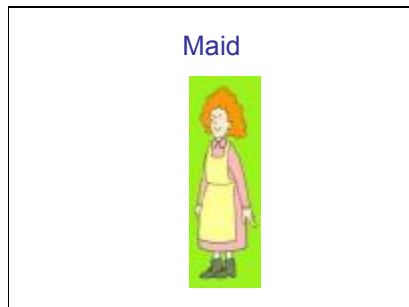
Slayt 10



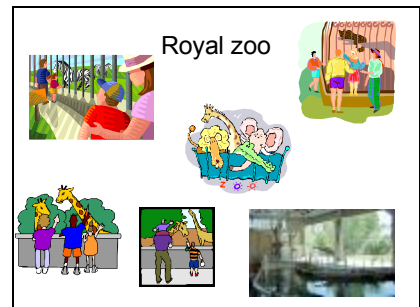
Slayt 14



Slayt 11



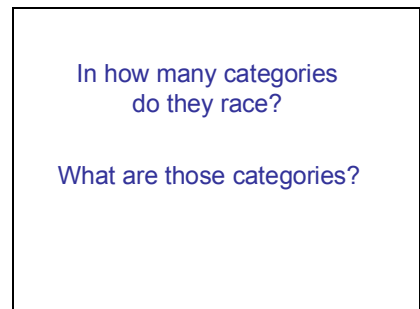
Slayt 15



Slayt 12



Slayt 16



APPENDIX II

İNGİLİZCE DERSİYLE İLGİLİ TUTUM ÖLÇEĞİ

Aşağıda İngilizce dersiyle ilgili çeşitli ifadeler verilmiştir. Bir ifadeye hangi oranda katılıyorsanız, lütfen onun altındaki sütunu "X" ile işaretleyiniz

Verdiğiniz bilgiler İngilizce dersiyle ilgili istek, beklenti, sevgi, ilgi, merak, ve kaygılarınızı belirlemede kullanılmakla birlikte bilimsel amaç taşımaktadır. Katılımınız için teşekkürler.

İng. Öğr.F. Pınar TORUN

Adı Soyadı:

Sınıfı:

Numarası:

	Tamamen Katılıyorum	Kısmen Katılıyorum	Kararsızım	Çoğunlukla Katılmıyorum	Hiç Katılmıyorum
1. İngilizce çalışmaktan hoşlanırım					
2. Arkadaşlarımla İngilizce çalışmayı severim					
3. Boş zamanlarımda İngilizce çalışırım					
4. İngilizce dersini severim					
5. Arkadaşlarımla İngilizce konuşmayı severim					
6. İngilizce öğrenmek gereklidir					
7. İngilizce dersi sevicecek bir ders değildir					
8. Mümkün olsa her gün İngilizce çalışırım					
9. İngilizce öğrenmek çok zevklidir					
10. İngilizce öğretmenimi çok seviyorum					
11. İngilizce öğrenmek heyecan dolu bir maceradır					
12. İngilizce dersine ilgi duyuyorum					
13. İngilizce öğrenmek gereksiz ve anlamsızdır					
14. Zayıf not alsam bile İngilizce dersine devam etmek isterim					
15. İngilizce dersi önemli ve gerekli bir derstir.					
16. İngilizce dersi zamanımı harcamaktan başka bir işe yaramıyor					
17. İngilizce konuşulan bir ülkede bir süre yaşamak isterim					
18. İngilizce dersi zamanımı harcamaktadır					
19. İngilizce dersine girmekten hoşlanmam					
20. İngiliz yaşam biçimini merak ediyorum					
21. İngilizce dersi zaman kaybından başka bir işe yaramıyor					
22. Turistlerle İngilizce konuşmayı çok istiyorum					
23. İngilizce dersine çalışmak hoşuma gidiyor					
24. Hiçbirşey beni İngilizce öğrenmekten vaz geçiremez					
25. Ne kadar zor olursa olsun İngilizce öğretilmelidir					
26. İngilizce dersinde çaba göstermek gerekir					
27. Boş zamanlarımda İngilizce çalışmaktan hoşlanırım					

28.	İş hayatımda İngilizce'nin faydası büyük olacaktır					
29.	İngilizce'yi öğrenmek hayatımı kazanmada bana katkıda bulunacaktır					
30.	İleriki çalışmalarımda İngilizce'ye ihtiyaç duyacağım					
31.	İngilizce öğrenmeyi çok istiyorum					
32.	İngilizce dersi bir arada yaşamayı öğretir					
33.	İngilizce öğrenerek İngiliz arkadaşlar edinmek istiyorum					
34.	Gün geçtikçe İngilizce'nin önemi artmaktadır.					
35.	Geleceğim için İngilizce önemlidir					
36.	Yetişkin olduğumda İngilizce'yi birçok yerde kullanacağım					
37.	Ödevlerimi yaparken İngilizce dersi bende bunalıma sebep oluyor					
38.	Ne zaman İngilizce çalışsam içimde bir rahatsızlık hissediyorum					
39.	Öğretmenimiz İngilizce'yi öğretmiyor					
40.	Ezberim zayıf olduğundan İngilizce öğrenemiyorum					
41.	İngilizce dersinde dikkatimi toplayamıyorum					
42.	İngilizce'yi bir türlü öğrenemiyorum					
43.	İngilizce dersinde okuma zorluğu çekiyorum					
44.	İngilizce dersinde başarısızım					
45.	İngilizce yazarken zevk almıyorum					
46.	İngilizce dersinde başarılı olamıyorum					
47.	İngilizce dersleri çok zordur					
48.	Okuma esnasında yaptığım hatalar beni olumsuz yönde etkiler					
49.	İngilizce konuşmaktan kaçınıyorum					
50.	Dil öğrenmeye yetenekli değilim					
51.	İngilizce ödevlerimi tek başıma yapamıyorum					
52.	İngilizce dersleri çok sıkıcı geçiyor					
53.	İngilizce dersinde başarılı olmak imkansızdır					
54.	İngilizce dersi beynimi yoruyor					
55.	İngilizce dersi bana beceriksiz olduğumu gösterdi					
56.	İngilizce dersine başladığımızda başım ağrır					
57.	İngilizce sorulara cevap vermekten korkuyorum					
58.	İngilizce dersinin olduğu günler okula gitmek istemiyorum					

İNGİLİZCE DERSİYLE İLGİLİ TUTUM ÖLÇEĞİ**Tarih:**

Aşağıda İngilizce dersiyle ilgili çeşitli ifadeler verilmiştir. Verdiğiniz bilgiler İngilizce dersiyle ilgili düşüncelerinizi belirlemede kullanılacaktır. Bu ifadelerden size uygun olanları seçerek tamamlayınız.

İngilizce Öğretmeni
F. Pınar TORUN

İngilizce öğrenmeyi seviyorum çünkü
İngilizce öğrenmeyi sevmiyorum çünkü
İngilizce dersi bana zor geliyor çünkü
İngilizce dersi bana kolay geliyor çünkü
İngilizce dersi bana göre gerekli çünkü
Bana göre İngilizce dersi olmasa da olur çünkü
Bana göre İngilizce öğretmenim
İngilizce dersi şöyle olsun isterdim;
Şunları da eklemek istiyorum;

APPENDIX IV**Interview Questions**

1. İngilizce öğrenmeyi seviyor musun?
2. İngilizce önemli ve gerekli bir ders midir?
3. İngilizce sorulara cevap vermekten korktuğun oluyor mu?
4. İngilizce dersi sıkıcı mıdır?
5. Hikayelerle İngilizce öğrenmek hakkında ne düşünüyorsun?
6. Hikayelerle beraber yapılan etkinlikler hakkında ne düşünüyorsun? (drama / canlandırma, çalışma kağıtlarında boşluk doldurma, yapıştırma, şarkı söyleme, vb.)
7. Hikaye anlatımı ve etkinliklerde kullanılan araç gereçler hakkında ne düşünüyorsun?
(bilgisayar, perde, resimler, gerçek nesneler (meyve/sebze), şapkalar, maskeler, vb.)
8. Bu hikayelerle öğretmeninden başka birinden / anadili İngilizce olan birinden İngilizce duyma şansına sahip oldun. Bu konuda ne düşünüyorsun?
9. İngilizce öğretmenin hakkında ne düşünüyorsun?
10. İngilizce dersini önceden olduğu gibi sınıfında ve ders kitabından işlemek ister misin? Neden?

Bu ders hakkında ne düşünüyorsunuz?		
	Bunları sevdim! 😊	Bunları Sevmedim! ☹️
Hikaye		
Ders İşlenişi Derste yapılan etkinlikler		
Kullanılan araçlar gereçler (resim, bilgisayar, alıştırma kağıtları, tahta, vb)		
Öğretmen		

Bu dersi sevdim çünkü....

Bu dersi sevmedim çünkü....

Bu derste bir şey öğrendiğime inanıyorum. Mesela.....

Bu derste bir şey öğrendiğime inanmıyorum. Çünkü.....

Bu ders hakkında ne düşünüyorsunuz?

	Bunları sevdim! 😊	Bunları Sevmedim! ☹️
Hikaye	BEN AND CHARLIE Hikayeyi sevdim.	
Ders İşleniş Derste yapılan etkinlikler	Öğretmenimiz kağıtlar verdi. Bu kağıtlar kırmızı, sarı ve ma- vi renkteki kağıtlardır. İzlediğimiz fiziğin de sarı, kırmızı, mavi değilinde ayağa kalktık.	
Kullanılan araçlar gereçler (resim, bilgisayar, alıştırma kağıtları, tahta, vb)	Yantra, kağıt, teyip, çizim kağıtları.	
Öğretmen	Öğretmenimiz bize çok iyi ders anlatıyor.	

Bu dersi sevdim çünkü....

Bu derste yeni şeyler öğrendim.

Bu dersi sevmedim çünkü....

Bu derste bir şey öğrendiğime inanıyorum. Mesela.....

Red, yellow, blue, bananas, tomatoes, juice, cheese, chips
+ shirt, slippers, peppers

Bu derste bir şey öğrendiğime inanmıyorum. Çünkü.....

GOLDILocks and 3 BEARS

Bu ders hakkında ne düşünüyorsunuz?

	Bunları sevdim! 😊	Bunları Sevmedim! ☹️
Hikaye	GOLDILocks and 3 BEARS	
Ders İşleniş Derste yapılan etkinlikler	Derste İngilizce çizgi film izledik. Daha sonra ise drama yaptık. Öğretmenimizin verdiği çalışma kağıtlarını doldurduk.	
Kullanılan araçlar gereçler (resim, bilgisayar, alıştırma kağıtları, tahta, vb)	Alıştırma kağıtları, Goldilocks'un maske'si, Uğayın maske'si.	
Öğretmen	Öğretmenimiz bize daha eğlenceli ders anlatmak için çok güzel yollar deniyor.	

Bu dersi sevdim çünkü....

bu ders çok eğlenceli geçti.

Bu dersi sevmedim çünkü....

Bu derste bir şey öğrendiğime inanıyorum. Mesela..... Bearly, parridge, let go for a walk, oh I'm rather tired. Oh I rather hangry. Baby, father, mother, somebody, too hot, too cold, right.

Bu derste bir şey öğrendiğime inanmıyorum. Çünkü.....

ROYEL RACE
Bu ders hakkında ne düşünüyorsunuz?

	Bunları sevdim! 😊	Bunları Sevmedim! ☹️
Hikaye	Bu hikayeyi sevdim güzel. Herseyi sevdim	
Ders İşleniş Derste yapılan etkinlikler	Canlandırma, seviye um çok güzeldi. daha çok anlıyorum	
Kullanılan araçlar gereçler (resim, bilgisayar, alıştırma kağıtları, tahta, vb)	Takı, taktık, Taç, maske taktık böyle yapmakta hoşuma gitti.	
Öğretmen	Öğretmenimiz her şeyi öğrettir. Çok seviyorum	

Bu dersi sevdim çünkü.... eğlenceliydi, canlandırma çok güzeldi.

Bu dersi sevmedim çünkü....

Bu derste bir şey öğrendiğime inanıyorum. Mesela..... I'm not really good at anything.
You can't give up now
What about di reys
Hizmeti yapar.

Bu derste bir şey öğrendiğime inanmıyorum. Çünkü.....

İNGİLİZCE DERSİYLE İLGİLİ TUTUM ÖLÇEĞİ

Tarih: 2.01.2007

Cuma

Aşağıda İngilizce dersiyle ilgili çeşitli ifadeler verilmiştir. Verdiğiniz bilgiler İngilizce dersiyle ilgili düşüncelerinizi belirlemede kullanılacaktır. Bu ifadelerden size uygun olanları seçerek tamamlayınız.

İngilizce Öğretmeni F. Pınar TORUN

İngilizce öğrenmeyi seviyorum çünkü	Drama yapıyoruz, maddeler yapıyoruz, eğlenmeli geliyor bu yüzden seviyorum.
İngilizce öğrenmeyi sevmiyorum çünkü	
İngilizce dersi bana zor geliyor çünkü	
İngilizce dersi bana kolay geliyor çünkü	İngilizce okumayı ve yazmayı seviyorum.
İngilizce dersi bana göre gerekli çünkü	İkinci bizim ülkemizde turist gelirse büyük yararı olur, yani gerekli.
Bana göre İngilizce dersi olmasa da olur çünkü	
Bana göre İngilizce öğretmenim	Çok iyi bir kişi. Bizim için herşeyi yapıyor.
İngilizce dersi şöyle olsun isterdim;	Bizim istediğimiz gibi çunlar, sorular, fiiller izlemek ve dinlemek yapmak isterim.
Şunları da eklemek istiyorum;	

CURRICULUM VITAE

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 1992-1996 (BA) Middle East Technical University, Faculty of Education, English
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EXPERIENCE

2007 – METU NCC School of Foreign Languages (Instructor)
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 2004 – 2005 Osmaniye Rahime Hatun K. M. L. (English Language Teacher)
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 Implications for Students, Teachers and Educational Systems,
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