

GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE INSTRUCTION
ENGLISH LANGUAGE TEACHING PROGRAM

THE EFFECT OF COMPUTER ASSISTED AND TEACHER-LED
STORYTELLING ON VOCABULARY LEARNING OF 5th GRADE
STUDENTS

M.A. THESIS

By
Selen YARDIM

Ankara
April, 2011

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE,

Selen Yardım'ın “ The Effect of Computer Assisted and Teacher-led Storytelling on Vocabulary Learning of 5th Grade Students”başlıklı tezi.....tarihinde jürimiz tarafından İngilizce Öğretmenliği Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

THE EFFECT OF COMPUTER ASSISTED AND TEACHER-LED STORYTELLING ON VOCABULARY LEARNING OF 5th GRADE STUDENTS

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The aim of this study which consists of five chapters is to investigate the effect of computer-assisted storytelling and teacher-led storytelling on vocabulary learning of 5th grade students . The study was conducted on 60 fifth grade students from two classes during the 2010-2011 academic year. Sancaklar Primary School in Siirt was taken as the case school in order to implement the research which lasted 10 lesson hour seperately for each class and to collect the data.

The first chapter of the study is the introduction. It introduces the study, explains background of the research, states the problem and the aim, and gives a brief explanation of the methodology, assumption and limitation of the study. The second chapter presents an overview of literature, by explaining young learners and their characteristics, learning styles, the ways to teach vocabulary best. This chapter also emphasizes storytelling by mentioning the place of computer assisted and teacher-led storytelling in vocabulary learning of young learners. The third chapter explains the methodology and data analysis procedure. The method and the related applications of this research is explained in detail. The fourth chapter is the data analysis and discussion. In this chapter, the results of the pre and post tests are presented on tables and interpreted. Also, the results are discussed according to research questions. As for the fifth chapter, it provides a brief summary of the study. It also presents general implications and offers specific suggestions. Additionally, the study has appendices; the complete versions of the five story-based lesson plans for each group and pre and post tests.

Key Words: Teaching English to Young Learners, Vocabulary Learning, Storytelling, Computer Assisted Language Learning.

ÖZET

BİLGİSAYAR DESTEKLİ HİKAYE ANLATIM İLE ÖĞRETMEN DESTEKLİ HİKAYE ANLATIM TEKNİĞİNİN İLKÖĞRETİM BEŞİNCİ SINIF ÖĞRENCİLERİNİN KELİME ÖĞRENİMİNE ETKİSİ

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Beş ana bölümden oluşan bu çalışmanın amacı, ilköğretim beşinci sınıf öğrencilerine kelime öğretiminde bilgisayar destekli hikaye anlatımının mı yoksa öğretmen destekli hikaye anlatımının mı daha etkili olduğunu saptamaktır. Çalışma, 2010–2011 öğretim yılında iki ayrı sınıftan toplam 60 beşinci sınıf öğrencisi üzerinde uygulanmıştır. Her bir sınıf için 10 ders saati alan araştırmayı gerçekleştirmek ve verileri toplamak için Siirt Sancaklar İlköğretim Okulu araştırma yapılacak okul olarak seçilmiştir.

Çalışmanın birinci bölümü giriş bölümüdür. Bu bölüm, genel olarak çalışmanın bütünü, temeli, amacı, sınırlılıkları, varsayımlar ve kullanılan yöntem hakkında kısa bir bilgi vermektedir. İkinci bölümdeyse, çocuklar ve özellikleri, öğrenme stilleri, etkili kelime öğretim yolları açıklanarak genel bir bilgi verilmesi amaçlanmaktadır. Ayrıca çocukların kelime öğreniminde hikaye anlatımının ve de bilgisayar destekli dil öğreniminin yerine değinilmiştir. Üçüncü bölümde, çalışmayı gerçekleştirmek için başvuru alan metod ve veri toplama aracına ve uygulamalara değinilmektedir. Dördüncü bölüm ise veri analizini ve bunların yorumlanmasını içermektedir. Ön ve son test sonuçları tablolarda gösterilip yorumlanmaktadır. Beşinci ve son bölüme gelinceyse, çalışmanın kısa bir özeti ve elde edilen sonuca dair birtakım önerilere yer verilmiştir. Ayrıca ekler bölümünde, çalışmada yer alan hikaye anlatımına ilişkin tamamlanmış beş ders planı ve ön ve son testler sunulmaktadır.

Anahtar Kelimeler : Çocuklara İngilizce Öğretimi, Kelime Öğrenimi, Hikaye Anlatımı, Bilgisayar Destekli Dil Öğrenimi

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CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter aims to present an overview of the present study, 'The Effect of Computer Assisted Storytelling and Teacher-led Storytelling on Vocabulary Learning of 5th Grade Students'. Chapter 1 has nine sections, 1.1. gives the background of the study; 1.2. explains the problem which has led to such study; 1.3. introduces the aim of this study; 1.4. presents the research questions the study is based on; 1.5 submits the scope of the research; 1.6. mentions methodology in this study; 1.7 lists the assumptions; 1.8 explains the limitations and lastly; 1.9. defines the terms which will be encountered in this study.

1.1. Background of the Study

Today, English has become a 'world language'. Therefore, 'teaching and learning English' has gained more importance all over the world as a foreign language. As a result, the demand for foreign language learning in Turkey has increased in last decades. The need for learning English as a foreign language has made English one of the most focused points at schools. Moreover, this situation has given a way to lowering the age of learning English at both public and private schools. Hence, teaching English to children at an early age has been spread in Turkey as in many countries in the last decades. This is because of the common belief that children are better language learners than adults. Rixon (2000) suggests that two of the main reasons for the countries to make this decision are to take advantage of benefits that are connected with importance of English and benefits that derive from the nature and needs of children. Furthermore, Turkish Ministry of Education has tried to improve the quality of English Language Teaching in schools and carried out many projects in this field. For instance, English lesson has been included in the 4.- 8. grades of primary education of the state schools in

the last decade. Also, English is taught even from the beginning of formal education in private schools.

In this study, children who learn English at 5th grade of primary school are the focus of the research and they are called as ‘young learners’. In primary school, the methods, techniques and activities used to teach English are completely different from those used for teenagers or adults. In foreign language teaching, the techniques and activities that will be used should appeal to young learners. It is commonly agreed that children do enjoy activities which include fun and while enjoying themselves, they don’t realize that they are actively learning. To put it in other way, children learn something not for the sake of learning but for fun. According to Phillips (1993), “It is common sense that if an activity is enjoyable, it will be memorable; the language involved will ‘stick’, and the children will have a sense of achievement which will develop motivation for further learning” (p.3).

In teaching English to young learners, vocabulary is the main part of the language that should be taken into consideration. There are many ways that can be used to teach vocabulary to young learners. Since they learn better through play or fun activities, games, songs, visual aids, drama, rhymes and stories are the commonly used tools in the classrooms which provide the teachers with good assist. Among them, stories which are popular with young learners provide rich opportunities for language learning. Along with enabling to practice four language skills, stories are especially appropriate for teaching and learning new words in a foreign language since stories, with visual and auditory aids, present a good context for vocabulary learning. Phillips (1993) expresses that:

Young children are quick to learn words, slower to learn structures... Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the words in relevant contexts, in order to ‘fix’ them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up. (Phillips, 1993, p.68).

As Wright (2000) states, stories are good source of language experience for children. During storytelling, children practise four language skills through story-based activities and also produce the language in role-play. Because of this, stories expose

children to rich language input. Also, they aid teachers to introduce new vocabulary and grammar structures and contain frequent repetitions of words inside, which support learners in terms of imitation and repetition. Children feel free to repeat vocabulary items or phrases in a story. By this way, they can better learn vocabulary items which are associated with the story. In addition, stories are a part of actual life; therefore, it can be said that story-based teaching may help students to feel in an authentic language environment. Apart from all these above, stories are motivating, so children can be a part of story easily and feel secure. The reason for this is as Slattery and Willis (2001) utters that children love stories and they

- are always eager to listen to stories
- know how stories work
- want to understand what is happening
- can enjoy hearing stories in English when they start English lessons (p.97).

Stories which are the interest of children provide lots of benefits for language learning mentioned above. Therefore, storytelling has become the focus of our study. To sum up, as storytelling is a magical way in teaching vocabulary to young learners, we have decided to investigate the effect of computer assisted storytelling and teacher-led storytelling on vocabulary learning of 5th grade students.

1.2. Statement of the Problem

There have been many studies on storytelling so far since stories as a tool have many benefits in teaching English to young learners. As Wright (1995) states “Stories are motivating, rich in language experience, and inexpensive. Surely, stories should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language” (pp.6-7). Along with being fun and motivating, as Williams (1999, pp.4-5) articulates “stories provide supportive context in which learners are encouraged to express themselves and develop their full potential”. Also, stories enable children get exposed to meaningful context. For example, storytelling provides opportunity to include children actively in story-based activities and produce the language in role-play, which help them learn and remember the vocabulary that

stories consist. Therefore, it can be said that storytelling is very effective in terms of vocabulary learning of children.

Apart from all these above, it is easy to find many types of stories in activity books or on web-sites for storytelling. Various websites submit animated stories which appeal to both visual and auditory learners and they supply infinite documents, activities and materials to use as story-based activities. Therefore, it is possible to take advantage of computers for storytelling. However, the problem is although computers provide so much input, we don't have information about the effect of computer assisted storytelling on vocabulary learning of young learners when compared to teacher-led storytelling. As a result of this problem, this study tries to investigate the effect of computer assisted storytelling and teacher-led storytelling on vocabulary learning of 5th grade students.

1.3. Aim of the Study

This study aims to investigate the effect of computer assisted storytelling and teacher-led storytelling on vocabulary learning of 5th grade students in Siirt Sancaklar Primary School. In other words, it is intended to see whether computer assisted storytelling makes any significant difference in young learners' vocabulary knowledge when compared to teacher-led storytelling. Despite the recent developments in teaching young learners, teachers continue using traditional techniques which are not appropriate either cognitively or effectively for this age group. Hence, this study also intends to display that storytelling is an effective tool among the other alternatives in teaching vocabulary to young learners and can be applied in classroom environment without difficulty. Moreover, the story-based plans in this study may provide samples for teachers to use in class.

1.4. Research Questions:

This study looks for answers for the following questions:

1. Do story-based activities applied through teacher in the classroom have a differential impact on students' vocabulary knowledge?
2. Is computer assisted storytelling more effective than teacher-led storytelling in vocabulary learning of 5th grade students?

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

1.5. Scope of the Study

This study was carried out with sixty 5th grade students at Siirt Sancaklar Primary School. There were 30 students equally in computer assisted and teacher-led groups. The vocabulary items aimed to teach through computer assisted and teacher-led storytelling selected by taking syllabus of 4 and 5th classes into consideration. Therefore, students didn't learn the words used in this research before and this was guaranteed by the application of the pre-test. It was found out that students didn't have foreknowledge of the words before. The target vocabulary to teach was 25 in total. The story-based activities were the same for both groups except for the way they were applied. In preparing the activities, many activities both on books and on websites were examined.

1.6. Methodology

In order to carry out this research, sixty 5th grade students at Sancaklar Primary School were selected according to their points, available on the website "e-okul". They were divided into experimental and control groups. Each group consisted of 30 students equally. Before the implementation, a pre-test of target vocabulary was applied. In experimental group, computer-assisted storytelling along with story-based activities was carried out while in control group, storytelling and story-based activities were implemented by means of teacher. Five different stories along with story-based activities were prepared by the researcher. After the 3-week-implementation, post-test of the target vocabulary was applied to students in both experimental and control groups in order to find out the effect of implementations on vocabulary learning of students. Differences analyzed and discussed in detail in Chapter 4.

1.7. Assumptions

- 1) The experimental and the control groups are at the same base lines.
- 2) In this study, students' ages, English level, socio-economic background and individual differences are accepted equal.
- 3) The administered exams will test the students' success.
- 4) Students are accepted not to have experienced storytelling technique before.

1.8. Limitations

In this research, young learners are limited to 5th grade students at Siirt Sancaklar Primary School. The study is limited to the data obtained from 60 students. The results are based on the pre and post tests of computer assisted storytelling and teacher-led storytelling group. Also, English course for 5th grade students take 4 lesson hour and the story-based activities took at least two hours, which caused the implementation last 3 weeks. Because of this, the research was carried out with 5 stories including 25 target vocabulary in total. Another limitation of this study is whether 5th grade students know how to use computer wasn't determined before, which may have affected the results.

1.9. Definition of Terms

Young Learners : The term 'young learner' comprises the learners between the ages of seven to twelve as defined by Slattery & Willis (2001). In this study, 'young learners' express especially 5th grade students at primary school. The characteristics of this learner group are explained as follows:

Children who

- can read and write in their own language,
- understand the difference between the real and the imagery,
- can plan and organize how best to carry out an activity,
- can work with others and learn from others,
- can be reliable and take responsibility for class activities and routines

(Slattery & Willis, 2001, p. 5).

CALL (Computer Assisted Language Learning): A term commonly used to describe the use of computers as a tool for language learning. As Levy (1997) defines, CALL is the search for and the study of applications of the computer in language teaching and learning. In this study, CALL is mentioned in order to refer to the use of computer in storytelling.

Computer Assisted Storytelling: The term refers to the storytelling and story-based activities carried out by means of computer in this study. During storytelling session, computer is the base tool not the means.

Teacher-led Storytelling: This term refers to the stories and story-based activities carried out by means of teacher. During the storytelling session, teacher is the main tool that carries out the activities. This research investigates the effect of computer assisted storytelling and teacher-led storytelling on vocabulary learning of young learners.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Presentation

The following chapter presents an overview of literature, by explaining young learners and their characteristics, learning styles, the ways and techniques to teach vocabulary best. This chapter also emphasizes storytelling by mentioning the place of computer assisted and teacher-led storytelling in vocabulary learning of young learners.

2.1. Defining Young Learners

The interest of this study is “young learners”. As Topses (cited in Ataman, 2003, p.137) asserts, “comprehending who young learners are and their individual differences such as moral, physical, emotional, social and mental development of students makes it easier for teachers to choose materials and mental development of students makes it easier for teachers to choose materials and adapt their teaching”. Brumfit, Moon and Tongue (1997, p. iv) define the term ‘young learners’ according to the common characteristics of children as below:

- Young learners are just beginning their schooling, so teachers have a major opportunity to mould their expectations of life in school.
- As a group, they are potentially more different than secondary or adult learners, for they are closer to their varied home cultures and new to the conformity increasingly imposed across cultural groupings by the school.
- They tend to be keen and enthusiastic learners.
- Their learning can be closely linked with their development of ideas and concepts

- They need physical movement and actively as much as stimulation for their thinking and closer together these can be the better.

As Philips (1993, p.3) defines, “the term ‘young learners’ refers to the children from first year of schooling (five or five or six years old) to eleven or twelve years of age”. However, Philips also states that children’s age doesn’t indicate how mature they are. There are many factors that influence children’s maturity such as their culture, their environment (city or rural), their sex, the expectations of their peers and parents. Similar to her, Slattery & Willis (2003, p.4) stress that “children show different characteristics at different ages, we make a distinction between very young learners aged under 7 years, and young learners aged 7 to 12”. According to Rixon (2000, p.5), “the term ‘young learners’ is controversiate”. She points out that those are the learners of 6-11 year-olds who in many countries are involved in the early stages of compulsory education. Fröhlich-Wand (cited in Brumfit, et al. 1991) assert that “young children are able to learn foreign language more naturally, and therefore to some extent more easily than older learners hence the term ‘young learners’ arises” (p. 9).

Considering all the statements above, It can be said that ‘young learners’ means children attending to the first five grades of primary school when applied to Turkish setting.

2.2. Characteristics and Needs of Young Learners

Slattery and Willis (2003), together with making distinction between very young learners and young learners, describe what children are as learners. Children

- learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things
- are not able to understand grammatical rules and explanations about language
- try to make sense of situations by making use of non-verbal clues
- can generally imitate the sounds they hear quite accurately and copy the way adults speak
- are naturally curious
- love to play and use their imagination

- are comfortable with routines and enjoy repetition (pp.4-5).

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

Table 1. General Characteristics and Needs of Children

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

(Reilly and Ward, 1997, p.8)

Young learners learn unconsciously, they like fun activities such as singing, clapping hands, chanting rhymes, solving puzzles, drawing, colouring, model-making stories and games and learn better by the implementation of these activities. Therefore, they should be given the opportunity to use a wide range of language based on tasks

such as games, songs, stories, and collaborative problem solving or information gap activities. In addition, language teachers can take advantages all these mentioned on Table 1 to develop and use teaching tools and materials which are suitable to the needs of their young foreign language students.

As Philips (1993) utters “it may be assumed that younger children are more holistic. They respond to language in terms of what it does or what they can do with it instead of treating the language as an intellectual game or abstract system. Younger learners have the skill of imitating, enjoy the activities prepared for them, and are not self-conscious” (p.7). Also, Brewster, Ellis and Girard (2002) puts it that young learners appear to be more sensitive in terms of emotional needs. Teachers of young learners need to be aware that the sudden emotional outbursts of their students are due to their age. Young learners have a wide range of emotional needs and they are “emotionally excitable” . Brumfit (1991) explains the characteristics of children when learning in general:

Young learners are only just beginning their schooling. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the scope. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better (Brumfit, 1991, p. 5).

According to Vale and Feunteun (1995), “it is very important for children to have the opportunity to use their hands and their bodies to express and experience language “(p.34). Similiar to their opinions, Coltrane (2003) mentions that young children learn through being active in both a physical and intellectual sense. They need to be involved and responsible for their learning so that all their energy and enthusiasm is harnessed and channelled into the activity. Also, Scott and Ytreberg (1991) characterize some main beliefs on young learners and listening to stories and accompanying activities as follows:

- Young learners have a very short attention span; however, the eight to ten years can sit still and listen for longer periods. But it's important not to overload children when working on listening tasks.
- The younger your pupils, the more physical activities they need.
- Children need exercise and movement, and you should make use of this wherever possible.
- Pupils learn from each other. If they haven't understood the first time, they'll still be able to do the activity by watching the others (pp.3-4).

In addition, Scott and Ytreberg (1991) compares adults with children and mention that "children's world and adults' world are different and children do not always comprehend talkings of adults and vice versa. Adults have the control of their own lives. They plan long-term goals such as wanting to study abroad. However, children do not have the control of their own lives or long-term plans" (p.1). In similar way, Brewster, et al. (2002) explain that young learners differ from older learners because they

- are energetic and often need to be physically active
- have broad range of emotional needs
- are emotionally excitable
- are at the beginning of their schooling and in a developing process
- are still improving literacy in their first language
- are learning slowly than adults and forget things quickly
- aimed to be self-oriented and busy with their own world
- get bored easily
- are excellent mimics
- can concentrate surprisingly

Considering all above, it can be stated that the ways that adults and children learn are not the same. As Abe (1991) points out "all children's teachers should remember that teaching of children and the teaching of adults, both in technique and in attitude, are entirely different propositions" (p. 6). Likewise, Gerngrose and Puchta

(1997) state that different age groups have different needs. They comprise the needs of young learners as follow:

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

2.2.1. Children Aged Eight to Ten Year-olds

According to Scott and Ytreberg (1991), characteristics of eight to ten year olds are:

- Their basic concepts are formed. They have very decided views of the world
- They can tell the difference between fact and fiction
- They rely on the spoken word as well as physical world to convey and understand meaning
- They are able to make some decisions about their own learning
- They have definite views about what they like and do not like doing
- They have a developed sense of fairness about what happens in the classroom and begin to question teacher's decisions.
- They are able to work with others and learn from others (p.3-4).

To put it, young learners at this age group love to use their imagination and to play, they are naturally curious and they like repetitions. The best atmosphere for young learners to learn language is the one which is anxiety-free and joyful. Young learners are imaginative, creative and energetic. They enjoy dealing with language and their motivation for learning a foreign language comes from enjoyment and pleasure that they experience in the learning situation. They have short memories and emotional needs. The language activities and materials in the language class should meet their needs in order to be successful.

2.2.2. Children Aged 10-12 Year-olds

Young learners aged between 10 and 12

- have longer attention span and greater range of activities can be beneficial in class
- take learning more seriously and they can be exposed to more topics
- have more knowledge of the world and can be given more responsibility
- are still children and in need of security and pleasure
- work more cooperatively with peers, so can participate in group works
- have more developed intellectual, motor and social skills and they can be challenged more
- develop their own learning strategies. Therefore, they don't react in the same way to the same task and topic.

Considering the characteristics and implications mentioned above, it can be suggested teachers of this age group should

- provide opportunities for young learners to engage in tasks that require focus and commitment
- enable stimulation for example by means of information from internet or cross-curricular
- give children chances to be independent from the teacher and peers
- be more sensitive to their needs and moods
- allow variety of grouping such as individual, pair and group work in class
- submit them activities that are challenging for them. By this way, they can be more motivated and active
- provide opportunities to young learners to personalize their learning experience.

(Adapted from www.onestopenglish.com/children/methodology/childrens-development/children-10-12-year-olds/)

2.3. Why Should Children Learn Foreign Language at An Early Age?

When it comes to children as language learners, there is an ongoing argument about whether young learners learn language better or more efficient than elder children or adults; in other words, whether the nature of second language acquisition changes if the first exposure of the new language comes after a certain age. This issue is a matter of considerable debate but, it is still unresolved (Littlewood, 1984). However, for many researchers and educators, children seem to be better language learners than adults (Halliwell, 1992; Pollard, 1996; Brumfit, 1991). As stated by Brumfit (1991), the main reasons are first, the brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousness at an early age. Also, children have fewer negative attitudes to foreign languages and cultures, and consequently they are better motivated than adults. Another reason is that children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language. Since children devote vast quantities of time to language learning, compared with adults, they are better because they do more of it.

Cameron (2001) asks a question related to teaching a foreign language to young learners. The question is "What is different about teaching foreign language to children, in contrast to teaching adults or adolescents?"(p.1). Responding to her own question, Cameron (2001) expresses that young learners are often more enthusiastic and lively as learners than adults. Young learners will have a go at an activity even when they do not quite understand why or how. Also, they often seem less problematic than adults at talking in a new language and their lack of shyness seems to help them to get a more native-like accent. Yet, Cameron stresses that these are generalizations depend on every individual, and needs to unpack. According to some researchers and educators, young learners have advantages in learning a foreign language at an early age :

- Young learners' affective and socio-cultural resilience makes them feel the integrative motivation more demandingly than adults who have already gone through a process of acceptance of cultural models and prejudices. In that sense, language teaching to young learners can serve as an instrument of intercultural construction if focused on the attitudinal component (Schumann, 1978; Brown,

1980; Krashen, 1982).

- “Young children do not come to the language classroom empty-handed. They bring an already well-established set of instincts, skills and characteristics which will help them to learn another language” (Halliwell, 1992, p.3).
- They have a ready imagination and great skill in using limited language creatively (Halliwell, 1992).
- Children who begin a foreign language at an early level seem to benefit intellectually and to be more culturally aware (Freudenstein, 1990).
- Younger learners may be more proficient in the long run, particularly in the area of oral communication (Krashen, 1982; Harley, 1998).
- They are very good at interpreting meaning without necessarily understanding the individual words and they take great delight in talking. (Halliwell, 1992).

Although each child is different and learns in his own pace, there are some common characteristics that young learners share while learning a language. According to Crosse (2007) , young learners learn English as an additional language best when:

- They are given support in their first language so that these skills transfer to English language acquisition
- They are positively encouraged to make contributions in their first language
- First-hand experiences are planned to offer a rich foundation for talk
- Opportunities are given for practice and repetition of newly learnt phrases
- Play is valued as central to children’s language development
- Their efforts are valued as well as their achievements
- They are given sufficient time to make a response which may not be an oral one
- They are given appropriate responsibility which initially does not require too much language input
- They are part of a group which provides support, motivation and challenge (p.25).

Similarly, Harmer (2003) explains the ways how young learners learn a language differently from adults:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly - that is they take in information from all sides, learning everything around them rather than only focusing on the

precise topic they are being taught. Their understanding comes not just from explanation but also from what they see or hear and, crucially, have a chance to touch and correspond with.

- They generally display an enthusiasm for learning and a curiosity about the world around them. They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Consequently, we can infer that young learners like dealing with language and their motivation for learning a foreign language comes from enjoyment and pleasure that they experience in the learning situation. As Freudenstein (1990) suggests that language awareness, where children develop positive attitudes toward languages in general, is more desirable in the early ages of language learning. Therefore, language learning is best to take place at primary school age. Likewise, Brewster et al. (2002) make the following points: Advantage can be taken of certain aptitudes children have in order to start teaching a foreign language at primary school.

2.4. Learning Styles of Young Learners

In classrooms and learning environments, it is not possible to see all children learn in the same manners and styles since children differ from each other emotionally, physically and psychologically. Tudor (1996, p.97) states that “when enough attention is paid to learners’ needs and their involvement, their quality of learning will increase”. Many theories point out the importance of considering children’s individual needs and Learning Styles theory is one of them. According to Learning Styles theory, the three kinds of learners and their needs are as follow:

2.4.1. Visual Learners

As Norman & Revell (1997, p.31) states that “visual learners like to take in information through eyes”. These learners need to see the teacher's body language and

facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. Therefore, the best tips for visual young learners to do during the learning process can be listed as follows

- use visual materials such as pictures, charts, maps, graphs, etc.
- have a clear view of your teachers when they are speaking so you can see their body language and facial expression
- use colour to highlight important points in text
- take notes or ask your teacher to provide handouts
- illustrate your ideas as a picture or brainstorming bubble before writing them down
- write a story and illustrate it
- use multi-media (e.g. computers, videos, and filmstrips)
- study in a quiet place away from verbal disturbances
- read illustrated books
- visualize information as a picture to aid memorization

2.4.2. Auditory Learners

“Auditory learners learn and remember best through listening” (Norman & Revell 1997,p.31). Therefore they prefer listening to reading. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder. The best ways for young auditory learners to follow are as below

- participate in class discussions/debates
- make speeches and presentations
- use a tape recorder during lectures instead of taking notes

- read text out aloud
- create musical jingles to aid memorization
- create mnemonics to aid memorization
- discuss your ideas verbally
- dictate to someone while they write down your thoughts
- use verbal analogies, and story telling to demonstrate your point

2.4.3. Tactile/Kinesthetic Learners

Kinesthetic Learners prefer to learn by doing, touching or experience. As Tudor (1996, p.113) supports that “kinesthetic learners enjoy movement and activity in class. They tend to stand up rather than sit still for along time on the desk in class”. They learn better when they are involved actively in a task such as drawing, acting, craft-activities or making something. As for kinesthetic young learners, the best ways to follow during learning process can be listed as below

- take frequent study breaks
- move around to learn new things (e.g. read while on an exercise bike, mold a piece of clay to learn a new concept)
- work at a standing position
- chew gum while studying
- use bright colors to highlight reading material
- dress up your work space with posters
- if you wish, listen to music while you study
- skim through reading material to get a rough idea what it is about before settling down to read it in detail.

(Retrieved from http://www.ldpride.net/learning_style_work.html)

2.4.4. Educational Effects of Learning Styles

Each learner has different needs and learning styles. Banks, Dunn and Griggs (cited in Callahan & Orlich,1994, p.166) claim that “students’ cultural and socio-economic backgrounds and experiences influence how they understand and respond to,

and benefit from instruction”. Therefore, teachers’ duty to determine learning styles of the learners and help them realize their natural strengths and aid them in increasing learning achievement. Also, teachers should enable students “recognize and appreciate abilities of others” (Butler,1987, p.123).

Teachers also have their own teaching styles. However, teachers are responsible for going beyond their own styles, and planning lessons and activities with different style types. Matching teaching to students’ learning styles has a positive effect on students’ achievement, interests and motivation (Smith & Renzulli, 1984; cited in Kang, 1999). Along with aiding learners improve their preferred learning style, teachers also should expose children to a range of learning styles in order to broaden their horizons and develop other skills. If learners rely on just their preferred learning style, they limit the other ways of learning. On the other hand, the mismatch enable learners gain new insights and skills. Shortly, as Norman & Revell (1997,p.32) asserts “the more styles students learn the easier they will learn, store and remember information”. For instance, storytelling in classroom is a good way to aid all learning styles of young learners since learners get the opportunity of seeing, hearing and acting.

2.5. Activities and Materials Appropriate for Young Learners

Activities and materials have a crucial role in TEYL for presenting and practicing meaningful language in context. Activities that are used in primary language classrooms may have different features.

Activities can be open-ended or closed (Holderness, in Brumfit et al. ,1991). According to Holderness (cited in Brumfit et al. , 1991), the outcome or answers are not known in open-ended activities, and this leads into the realm of problem solving and investigations. 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. As for closed activities, the solutions are already known and not much creativity on the part of the learner is expected. Closed activities, 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. Therefore, 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).

There is another point that should be taken into consideration. Activities that are used in class should engage children's minds instead of only keeping them physically occupied. An activity which enables children 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. Also, 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).

Apart from all these above, 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. As Williams (cited in Brumfit et al.,1991) states, some of the successful activities that involve language use and that are suitable for young learners are as follows;

- 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)

Along with activities, materials are also important component in language teaching. Materials give teachers a chance to talk about ‘here and now’ and contextualize what they are saying. Also, young learners’ comprehension is to some extent dependent on what they hear, see and experience in their immediate environment. 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 (Scott & Ytreberg, 1990).

Moreover, materials give teachers opportunities for bringing the outer world into the classroom. Learners can be exposed to real language through materials 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 classes young learners 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 put it, activities and materials are valuable tools to create a purpose, meaning and context in language learning. They help bring variety and fun to classes. However, it is necessary to keep in mind that 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). In addition, it is necessary that materials and activities used with children involve variety and fun because Scott and Ytreberg (1990) indicate that due to the short attention span of young learners, variety is a must. Variety of activity as well as variety of materials in the language lesson will help teachers and engage children.

2.6. The Role of Young Learners’ Teacher

Teacher is one of the most important factors for young learners in language learning. Young learners need teachers with high qualifications – that is those who comprehend the principles of teaching, master the pedagogical qualities and are willing to become a teaching aid of young learners and keen to enter their world. As Fröchlich-Wand (cited in Brumfit et al., 1991, p.98) states that “motivation plays a great role in young learners’ learning a language. In that situation, the motivation comes from the enjoyment and pleasure experienced in the learning situation that teacher will create through her activities prepared for young learners and her manners”.

As Krashen (1982) states language learning is maximized when learners feel relaxed and confident. Moreover, Çakır (2004) argues that creating a psychologically secure setting in the classroom enhances learning. For this reason, teachers should be sensitive to learners’ feelings which will affect their motivation and attitude to learning

the language. When the learners feel at home and secure, they are more likely to participate in the classroom activities and take risks. Similarly, Larkin (2002) puts forward, teachers of young learners should be positive, patient, and caring. Teachers may be discouraged if the students do not respond or are not successful as a result of the efforts. But, they should continue to convey a positive tone of voice in a caring manner and learner success soon may be evident.

Reilly and Ward (1997) state that “teachers should remember that young children spend a long time absorbing language before they actually produce anything” (p.7). Moreover, as Toug (cited in Brumfit et al,1991) mentions, “recent studies on young learners’ learning a second language have confirmed that imitation, repetition and formulaic speech are the first strategies to be used” (p. 224). Therefore, a teacher should be a good model during language learning process since young learners are tended to imitate the teacher, and shouldn’t force them to speak until they feel ready for this. As Williams (1985) and Suyanto (1997) propose, a teacher should:

- start where the child is
- encourage social interaction
- support negotiation of meaning and collaborative talk
- allow children to be active participants in the learning process
- pitch input within the zone of proximal development
- introduce language at discourse level
- plan meaningful and purposeful activities within a clear, familiar context
- help learners to become more independent and autonomous
- develop a supportive, non-threatening, enjoyable learning environment
- test and assess in the way that we teach
- let the children sing, play, and have fun
- provide students with various activities.

In short, teachers should act as a guide towards young learners who will be able to attain assistance and guidance from their sympathetic, appreciative and thoughtful teachers. They should be a good model for young learners by being positive, patient, relaxed and by adding fun to activities. As Read (2000) says “praising children is very important. It encourages them” (p.9). Therefore, to motivate young learners, teachers

may take advantage of TPR, puzzles, games, songs, art-craft activities, role-play, storytelling etc.

2.7. Knowing A Word

In second and foreign language teaching and learning area, vocabulary can be defined as one of the main branch of the tree. Therefore, researchers and educators frequently stress the importance of vocabulary in learning and teaching process. According to Read (2000), vocabulary can be defined as a single unit or lexical phrases that convey one single meaning while Waring's (2002) definition relates to a word which comprises both "the ability to recognize the meaning of the word and the ability in producing it" (p. 2) . He also concedes that one can recognize a word in a text or conversation but may not necessarily use it appropriately. Similarly, Carter (2001) proposes that knowing a word involves knowing it actively and productively as well as receptively. Nation (2001) claims that there are different kinds of knowledge in order to master a word; the meaning of the word, its written form, the spoken form, word parts, collocations and its register. He also indicates that these different types of knowledge for a word cannot be learned at the same time because of the incremental nature of vocabulary learning.

To put it, we can say that to know a word includes both recognizing and producing the word. This can be actualized by encountering the same word many times in different contexts and using it actively. Story-based teaching provides such an opportunity and makes use of both explicit and implicit means.

2.8. Teaching Vocabulary To Young Learners

Vocabulary learning is a demanding task for language learners. Rubin (1987) defines vocabulary learning strategy as a process by which information is obtained, stored, retrieved, and used. According to Schmitt (2000), there are two approaches for vocabulary learning; 'intentional and incidental learning'. Intentional vocabulary learning requires directly an attention to the information to be learned (Gass, 1999). Teachers assist learners with vocabulary 'intentionally' or 'explicitly' by means of word lists, paired translation equivalents, demonstration, a picture or a real object. In contrast to intentional learning, incidental vocabulary learning refers to the learning of

vocabulary in terms of the product of another activity such as understanding of a reading text or a conversation (Paribakht & Wesche, 2000). Therefore, teachers assist learners by more ‘incidental’ or ‘implicit’ means, such as exposure to words in the context of listening to or reading real texts. Some scholars (Coady 1998; Wesche, Paribakht 2000) argue that intentional and incidental vocabulary learning should be used at the same time as they both have an important place in language learners’ vocabulary development. Diamond and Gutlohn (2006) utter “learners learn vocabulary not only through explicit instruction but also as a result of indirect exposure to words” (p. 2) That’s to say, learners should infer the meaning from the context. Therefore, it can be said that learners learn or at least notice some words during the writing, reading or listening activities which constitutes different contexts. Storytelling is a good technique for this since it covers the four skills and different contexts.

Many researchers disclose that young learners can learn better when they are thought explicitly (Cain, Lemmon and Oakhill, 2004; Sun and Dong, 2004). In fact, there is a great emphasis on the explicit teaching of words in the early stages of vocabulary learning, proceeding to incidental vocabulary learning in the later stages (Nation, 1990). Also, Coady (1993) states that basic or core vocabulary should be taught intentionally; hence, incidental learning is not recommended for the initial stages or beginning levels. Therefore, in the early stages of learning, intentional vocabulary learning is crucial for young learners.

Also, Wesche and Paribackht (2000) state that learners learn vocabulary when they are active in the process since vocabulary learning process is a complex task and requires varied mental processing. Therefore, besides inferring meaning from context, learners should be engaged in vocabulary exercises such as definition matching, multiple choice cloze, open cloze, semantic mapping, negotiating meaning with peers.

Beside teaching words to young learners explicitly, teachers should provide different contexts where young learners can practice word actively through different activities. As Schmitt (2002) articulates, aspects of a word such as its pronunciation, spelling, meaning, collocations, grammatical category, and appropriate use can not be learned by language learners at one time, learners need to encounter a particular word several times in different contexts to acquire it completely. Similarly, Nation (1990) suggests that a new word needs to be met at least five or six times before it is learnt. For

this reason, words should recur, not just in a unit, but across units or chapters, and across various activities. As Carter and McCarthy (1988) advise, teachers should expose the learners to words in a variety of different contexts like the native speakers and enable them to form a well-rounded concept of the word's meaning and use. For children who start language learning young, this is particularly important. Reusing enables the learners remember more likely. According to researchers and educators such as Brown and Payne (1994, cited in Hatch & Brown 1995) in vocabulary learning, there are five steps;

- having sources for encountering new words,
- getting a clear image, either visual or auditory or both, of the forms of the new words,
- learning the meaning of the words,
- making a strong memory connection between the forms and the meanings of the words,
- using the words (p.373).

Vocabulary Learning Strategy Inventory (VOLSI) as Kudo (1999) cites, at end of her study, the 53 items on the VOLSI classified into nine categories by factor analysis as follows:

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

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

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

Having encountered and understood a new word, and paid attention to its form, young learners' vocabulary learning process begins. The item penetrates into the learner's short term memory, and the next teaching issue is how to build up the memory of the word so that it is available for use in the longer term. According to Cameron (2001), vocabulary can be learned by lots of encounters in different contexts. She explains this as "It is not something that is done and finished with, but a cyclical process of meeting new words and initial learning, followed by meeting these words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. Each time children meet familiar words again, they too have changed and will bring new first language and conceptual knowledge to the vocabulary" (p. 74).

In order to teach young learners vocabulary receptively and productively, Scott and Ytreberg (1990) remind teachers of an important characteristic of children that should always be kept in mind while they are teaching something to them. It is the fact that they are usually full of enthusiasm and energy, and therefore, language lessons should be full of variety and changes of activity, which require good planning before each lesson. As Halliwell (1992) points out, children have an enormous capacity for finding and making fun. Thanks to their sense of fun and play, children live the language for real and make the language their own; and that is the main reason why activities of fun are such a powerful contribution to language learning. Likewise, Reilly and Ward (1997) emphasize that with young learners of English, exposure to a wide range of language through stories, songs, videos, games, drama etc, is crucial. Similarly, Phillips (1993) states that the time spent on preparing classes that take into account children's needs and interests is time well spent. Phillips (1993) also adds that "groups

of children absorbed in a task or a display, excitement that accompanies a class performance, or a thoughtful piece of reflection, are all signs that a class is working well, both on the part of the children and their teacher” (p.11). Therefore, language teachers working with this age-group should use these activities because learners’ first exposure to the language should be an enjoyable one. If their first experience of English is an enjoyable one, they will develop a positive attitude towards it for the rest of their lives, and they will go on learning this language willingly.

Shortly, teachers can take advantage of different ways; games, songs, art-craft, drama or storytelling because these ways provide authentic language use, real-like environment and different contexts for the children to join in and use words actively. Therefore, learning process gets accelerated. Moreover, Sökmen (1997) suggests that teachers should use internet technology as a source for meaningful vocabulary activities in the classroom, and for the independent learner. Hence, we can say that computer-assisted storytelling may be a good tool for practising vocabulary through technology.

2.8.1. Games

Games are effective tools in language learning since they constitute meaningful context. Children learn through these meaningful and fun situations which games provide best. According to Rixon (1996), “the term ‘game’ as a consistent of play governed by rules, it is also an activity with rules, a goal and an element of ‘fun’. They are closed activities and have a very clearly marked beginning and ends. There is a definite point which the game is over, or has been ‘won’ and it is usually easy to see how near to that point the players are” (p.3). Wright, Betteridge and Buckby (1994) ask the question “Why games?” and give the answer that “games help and encourage many learners to sustain their interest and work” (p.1). Games also help the teacher to create meaningful contexts in which the learners want to take part and understand what others are saying or have written. As Wright et al. (1994) mention, games can be used to give practice in all language skills by means of information gap activities, which prompt learners to produce the new language by speaking or writing in order to express their opinion or give information.

Ersöz (2000) explains the two reasons why well-chosen games are invaluable; they give learners a break, and at the same time they allow them to practise language skills. Ersöz further expresses that games are highly motivating because they are amusing and challenging. Besides that, they employ meaningful and useful language in real contexts, and thus increase and encourage cooperation in the target language. Similarly, Reilly and Ward (1997) claim that “games help children to acquire language in the natural way that native speakers do. The language is used as a means to an end rather than an end in itself, and the children are motivated to learn because they are enjoying themselves” (p.26). Also, Moon (2000) draws attention to fun element in games and adds that “children have great capacity to enjoy themselves. While they enjoy themselves, they are usually absorbed by the activity and want to continue with it” (p.6). They are not aware that they are learning a language. Likewise, Howard-Williams and Herd (1994) mention that “games are extremely effective way of motivating students in a classroom” (p.4). Most importantly games are fun and therefore, language teachers nowadays prefer games throughout their teaching. According to Khan (cited in Brumfit et al, 1991), children want to play and learn through playing. By means of playing together, they interact and in interacting, they develop language skills. These can be all done through games, which provide reasons and routines for playing. Therefore, language teachers can use games to be able to practise all language skills and perform many types of communication. Moreover, Reilly and Ward (1997) claim that games can be used as effective activities to teach social skills such as co-operating and obeying rules. In a similar way, Phillips (1993) points out that games in language classrooms help children to see learning English as enjoyable and rewarding and develop the ability to co-operate and compete without being aggressive. Moreover, Halliwell (1992) notes that young learners use language to meet real needs like exchanging information, or expressing feelings. Therefore, games which help children in their growth process are very useful. Halliwell further notes that children participate in these activities with all the different aspects of their personality; they are also useful for assessing their skills.

Carrier (1985) states that games present invaluable activities for teachers to use in class and they provide an opportunity for students to use their skills in a less formal situation. Likewise, Brumfit et al. (1991) expresses that games are a tool for teachers to help create contexts in which language is useful and meaningful. Furger (1998)

mentions the positive sides of games in foreign language teaching by emphasizing effect of games on repetition and vocabulary building. Moreover, Reter and Valls (1997, p.1) utter “games have an educational value, which goes beyond the foreign language lesson”. They teach children about the nature of cooperation, since they cannot be played without it, and they encourage the development of reasoning processes. In addition, it can be said that games also should have an aim in terms of language learning. Uchida (2003) thinks the purposes of playing English games should be:

- The students should learn new vocabulary as a result of playing game
- They should learn new, useful English expressions while playing
- Students should be able to think in English during the game
- The playing of the game should promote English interaction among students
- Students should demonstrate good manner to both each other and teacher.

To sum up, games in class are beneficial for vocabulary learning, social and personal developmet of children. The main focus of using game in class is to help children learn and have fun. Children get the opportunity to improve their communicative skills and permanent learning through games. Therefore, teachers of young learners should take advantage of games in teaching English.

2.8.2. Songs

Songs are one of the children’s interest. They enjoy singing songs. Therefore, songs are beneficial to teach English to young learners. For long times, songs have been used to teach structures and provide some kind of broader cultural input. Murphy (1992) suggests that using music and songs in the classroom can stimulate very positive associations to the study of a language. Otherwise, language may only be perceived as laborious, entailing exams, frustration and corrections. Richards (2003) state that most children enjoy singing, and songs are often a welcome change from the routine of classroom activity in learning a language. Similarly, Phillips (1993) points out that “music and rhythm are an essential part of language learning for young learners. Children really enjoy learning and singing songs, and older learners find working with current or well-known pop songs highly motivating” (p. 94). She also maintains that songs and chants can also be used effectively to present the stress pattern and rhythm of

English. A teacher can also reinforce the new structures and words by means of songs and chants or she/he can use them as a part of Total Physical Response activities or simply to have some fun in the classroom. According to Çakır (1999), the children are motivated by the music, by the variety of rhythms, by the instrumentation (guitar, contrabass, percussions), by the different voices involved (masculine, feminine, child, adult) and by the themes (boys/girls, circus, family, animals, etc.). In similar way, Reilly and Ward (1997) articulate that songs, chants and rhymes help children's language development when used in combination with music and dance. The language in traditional songs is rich and colourful and extends the children's vocabulary. They further emphasize the issue that the learners will happily repeat the same structure, even the same words, over and over again without feeling bored. In addition, learners' pronunciation develops as they focus on sound rather than meaning since children are wonderful mimics and they are especially good at imitating the intonation patterns in a song.

Richards (2003) points out that every song can be an opportunity for vocabulary review as long as it uses the vocabulary of the school course. Especially, some songs are quite useful to repeat certain vocabulary items in a particular field. Moreover, text books or coursebooks for young learners include songs. Malkoç (1994, p.117) lists the following reasons for the inclusion of music and songs in English textbooks:

- to add variety and enjoyment to the language lesson
- to change the pace of the lesson
- to provide listening comprehension practice
- to reinforce learned language patterns
- to enrich cultural understanding and provide new insights
- to motivate the learner with a feeling of achievement

For language teaching, the songs should be chosen and used appropriately. As Richards (2003) warns teachers that if songs are not used appropriately, they may prevent learner in different ways rather than facilitate his/her job. In a similar way, Malkoç (1994) states that classroom purpose is as important as the age and level of the students. In other words, a piece of music may be good for grammar practice but it may be useless to reinforce vocabulary. Furthermore, language teachers will be more successful if they choose songs that contain simple, easily understood lyrics; are

repetitive; related to a topic or vocabulary in the classroom; and children can easily do actions to.

Shortly, songs are entertaining tools that give a way to positive classroom learning environment. They also contain chunks of language that children can repeat, use and remember. Therefore, it is easy to involve learners in learning activities and to teach vocabulary with ease by means of songs. Also, songs can be used as a part of storytelling. By this way children learn the story and remember it in a better way.

2.8.3. Art-Craft Activities

Considering pupils at the early elementary level, it can be said that art-craft activities should be a common feature of the classes since they develop children's eye-hand coordination, fine motor skills and involve learners actively into the situation. Such hands-on activities as free painting and/ or drawing are important not only because children listen to instructors in the target language in order to complete an activity, but also because children enjoy these kinds of activities and feel that they are free to do whatever they like. The teacher can go round asking children questions in English about their painting; for example who is this?, What is he doing?...etc (Gray, 2004).

Art-craft activities help young learners be exposed to a wide range of vocabulary, much repetition of key terms as well, such as colors, expressions of politeness, and suggestions and praise. For example, learners should learn to ask for items in a polite manner, say please, and wait their turn. Therefore, art-craft activities provide opportunity for young learners to learn social skills and the required language to facilitate socially acceptable behavior in a group setting. As Yeok-Hwa Ngeow (1998) points out, the craft and the vocabulary become a tapestry of the children's learning; vocabulary items and concepts from the lesson are interconnected and woven into a pattern of learning, the end result being a tangible project of the child's own creation. The children are putting the new lexis into another meaningful context, something visual and tangible to solidify the new linguistic material in their minds.

Moreover, art-craft activities can be used in storytelling. Incorporating the cutting, drawing and painting activities with storytelling enables learners to involve actively and learn the determined words effectively.

2.8.4. Drama

Drama with its emphasis on meaningful communication is one of the important techniques that language teachers should use in language teaching to young learners. Owocki (2001) maintains that children learn the target language easily through acting, because they have to know what listeners care about, the tone of the person they are imitating, etc. Hence, play helps children develop socio-cultural discourses.

According to Sariçoban (2004), “drama is language in action. Students use both the language they possess and their body language to convey their message. Drama leads students to use language to communicate and also gives them insight into the culture of the native speakers” (p. 15). As Isabel & Raines (2003) support, “in drama children interact and communicate to create a community of ideas, images and actions” (pp.200-201). This gives a way to emotional and social development of children. Also, it is a general view that children’s use of language in play reflects usage in the real world, but often their language in play seems more advanced than it does in real life (Owocki 2001). This is probably because students feel compelled to use a more advanced language due to the challenging nature of a play.

“Teachers can create a context for meaningful language learning in which students subconsciously learn the target language. They may gain an understanding of vocabulary and grammatical structures in contexts and experience the use of language” (Sariçoban, 2004, p. 15). Lenore (1993,cited in Sariçoban,2004, p.15) lists advantages of drama as follows. Drama

- stimulates the imagination and promotes creative thinking,
- promotes language development,
- heightens effective listening skills,
- strengthens comprehension and learning retention by involving the senses as an integral part of the listening process,
- increases empathy and awareness of others,
- fosters peer respect and group cooperation,
- reinforces positive self-concept
- provides teachers with a fresh perspective on teaching.

Maley & Duff (1982, p.6) emphasize the importance of using ‘dramatic activities’ in the language classroom and they explain that “they are activities which give the student an opportunity to use his or her own personality in creating the material on which part of the language class is based”. In other words, these activities draw on the natural ability of every person to imitate, mimic and express themselves through gesture. Maley & Duff further add that there can be no clear solution to the motivation problem in a classroom, but this problem can be partly solved by keeping all the students active in a classroom all the time, and using drama activities is a good way of doing this. The problem of being unwilling to speak or, more often, not knowing what to say, is practically resolved because such activities make it necessary for all the students to take part and talk. There are some drama activities which are appropriate to use with children. The following types are the activities that can be used in classrooms.

2.8.4.1. Role-play

Role-play is a commonly-used activity of drama in language classrooms. As Scrivener (1994) mentions that students act small scenes. In role play, the students become actors engaged in acting like a particular word, character, creature or subject. “Role-play gives students opportunities to practise the language in roles students may need outside the class. Students might become doctors, lawyers or even villains or robbers during role-play. They use their imaginations and add a personal touch to the characters they present” (Sarıçoban, 2004 p.18). They put themselves into others’ shoes, which increases empathy.

Athiemoolum (2004) articulates “ideas for role play could be obtained from situations that teachers and learners experience in their own lives, from books, television programmes and movies or from their daily interaction with other people at school” (p.65). Teachers can also make use of role-play in storytelling. Teachers can assign some roles in the story to the children to act. For example, learners can act as Goldilocks, mommy bear, daddy bear and baby bear. As an alternative, children may act out according to their role cards. By this way, children both enjoy themselves and learn language. As Collier (1997, p. 98) asserts, “role-play can be a very effective tool

in teaching second language learners as it allows the teacher to set up many situations where learners can safely practise verbal and nonverbal communication in a low risk environment". Therefore, role-play is a good opportunity for young learners to learn and practice vocabulary.

2.8.4.2. Pantomime (Mime)

As Cottrell (1983, p.134) defines pantomime as "the use of gesture, body posture and facial expression to communicate ideas, feelings, and relationships with little or no accompanying sounds or speech. In pantomime communication is nonverbal and based on actions. It's an effective tool since it shapes children's perception and stimulate imagination as they remember actions, objects and feelings". Savignon (1983, p.245) states that "mime helps learners become comfortable with the idea of performing in front of peers without concern for language, and that although no language is used during a mime, it can be a spur to use language".

Pantomime can be beneficial for children to learn the meanings of some actions, verbs. Moreover, it can be used in storytelling to facilitate understanding. For example, the feelings and actions of the story characters can be made explicit through pantomime. Therefore, it can be adapted to before, during or after the story.

2.8.4.3. Improvisation

Improvisation can be defined as "an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a leader, usually indicating statements of whom one is, where one is and what one is doing there" (Landy, 1982, p.63). Improvisation necessitates less guidance than role-play. As Sariçoban (2004) explains, the focus is on identifying with characters, enacting roles and entering into the inner experience of imagination and fantasy. Learners improvise with what is in front of them without memorizing a script or being told what to do or how to do it by the teacher. During improvisation first the situations the characters are in, and then the roles are defined. In such situations, one person is in conflict, and think about the situation to act their roles by using the language they possess. However, a drawback of improvisation is that it may not be helpful for young learners who need more language guidance and aid in the early elementary classroom.

2.8.4.4. Puppetry

Baker (1997) states that puppets are anything inanimate that is given life through imaginative movement. Puppets have an important place in children's world. Therefore, they are a very versatile resource in the young learners' classroom. Children use puppets to express their personal views and feelings. Jewel (1998, p.257) lists the following reasons for using puppets:

- developing language and physical skills
- overcoming emotional and physical isolation
- building self-esteem
- encouraging emotional release
- making decisions

According to Isbell and Raines (2003, p.206), "even the quietest children become quite verbal by means of puppets". They feel more confident because the mistakes they make belong to the puppet. Very young children assume that puppet is real while children in primary school pretend the puppet is alive. Shortly, in teacher-led storytelling, puppets are valuable means to use and involve learners in the story actively.

2.8.5. Stories

Stories which not only have educational value for students but also provide beneficial language tools for teachers are very important in terms of foreign language teaching to young learners. As Phillips (1993) states, stories, with rich input, serve to enable the children to acquire the language skills in many ways. Also, they may help facilitate acquisition of vocabulary in a meaningful context. In relation to this, the great impact of stories and storytelling on young learners in terms of language learning has been examined in detail as follows in next sections.

2.8.5.1. Importance of Storytelling as An Educational Tool

Storytelling is known as the oldest technique of teaching and learning in literature. It is as old as the history of human being and has been used since the early ages of education starting by mothers and by all kinds of educators. As Delett (1997) defines storytelling is the oral interpretation of a story, during which the storyteller invites the listeners to create meaning through conversation and imagination. According to Roney (1996):

...storytelling is a process where a person (the teller) using vocalization, narrative structure and mental imagery, communicates with other humans (the audience) who also use mental imagery and, in turn, communicate back to the teller primarily via body language and facial expression. The communication cycle is ongoing, and in the process a “story” is created (Roney, 1996, p. 2).

Stories also have educational value. Muller (2000) emphasizes storytelling and its crucial role in education in the following quote; “stories are life’s compass. Reaching back into pre-history, stories were the vehicle for passing along knowledge, beliefs, wisdom, and values and they were entertaining. As the human brain evolved, our thought processes and how we learn and retained information were all tied to storytelling” (p.5). With a constructivist aspect Palmer (2001) articulates the educational effects of storytelling as follows:

...storytelling is a rich interactive process that facilitates imagination creative thinking, language abilities, and cooperative learning. Learners actively construct their own understanding, building upon their current knowledge base. Working with others (social interaction) on meaningful tasks enhances learning. Storytelling offers a limitless opportunity for developing a more authentic awareness of respect for children with diverse language and cultural background (Palmer, 2001, p.4).

Stories are natural part of our lives. As Barker (1985, p. 24) articulates, “to enter the children’s world and literature, a person must enter the world of song, play, dance, and the world of bright colored books with beautiful illustrations full of surprising, mysterious and fantastic elements of everyday life”. According to Wright (1999, p.18), “stories constitute a huge part of our lives, whether they are fictional or real events”. Applebee (1978) and Favat have found out that children make connections between

plots and events in their life of experiences to that of fictional characters (cited in Mello, 2001). “By empathizing with book characters, children understand themselves, and others to a greater degree. The fictional dilemmas presented offer children opportunities to practise their problem-solving skills necessary in real life” (Cecil, 1992: XI- XIII). In a similar way, Brewster & Ellis (1991) mention that “children identify with characters in the story, they become personally involved with the story, they interpret the narrative illustrations in their own way and this helps them develop creativity and imagination” (p.1). Also, stories bring children together, encourage them socially and emotionally, and enable them get more self-confident. Salaberri & Zaro (1995) state that activities based on stories foster an attitude of co-operation between learners. This situation builds mutual confidence and help students feel confident in using and experimenting with target language. It can be said that stories help children understand and deal with daily problems by providing a link between the imaginary and the real world. Also, stories help develop children’s imagination, which leads them to creativity. Considering all these information above, we can assert that by identifying with the unreal characters in the story, children overcome their psychological barriers and use language without hesitating to make a mistake since they assume that the mistakes belong to that character. This is a very significant aspect of stories in foreign language learning.

Moreover, storytelling has an important role in language learning. As Phillips (1993) mentions that stories in the broadest sense (including anecdotes, jokes etc.) appeal to both children and adults, because almost everybody loves a story and thus stories can be used quite effectively in the language classroom. Stories with rich input, serve to enable the children to acquire the language skills in many ways; listening, speaking, and writing skills and surely enhance vocabulary knowledge. It is a system which improves the language competency as a whole. As Garvie (1990) states storytelling is a kind of methodology which combines the others techniques. They propose a major source of language experience for young learners. Likewise, Slattery and Willis (2003) articulate, “Young learners acquire language unconsciously. The activities you do in the class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading and writing” (p. 96). Moreover, Wright (1995) states that stories as a language

teaching material give students meaning and involvement. Stories enable children to experience a major and constant source of language.

Brewster et al. (2002) state that stories can offer an ideal beginning to the foreign languages as it is presented in a context that is familiar to children. They mention the advantages of stories in the classroom as below:

- Stories are enjoyable, motivating and challenging for young learners. They help to develop positive attitude. They can create a desire to continue learning.
- By being personally involved in a story, children try to interpret the narrative and illustrations. By this way, they improve their own creative powers.
- Stories are beneficial tools in connecting fantasy and the imagination with the children's real world. They provide a way of enabling children to make a sense of their everyday life and foster links between home and school.
- Storytelling activities in classrooms let children socially experienced and it provokes a shared response of laughter, sadness, excitement. By this way, children can build up confidence and courage for social and emotional development.
- Children love listening stories again and again and again. This frequent repetition enables certain language items to be acquired. Repetition also encourages participation in the narrative, and it provides a type of pattern to practice in a meaningful context
- Stories cater for different learning styles and develop different type of intelligences that contribute language learning.
- Storytelling improves children's learning strategies such as listening for a general meaning, predicting, guessing the meaning, and hypothesising.
- Stories provide positive outcomes in forms of games, competitions, quizzes, drama, songs, projects etc.
- Learning English through stories facilitates children in terms of learning basic language functions, structures, vocabulary and language-learning skills.

In addition to these benefits, stories are motivating and they provide listeners a purpose to listen. They introduce children to language items and sentence constructions. As Wright (1995) mentions, stories which are motivating, rich in language experience, and inexpensive, should certainly be a fundamental ingredient of the work of all

primary teachers teaching a foreign language or the mother tongue. Thus, they are ideal to use in classroom environment.

In brief, stories are appropriate language tools to use with young learners in class and schools are the best place for storytelling. As Zipes (1995) puts it, “schools are an ideal setting for this ‘subversive’ type of storytelling, and such storytelling is ideal for schools, if schools want to create a sense of community and show that they can be other than the institutions of correction, discipline, and distraction that they tend to be” (p.6). Besides being motivating, stories provide meaningful context, give children a purpose to listen, support language experience and improve children’s four skills. Furthermore, stories enable children feel a sense of belonging while having fun in cooperation. Also they lead to enriching imagination and creativity of children. Therefore, storytelling is invaluable for language teaching to young learners at school; however, it takes time and patience in terms of the teacher.

2.8.5.2. Storytelling and Vocabulary Learning

This study investigates the effect of computer assisted and teacher-led storytelling on vocabulary learning of 5th grade students in primary school. Thus, storytelling is the main concern of this study to teach young learners vocabulary.

Lewis and Hill (1992) complain that traditional ways of language teaching is not particularly enjoyable for young learners. For example, it may be quite boring for a learner to memorize a long list, or do long fill-in exercises. Furthermore, learners are unlikely to be very successful at learning anything if they do not enjoy the process. It is also quite obvious that nobody can speak a foreign language fluently just by learning long lists of words or repeating after a tape recorder. At this point, what Lewis and Hill suggest is that language learning activities should be both useful and fun. For instance, the students can be exposed to vocabulary in different contexts which stories present instead of taking a boring test, which will less likely to retain in memory.

It is commonly accepted that storytelling is one of the most effective techniques for teaching vocabulary to young learners. Phillips (1993) draws attention to the importance of games, songs with actions, TPR (total physical response) activities, tasks that involve colouring, cutting and sticking, simple repetitive stories, and simple

repetitive speaking activities that have a value for communication in terms of young learners. Phillips further suggest that an enjoyable activity will be more memorable, the language used in the activity will be better retained in the memory. Therefore, vocabulary learning through stories which provide repetition, motivation, fun and different contexts is more effective.

As Cameron (2001) states, learning of words is an ongoing process but that alters in nature as it continues. As she declares vocabulary needs to be met and recycled at intervals, in different activities, with knowledge and new connections developed each time the same words are met again. Ellis (1989, cited in Cameron 2001), one of the key figure of the field conducted two studies in New Zealand to search vocabulary gain from listening to stories. He found that vocabulary learning correlated significantly with the number of times the word pictured, the helpfulness of cues to meaning in the text and number of occurrence of a word in the story. Explanations of new words through pictures, acting out meaning or verbal explanation the vocabulary gain doubled, and the gain was still evident three months later. As a result, objects, pictures, gestures, actions, drawings, sounds along with story-based activities used during storytelling enable children see the new words in different meaningful context and students learn and and retent the words for along time.

Moreover, there are studies which indicate the fact that the development of vocabulary and syntactic complexity in language are more advanced in children who are frequently exposed to a variety of stories (Speaker, 2000; Allison and Watson, 1994; Roney, 1989; Philips, 2000 in McGrath and Taylor, 2004). Likewise, McGrath and Taylor (2004) state that young children who have been exposed to a variety of stories on a consistent basis exhibit improved listening skills, vocabulary development and increased ability to organize narrative thought. In addition to these confirmations, the increases in attention span, listening skills, accuracy of recall, sequencing ability and fluency in writing have also been documented.

In brief, stories are important in vocabulary learning since teacher uses objects, pictures, gestures, performing actions, photographs, drawings in storytelling and learners have the opportunity to involve in the story actively and see the words repetitively in different contexts stories provide. Therefore, they both enjoy and retrieve the vocabulary items.

2.8.5.2.2. Choosing Story

Choosing suitable stories is an important issue to be considered while implementing storytelling activities in classroom settings. There are some criteria for selecting stories. According to Ersöz (2006) a teacher should chose a story which;

- will engage children within the first few lines
- the teacher feels is appropriate for children
- the children will understand well enough to enjoy
- offers the children a rich experience of language
- doesn't have long descriptive passages
- is right for the occasion in relation with other things you are doing with children
- the teacher feels s/he can tell well (p. 50).

As Ellis and Brewster (1991) advise, stories should be authentic and written for native speakers because they are also appropriate for those who are learning English. They offer examples of real language and help to bring the real world to the classroom. Moreover, stories should be interesting and relevant to the learners. As Garvie (1990) asserts, the story must stimulate and give enjoyment to learners. As soon as the curiosity is aroused, learners get motivated and involve in the activities based on the story. As for the plot, it shouldn't be too complicated or include political manipulation, writer's prejudices and ignorance. Rather, stories should promote positive attitudes towards the target culture and language learning in general (Brewster and Ellis,1991). Another point is that the linguistic level and the length of the story, the amount of repetition, the use of illustrations, and layout should be considered by the teacher (Brewster and Ellis, 1991, p.17). According to Malkina (1995), a story should contain chain structures, rhyming words, repetition, action and sound words. Because action words enable learners respond to story physically and mentally.

Considering all the crateria above, teachers should select the appropriate story for young learners to involve in the story and practise the language.

2.8.5.2.2. Teacher as A Storyteller

Telling a story is a very important task for teachers in teaching English to young learners and it enables better relation between the storyteller and listeners. According to Wright (1995), teacher can respond to students' lack of comprehension and enjoyment through stories. However, it is not an easy task for teachers to actualize this. Telling a story requires great skills for storytellers who have the responsibility of drawing attention and interest of listeners. As Brewster, et al. (2002) state, storytelling skills can be improved by practising and becoming aware of the techniques which are used to bring story alive. While telling a story in classroom, the teacher has to deal with a number of variables to implement storytelling successfully. What a teacher should do before, during and after storytelling can be described as follows.

Before the story, teacher should

- make the story his own instead of memorizing the story word by word (Pedersen,1995)
- determine sections to stop and ask questions. According to Howe & Johnson (1992, p.74), this enables the teacher to having breathing space and ask questions
- practise the story aloud, which help find out and remove weak points (Slattery & Willis, 2001, p.103)
- practise use of voice and the related body language (Wright, 2000, p. 16)
- take advantage of appropriate props such as visual aids, realia, sound effect. These all enable comprehension (Brewster & Ellis,1991, p. 70)
- pre-teach crucial vocabulary rather than every unknown word since guessing is a part of learning (Pedersen, 1995)
- prepare the physical setting of the class
- physically signal that it is storytime
- help children learn to predict what the story will be about

(Ersöz, 2006, p.50).

During the story, teacher should

- use body language and voice effectively. Different voices, exaggerated intonation and gestures help children understand what is happening (Ersöz, 2006, p.50)

- maintain eye-contact with listeners, which involves them in the story and responds to their moods (Pedersen,1995)
- be enthusiastic so that children will be, too (Pedersen,1995)
- make use of props such as puppets, visual aids, costumes, sound effects since details of story become meaningful for learners through real objects (Brewster & Ellis,1991, p.70)
- re-tell the story and expect children to accompany to a limited extent or as much as possible if necessary (Ersöz, 2006, p.50)
- end the story with confidence and deliver the final words with care (MacDonald, 1993, p. 26).

After the story, teacher should

- review quickly what happened in the story and ask questions related to the story to check understanding
- invite children to show their understanding through drawing, acting out the story or doing an art project.

(Ersöz, 2006, p.51).

In a similar way, Brewster, et al. (2002) give some tips to teachers about how to act as a storyteller as listed below;

- start with short stories which do not challenge their concentration span if the students are not familiar to storytelling activities
- make sure that every one in the class can see you and your illustration and hear your voice easily.
- read or tell slowly and clearly. Make sure that the students can link what they hear and see in the pictures. Give enough time to understand, to ask question, to make comments.
- make the students focus on the illustrations and commend about them.
- encourage the students to participate, by repeating the key vocabulary items and phrases, to the activity .
- utilize the gestures, mime, and facial expressions to help convey the meaning.
- vary format of the activity, tone and volume of your voice in order to give the meaning you intended to tell.

- use different voice tones for different characters to indicate which character is speaking to convey the meaning.

Taking all the information into consideration, it can be stated that following all the steps mentioned above offers many opportunities to young learners and teachers for learning and teaching more effectively during storytelling. As a result, a teacher should be well-prepared as a storyteller so that children can enjoy and involve in language learning actively.

2.8.5.3. Computer Assisted Language Learning (CALL) and Storytelling

Because of the fact that this study tries to find out the effect of the computer assisted and teacher-led storytelling on vocabulary learning of 5th grade students, computer is one of the main tools in this research. Thus, computer assisted language learning (CALL) also includes storytelling through computer in this study.

Computer Assisted Language Learning is often perceived as the use of computers as an aid for presenting the language learning material. Levy (1997) defines CALL as the search for and the study of applications of the computer in language teaching and learning. CALL is considered to be the most innovative area in the practice of foreign / second language items. Since the initial introduction of computers into the field of second/foreign language education, many researchers naturally tried to evaluate the effectiveness of this new medium and its applications on language learning (Davies, 2002; Jones, 2001; Levy, 1997).

In CALL, new media as a concept refers to the tools used to present, store and access information (Kommers, Grabinger, and Dunlap 1996). According to Pusack and Otto (1997), media recently include audio, video, animations and the primary characteristic of multimedia is presentation and access of these media in a single environment, the computer. Multimedia provides both verbal and visual modes at the same time. Therefore, learning is better when the information is received in both verbal and visual modes at the same time. The learner in a multimedia environment then takes an active role in selecting and combining different modes of information to construct meaning. Owing to the its active role, learning becomes better (Mayer, 1997).

In this study, multimedia programs such as flash animations have been prepared for the implementation of computer assisted storytelling. Stories which provide audio-visual exposure to language learning can motivate learners easily, make them understand the story better and give each of them opportunity to learn and improve at their own pace. Furthermore, some story-based activities have been planned to implement on software programs of computer such as word file and paint. However, children may have a little difficulty in adapting to activities through these programs. In order to understand the place of computer in language learning better, we need to know the benefits and restrictions of computer in language learning.

2.8.5.3.1. Advantages of CALL :

There are many advantages of CALL in language classrooms. According to Horwitz (1995), some of them consist of effective factors such as lack of anxiety, risk-taking and motivation, all of which are considered to be influential factors in language classrooms. Warschauer and Healey (1998) lists the main benefits of adding computer components to language instruction as follows:

- Multimodal practice with feedback
- Individualization in a large class
- Pair and small group work on projects, either collaboratively or competitively
- The fun factor
- Variety in the resources available and learning styles used
- Exploratory learning with large amounts of language data
- Skill-building in computer use

In similar way, Yanpar (1999) lists the advantages of CALL as follows;

- CALL gives students the chance to learn at their own pace.
- It leads to active participation.
- It enhances the quality of teaching methods.
- The students have the chance to see their own progress.
- It gives students the chance to repeat and practice after school hours

According to Huang and Liu (2000), CALL can reduce a learner's anxiety. In fact, CALL activities provide the learners with a sense of control and with a reinforcement of its negative and positive immediate feedback. These, in turn, lead students to acquire more self-confidence in learning (Lee, 2000; McGreal, 1988). Moreover, as most CALL programs offer one to one interaction with the learner and do not expose the learners when they make any mistakes, they create a relaxed atmosphere which conforms to the shy learners' need (Brett, 1997). "If a student has low anxiety, high motivation, and self-confidence, s/he is said to have a low affective filter, so that the student can learn easily" (Krashen, 1982, p.32). CALL provides all these affective contributions for language learners. Also, it can be said that CALL in language teaching and learning promotes learner autonomy. With practices, CALL provides learner-centered environment and learners take responsibility for their own learning. They can spend more time on the difficult language items at their own paces.

Another facilitating effect of CALL is that animations in most of the CALL programs make the language item more memorable. Al-Seghayer (2001) states that video builds a better mental image, creates an interest leading to increased concentration. Due to the combination of different modalities like vivid or dynamic image, sound and printed text and rich graphics, multimedia software receives the learners' attention and fosters learner motivation.

As Wang (2007) summarizes, the benefits of computers in language learning classrooms are as follows;

- CALL programs could offer second language learners more independence from classrooms
- Language learners have the option to study at any time and anywhere
- CALL programs can be wonderful stimuli for second language learning
- Computer can promote learning interaction between learners and teachers
- Computers can help classroom teaching with a variety of materials and approaches.

To sum up, CALL provides many advantages in language classes. As for storytelling, the activities and the flash animations of stories that computers provide help learners get motivated and involve in storytelling actively. Along with appealing

to intelligence types and senses of learners, computers, also provide the opportunity to go further at their own pace. So, students become more autonomous.

2.8.5.3.2. Disadvantages of CALL

Along with the benefits, computers have disadvantages on language learning. Firstly, it is more tiring to read from a screen than a printed text (McKnight and Richardson, 1988). In their study, McKnight and Richardson, discovered that learners became tired by reading a text from computer screens in a short time. In addition, learners sometimes may concentrate only on the features of the computer program, rather than the target language items. As such, the aim of language instruction may not be fully fulfilled. This usually happens when the focus of the application is not made clear in advance.

Secondly, computers cannot deal with unexpected situations due to technological barriers while the teachers can cope with the situation when encountered. As Ahmad, Corbett, Rogers, and Sussex (1985) state, computers can be used only limited types of teaching and computer cannot deal with ambiguity and can not make open-ended dialogues with the students.

Thirdly, As Wang (2007) asserts, both teachers and students may need training to learn to use computers in order not to make the teaching-learning process a failure. If the learners and teachers are lack of necessary technical knowledge about computer programs, CALL will turn into a disadvantage in classes. Therefore, language teachers should be trained how to use CALL programs effectively and how to deal with the problems which might arise in the lab. Moreover, it is possible that some learners prefer learning under the direction of the teacher in a classroom environment. Such learners could be classified as technophobic, as they are afraid of using computers. For these types of learners, computers may not be appropriate medium of instruction. Computers are also not useful in evaluating speaking skills of learners and cannot give feedback.

In addition, there are restrictions involved in the usage of computers in the language classrooms. Wang (2007) also states that the main problem is the financial problems to afford the necessary equipment to implement financial barrier and finding

high quality CALL software. Shortly, the barriers to the practice of CALL can be summarized as Lee (2000) elaborates below;

- financial barriers,
- availability of computer hardware and software,
- technical and theoretical knowledge,
- acceptance of the technology.

Therefore, in order to overcome problems especially those related to technical knowledge of teachers on computers, language teachers should be trained how to use CALL programs efficiently and how to deal with the problems which might during computer use.

2.8.5.3.3. Role of Teacher and Computer in CALL

Considering different opinions, it can be stated that computers may have different roles in CALL applications. According to Kern (2006, pp.183-209) computers can be a tutor, a tool or a medium in terms of its function:

In the tutor's role, computers provide instruction, feedback, and testing in vocabulary, grammar etc. This is the most common role of computers in language learning. This provides the learners with an opportunity to choose a target language item by providing high interaction. As a tool, computers provide access to visual or audio materials relevant to the language. In this situation, computers act as means instead of teaching anything and students become more proficient at specific tasks, but the computer itself does not teach anything. It enables the learner to understand and use the language, such as spelling and grammar checks programs, similar to process writing. As for the medium role, computers aid distance learning and they can be powerful motivation tools which help the students study productively. At this phase, they are mostly used to exchange cultural features by using language. In this study, computer acts as a tool since stories and activities are implemented through computer

Teachers' roles also differ in CALL application. According to Huang and Liu (2000), a teacher can be an expert, a facilitator or a director in CALL. Tsai (2005) articulates that that in traditional classroom settings, the teacher's role is mostly that of a

knowledge transmitter; however, in a CALL environment the teacher's role is a facilitator because students learn by themselves without depending on teacher-instruction. The teacher is the one who decides in what degree s/he will benefit from computers in the lessons and choose the type of materials that will be used throughout the lesson. Levy (1997) notes that the teacher may have a minimal role or the teacher can be excluded altogether if the CALL materials have been considered as a self-contained, stand-alone package; instead, the teacher may play a key role in the actual delivery of the materials.

In this study, the teacher have minimal role in computer assisted storytelling because she just gives the instructions and facilitate students's task. However, she has major role in teacher-led storytelling because she is the expert and directs the students although the it is learner-based environment.

CHAPTER 3

METHODOLOGY

3.0. Presentation

In this chapter, the study that was carried out in relation to the research questions is presented with information on the procedure and method of the study.

The method consisted of two phases; computer assisted storytelling and teacher-led storytelling followed by analysis of their effects on vocabulary level of students. The chapter will begin with a description of the research design, the participants, instruments, the method of the research and data analysis procedure. The next section will enumerate and explain the procedure and the data collection.

3.1. Research Design

The data in this study was obtained according to experimental research traditions, and pre and post tests which were applied in this study included both recognition and production of vocabulary.

The groups in this study were naturally organized in order to obtain realistic results in Turkish primary school environment. Thus, it allows for some generalizations to be made about population such as learning environment, backgrounds and abilities of the learners. Totally 60 students from the two fifth grade classes which are 5/A and 5/B participated in the study. They were divided as experimental group and control group. There were equally 30 students in both groups. In experimental group, computer-assisted storytelling was carried out; whereas, in control group teacher-led storytelling was implemented. The classes were actually not homogeneous and in order to provide homogeneity, the researcher took into consideration students' points which are available on internet website "e-okul". Students who were considered at the same level according

to their points in English lesson were chosen to participate in the application. Also, teachers' opinions of both classes were consulted.

For the application, the researcher searched various websites and books on stories by the advices of her consultant and she selected five appropriate stories which were chosen according to the level of students. Also, the familiar or universal stories were given priority such as "Little Red Riding Hood, Goldilocks and Three Bears , Ant and Grasshopper" for the implementation. The 25 target words selected to teach were the key words in the stories.

Before the application, students in both groups took pre-test. The aim of applying pre-test was to determine whether students had the knowledge of target vocabulary. It was seen that students mostly do not have the knowledge of the target words. After a three-week implementation, post test was conducted to find out the effect of both computer assisted and teacher-led storytelling on vocabulary learning of students. Tests were based on both recognition and production of target words. They included 25 vocabulary items and consisted of three sections; A, B and C. Section A was a picture-matching activity. Section B was picture-cued completion and section C was picture puzzle.

Students in both experimental and control groups underwent a 3-week-implementation session. The activities during the application contained three sections; pre-activity, while activity and post activity. As pre-activity, students participated in art-craft activities which consisted of painting, scraping and picture puzzle. Later on, they were also exposed to target vocabulary selected from the definite stories. In order to practise and reinforce these target vocabulary items, the researcher conducted picture-puzzle, matching and picture-cued completion activities. During while activity, both experimental and control groups listened to the story through either computer or teacher. As for the post activity, the activities applied for this section aimed to check students' understanding of the story. Students were supposed to solve multiple choice questions, answer teacher's questions related to the story such as "Who are the characters? , What happens in the end?, etc.", or order the sentences. All these are available on Appendices section. In computer assisted group, storytelling and story-based activities were carried out on software programs such as power point, paint, word file and flash animation; whereas, teacher-led group studied the same words and

activities under the teacher-led instruction in the class with visual materials and props. This took for three weeks and each story with related activities lasted for 10 hours separately in both groups. That's to say, each story took 2 hours (45-45 minutes). During three weeks, five stories, “ Ant and Grasshopper”, “Little Red-Riding Hood”, ”Dino”, “I am too ill”, “Goldilocks and Three Bears” and 25 vocabulary, 5 words for each story were studied. Each story with related activities took 10 hours for each class. Data was obtained from the results of pre/post tests’ calculation and evaluation.

3.2. Participants

The study was conducted with the participation of sixty 5th students in Siirt Sancaklar Primary School. The classes were divided into control and experimental groups randomly. All students were aged 10 and 11. The classes were actually not homogeneous; however, in order to provide homogeneity, the researcher took students’ points into consideration which are available on internet website “e-okul”. Also, teachers’ opinions of both classes were consulted. Students who were considered at the same level according to their points in English lesson were chosen to participate in the application. Moreover, students were assumed to belong to the same socio-economic class since all of them lived in the same neighbourhood. They were accepted to have same conditions, such as backgrounds, learning environment and abilities. Students in the scope of the study took a pre-test in order to determine their knowledge of the target vocabulary. As the results proved they didn’t know the words, which was very significant for the results of the study. Moreover, it was the first time that all students encountered computer assisted and teacher-led storytelling in order to learn new vocabulary.

Table 2. The Research Participants

Experimental Group	Control Group
Age: 10/ 11 Gender: 15 Girls and 15 Boys	Age: 10/ 11 Gender: 18 Girls and 12 Boys
Language and Socio-economic background of the students are approximately the same and they live in the same neighbourhood	

3.3. Instrument

The instruments used before, during and after the implementation of this study have been explained in detail as below

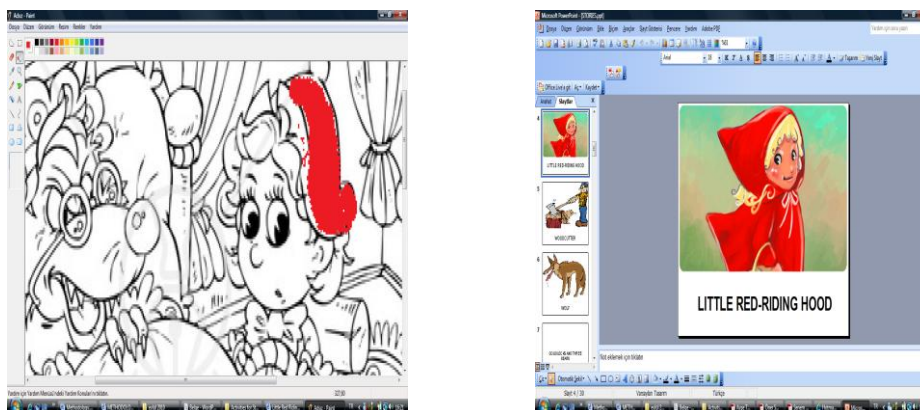
3.3.1. Software Programs and Props

In this study, target words consisted of 25 words from five stories “Ant and Grasshopper”, “Little Red-Riding Hood”, “Dino”, “I am too ill”, “Goldilocks and Three Bears”. Thus, five story-based lesson plans were prepared. All of them can be seen on Appendices section. The stories and the target words selected to teach for this research were adapted for the students according to their linguistic competence. The words chosen were the key words in the stories. Also, some of the stories were well-known, famous kid stories like “Ant and Grasshopper”, “Little-Red-Riding Hood” and “Goldilocks and Three Bears”. So, they were familiar to students. Besides, the target words mostly consisted of concrete nouns and difficulty level of the words were considered appropriate for the fifth grade students. Since the target words consisted of concrete nouns suitable for students’ linguistic competence, it was considered that students could learn these words easily. After deciding on the stories and the target words, the researcher with the help of an expert, prepared and shaped the story-based lesson plan, activities and materials for vocabulary teaching in both groups.

In experimental group, storytelling was carried out by means of software programs such as flash-animated stories, powerpoint, word file, paint, which are available and downloadable on the British Council website: “<http://learnenglishkids.britishcouncil.org/en/read-and-write>”. The colorful, audio-visual flash animations appealed to learners’ interest since some of them included enjoyable activities such as puzzles, or scraping the picture. Moreover, the flash animations provided opportunity for learners to watch the story as many times as they liked. There was a match between the scenes and the voice telling the story. Although reading or removing the subtitles while listening and watching the story was optional, the researcher allowed learners to watch and listen to the story with subtitles. Hence, it can be said that stories provided opportunity for both visual and auditory learners. Moreover, students carried out such activities as matching, multiple choice-tests,

sentence order, word completion and puzzle activities through paint and word file program. Therefore, in computer-assisted group, teacher guided students whenever they needed help in use of computers.

Figure 1. Computer-based Activities



As for the teacher-led group, props such as flashcards, puppets, masks, pictures of target words and story characters and also handouts were used in order to enable equal conditions in teacher-led storytelling group. Pictures and activities used for both groups were the same. The flashcards were retrieved from “<http://www.google.com.tr/images>”.

3.3.2. Testing Materials

This study investigates the effect of computer-assisted and teacher-led storytelling on vocabulary learning of fifth grade students. The research was conducted by means of pre and post tests and implementation session. The vocabulary test which was applied as pre and post tests included 25 questions. The questions were based on recognition and production of target words. The vocabulary test is available on Appendices section. The test had three sections; A, B and C. Section A was a picture matching activity, on which students matched pictures with words. Therefore, this was related to recognition of words. Section B was picture-cued completion on which students looked at the pictures and filled the blanks. As for section C, it was a picture

puzzle and students completed the puzzle by looking at the pictures. Therefore, it can be said that sections B and C are related to production of words.

Pre-test was applied in order to determine whether students had the knowledge of the target vocabulary. After a three-week implementation in both control and experimental groups, post-test was applied, the aim of which was to find out the actual impact of computer-assisted and teacher-led storytelling on vocabulary learning of students. 60 students took pre and post tests in total. The tests covered the question types that were the same as those in activities during application session. Table 2 summarizes the pre and post tests that were applied. The results have been presented and discussed in Chapter 4.

Table 3. Sections of Pre and Post Tests

Sections of Pre and Post Tests	Computer Assisted Group	Teacher-led Group
Matching (9 items)	Recognition	Recognition
Picture-cued Completion (10 items)	Production	Production
Puzzle (6 items)	Production	Production

3.4. Procedure and Data Collection

This section covers pilot study, procedure of the computer-assisted and the teacher-led groups and data analysis procedure.

3.4.1. Piloting

Before the main implementation, a pilot study was carried out in order that story-based lessons, the vocabulary tests could be piloted. The pilot study was conducted in the first term of 2010-2011 academic year in Siirt Sancaklar Primary School. Sixty 5th grade students from two classes participated in the pilot study. Students were divided into experimental and control groups randomly. There were equally 30 students in each class. Both groups were instructed through a sample story-

based lesson alike to the ones in the treatment and they studied same words and activities but in different ways.

The aim of piloting was to see the applicability of story-based lessons and to check the appropriateness of the language and activities or materials of vocabulary teaching. Students had never been taught vocabulary by means of storytelling before. Therefore, piloting provided the opportunity for students to get familiar with vocabulary teaching technique that would be actualized through computer-assisted and teacher-led storytelling. By the help of the information gathered from the students during implementation and observation, the researcher had determined possible problems that students might come across in the actual implementation session. At first, students in both groups were confused about what to do and how to do. Therefore, some modifications were done in the activities. For example, some mechanical vocabulary activities were changed and made more meaningful. Also, the instructions were changed to make the meaning more clear. Besides, piloting provided opportunity to diminish the effect of students' inexperience with the software. In piloting, the researcher also had the chance to observe her ability in telling a story and using the related props appropriately and keep a record of adequate time for implementation.

To put it, piloting provided opportunity for the researcher to apply the actual implementation more efficiently.

3.4.2. Procedure for Computer-Assisted and Teacher-led Groups

Students in the scope of the study took pre and post tests before and after the implementation. They were not informed that an experiment would be conducted. Instead, in order to provide students' involvement and increase their motivation, it was announced that they would receive tests after the implementation and their test scores would be taken into consideration as extra grades. Implementation session was applied during the students' regular class hours. As 2 class hours were conducted for each session, both experimental and control groups received 10 class hours of instruction separately at the end of 3-week- implementation of the research.

Moreover, a pilot study was conducted for computer assisted and teacher-led groups before the implementation. By this way, students' inexperience with storytelling

technique and software programs was reduced. The researcher prepared five story-based lesson plans for each story. Story-based lesson plans and activities were the same for both groups although except for the ways they were carried out. In experimental group, students carried out the activities on computers. However, in control group, teacher involved students by handouts, flashcards etc... Storytelling activities consisted of three sections; pre-activity, while activity and post-activity. Pre-activity covered vocabulary teaching and practice along with art-craft activities. At first, the target vocabulary of the stories was introduced to students through visual aids. Then, in order to practise and reinforce these selected words, the researcher conducted activities such as puzzle, matching and picture-cued completion. Students also participated in art-craft activities which consisted of painting, scraping and picture puzzle. During while activity, both experimental and control groups listened to the story through either computer or teacher and then involved in the story actively for role-play. In the meantime, students in experimental group had opportunity to listen individually to the story as many times as possible while teacher-led group listened to the story twice. Nevertheless, in computer assisted group, students didn't have the model to imitate for role-play. As for the post activity, the activities applied for this section aimed to check students' understanding of the story. Students were supposed to answer teacher's questions related to the story such as "Who are the characters? , What happens in the end? , etc.", to solve multiple choice questions or order the sentences. In case of the fact that students in experimental group had lack of knowledge about the use of computer, the researcher gave instructions and guided the students while they were doing activities on software programs; flash animation, word file, paint. She helped students whenever they had a problem with the software or computer during the implementation session. However, the researcher never interfered with the students' practices and learning pace. The students studied individually and at their own pace.

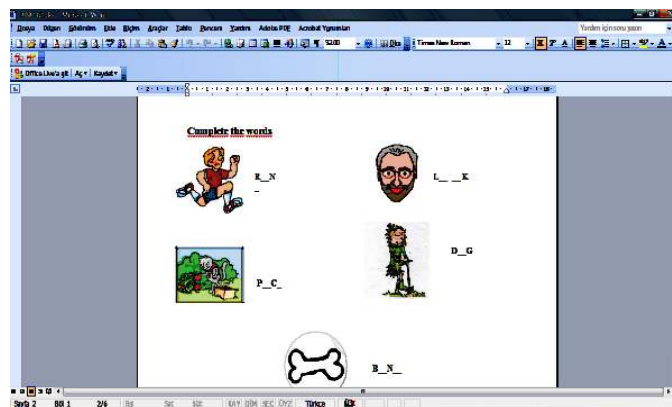
The first step that the researcher took in computer assisted group was to introduce the target words through power point from the stories; "Ant and Grasshopper", "Little Red-Riding Hood", "Dino", "I am too ill", "Goldilocks and Three Bears" to the whole class.

Figure 2. Vocabulary Teaching



Next, students took vocabulary activities on word file such as picture-matching, picture-cued completion and puzzle. During these activities, students matched pictures with words, completed the missing parts of the words or wrote the words by looking at the pictures. Here is an example of the activities that were applied. However, all the activities applied can be seen on Appendices in detailed.

Figure 3. Vocabulary Practice



Also, students carried out art-craft activities and painted the pictures on paint program as they wanted. Besides, some art-craft activities such as puzzle and scrubbing were already available on flash animation.

Figure 4. Art-craft Activity



Students in the computer assisted storytelling group watched and listened to the stories on flash animation, which provided both listening and watching opportunity, and appealed to visual and auditory learners.

Figure 5. Flash Animated Story



As for teacher-led group, the researcher first presented the words to students by using flashcards and pictures. The researcher showed the flashcards to the students and pronounced the target words which were written at bottom of the flashcards. Then, she asked the students to repeat the words after her chorally and stuck flashcards on the board. After the presentation, the researcher gave handouts and students carried out vocabulary activities which covered puzzles, picture-matching, and picture-cued completion in order to reinforce and practise target vocabulary and check comprehension. Next, the researcher told the story to the students twice. She made use of some masks, puppets of the characters in the stories and also flashcards to create appropriate environment for storytelling.

Briefly, the procedure was the same in both groups except for the way the activities applied. During the implementation session, students were required to follow the researcher's instruction and this means that students had to regulate their learning pace according to the researcher.

3.4.2.1. A Sample Story

Little Red Riding Hood

Little Red-Riding Hood lived in a wood with her grandmother. One Day, Little Red Riding Hood went to see her Granny. She had a nice cake in her basket. On her way, Little Red Riding Hood met a wolf.

“Hello!” said the wolf. “Where are you going?”

“I am going to see my grandmother ! She lives in a house behind those trees”

The wolf ran to Granny's house, and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf

“Granny, what big eyes you have!”

“All the better to hear you with” said the wolf.

“Granny what a big nose you have!”

“All the better to smell you with” said the wolf.

“Granny what big teeth you have!”

“All the better to hear you with” shouted the wolf.

A woodcutter was in the wood. He heard a loud scream, and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted. And Granny jumped out. The wolf ran away and The Little Red Riding Hood never saw the wolf.

Pre-Activity

Experimental Group

Vocabulary Teaching : The researcher takes advantage of the computer software; power point(PPT),the researcher introduces words to the whole class through PPT that includes pictures and the words to make the meaning clear.The researcher pronounces each word while showing pictures and then learners repeat them a few times.

Vocabulary Activity: The researcher prepares the activity on ' Word File' and load them to each computer that learners work with. It is a matching activity. The pictures are listed at one side and the words are numbered at the other side. Students match numbers with the letters. Once students finish the activities, the researcher checks the answers together with the class. She gets the right answer from students and shows the true answer to the whole class by means of picture projector.

Art-Craft Activity: Before the presentation of story learners color the characters of the story on paint program, which is already prepared by the teacher on each computer before for learners to color.

Control Group

Vocabulary Teaching : The researcher introduces the words to the whole class through flash cards and pictures. She pronounces each word while showing pictures and learners repeat them a few times which enhance the acquisition of the correct pronunciation.

Vocabulary Activity: The researcher gives hand-outs to the learners. It is a matching activity. The pictures are listed at one side and the words are numbered at the other side. Students match words with pictures. When they have completed the activity, the researcher checks the answers together with class. She gets the right answer from students and shows the true answer to the whole class by writing on board.

Art Craft Activity: The researcher gives hand outs and students color the characters with their crayons

While Activity

Experimental Group

The researcher gives the instruction to the learners and they watch and listen to the story “Little Red-Riding Hood” on flash animation. She gives the necessary instructions and assigns students’ roles to act out.

Control Group

The researcher prepares the setting with flashcards, masks, pictures. She tells the story twice with gestures, mimes and models learners while acting. In turn, learners participate the story and act it out.

Post-Activity

Experimental Group

After listening to the story, the researcher asks students questions about the story in order to check their understanding such as “ Who are the character? , What happens in the end?” By this way, students practise the language . Lastly, students read the multiple choice questions and choose the correct answer. Checking the answers is again carried out with whole class and researcher again shows true answer by means of picture projector if necessary.

Control Group

The researcher asks students questions about the story in order to check their understanding such as “Who are the character? , What happens in the end?”.By this way, students practise the language and then answer multiple choice questions related to the story. The researcher checks the answers with whole class and writes the right answer on board.

In this sample story “ Little Red Riding Hood” we can compare experimental and control groups easily. When observed, activities at each phase are the same for both groups, except for the ways the activities applied. In experimental group, computer was the main tool and all the activities were computer-based. Nevertheless, in control group, storytelling activities were teacher-based. Although students in experimental and control groups carried out the activities successfully, the results in the next chapter show that there is a significant difference between two groups’ success. Teacher-led group did better than computer assisted group and various reasons can be mentioned for this result.

First, students in experimental group exposed to flash-animated stories and although computers enabled one to one interaction, they didn’t enable students feel a sense of involvement. Students felt that they were away from real classroom environment. Because flash-animated stories were presented in a monotonous way. They were audio-visual; however, they didn’t reflect emotions, mood, feelings of story characters. Therefore, students couldn’t get motivated, but just focused on the fun side of activities and most probably ignored the educational sides of the courses. That’s to say, they might not have taken the classes so seriously.

Second, if students had a problem with activities or did something wrong, computers didn’t give help or clue as teacher did in teacher-led group. In other words, computers didn’t respond or give feedback in order to correct mistakes or reinforce students’ success.

The last but not the least, story-based activities were based on both recognition and production of the words. In control group, students both recognized and produced the words because the researcher was a model and told the stories twice while acting out at the same time. She used eye-contact, facial expressions and body movements and created real-like environment to draw students’ attention and motivate them so that they could learn the language in confidence unconsciously. In other words, the meaning is given through the actions and students had the chance to observe the teacher and then participate in role-play actively. They acted as one of the story characters and became a part of the story. By this way, students felt highly motivated. Hence, role-play during

the storytelling created a different context where students both exposed to target vocabulary and used the language productively, which resulted in effective vocabulary learning in control group. However, in experimental group, audio-visual flash-animated stories appealed to both visual and auditory learners. Still, these stories lacked role-play opportunity, which is the most important part of storytelling. Computers presented the stories in an artificial environment rather than real-like environment. Thus, students couldn't feel involved and a part of the story. They watched and listened to the stories and had fun, but they couldn't use the language productively since computers didn't have the capacity to act as a model for role-play, which constituted a different context for language use. As a result, students felt confused and inconfident about what to say, how to act. They just recognised the words without production. This may be a negative impact on vocabulary learning of students in experimental group.

3.5. Data Analysis Procedure

Since the present study compared the effect of computer-assisted and teacher-led storytelling on students' receptive and productive vocabulary achievement, data was collected through pre and post tests with both recognition and production sections.

Pre-test and post-test scores for each section (A,B and C) in control group were documented and the same process was done for each student in experimental group. Mean and standard deviation and signed ranks of control group's test results were evaluated. The same process was done for the experimental group. Wilcoxon Rank Tests and Mann-Whitney Tests in The Statistical Package for Social Sciences' (SPSS) software program were used to analyze the data. The data was analyzed with reference to the question whether there is any difference between the computer assisted and teacher-led groups in terms of vocabulary learning of young learners.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.0. Presentation

In this research, computer assisted storytelling and teacher-led storytelling implementations were compared in terms of 5th grade students' vocabulary learning. Wilcoxon Rank Tests and Mann-Whitney Tests in SPSS were used in order to compare the data obtained from pre and post tests of both groups. This section of the study provides the analysis of the research carried out according to the three research questions on which this study is based on. Also, the results were interpreted and discussed on the basis of these research questions:

1. Do story-based activities applied through teacher in the classroom have a differential impact on students' vocabulary knowledge?
2. Is computer assisted storytelling more effective than teacher-led storytelling in vocabulary learning of 5th grade students
3. Is there a significant difference between vocabulary knowledge scores of the experimental and control groups?

4.1. Descriptive Statistics of the Pre and Post Tests of the Experimental Group and Control Group

In this part, data analysis carried out in order to see whether there is a significant difference between the vocabulary learning of experimental group and control group. All the students participated in the implementation session. 60 students in the scope of the study took the vocabulary test which was applied as pre and post tests. The vocabulary test contained 25 questions and consisted of three sections; A,B and C. Section A was picture-matching activity, and it was based on word recognition In section B, the activity was picture-cued word completion. As for section C, it was a

picture puzzle activity. Therefore, both section B and section C required word production.

Wilcoxon Rank Tests and Mann-Whitney Tests in SPSS were used to analyze the data. While describing scores of the experimental and control groups on the pre and post tests, we focused on the statistical values of Mean, Standard Deviation, Variance and Asymp. Sig. (2-tailed) since these were the actual indicators of the test results. All these values were calculated for A, B and C sections separately on the pre and post tests of both experimental and control groups.

Mean value demonstrates the average success of students on each section of the test. It is described as percentage. The differences in mean scores of pre and post tests reflect students' success on average along success of both implementations. Variance value is related to the distribution of values, or in other words, it is related to whether test results are trustable or not. If Variance value is small, and its distribution is close to Mean, it is accepted that the test results of the groups are trustable.

On following tables, Asymp. Sign (2-tailed) shows if there is significant difference between the scores of experimental and control groups. Asymp Sign (2 Tailed) is symbolized by "p". If p value is smaller than 0,05, there is a significant difference between the pre and post tests' results, but if p value is higher than 0,05, then the difference is not significant.

In the following parts, the pre and post tests' scores of both groups are examined and result analysis have been presented according to Descriptive Statistics, Mann Whitney and Wilcoxon Signed Ranks Tests.

4.1.1. Results of Pre and Post Tests of Experimental Group

Before the implementation, a pre-test was applied in experimental group. The aim was to see students' knowledge of target vocabulary. After the computer assisted storytelling, a post test was applied to compare with scores of pre-test in order to determine the actual effect of the implementation and reach a meaningful result. Comparison of the scores of both tests are as follows;

Table 4. Descriptive Statistics of Pre and Post tests for Experimental Group

Computer Assisted Group		N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Section A (9 questions)	Pre-test	30	2	0	2	,17	,084	,461	,213
	Post test	30	3	6	9	7,07	,172	,944	,892
Section B (10 questions)	Pre-test	30	1	0	1	,07	,046	,254	,064
	Post test	30	4	6	10	7,27	,197	1,081	1,168
Section C (6 questions)	Pre-test	30	0	0	0	,00	,000	,000	,000
	Post test	30	3	3	6	4,33	,154	,844	,713

N=Number

As it is clear on Table 3, students who participated in the pre and post tests are 30 in total. Thus, data loss rate for both tests is 0%. This indicates that validity rate of the tests is 100 %. The vocabulary test applied as pre and post test in both experimental and control groups, consists of three sections; A, B and C. Section A based on recognition consists of 9 questions. Section B and C are focused on word production and each one consists of 10 and 6 questions respectively.

In pre-test, it can be seen that the number of the true answers in section A is 0 at minimum and 2 at maximum. Mean score which shows the average success of students is 0.17. Also, Variance is 0.213 and standart deviation is 0.461; whereas, in the same section of the post test, the number of true answers is 6 at minimum and 9 at maximum. Mean score is 7,07. Standart Deviation is 0.944 and Variance value is 0,892.

In the pre-test, the number of true answers in section B is 0 at minumum and 1 at maximum. Mean score is 0.07. Variance value is 0.064 and Standart Deviation is 0.254. However, in section B of the post test, the number of true answers is 6 at minimum and 10 at maximum. Mean score is 7.27. Standart deviation is 1,081 and variance is 1,168.

Lastly, in section C of the pretest, the maximum and the minumum number of the true answers are 0, which shows no one in the experimental group has knowledge about the target words. As a result, all the values and rates are 0, while in section C of

the post test, the situation completely changes. The number of true answers is 3 at minimum and 6 at maximum. Mean score is 4,33. Standart Deviation is 0,848 and Variance value is 0,713.

All the values in three sections are different in pre-test and post test. The values which are small in pre-test increases in the post test as seen clearly on Table 3. Taking into consideration especially Mean score which shows the average success of the students on the tests, we can interpret that students having no knowledge of the target words before the implementation, learn target vocabulary after the implementation. Briefly, the significant difference on post test outcomes informs us about the effect of the computer assisted storytelling on vocabulary learning. According to differences especially in Mean score indicate that computer assisted storytelling has been effective in vocabulary learning of students. Moreover, Variance value which is close to Mean score proves that these results obtained from the analysis are trustable.

4.1.2. Results of Pre and Post Tests of Control Group

The aim of this part is to see whether there is a statistically difference between pre and post tests of the teacher-led storytelling group in terms of knowledge of the target words. The results of pre and post tests of the control group are described on Table 4 shown as below:

Table 5. Descriptive Statistics of Pre and Post Tests of Control Group

Teacher-led Group		N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Section A	Pre-test	30	1	0	1	,17	,069	,379	,144
	Post test	30	3	6	9	7,80	,155	,847	,717
Section B	Pre-test	30	1	0	1	,07	,046	,254	,064
	Post test	30	4	6	10	8,37	,182	,999	,999
Section C	Pre-test	30	1	0	1	,07	,046	,254	,064
	Post test	30	3	3	6	4,70	,160	,877	,769

N=Number

In control group, 30 students participated in the implementation session including pre and post tests. Hence, the rate of data loss for each test is 0 % , which means that validity rate of the tests is 100 %. The vocabulary test applied to students in control group is the same as the one applied to those in experimenatl group.

In section A of the pre-test, the number of the true answers is 0 at minimum and 1 at maximum. The Mean score of the test is 0.17. Variance is 0.144 and standart Deviation is 0.379; while in the post test, the number of true answers is 6 at minimum and 9 at maximum. Mean score is 7,80. Standart Deviation is 0.847 and Variance is 0,717 in the same section of the post test.

In section B of the pre-test, the number of the true answers is 0 at minimum and 1 at maximum. Mean score is 0.07. Variance is 0.064 and standart deviation is 0.254. However, in the post test, the number of true answers in section B is 6 at minimum and 10 at maximum. Mean score is 8,37. Standart Deviation is 0,999 and Variance Value is 0,999.

Lastly, in the pretest, the number of true answers in section C is 0 at minimum and 1 at most. Mean score is 0.07. Variance is 0.064 and standart deviation is 0.254; whereas, in section C of the post test, the number of true answers is 3 at minimum and 6 at maximum. Mean score is 4,70. Standart deviation is 0, 877 and Variance is 0, 769.

When we look at the pre and post test results which are compared section by section, it is completely observable that there is a significant difference between the values of both tests. While the scores before implementation are low, the scores after implementation are high. The Mean score, which reflects the avarage success of students on each section of the pre-test discloses that students in control group have no foreknowledge of target vocabulary. However, the increase in the Mean scores of A, B and C sections in post test reflect that students have achieved success in vocabulary learning. To put it short, the results of the pre and post tests display that teacher-led storytelling has been effective in vocabulary learning of students. Variance value also proves that the test results are trustable.

4.2. Analysis of Test Results of Experimental and Control Groups According to Wilcoxon Signed Ranks Test

Analysis of pre and post tests of both experimental and control groups which is described on Table 3 and Table 4 provides the information about Standard Deviation, Variance value, Mean scores of the tests. We reach some significant results mentioned on parts 4.1.1. and 4.1.2 by describing the scores of students on pre and post tests. Nevertheless, interpreting the test results just by means of descriptive statistics doesn't enable to reach proper and sufficient outcomes. The aim of the study is to compare and find out the effect of computer assisted and teacher-led storytelling on vocabulary learning of 5th grade students. Thus, in order to obtain the results with 100% confidence, the scores of the students have been analyzed according to Wilcoxon Signed Rank and Mann Whitney Tests, which enabled to determine whether the difference between the vocabulary test results before and after implementation is actually significant and meaningful or not. The results of experimental and control groups are displayed separately on Table 5 and Table 6 as below.

Table 6. Test Statistics of Computer Assisted Group

Computer Assisted Group	Section A in Post Test & Pre-test	Section B in Post Test & Pre-test	Section C in Post Test & Pre-test
Z	-4,843	-4,835	-4,861
Asymp. Sig. (2-tailed)	,000	,000	,000

Asymp. Sig. (2-tailed) * $p < 0.05$

Table 5 shows the results whether computer assisted storytelling has a real impact on vocabulary knowledge of students. On this table, what we should take into consideration is Asymp. sig. (2-tailed), which is symbolized as p value. It determines whether the results of the pre and post tests are significantly different or not. If p value is smaller than 0,05, there is a significant difference between the results of the tests. If p value is higher than 0,05, then the difference is not significant or meaningful. On the table, it is seen that p value is 0,000 for each section of pre and post tests. This means that there is a significant difference with 100 % degree of confidence in the scores of

students on tests before and after computer assisted storytelling. We can conclude that students' knowledge of target vocabulary has increased after implementation. Therefore, this result proves that computer assisted storytelling is effective in vocabulary learning of students.

Table 7. Test Statistics of Teacher-led Group

Teacher-led Group	Section A in Post Test & Pre-test	Section B in Post Test & Pre-test	Section C in Post Test & Pre-test
Z	-4,845 ^a	-4,843 ^a	-4,937 ^a
Asymp. Sig. (2-tailed)	,000	,000	,000

Asymp. Sig. (2-tailed) * $p < 0.05$

Table 6 shows the effect of teacher-led storytelling on vocabulary knowledge of students. On this table, it is seen that p value is 0,000 for each section of pre and post tests. According to this date, it can be stated that there is a significant difference in the scores of students on vocabulary test after teacher-led storytelling. To put it in other way, students' knowledge of target vocabulary has increased after implementation. Therefore, this result proves that teacher-led storytelling is effective with 100 % degree of confidence in vocabulary learning of students.

4.3. Comparison of the Results of Experimental and Control Group

It is obvious from the information provided above that both computer-assisted and teacher led storytelling has a significant effect on vocabulary learning of students. However, the aim of this study is to find out which technique is more effective in vocabulary learning of 5th grade students. Therefore, in order to determine whether there is a significant difference between the results of computer assisted group and teacher-led group, Mann-Whitney Test has been used. The statistical data related to the comparison is presented on Table 7.

Table 8. Mann-Whitney Test Results

Groups	N	Mean Rank	Sum of Ranks
Computer Asisted Group	30	79,15	7123,50
Teacher-led Group	30	101,85	9166,50
Total	60		

Test Statistics	
Mann-Whitney U	3028,500
Wilcoxon W	7123,500
Z	-2,963
Asymp. Sig. (2-tailed)	,003

Asymp. Sig. (2-tailed) * $p < 0.05$

The values that we should focus on Table 7 are Mean ranks and and p value. Taking the scores of pre and post tests into account, Mean ranks provide us with the information about the average success of students in both groups. When Mean score of both groups compared with each other as shown on Table 7, it can be seen that there is a significant difference between the Mean ranks of teacher-led and computer assisted groups. While the Mean rank of teacher-led group is 101,85, the mean rank of computer-assisted group is 79,15. This proves that teacher-led storytelling is obviously more effective in students' vocabulary learning. Also p value, which is smaller than 0,05 supports that the result of this analysis is trustable and teacher-led storytelling is a better technique than computer assisted storytelling in vocabulary learning of students. According to this result, we can also claim that although computers has a significant effect on language learning, they can not replace teachers who are models for students to imitate and indispensable part of language learning session.

4.4. Discussion

The present study compares the effect of computer assisted and teacher-led storytelling on vocabulary learning of 5th grade students. The results of this study not only indicate pre and post test scores of each group seperately, but also compare test scores of each group statistically.

We have analyzed the results meticulously and interpreted on them in detail in this chapter. It is obvious from the scores of the pre and post tests that both computer assisted and teacher-led groups had a positive impact on vocabulary learning of 5th grade students. Furthermore, the results reveal that there is a significant difference between two groups' success. Teacher-led group did better than computer assisted group and various reasons can be mentioned for this result.

Firstly, although computers enabled one to one interaction, they didn't enable students feel a sense of involvement. Students felt that they were away from real classroom environment. Therefore, they just focused on the fun side of activities and most probably ignored the educational sides of the courses. That's to say, they might not have taken the classes so seriously. Also, students were not familiar to learn vocabulary through computer assisted storytelling. Therefore, students may have felt inconfident while doing activities through computers, which had a negative impact on vocabulary learning

Moreover, whenever students had a problem with activities or did something wrong, computers didn't give help or clue as teacher did in teacher-led group. In other words, computers didn't respond or give feedback in order to correct mistakes or reinforce students' success.

Another point is that, in teacher-led group, the researcher was a model and told the stories twice while acting out at the same time. In other words, the meaning is given through the actions. Also, the students participated in role-play. They acted as one of the story characters and became a part of the story. By this way, students felt highly motivated and actively involved. Therefore, role-play during the storytelling created a different context where students both exposed to target vocabulary and used the language productively, which resulted in effective vocabulary learning in teacher-led group. However, in computer assisted group students were exposed to the stories through flash animations, which were audio-visual. They watched and listened to the stories and had fun. They were highly motivated. Nevertheless, they couldn't involve and be a part of the story actively. They lacked the opportunity to use the language productively, because computers didn't have the capacity to act as a model for students

in role-play, which constituted different context for language use. This may have affected vocabulary learning of computer assisted group negatively.

Lastly, flash-animated stories appealed to both visual and auditory learners. However, these stories lacked role-play opportunities, which is the most important part of storytelling. As a result, kinesthetic learners who learn by touching and moving things missed this chance. Nonetheless, in teacher-led storytelling group, auditory, visual and kinesthetic learners turned into a part of the story actively.

Shortly, all these mentioned above may be the reason of the significant difference between computer assisted and teacher-led groups in terms of vocabulary learning.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.0. Presentation

This chapter gives a brief summary of the study and presents some implications and recommendations for teachers who deal with teaching young learners.

5.1. Summary of the Study

Teaching English to young learners has become more important during the last decades. Within this consideration, it has been the center of various studies and researches. In similar way, teaching vocabulary to young learners is the focus of the present research.

To begin with, this study focuses on young learners and informs us about young learners's needs, characteristics, learning styles and the best ways to teach vocabulary. Young learners share a remarkable variety of personal experiences, values and ways of understanding. The language they learn in the classroom is the tool they use to shape their thoughts and feelings. As Cameron (2001) states, language in use carries cues to meaning that may not be noticed. Development can be seen as internalizing from social interaction. Children's foreign language learning depends on what they experience. It is more than a way of exchanging information and extending ideas, it is their means of reaching out and connecting with other people. On this statement, it can be stated that the language used actively by students can be learned much more effectively. Young learners need to experience the foreign language in the classroom and they can learn a foreign language efficiently when teaching is activity-based and when students deal with various tasks such as songs, games, art-craft activities, role play etc. As Superfine and James (2003) suggest, the key characteristics of an activity-based learning curriculum;

- is student-centred and learning-centred

- gives enjoyment and an element of fun
- combines the use of games, songs and rhymes
- uses authentic / realistic tasks and situations
- can be linked to a particular topic or vocabulary or feature language forms and structures
- focuses on meaning and form
- acquires knowledge and skills
- reflects the world around them

When all the conditions are considered, storytelling is one of the powerful techniques while teaching a foreign language to young learners. Superfine and James (2003) utter that it is an excellent teaching strategy because stories ignite student interest, help students create vivid mental images and activate the thinking process. Also, stories form a framework for connecting events and concepts and a carefully selected story can give information about life in the target language. As Slattery and Willis (2001) articulate, young learners love stories, and storytelling activities provide a rich source for young learners to practise the language in an enjoyable and effective way. Opening a lesson with a story may put the students at ease and allow them to understand something concrete before going on to the related abstract concept and later recall information, which stimulates young learners' imagination and creativity.

While learning a foreign language, vocabulary is the indispensable part to be able to communicate appropriately. Nation (1993) claims that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on. That's to say, vocabulary teaching is crucial in learning a foreign language. In this aspect, storytelling is a magical tool for teaching vocabulary to young learners. As Cameron (2001) puts forward, vocabulary learning is best attained via actions that learners take to help themselves understand and remember vocabulary. Therefore, we can say that storytelling creates context and it is the ideal technique since it covers actions, visual aids and practice.

Similarly, Brewster (1991) claims "inclusion of a variety of teaching styles is a realistic reflection of what actually goes on in primary schools" (p.5). By means of the

story, young learners at primary schools are exposed to various activities such as role play, art craft, picture-cued vocabulary practice, so they can more readily make associations between form and meaning of vocabulary. As a result, students can store and retrieve the new vocabulary more easily. Moreover, they achieve the opportunity to learn how the language they have already learnt, is used in different contexts. This situation raises the desire in students to continue learning and provides language use of real life.

In addition, storytelling enables to create a productive environment where the students will develop their whole personality because it is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. A number of ways can be stated in which storytelling enhances intercultural understanding and communication. Storytelling

- allows children to explore their own cultural roots
- allows children to experience diverse cultures
- enables children to empathise with unfamiliar people/places/situations
- offers insights into different traditions and values
- helps children understand how wisdom is common to all peoples/all cultures
- offers insights into universal life experiences
- helps children consider new ideas
- reveals differences and commonalities of cultures around the world

(adapted from <http://www.teachingenglish.org.uk/think/articles/storytelling-benefits-tips>)

Considering all these above, the present study has been conducted on storytelling. This research intended to investigate the effect of computer assisted and teacher-led storytelling in vocabulary learning of 5th grade students. In order to compare computer assisted and teacher led storytelling, a three-week-implementation is carried out with 60 fifth grade students in Siirt Sancaklar Primary School. Students equally divided into control and experimental groups and took the pre-test before the implementation in order to determine whether they had the knowledge of target vocabulary or not. After the implementation, the same students took the post test to find out if there is a significant difference between the students' vocabulary learning. By

means of the research results, the answers of the research questions are found on which this study is based. Test results revealed that there is a difference in the results of both groups in terms of vocabulary learning. In other words, students in both groups learned vocabulary. However, compared to students in computer assisted group, students in teacher-led group were more successful. That's to say, the scores of students in teacher-led group was better. There may be various results of this situation. The most important of all is that in computer assisted group, students were exposed to the stories through flash animations, which were audio-visual. They watched and listened to the stories and had fun. They were highly motivated. Nevertheless, they couldn't get involved and be a part of the story actively. They lacked the opportunity to use the language productively as computers are not able to act as a model for the students via role-plays, which constituted different contexts for language use. This may have had a negative impact on vocabulary learning of children.

To put it, teacher-led storytelling is obviously more effective than computer assisted storytelling in terms of vocabulary learning.

5.2. Implications of the Study for Teachers

Storytelling has always been regarded as an aid in teaching and it is crucial in foreign language learning process. The need for storytelling in classroom environment as Saberri and Zaro (1995) explain is that stories are meaningful to the learners and lead to greater learner involvement. Children learn by what they see, hear and do (Gerngrose and Puchta, 1996, p. 5). So, teachers should help the learners with the comprehension of the story by acting out the story characters and using visual aids. Thus, the introduction of new words won't be a challenge during storytelling.

Paula Stoye lists the benefits of teacher-led storytelling as below. Teacher-led storytelling can

- promote a feeling of well-being and relaxation
- create a desire to continue learning for being enjoyable and motivating
- encourage social interaction/social skills pair/group work, cooperation/sharing
- increase children's willingness to communicate thoughts and feelings
- enable to reinforce language items
- combine role-play, art-craft, vocabulary teaching
- encourage active participation
- support learner-centered and
- exemplify language features in use real life
- increase verbal proficiency
- encourage use of imagination and creativity and promote the child's conceptual development
- provides non-threatening context for learning and builds up the child's confidence
- enhance listening skills
- provides good management of the class.

(submitted in 2003 on <http://www.teachingenglish.org.uk/think/articles/storytelling-benefits-tips> and adapted from it).

Also, stories empower students' imagination. Paul Stoye articulates that developing imagination can contribute to a student's ability to resolve interpersonal conflict nonviolently and consider new and inventive ideas. That also contributes to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams. Therefore, both telling a story and listening to a well-told tale encourages students to use their imaginations which generate the language. Nevertheless, compared to teacher-led storytelling, computer-based storytelling doesn't emphasize the imagination of students.

(Adapted from <http://www.teachingenglish.org.uk/think/articles/storytelling-benefits-tips>)

Moreover, teacher-led storytelling paves a way to develop an attitude of co-operation between learners and at the same time helps them feel confident in using the foreign language. Salaberri and Zaro (1995) state that it is an activity which requires a certain level of interaction between the storyteller and the audience and between the individual listeners. The storyteller can obtain the collaboration of the audience during the story.

As Salaberri and Zaro (1995) maintains, the motivation that comes from the use of stories in classroom can help to create a positive attitude in the learner towards the foreign language, which is vital in creating a more permanent good attitude towards language learning in general. So, good storytelling captures students and pulls them in storytelling. It keeps students alive and motivated during the course since it consists of various activities such as art-craft, role-play, listening and vocabulary learning. As the language is repeated during storytelling, students are encouraged to participate and they become a part of the story and learn the vocabulary actively. They can vividly involve in the story and become a story character. By this way, students realize that they can easily learn new vocabulary and remove their psychological barriers towards a foreign language. They turn out to be autonomous. It can be shortly said that teacher-led storytelling makes students learn consciously and assume responsibility for their learning. Nevertheless, computer assisted storytelling doesn't provide such an opportunity for students because computers enable only partly involvement.

In addition, flash-animated stories are unable to keep listeners interested throughout the story although they are audio-visual. This may be resulted from the fact that flash-animated stories on computers fail to reflect mood and feelings of story characters. They are indispensably monotonous. Thus, unlike teacher-led storytelling, students cannot be motivated and involved in the story actively. However, as Forest (2000) states, teacher as a storyteller makes the stories non-monotonous with the help of voice, intonation, facial expressions, gestures and eye contact. S/he employs a unique or creative use of language and creatively presents the sequence of events. By this way, the teacher expresses the story artfully and makes characters believable to students so that they get involved in the story easily.

Also, storytelling can be an enjoyable tool for practising both listening skills and verbal expression. Teachers can effectively model interesting, expressive language for

students to emulate and new vocabulary can be introduced and easily comprehended within a story's context. However, flash-animated stories do not can not model students and can not be as effective as a teacher because computers are not storytellers.

Computers don't give immediate feedback which has a positive effect on learning speed. Students just do the activities without any reaction or respond from the computer. Also, computers lead students to individual work rather than group work. Therefore, they cannot realize their own mistakes. They unfortunately can't learn from each other. However, during teacher-led storytelling, students get in contact with teacher and their peers especially at time of role-playing activity.

Moreover, students that don't have computer skills are not capable of carrying out story-based activities appropriately on software programs such as word file, paint. Also, young learners need to be in movement. They are active, alive, and vibrant. According to Halliwell (1992), "children cannot concentrate on one thing for a long period and lessons should, therefore, be divided into series of activities lasting no longer than 5 or 10 minutes" (p.27). However, computer assisted storytelling is lack of movement, which is a drawback computer-assisted storytelling session

(Adapted from
<http://www.storyarts.org/classroom/usestories/storyrubric.html#composition>)

Shortly, we can claim that story-based vocabulary learning is useful but it can be more effective on condition that it is carried out by means of teacher along with the computer assist. A computer by itself cannot tell a story or present good story-based activities while young learners have the chance to use the language in role-play which is an important part of storytelling. Teachers can present the new vocabulary items in meaningful and interesting teaching environment. By acting as a model, teachers can provide learners opportunities for students to see, hear the new words and do the actions in order to practise the language. However, computers don't enable students involve in the story actively and produce the language. Since stories make students more enthusiastic about learning a foreign language and really help them learn vocabulary, teachers may plan their lessons by choosing the appropriate pre-activity, while activity, and post-activity and related materials that are used in storytelling.

Lastly, teacher-led storytelling provides a real-like environment, which is an important factor for language learning while computers expose students only to artificial language environment. However, teachers can make use of computers as an aid for story-based activities. For instance, some software programs such as powerpoint can be used to introduce words because interesting materials help them focus on the target language items, and meaningful context help learners to link their previous knowledge with new language parts.

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APPENDICES

APPENDIX A

Story-based Lesson Plan

STORY

In a field, one summer's day, Grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, hauling along with great toil an ear of corn. He was taking it to the nest.

"Why not come and play with me?" said the grasshopper, "instead of toiling and moiling in that way?"

"I am helping to save up my food for the winter," said the Ant, "and I recommend you to do the same."

"Why worry about winter?" said the Grasshopper; "We have got plenty of food for now."

But the Ant went on its way and continued to its toil. When the winter came, the Grasshopper had no food, and found itself dying of hunger, while every day it saw the ants eating corn and grain from the stores they had collected in the summer. And the moral of the story is

"It is best to prepare before you despair."

ANT AND GRASSHOPPER

Class: 5/A

Number of students: 30

Duration: 2 hours (45- 45 minutes)

Material: Software such as flash animation, power point (PPT) ,word file,masks.

Aims :

- To listen to the story “Ant and Grasshopper”
- To teach vocabulary such as Ant, Grasshopper, Grain, Nest, Sing by means of computer-based storytelling
- To match the words with pictures
- To awaken self and social awareness
- To develop learners’ self-esteem.
- To appeal learners’ learning intelligence types and learning styles.

Procedure:

PRE-ACTIVITY

Vocabulary Teaching : The researcher takes advantage of computer software; power point(PPT). The researcher introduces words to the whole class through PPT that includes pictures and the words to make the meaning clear. The researcher pronounces each word while showing pictures and learners repeat words a few times for students learn the right pronunciation.

Vocabulary Activity: The researcher prepares the activity before on’ Word File’ and load to each computer that learners work with. It is a matching activity. The pictures are listed at one side and the words are numbered at the other side. Students match numbers with letters. Once students finish the activities, the researcher checks the answers together with class. She gets the right answer from students and shows true answer to the whole class by means of picture projector if necessary.

Match the pictures with the words below

A-



B-



C-



D-



E-



1) Grasshopper

2) Ant

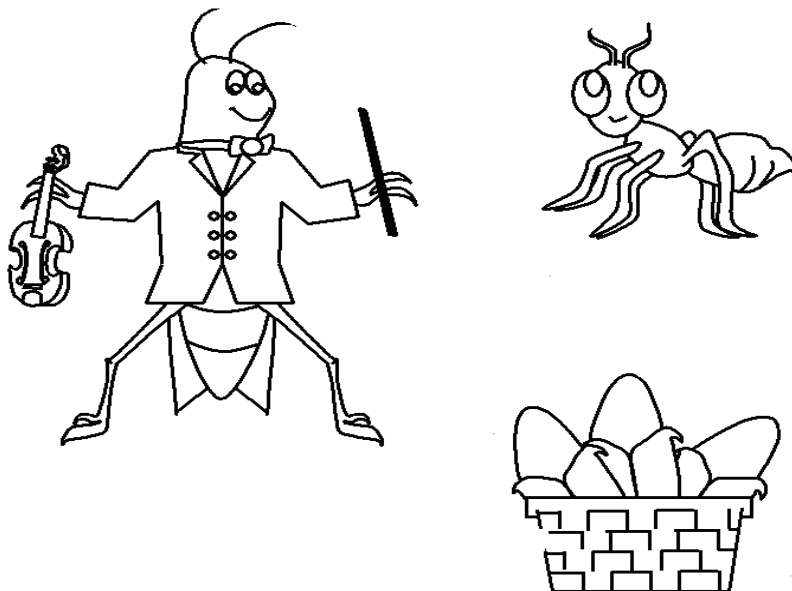
3) Nest

4) Grain

5) Sing

1-	2-	3-	4-	5-
----	----	----	----	----

Art-Craft Activity : Before the story, learners paint characters of the story on paint program, which is already loaded and prepared by teacher on each computer for learners to paint.



WHILE ACTIVITY

The researcher gives the instruction to the learners about what to do and they watch and listen to the story “Ant and Grasshopper” on flash animation. She gives the necessary instructions and assigns students’ roles to act out and learners start to act.

POST ACTIVITY

After listening to the story, the researcher asks students questions about the story to check their understanding such as “ Who are the character? , What happens in the end?” to help students practice the language. Lastly, students read the multiple choice questions and choose the correct answer. Checking the answers is again carried out with whole class and researcher again shows true answer by means of picture projector if necessary.

Put an "X" for the Correct Answer

1) What does Grasshopper do in Summer?

a) sing songs



b) gather corn

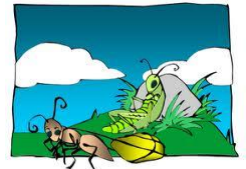


2) What does Ant do in Summer?

a) dance



b) gather corn



3) In Winter, Grasshopper

a) find no food



b) eat food



4) In Winter, Ant

a) eat food



b) feel cold



5) What does Ant eat?

a) corn



b) ice-cream



Class: 5/B

Number of students: 30

Duration: 2 hours (45- 45 minutes)

Material : Handouts,flashcards,masks,crayons , pictures etc.

Objectives : To listen to the story “Ant and Grasshopper”

To teach vocabulary such as Ant,Grasshopper,Grain,Nest,Sing by means of teacher-led storytelling.

To match the words with pictures

To awaken self and social awareness

To develop learners’ self-esteem.

To appeal learners’ learning intelligence types and learning styles.

Procedure:

PRE-ACTIVITY

Vocabulary Teaching : The researcher introduces the words to the whole class through flash cards and pictures. She pronounces each word while showing pictures and learners repeat words a few times for students learn the right pronunciation.

Vocabulary Activity: The researcher gives hand-outs to each learner. It is a matching activity.The pictures are listed at one side and the words are numbered at the other side. Students match words with pictures. When they finish the activity,the researcher checks the answers together with class.She gets the right answer from students and shows true answer to the whole class by writing on board if neccessary.

Art Craft Activity : The researcher gives hand outs and students paint the characters on paper with their crayons

WHILE ACTIVITY

The researcher prepares the setting with flashcards, masks, pictures.She tells the story twice with gestures,mimes and models learners while acting.In turn, learners participate in the story and act out.

POST ACTIVITY

The researcher asks students questions about the story to check their understanding such as “ Who are the character? , What happens in the end?” to help students practice the language. Then students answer multiple choice questions related to the story. The researcher checks the answers with whole class and writes the right answer on board if necessary.

APPENDIX B

Story-based Lesson Plan

STORY

Little Red-Riding Hood lived in a wood with her grandmother. One Day, Little Red Riding Hood went to see her Granny. She had a nice cake in her basket. On her way, Little Red Riding Hood met a wolf.

“Hello!” said the wolf. “Where are you going?”

“I am going to see my grandmother! She lives in a house behind those trees.”

The wolf ran to Granny’s house, and ate Granny up. He got into Granny’s bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf

“Granny, what big eyes you have!”

“All the better to hear you with” said the wolf.

“Granny what a big nose you have!”

“All the better to smell you with” said the wolf.

“Granny what big teeth you have!”

“All the better to hear you with” shouted the wolf.

A woodcutter was in the wood. He heard a loud scream, and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted. And Granny jumped out. The wolf ran away and The Little Red Riding Hood never saw the wolf.

LITTLE RED-RIDING HOOD

Class: 5/A

Number of students: 30

Duration: 2 hours (45-45 minutes)

Material: Software such as flash animation, PPT, word file, puppets

Objectives : To listen to the story “Little Red-Riding-Hood
 To teach vocabulary such as Woodcutter, Wolf, Granny, Forest, Basket by means of computer-based storytelling
 To match the words with pictures
 To awaken self and social awareness
 To develop learners’ self-esteem
 To appeal learners’ learning intelligence types and learning styles.

PRE-ACTIVITY

Vocabulary Teaching : The researcher takes advantage of the computer software; power point(PPT), The researcher introduces words to the whole class through PPT that includes pictures and the words to make the meaning clear. The researcher pronounces each word while showing pictures and learners repeat a few times.

Vocabulary Activity: The researcher prepares the activity before on’ Word File’ and load to each computer that learners work with. It is a matching activity. The pictures are listed at one side and the words are numbered at the other side. Students match numbers with letters. Once students finish the activities, the researcher checks the answers together with class. She gets the right answer from students and shows true answer to the whole class by means of picture projector if necessary.

Match the pictures with the words below

1. Basket

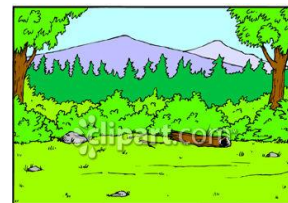
2. Wolf

3. Granny

4. Forest

5. Woodcutter

A-



B-



C-



D-



E-



1-	2-	3-	4-	5-
----	----	----	----	----

Art-Craft Activity: Before the story learners paint characters of the story on paint program, which is already prepared by teacher on each computer before for learners to paint.



WHILE ACTIVITY

The researcher gives the instruction to the learners and they watch and listen to the story “Little Red-Riding Hood” on flash animation. She gives the necessary instructions and assigns students’ roles to act out and learners start to act.

POST ACTIVITY

After listening to the story, the researcher asks students questions about the story to check their understanding such as “ Who are the character? , What happens in the end?” to help students practice the language. Lastly, students read the multiple choice questions and choose the correct answer. Checking the answers is again carried out with whole class and researcher again shows true answer by means of picture projector if necessary.

Put “x” for the right answers

1) Where Little-Red Riding Hood



goes to?

a) her Granny's house



b) to the beach



2) What has she got in her basket ?



a) cake



b) water



3) Who does she see in the forest?

a) wolf



b) cat



4) The wolf wants to

a) eat Little Red-Riding Hood



b) play with Little Red Riding Hood



5) Who helps Little Red Riding ?

a) woodcutter



b) hunter



Class: 5/B

Number of students:30

Duration: 2 hours (45-45 minutes)

Material: Handouts,flashcards,puppets,red scarf,crayons ,pictures.

Objectives : To teach Ls the story “Little Red-Riding-Hood

To teach vocabulary such as Woodcutter , Wolf , Granny , Forest ,

Basket by means of teacher-led storytelling

To match the words with pictures

To awaken self and social awareness

To develop learners’ self-esteem

To appeal learners’ learning intelligence types and learning styles

PRE-ACTIVITY

Vocabulary Teaching : The researcher introduces the words to the whole class through flash cards and pictures. She pronounces each word while showing pictures and learners repeat words a few times for students learn the right pronunciation.

Vocabulary Activity: The researcher gives hand-outs to each learner. It is a matching activity. The pictures are listed at one side and the words are numbered at the other side. Students match words with pictures. When they finish the activity, the researcher checks the answers together with class. She gets the right answer from students and shows true answer to the whole class by writing on board if neccessary.

Art Craft Activity: The researcher gives hand outs and students paint the characters on paper with their crayons

WHILE ACTIVITY

The researcher prepares the setting with flashcards, masks, pictures. She tells the story twice with gestures, mimes and models learners while acting. In turn, learners participate in the story and act out.

POST-ACTIVITY

The researcher asks students questions about the story to check their understanding such as “ Who are the character? , What happens in the end?” to help students practice the language. Then students answer multiple choice questions related to the story. The researcher checks the answers with whole class and writes the right answer on board if neccessary.

APPENDIX C

Story-based Lesson Plan

STORY

Once upon time, there was a little girl. One day, Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside and nobody was there. Goldilocks saw three bowls on the table and she was hungry.

“This porridge is too cold!”

“This porridge is too hot!”

“This porridge is just right!

Goldilocks ate all the porridge. Goldilocks was tired now.

”This chair is too big!” “This chair is too big, too”. ”This chair is just right!” But, the chair broke. Goldilocks was very tired. She went upstairs.

”This bed is too hard”

“This bed is too soft”

“This bed is just right!”

Soon the bears came home.

“Someone’s been eating my porridge!” said Daddy Bear

“Someone’s been eating my porridge!” said Mummy Bear

“ Someone’s been eating my porridge_ and it is all gone!” said Baby Bear.

“Someone’s been sitting on my chair!” said Daddy Bear

“Someone’s been sitting on my chair!” said Mummy Bear

“Someone’s been sitting on my chair_ and it’s broken” said Baby Bear.

“Someone’s been sleeping in my bed!” said Daddy Bear

“Someone’s been sleeping in my bed!” said Mummy Bear

“Someone’s been sleeping in my bed- and she is still there!” said Baby Bear.

Goldilocks woke up and saw three bears: ”Help!” she ran downstairs and into the forest. She never came back again.

GOLDILOCKS AND THREE BEARS

Class: 5/A

Number of students: 30

Duration: 2 hours (45-45 minutes)

Material: Software such as flash animation, PPT, word file, masks

Objectives : To listen to the story “Goldilocks And Three Bears”

To teach vocabulary such as Eat, Bear, Porridge, Mommy, Daddy by means of computer-based storytelling

To complete the missing letters of words

To awaken self and social awareness

To develop learners’ self-esteem.

To appeal learners’ learning intelligence types and learning styles.

Procedure:

PRE-ACTIVITY

Vocabulary Teaching : The researcher takes advantage of the computer software; power point(PPT),The researcher introduces words to the whole class through PPT that includes pictures and the words to make the meaning clear.The researcher pronounces each word while showing pictures and learners repeat a few times.

Vocabulary Activity: The researcher prepares the activity before on Word File and load to each computer that learners work with.It is a kind of “fill in the blanks activity”.Learners completes the missing parts of the words. After finishing the activities, the researcher checks the answers together with class.She gets the right answer from students and shows true answer to the whole class by means of picture projector if necessary.

Complete the words



P__RRID__E



B__ __R



D__D__Y



M__M__Y



E__T

Art-Craft Activity: Before the story, learners scube to find the picture on flash animation.



WHILE ACTIVITY

The researcher gives the instruction to the learners clearly and they watch and listen to the story “Goldilocks and Three Bears” on flash animation. She gives the necessary instructions and assigns students’ roles to act out and they start to act.

POST-ACTIVITY

The researcher gives instruction to students so that they can match the pictures with the sentences appropriately. The first one is already done as an example. After finishing, she and students answer the questions together. When necessary, the researcher shows the right answer through picture projector.

Match the sentences with the letters of the pictures

A-



B-



C-



D-



E-



F-



1. Goldilocks was walking in the forest.

2. Goldilocks slept in the small bed.

3. The bears came home.

4. There were three bowls on the table.

5. Goldilocks ate all the porridge.

6. Goldilocks ran into the forest.

Class: 5/B

Number of students:30

Duration: 2 hours (45- 45)

Material: Handouts, flashcards, masks, crayons.

Objectives : To listen to the story “Goldilocks And Three Bears”

To teach vocabulary such as Eat, Bear, Porridge, Mommy, Daddy by means of teacher-led storytelling

To complete the missing letters of words

To awaken self and social awareness

To develop learners’ self-esteem

To appeal learners’ learning intelligence types and learning styles

PRE-ACTIVITY

Vocabulary Teaching : The researcher introduces the words to the whole class through flash cards and pictures. She pronounces each word while showing pictures and learners repeat words a few times for students learn the right pronunciation.

Vocabulary Activity: The researcher gives hand-outs to each learner. They complete the missing parts of the words. When they finish the activity, the researcher checks the answers together with class. She shows the answer on board if necessary.

Art Craft Activity: The researcher gives hand outs and students paint the three bears on paper with crayons.



WHILE ACTIVITY

The researcher prepares the setting with flascards pictures and masks. And she tells the story twice with gestures, mimes and models learners while acting. In turn, learners participate in the story and act out.

POST-ACTIVITY

The researcher explains learners what to do and they match the sentences with the pictures appropriately. The first is done as an example. Checking is done with whole class together.

APPENDIX D

Story-based Lesson Plan

STORY

It was Sonia's birthday. She had a new game.

"Dinosaur Dig!" said Sonia, "Fantastic! This is just what I wanted!"

Sonia decided to try her new game. She switched on the computer, put the game in and looked at the screen. A strange icon appeared. Sonia clicked on the icon. "FLASH!"

"Where am I?" said Sonia.

"You are in a Dinosaur Dig" said the boy next to her.

"We have to find old dinosaur bones"

"Here is one!" said Sonia. She picked up a golden bone that was hidden under a bush.

"No" shouted the boy.

"You mustn't pick the golden ones up!", "watch out for the dinosaur" said the boy.

Suddenly they heard a noise behind them the ground began to shake. They heard a dinosaur roar. "RUN!"

Sonia and the boy ran fast through the bushes, but the dinosaur was getting closer. Sonia and the boy hid behind a bush.

"what will happen if the dinosaur catches us?" asked Sonia

"well, the game is over!" But I have got three lives left. How many have you got? "Only one!"

" ROAR!" the dinosaur was there.

"Look" shouted Sonia. There was the same icon that she saw on her computer. Sonia touched the icon. "FLASH!" Sonia was at home, sitting at her computer. She looked at the game.

"Bye, bye dino" she said. " Maybe I will play a different game."

Class: 5/A

Number of students:30

Duration: 2 hours (45-45 minutes)

Material: Software such as flash animation, PPT, word file, masks

Objectives : To listen to the story “Dino”

To teach vocabulary such as Run, Bush, Pick, Dig, Bone by means of computer-based storytelling.

To complete the missing letters of words

To awaken self and social awareness

To develop learners’ self-esteem.

To appeal learners’ learning intelligence types and learning styles.

Procedure:

PRE-ACTIVITY

Vocabulary Teaching : The researcher takes advantage of the computer software; power point(PPT), The researcher introduces words to the whole class through PPT that includes pictures and the words to make the meaning clear. The researcher pronounces each word while showing pictures and learners repeat a few times.

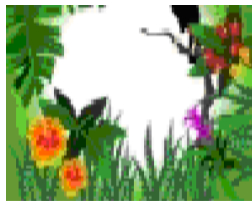
Vocabulary Activity: The researcher prepares the activity before on Word File and load to each computer that learners work with. It is a kind of “fill in the blanks activity”. Students complete the missing parts of the words. After finishing the activities, the researcher checks the answers together with class. She gets the right answer from students and shows true answer to the whole class by means of picture projector if necessary.

Complete the words



R__N

-



B__ SH



P__C__



D__G



B__N__

Art-Craft Activity: Before the story, tries to complete the picture puzzle of the story.



WHILE ACTIVITY

Researcher gives the instruction to the learners clearly and they watch and listen to the story “Dino” on flash animation. The researcher gives the necessary instructions and assigns students’ roles to act out and they start to act.

POST ACTIVITY

As post activity, learners read the story sentences, find out who says which sentence listed and write the letter of characters’ names appropriately. After finishing, she and students answer the questions together. When necessary, the researcher shows the right answer through picture projector.

Who says what? Write ‘S’ for Sonia, ‘B’ for the boy and ‘D’ for the dinosaur!

- _ “Dinosaur Dig! Fantastic!! This is just what I wanted!”
- _ **“RUN!”**
- _ “Look!”
- _ “No! You mustn’t pick the golden ones up! Now watch out for the dinosaur!”
- _ “Only 1!”
- _ “Well, the game is over! But I’ve got 3 lives left. How many have you got?”
- _ “What will happen if the dinosaur catches us?”
- _ **“ROAR!”**
- _ “Bye, bye, dino. Hmm. Maybe I’ll play a different game.”
- _ “You’re in Dinosaur Dig. We have to find old dinosaur bones.”
- _ “Here’s one!”
- _ “Where am I?”

Class: 5/B

Number of students:30

Duration: 2 hours (45- 45 minutes)

Material: Software such as flash animation, PPT,word file ,masks

Objectives : To listen story “Dino”

To teach vocabulary such as Run, Bush,Pick,Dig,Bone by means of teacher-led storytelling.

To complete the missing letters of words

To awaken self and social awareness

To develop learners’ self-esteem.

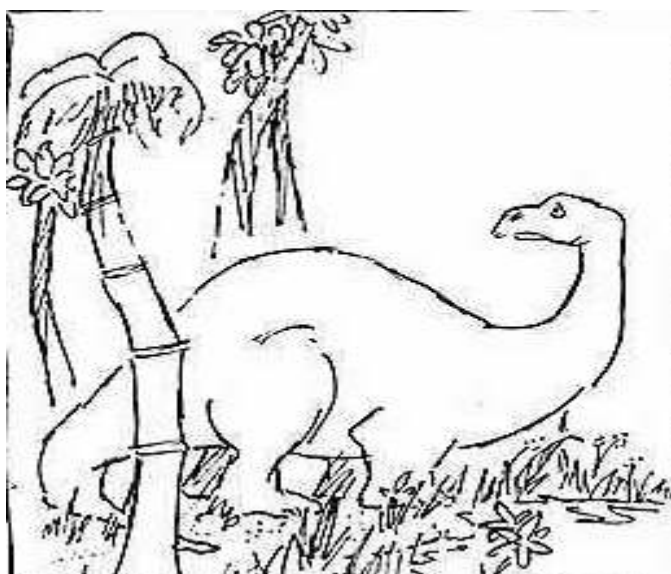
To appeal learners’ learning intelligence types and learning styles.

PRE-ACTIVITY

Vocabulary Teaching : The researcher introduces the words to the whole class through flash cards and pictures. She pronounces each word while showing pictures and learners repeat words a few times for students learn the right pronunciation.

Vocabulary Activity: The researcher gives hand-outs to each learner. They complete the missing parts of the words. When they finish the activity, the researcher checks the answers together with class. She shows the answer on board if neccessary.

Art Craft Activity: The researcher gives hand outs and students paint the dinosaur on paper with crayons.



WHILE ACTIVITY

The researcher prepares the setting with flascards pictures and masks. And she tells the story twice with gestures ,mimes and models learners while acting.In turn,learners participate in the story and act out.

POST ACTIVITY

As post activity, learners read the story sentences, find out who says which sentence listed and write the letter of characters' names appropriately. Checking is done with whole class together. The researcher wrote the right answer on board when neccessary.

APPENDIX E

Story-based Lesson Plan

STORY

I'm Too Ill!

"I'm too ill to sleep," said Siriwat.

"Have a drink," said his dad.

"Ouch! It hurts! I'm too ill to drink!"

Siriwat had a sore throat.

"Oh dear," said his dad. "Here is some medicine."

"I'm too ill to take it."

Next morning he had a headache.

"Ouch, ouch! It hurts!"

"Medicine?"

"No, I'm too ill."

By mid-day Siriwat had a tummyache.

"Ouch, ouch, ouch! It hurts!"

"Oh dear," said his dad.

By evening he had earache.

"Ouch, ouch, ouch, ouch! It hurts."

"Oh dear," said his dad. "I'm calling the doctor."

"I'm too ill to see the doctor," said Siriwat.

But the doctor arrived.

"High temperature," she said. "Take this medicine."

"Good morning, Dad," called Siriwat the next day. "I feel much better"

Class: 5/A

Number of students:30

Duration: 2 hours (45-45 minutes)

Material: Software such as flash animation, PPT, word file, puppets

Objectives : To listen to the story “I am too ill”

To teach vocabulary such as Medicine,Headache,Earache,Tummyache,
Ill by means of computer-based storytelling.

To complete picture-cued puzzle

To awaken self and social awareness

To develop learners’ self-esteem.

To appeal learners’ learning intelligence types and learning styles.

Procedure:

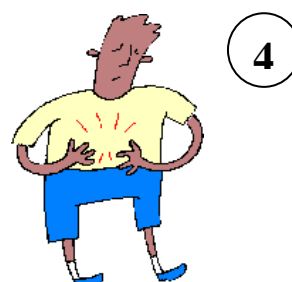
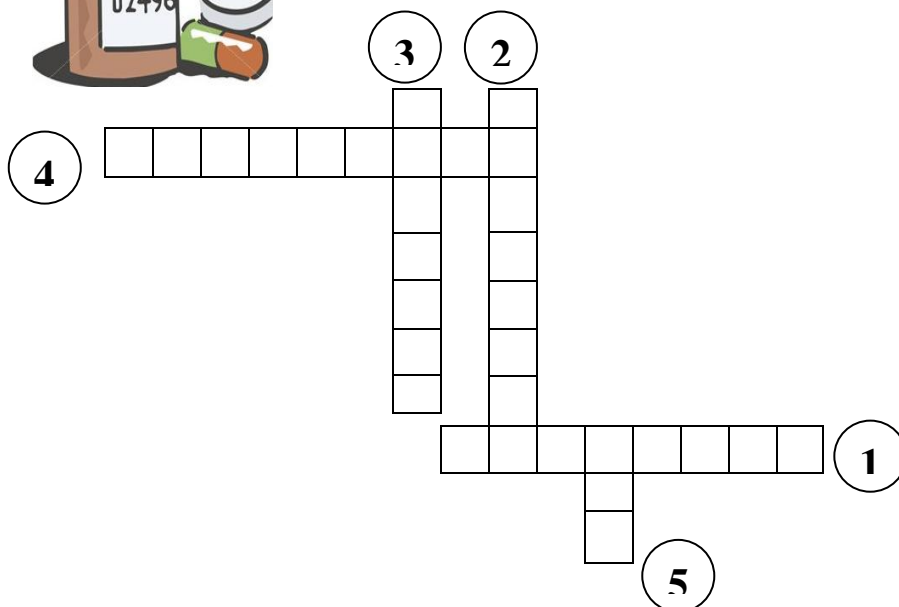
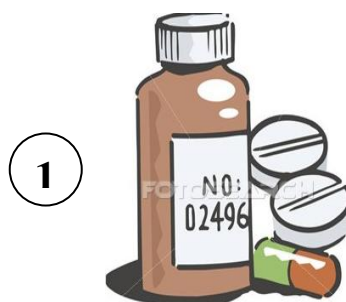
PRE-ACTIVITY

Vocabulary Teaching : The researcher takes advantage of the computer software; power point(PPT),The researcher introduces words to the whole class through PPT that includes pictures and the words to make the meaning clear.The researcher pronounces each word while showing pictures and learners repeat a few times.

Vocabulary Activity: The researcher prepares the activity before on “Word File” and load

to each computer that learners work with. It is a “puzzle completion” activity. Learners complete the puzzle by looking at the pictures. When they finish the activity, the researcher checks the answers together with class. She shows the answer on picture projector if necessary.

Look at the pictures and complete the puzzle



Art-Craft Activity : Before the story, learners paint characters of the story on paint program, which is already prepared by teacher on each computer before for learners to paint.



WHILE ACTIVITY

The researcher gives the instruction to the learners about what to do and they watch and listen to the story “I am too ill” on flash animation. She gives the necessary instructions and assigns their roles to act out and learners start to act.

POST ACTIVITY

The researcher asks students questions about the story to check their understanding such as “What is his problem? , Is he ill? ,What happens in the end?” to help students practice the language. After that, students put the sentences of the stories into correct order. First one is already done as an example. Checking is done together with whole class.

Put the sentences in the correct order

He has a sore throat	
Siriwat's dad calls the doctor	
In the morning he has a headache	
Siriwat is too ill to sleep	1
By mid-day he has a tummy ache	
The doctor arrives and gives him some purple medicine.	
By evening he has earache	
Siriwat feels better	

Class: 5/B

Number of students:30

Duration: 2 hours (45-45 minutes)

Material: Handouts, flashcards, pictures, puppets, crayons.

Objectives : To listen to the story “I am too ill”

To teach vocabulary such as Medicine, Headache, Earache, Tummyache, Ill by means of teacher-led storytelling.

To complete picture-cued puzzle

To awaken self and social awareness

To develop learners’ self-esteem.

To appeal learners’ learning intelligence types and learning styles.

PRE-ACTIVITY

Vocabulary Teaching : The researcher introduces the words to the whole class through flash cards and pictures. She pronounces each word while showing pictures and learners repeat words a few times for students learn the right pronunciation.

Vocabulary Activity: The researcher gives hand-outs to each learner. She gives instruction clearly about what students need to do. They look at the pictures and complete the puzzle accordingly. When they finish the activity, the researcher checks the answers together with class. She shows the answer on board if neccessary.

Art Craft Activity: The researcher gives hand outs and students paint with crayons.

WHILE ACTIVITY

The researcher prepares the setting with flascards pictures and puppets. And she tells the story twice with gestures, mimes and models learners while acting.In turn,learners participate in the story and act out.

POST-ACTIVITY

The researcher asks students questions about the story to check their understanding such as “What is his problem?, Is he ill? ,What happens in the end?” to help students practice the language. After that, students put the sentences of the stories into correct order. First one is already done as an example. Checking is done with whole class together.

APPENDIX F

Vocabulary Test (Pre and Post Test)

A. Match the pictures with the words (9 x 1= 9)

1. Basket

A-



2. Wolf

B-



3. Sing

C-



4. Headache

D-



5. Woodcutter

E-



6. Granny

F-



7. Grasshopper

G-



8. Tummyache

H-



9. Medicine

I-



J-



B. Complete the words (10 x 1=10)

1)



R__N

2)



I__L

3)



E__R__CH__

4)



B__N__

5)



P__C__

6)



B__ SH

7)



G__A__N

8)



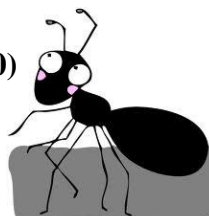
D__G

9)



N__ST

10)



A__T

C. Look at the pictures and complete the puzzle (6 x 1= 6)



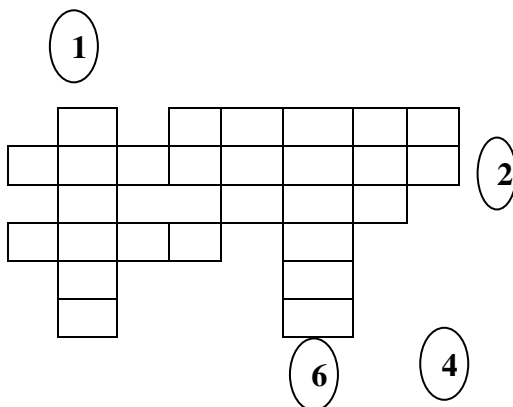
1



3



2



5



6



4