

ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE EFFECT OF MNEMONIC VOCABULARY LEARNING STRATEGY AND
STORY TELLING ON YOUNG LEARNERS' VOCABULARY LEARNING
AND RETENTION**

Raziye KÜTÜK

MASTER OF ARTS

Adana, 2007

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ÖZET

HAFIZA GELİŞTİREN GÖRSEL İMGELEME KELİME ÖĞRENME STRATEJİSİ VE HİKÂYE ANLATIMI UYGULAMALARININ ÇOCUKLARIN SÖZCÜK ÖĞRENİMİNE VE HATIRLAMASINA ETKİLERİ

Raziye KÜTÜK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Yeni bir dil öğrenme sürecinde karşılaşılan en büyük sorunlardan biri bu dili etkin bir şekilde kullanmayı sağlayacak olan kelime dağarcığını geliştirmektir. Kelime öğrenme ve öğrenilen kelimeleri hatırlayıp yerinde kullanmak İngilizce öğrenenler için her zaman problem olmuştur. Bu vaka çalışması öğrencilerin kelime öğrenme ve öğrenilen kelimeleri akılda tutma becerilerini geliştirmeyi amaçlamaktadır. Çalışmanın bir diğer amacı ise anlamlı ve zengin içerikli materyal sunarak, öğrencilerin kelime öğrenmeye karşı motivasyon, ilgi, beğeni ve isteklerini geliştirmektir. Bu amaçla hikaye anlatma yöntemi kullanılarak, mevcut müfredata hafıza geliştiren görsel imgeleme öğrenme stratejisi uyarlanmıştır.

Veri toplamak için, Kelime Bilgi Skalası, Motivasyon Envanteri, Tutum Testi uygulanmış ve röportajlar yapılmıştır. Sonuçlar içerik analizi ve yinelenmiş ölçümler için varyans analizi (ANOVA) ile değerlendirilmiştir. Elde edilen veriler uygulamanın olumlu katkılarını ortaya koymuştur.

Anahtar Kelimeler: dil öğrenme stratejileri, kelime öğrenme stratejileri, hikaye anlatma uygulamaları, çocuklara İngilizce öğretimi.

ABSTRACT**THE EFFECT OF MNEMONIC VOCABULARY LEARNING STRATEGIES
AND STORY TELLING ON YOUNG LEARNERS' VOCABULARY
LEARNING AND RETENTION****Raziye KÜTÜK****Master Thesis, English Language Teaching Department****Supervisor: Asst. Prof. Dr. Julide İNÖZÜ****September, 2007, 90 Pages**

Coping with heavy load of vocabulary items, has always been problematic for English language learners. This case study aims at helping students to improve their vocabulary learning and retention skills. Another purpose of the study is to increase students' level of motivation, interest, enjoyment and pleasure towards vocabulary learning by offering meaningful and rich input. To this purpose, we integrated visual mnemonic vocabulary learning strategy into the existing language syllabus through storytelling activities.

As sources of data Vocabulary Knowledge Scale (VKS), Intrinsic Motivation Inventory (IMI), Attitude Questionnaire and Interviews were administered. The results were discussed by content analysis and One-Way Repeated Measures of ANOVA. Findings depict the positive contribution of the implementation.

Keywords: language learning strategies, vocabulary learning strategies, storytelling activities, teaching young learners.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

For the last three decades the need of learning foreign language has risen rapidly in Turkey. Because of the great requirement of foreign language learning- especially the English Language- in business world, it has been the most focused issue in schools. Turkish Ministry of Education, taking these issues into account, tries to improve the quality of English Language Teaching in schools and carries out many projects in this field. The ministry, accepting the advantages of learning English in early ages, begins the English Language teaching in 4th grade in public schools and the lesson hours per week have been increased. The ministry has adopted the curriculum, starting from 4th grades, according to the commonly accepted approaches on second language education. Additionally, there are numbers of private courses for language learners involving all ages and for different purposes. Although there is a great effort on this subject, we could not talk about a sufficiency in language teaching/ learning quality in Turkey.

For the last two decades, rather than studying on teaching methods, professionals in the area of language education aimed to study on learning strategies. The personal properties of the learners were searched in details and it is clearly seen that learning is personal and the strategies used by the learners depend on the learners' individuality (Lessard-Clouston, 1997).

The term strategy comes from the ancient Greek term "strategia" which means the art of war. The term involves specifically the meanings such as planning, competition, conscious manipulating, and movement toward a goal. According to Oxford Student's Dictionary (1988), 'strategy' is defined as

- A plan you adopt in order to get something done especially in politics, economics, or business'

- The art of planning the best way to achieve something or to be successful in a particular field (p. 625)

The term strategy has become effective in education where it has been transformed into learning strategies. Although they have been recently popular in the field, learning strategies are not discovered recently and have been used for thousands of years. As Oxford (1990) exemplifies strategies such as mnemonic or memory devices had been used in ancient times by the storytellers to remember their lines.

In second language education, a number of definitions of language learning strategies have been used by key figures of the field. For example, Grenfel and Harris (1996 in Lessard-Clouston 1997) define language learning strategies as special thoughts or actions that learners use to help them comprehend, learn, or retain new information. The ultimate purpose of the language teaching is enabling learners to communicate in a foreign language. To be able to use the language effectively learners need to have both lexical and structural knowledge. One of the key figures in this field, Oxford (1990) defines learning strategies as steps taken by learners to enhance their own learning. These strategies are especially important for language learning, because as Oxford states they are tools for active, self-directed involvement, which is crucial for developing communicative competence.

1.2. Statement of the Problem

Teaching English as a second or foreign language has changed tremendously over the past two decades. Curricula, teaching methods, and teaching materials have been developed to meet the changing needs of the ELT population. However, Kang (1996, in Lessard-Clouston 1997), stresses that the curricula of many ELT programs, are still linear or systematic and do not allow much room for individualizing instruction.

Vocabulary is central to language and very important in language learning. It is almost impossible to understand a written text without knowing the vocabularies it consists. Not being able to understand the vocabularies you need in a dialogue is one of the most frustrating experience for language learners. Therefore, studies on vocabulary focus their attention on the ways of understanding and managing this difficult process.

In general it is believed that when the dictionary definition of a word is memorized it means that word has become a part of the learned lexicon. However, knowing a word is more complex than just knowing its dictionary definition. Different complex mental processes take place in the mind of the learner from the time they meet a word to the time that they are able to use it accurately and productively.

Wallace (1982, p.27) proposes the following list of criteria in defining what to know a word means:

- Recognize it in its spoken or written form;
- Recall it at will;
- Relate it to an appropriate object or concept;
- Use it in the appropriate grammatical form;
- In speech, pronounce it in a recognizable way;
- In writing, spell it correctly;
- Use it with the words it correctly goes with, i.e. in the correct collocation;
- Use it at the appropriate level of formality;
- Be aware of its connotations and associations;

In the field of language learning, strategies approach to vocabulary learning has aroused much interest parallel with the learner-centeredness. Indeed, what Rivers (1983, p. 127-128) says goes along with the current understanding of vocabulary learning:

“Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and expressed in all manner of associations (visual, auditory, kinesthetic, tactile, olfactory if one wishes), but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in personal development in this area...We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way.”

In line with River's argument, a very important way to help our students' vocabulary learning is getting them familiar with vocabulary learning strategies. So as to answer the question what vocabulary learning strategies are, Schmitt (1997, p. 203)

gives the following definition: “Vocabulary learning strategies are the processes by which information is obtained, stored, retrieved, and used. On the other hand, rather than reaching at a definition, Notion (2001, p. 217) describes the characteristics of strategies and assert, “To deserve the attention from a teacher, a strategy would need to:

- Involve choice, that is, there are several strategies to choose from
- Be complex, that is, there are several steps to learn
- Require knowledge and benefit from training
- Increase the efficiency of vocabulary learning and vocabulary use.

Mnemonic vocabulary learning strategies, having the above intended characteristics in its nature, helps students to learn vocabulary and retrieve when needed. Meaningful vocabulary learning, storage and retrieving are common problems encountered in the process of teaching and learning vocabulary with students at all age and proficiency groups. Especially, considering the characteristics of young language learners, it can be said that vocabulary learning through rote memorization results in poor performance in the communicative use of previously learned vocabularies. Using mnemonic vocabulary learning strategies with young learners serve as an aid of memory and make retention easier.

As Slattery and Willis state (2001), young learners do not learn but acquire language and they do this action unconsciously. Stories are the most valuable resources that teachers have and they propose students a world of supported meaning that they can relate to. Stories can be used to practice four skills we desire to improve in English language teaching.

Slattery and Willis (2001, p. 97), say children love stories. 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
- enjoy looking at storybooks by themselves
- can reread stories they like when they can read in English themselves.

Storytelling technique involves visual imagery mnemonic strategy in its nature. By using this technique in classroom the teacher will be able to make unconscious strategy training. This strategy helps students to cope with the learning new vocabulary items meaningfully- with regards to stories- and it helps them to store the vocabulary items to long term memory and retrieve when needed.

Young learners learn better through play or fun activities. Storytelling technique is one of these activities and it makes more sense to the young learners if visual aids are used to contextualise the language. This technique is commonly used in many primary EFL classrooms in Europe and it is means of providing a rich input for the young learners.

Therefore this study combines the attractiveness of storytelling technique-for young learners- and the benefits of the mnemonic strategies for vocabulary learning and examines the results according to retention rates.

1.3. Purpose of the Study

In our case study, we specifically wish to examine whether storytelling technique involving mnemonic vocabulary learning strategies help students to enhance their vocabulary knowledge and help to retrieve when needed. Another purpose of the study is to find out young learners' attitudes towards vocabulary learning through storytelling activities.

We have studied with 5th grade elementary school students studying at Mehmet Adil İkiz Primary School in Adana, Turkey. We taught them vocabulary learning strategies via storytelling technique. In our case study, by implementing storytelling activities including visual imagery mnemonic technique, we aim at

- defining students general attitude towards English language in general and vocabulary learning in particular
- improving students vocabulary learning in English classes
- fostering the retention of vocabulary items taught

1.4. Research Questions

In our case study, the implementation of storytelling activities including visual imagery mnemonic strategy is our independent variable and the level of students success in terms of learning and retrieving vocabulary items taught, is our dependent variable. In order to draw the framework of our study our first matter of query is the attitudes of young learners towards vocabulary learning. The questions guiding our study are as follows:

1. Does teaching of visual imagery mnemonic strategies using storytelling technique enhance students' vocabulary knowledge?
2. Does teaching of visual imagery mnemonic vocabulary learning strategy using storytelling technique help students to retrieve the vocabularies learned when needed?
3. Does teaching of visual imagery mnemonic vocabulary learning strategy using storytelling technique contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning?

By this study we hope to provide some insights to the field of vocabulary learning in terms of learning strategies and storytelling technique.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

Language teaching and learning is a large field. Many studies have conducted searching different aspects of this process. In the present study we will review the literature focusing on main approaches to Second language development/acquisition for young learners, language learning strategies in general and vocabulary learning in particular. The revision of the related literature is presented below.

2.2. Teaching and Learning English as a Foreign Language

Second language teaching and learning have seen many changes in terms of approaches, methodologies and techniques during the last century. Every few years, new language teaching methods arrive on the scene. They are usually proclaimed to be more effective than the old ones. At this point L2 teachers carry a great responsibility for following the new approaches and evaluating them for their students. The basis for this evaluation is surely the teacher's own experiences with previous approaches in terms of satisfaction or disappointment.

Lightbown and Spada (2000) say that, in many ways the theories developed for second language acquisition are closely related to the theories developed for first language acquisition.

Searching the literature we come up with, *behaviourism*, a psychological theory of learning. It was very popular in 1940s and 1950s especially in United States. Behaviourists describe learning in terms of imagination, practice, reinforcement, and habit formation. According to behaviourists, all kinds of learning, whether verbal or non verbal, take places through the same process. First learners receive the linguistic input from speakers in environment and they form associations between words and

objects or events. The experiences and repetition foster these associations. Encouragement and feedback are neglected in this theory.

Chomsky's theory of language acquisition is based on the *Universal Grammar* (UG). According to UG hypothesis children acquire language from their environment, during a critical period in their development. As Lightbown and Spada (2000) report, Chomsky has not claimed about the implication of his theory for second language learners. Nevertheless, some linguists studying on this theory discussed that *Universal Grammar* provides a good perspective for understanding second language acquisition. However others claimed that UG is not a good frame work for understanding second language acquisition.

An innatist theory which has had a great impact on second language acquisition is *monitor model* proposed by Stephen Krashen (1981). The *monitor model* involves five hypotheses. According to Krashen findings from a number of different domains are consistent these hypotheses. They are the acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis.

According to Krashen, there are two ways to improve language knowledge of adult learners. They are *acquisition and learning*. In this view, we acquire second language by being exposed to samples. This happens by the same way the children acquire their first language with no conscious attention. Krashen says that (1981) acquisition is an important process and he claims that it is possible with only acquired language the natural and fluent communication. Further he asserts that learning can not turn into acquisition.

The *monitor hypothesis* explains the relationship between acquisition and learning and defines the effect of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, in acquired system, the speaker utters initiatively and fluently. On the other hand the learned system acts only as an editor or '*monitor*', making minor changes (Lightbown and Spada, 2000). Moreover Krashen has determined that learners use the monitor only when they are focused more on being correct. It is very difficult to prove '*monitor*' use. In any

utterance it is impossible to determine what has been produced by the acquired system and what the result of monitor use is.

Krashen based the *natural order hypothesis* on the observation. He claims that (1981) as first language learners, second language learners acquire the properties of the target language. Krashen says that the acquisition of grammatical structures follows a 'natural order' which is predictable. In contrast to acquired learners, the rules which are easier are not necessarily the first to be acquired (at <http://www.sk.com.br/sk-krash.html>). We acquire rules in a predictable order.

In *input hypothesis* Krashen tried to explain how the learner acquires a second language. In other words, this hypothesis is on the explanation of how second language acquisition takes place. So, the Input hypothesis only deals with 'acquisition', not 'learning'.

Krashen asserts that learner acquires language in only one way, by exposure to comprehensible input (Lightbown and Spada, 2000). The learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

The fifth hypothesis proposed by Krashen is *affective filter*. It is an imaginary barrier which avoids learners from the available input. The term '*affect*' refers to such things as motives, needs, attitudes, and emotional states. Krashen asserts that learners who have high motivation, self-confidence, a good self-image, and a low level of anxiety, will acquire language better. On the other hand a learner who is tense, angry, anxious, or bored may 'filter out' input, make the acquisition unavailable. According to Lightbown and Spada (2000), this hypothesis is attractive for practitioners because it brings out immediate implications for classroom practice. By this hypothesis the teachers can understand why the students who have same opportunities may be successful while others not.

Krashen's studies have been very effective in supporting communicative language teaching (CLT), especially in North America. However, the theory has been seriously criticized by the findings of empirical studies in the field.

2.3. Learning Strategies

Within the field of second language learning and teaching over the last few decades, an increasing and significant shift has taken place, focusing on learners and learning rather than teachers and teaching (Lessard-Clouston, 1997).

These studies -focused on learning strategies- have been inspired by two closely interrelated disciplines: cognitive psychology and second language acquisition. As, Wenden (1987, in Kudo, 1999:1) states, “Research on learner strategies in the domain of second language learning may be viewed as a part of the general area of research on mental process and structures that constitutes the field of cognitive science”.

Chamot (2004) defines learning strategies as “...conscious thoughts and actions that learners take in order to achieve a learning goal” (p. 1). In an early definition, Weinstein and Mayer (1986 in Lessard- Clouston, 1997:2) describe learning strategy as “behaviours and thoughts that a learner engages in during learning”. As Lessard – Clouston mentioned, learning strategies are involved in all learning regardless of the content and context. (1997). Thus, learning strategies are used in learning and teaching history, science, math, languages, etc. both in classroom settings and more informal learning environment.

2.3.1. Language Learning Strategies

In second language education, a number of definitions of language learning strategies have been used by key figures of the field.

Chamot claims that language learning strategies are identified through self-report. He says self-report may be inaccurate in a situation that the learner does not report truthfully, but it is still the only way to understand learner’s mental processing (2004, p.2). Grenfel and Harris (1999 in Lessard-Clouston 1997, p.2) define language learning strategies as special thoughts or actions that learners use to help them comprehend, learn, or retain new information. Finally another key figure, Oxford (1990) gives a detailed definition:

...language learners strategies...specific actions, behaviours, steps, or techniques that students often intentionally use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval or, use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (p.2).

Considering the given definition it is clearly seen that there is a shift emphasizing on the processes and characters of language learning strategies rather than products of linguistic and sociolinguistic competence (Lessard- Clousten, 1997). Inline with this change, explicit teaching of learning strategies became a part of the curriculum in EFL classes.

Both Kudo (1999) and Lessard-Clusten (1997) complain about the different terminology of the field. Some of the researchers use the term “learner strategies”, other prefers “learning strategies” or “language learning strategies” in the literature. Indeed, there are a number of main characteristics. In the generally accepted view of language learning strategies, Lessard-Clousten classifies these features as:

- Language learning strategies are learner-centred; they are steps taken by language learners.
- Language learner strategies improve language learning and language competence, as reflected in the learner’s skills of L2 or FL.
- Language learning strategies maybe visible (behaviours, steps, techniques, etc.) or invisible (thoughts, mental processes).
- Language learning strategies include information and memory (vocabulary, knowledge, grammatical rules, etc., (1997).

Analysing the literature, we can come up with various aspects of language learning strategies. One of the main figures of this field, Oxford, summarizes the features of language learning strategies as below.

- Contribute to the main goal, communicative competence.
- Allow learners to become more self-directed.
- Expand the role teachers.

- Are problem-oriented.
- Are specific actions taken by the learner.
- Involve many aspects of the learner, not just the cognitive.
- Support learning both directly and indirectly.
- Are not always observable.
- Are often conscious.
- Can be taught.
- Are flexible.
- Are influenced by a variety of factors. (1990, in Kudo, 1999).

Despite being commonly accepted there are some critics about Oxford's point of view. Kudo stresses that Oxford did not include consciousness in her definition, although she reported that, strategies are often consciously employed (1999).

Classification of the language learning strategies is another issue which has been discussed in this field for the last two decades. Many scholars tried to develop a classification schema for language learning strategies. Most of the attempts more or less involve the close categorization of language learning strategies.

Oxford seems the aim of language learning strategies being focused on the developments of communicative competence (Hismanoğlu, 2000). Oxford (1990) divided language learning strategies into two main groups;

- Direct Strategies: memory, cognitive, compensation.
- Indirect Strategies: metacognitive, affective, social

The direct class is consists of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.

Indirect strategies are made up of metacognitive strategies for coordinating the learning progress, affective strategies for regulating emotions, and social strategies for learning with others.

Traditional teachers might have been the ones to correct learner errors and tell the learner exactly what to do when. Now, teachers' functions become somewhat less directive and more facilitating and learners do more of the learning for themselves.

2.3.1.1. Direct Language Learning Strategies

Language learning strategies that directly involve the target language are called direct strategies which are divided as memory, cognitive and compensation strategies.

A. Memory Strategies: Memory strategies help students to store and retrieve new information as grouping or using imagery. These strategies are sometimes called mnemonics and have been used for thousands of years. People use memory strategies to remember practical information about farming, weather, or when they were born before literacy become widespread.

Memory strategies reflect very simple principles which involve meaning. These are arranging things in order making associations, and reviewing. For the purpose of learning a language, the arrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance.

Thus, memory strategies help learners to cope with the difficulty of vocabulary learning. They enable learners to store verbal material and then retrieve when needed for communication.

In language learning, it is possible to give verbal labels to pictures, or to create visual images of words or phrases. This is pairing different types of materials. While many language learners benefit from visual imagery, others have aural (sound-oriented), kinesthetic (motion-oriented), or tactile (touch-oriented) learning style preferences and therefore benefit from linking verbal material with sound, motion, or touch. Oxford (1990, p.39) presents the strategies in the following diagram

Table 1: Memory Strategies

A. Creating Mental Images
1. Grouping
2. Associating/elaborating
3. Placing new words into a context
B. Applying Images and Sounds
1. Using imagery
2. Semantic mapping
3. Using key words
4. Representing sounds in memory
C. Reviewing Well
1. Structured reviewing
D. Employing Action
1. Using physical response or sensation
2. Using mechanical techniques

B. Cognitive Strategies: Cognitive strategies are essential in learning a new language. The function of these strategies is manipulation or transformation of the target language by the learner. The four sets of cognitive strategies are; practicing and sending messages, analyzing and reasoning, and creating structure for input and output.

Depending on the difficulty of the language and other factors, more practice is needed to reach acceptable proficiency, a goal which requires hundreds or even thousands of hours of practice during class. So, cognitive strategies are practical for language learning, because they enable learners to understand and produce new language by many different means, such as summarizing or reasoning deductively.

Table 2: Cognitive Strategies

A. Practicing
1. Repeating
2. Formally Practicing with sounds and writing systems
3. Recognizing and using Formulas and patterns
4. Recombining
5. Practicing naturalistically
B. Receiving and sending messages
1. Getting the idea quickly
2. Using the sources for receiving and sending messages
C. Analyzing and reasoning
1. Reasoning deductively
2. Analyzing expressions
3. Analyzing contrastively
4. Translating
5. Transferring
D. Creating structure for input and output
1. Taking notes
2. Summarizing
3. Highlighting

(Oxford, 1990: 44)

C. Compensation Strategies: Despite limitations in knowledge, compensation strategies enable learners to use the new language for either comprehension or production. Many compensation strategies for production are used to compensate for a lack of appropriate vocabulary, but these strategies can also be used to make up for a lack of grammatical knowledge. For instance, if learners do not know how to express the subjunctive form of a verb, they might use a different form to get the message across.

Table 3: Compensation Strategies

A. Guessing Intelligently
1. using linguistic clues
2. using other clues
B. Overcoming Limitations
1. switching to the mother tongue
2. getting help
3. using mime or gesture
4. communication partially or totally
5. selecting the topic
6. adjusting or approximately the message
7. coining words
8. using a circumlocution or synonym

(Oxford 1990, p.48)

2.3.1.2. Indirect Language Learning Strategies

Indirect strategies are divided into metacognitive, affective, and social strategies. Metacognitive strategies allow learners to control their own cognition. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. These are all indirect strategies which support and manage language learning without directly involving the target language.

A. Metacognitive Strategies: Metacognitive strategies are activities which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too many novelties such as unfamiliar vocabulary, confusing rules, different writing systems, and seeming inexplicable social customs, and non-traditional instructional approaches. Will all this novelty, many learners lose their focus, which can be regained by the conscious use of

metacognitive strategies such as paying attention and over viewing/linking with already familiar material.

Other metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language leaning in an efficient and effective way. The metacognitive strategy of seeking practice opportunities as possible, make the learners to take responsibility to seek as many practice opportunities as possible, usually outside the classroom.

Oxford (1990) asserts that sometimes language learners have problems in realistically monitoring their errors, so these problems can be ameliorated by using the metacognitive strategies for self-monitoring and self-evaluating.

Table 4: Metacognitive Strategies

A. Centring your learning
1. Overviewing and linking with already known material
2. Paying attention
3. Delaying speech production of focus on listening
B. Arranging and planning your learning
1. Finding out about language learning
2. Organising
3. Setting goals and objectives
4. Identifying he purpose of a language task
5. Planning for a language task
6. Seeking practice opportunities
C. Evaluating Your Learning
1. Self-monitoring
2. Self-evaluating

(Oxford 1990, p.46)

B. Affective Strategies: The term ‘affective’ refers to emotions, attitudes, motivations, and values, language learners can gain control over these factors through affective strategies.

The affective side of the learner is probably one of the very biggest influences on language learning success or failure. “Good language learners are often those who know how to control their emotions and attitudes about learning” (Oxford, 1990, p.140). Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language far more effective and enjoyable. Teachers can exert a tremendous influence over the emotional atmosphere of the classroom.

Just as attitudes affect, attitudes and motivation work together to influence language performance itself. Self-encouragement strategies are powerful ways to improve attitudes and, thus, motivation.

Oxford (1990) says that a certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks language learning. Anxiety-reducing strategies like laughter and deep-breathing are therefore necessary. Self-encouragement via positive statements can change one’s feeling and attitudes and can indirectly reduce performance anxiety, including the tensions which surrounds test taking. Listening to bodily signals is an especially helpful strategy for discovering and controlling anxiety.

Oxford (1990) states that learners who are moderately tolerant of ambiguity are tent to be open-minded in dealing with confusing facts and events, which are part of learning a new language. In contrast, low ambiguity-tolerant learners, wanting to categorise too soon, have a hard time dealing with unclear facts and events

Table 5: Affective Strategies

A. Lowering your Anxiety
1. Using progressive relaxation, deep breathing, or mediation
2. Using music
3. Using laughter
B. Encouraging yourself
1. Making positive statements
2. Taking risks wisely
3. Rewarding yourself
C. Taking your Emotional temperature
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. discussing your feeling with someone else

(Oxford 1990, p.141)

C. Social Strategies: Language is a form of social behaviour; it is communication, and communication occurs between and among people. There are three sets of social strategies: asking questions, cooperating with others, and emphasizing with others.

Asking questions help learners get closer to the intended meaning and thus aids their understanding. One social strategy concerns asking questions for clarification (when something is not understood) or verification (when the learners want to check whether something is correct). A related social strategy involves asking for correction, which is especially useful in the classroom.

Cooperating with peers and with more proficient users of the target language is imperative for language learners (Oxford 1990). Because cooperating, implies the absences of competition, and the presence of group spirit.

In the area of language learning, as Oxford (1990) states, cooperative strategies have provided the following benefits: better student and teacher satisfaction, stronger

language learning motivation, more language practice opportunities, more feedback about language errors, and greater use of different language functions.

Oxford (1990) claims that social strategies can help all learners increase their ability o emphasize by developing cultural understanding and becoming aware of others' thoughts and feelings.

Table 6: Social Strategies

A. Asking question
1. Asking for clarification or verification
2. Asking for correction
B. Cooperating with others
1. Cooperating with peers
2. Cooperating with proficient users of the new language
C. Emphasizing with others
1. Developing cultural understanding
2. Becoming aware of others' thoughts and feelings.

(Oxford, 1990, p. 145)

Inline with Oxford's ideas, the following section reviews the vocabulary learning strategies.

2.3.2. Vocabulary Learning Strategies

In second language teaching and learning area we can define vocabulary as one of the main branch of the tree. Researchers and educators frequently stress the importance of vocabulary in learning and teaching process. However, the second language learners are usually frustrated because of the heavy vocabulary load they have to learn. Therefore studies on vocabulary focus their attention on the ways of understanding and managing this difficult process.

As it is mentioned above language learning strategies has become popular in last twenty years. Researchers conducted a number of study and developed classification

schemes in the field (Rubin, 1987; Cohen, 1990; Wenden, 1991). The proponents of the learning vocabulary through strategies believe that students should have many strategies at their disposal to use in accordance with their learning styles and the requirement of the situation they are in, so they can improve their vocabulary knowledge outside the class efficiency (Schmitt, 2000). Indeed, the interest in vocabulary learning strategies goes hand in hand with the interest in a learner-centred approach, since the underlying idea behind strategy training is to create independent learners.

According to Rubin (1987) a strategy needs to:

- Involve choice, that is, there are several strategies to choose from,
- Be complex, that is, there are several steps to learn,
- Require knowledge and benefit from training,
- Increase the efficiency of vocabulary learning and vocabulary use.

As Rubin (1987) defines vocabulary learning strategy is a process by which information is obtained, stored, retrieved, and used.

Individual vocabulary learning strategies have been searched in this field but only Stoffer (1995), and Schmitt (1997) have developed a categorization scheme as a whole (in Kudo, 1999)

First, Stoffer (1995), developed a questionnaire which includes 53 items designed to measure specifically vocabulary learning strategies, and administered this Vocabulary Learning Strategy Inventory (VOLSI) and as Kudo 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)

After Stoffer , Schmitt (1997) proposed his own taxonomy of vocabulary learning strategies. His classification is different from Stoffer's and it is partly based on the Oxford's (1990 in Kudo, 1999, p.6) classification scheme. He distinguished the strategies which learners use to determine the definition of unknown words when they first meet them, from the ones they use to reinforce meanings when they meet the words again (Kudo, 1999, p.6)

Table 7: Schitt's Taxonomy of Vocabulary Learning

Dimension	Discovery	Consolidation
Determination	Analyse part-of-speech Analyse affixes, roots Check for L1 cognate Guess from context Consult dictionary Use word lists	
Social	Ask teacher Ask classmates Group works	Group study Teacher checks word lists Interact with L1 speakers
Memory		Imagine of word meaning
		Connect to related words Group words together Study word sound/spelling Keyword method Use physical action Use cognates Paraphrase word meaning Underline initial letter
Cognitive		Verbal/written repetition Note-taking Put L2 labels on objects
Metacognitive		Use L2 media Test yourself Continue study over time Skip/pass new word

2.3.2.1. Types of Vocabulary Learning Strategies

It is, with no doubt, accepted that learning strategy is an individual issue and individuality means difference. So the studies on this subject should take individual differences into account. Gu (2003) states that the strategies a learner uses and the effectiveness of these strategies, besides other factors - task, context, - depend on the

learner him/herself (p.2). Every individual has his/her own learning style. So learners should be aware of different learning strategies and be able to choose best for him/her.

Mnemonic Strategies: "Mnemonic" means "aiding memory." It is often named as "memory trick," mnemonics work by developing a retrieval plan during encoding so that a word can be recalled through verbal and visual clues. As it is declared by Oxford above, mnemonics help learners because they aid the integration of new material into existing cognitive structures and because they provide retrieval clues. Learners need to experiment with different kinds of mnemonic techniques to see which ones work best for them. (in [http:// publich.asu.edu/~ickpl/learningvocab.htm](http://publich.asu.edu/~ickpl/learningvocab.htm))

1. Linguistic Mnemonics

- **The Peg Method:** This method allows unrelated items, such as words in a word list, to be recalled by linking them with a set of memorized "pegs" or "hooks." Learners associate words to be memorized with these "pegs" to form composite images.
- **The Keyword Method:** It calls for the establishment of an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar. For instance, the German word Ei "egg" can be learned by first establishing an acoustic link with the English word eye and then conjuring up an interactive image of an egg with an eye in the middle of it. Similarly, the Spanish word pan "bread" can be learned by imagining a loaf of bread in a pan.

2. Spatial Mnemonics

- **The Loci Method:** To use this ancient technique, one imagines a familiar location, such as a room. Then one mentally places the first item to be remembered in the first location, the second item in the second location, and so forth. To recall the items, one takes an imaginary walk along the landmarks in the room and retrieves the items that were "put" there.

- **Spatial Grouping:** In this technique we rearrange words on a page to form different kinds of patterns such as triangles, squares, columns, and so on. By this way it helps to remember the items.
- **The Finger Method:** In this technique we associate each item to be learned with a finger.

3. Visual Mnemonics

- **Pictures:** In this technique we pair pictures with words we need to learn. Studies have shown that this is an effective and efficient way to memorize vocabulary.
- **Visualization:** In this technique instead of using real pictures, we visualize a word we need to remember. Since this technique constitutes our research hypothesis it needs to be clarified in details.

This is much more effective than merely repeating the word. It is also named visual imagery (Delette, 1997), or induced imagery (Muller, 2000) It is defined by Bernhardt (1997) in the following quote

.is a strategy in which the learner creates an image that represents the definition of the word and associates this image whenever the word is encountered, image should be personalized so that it reflects an image in the person's mind (p.45).

Muller (2000) defines induced imagery as “creating pictures in mind”. Teachers often make extensive use of visual images in young learners’ classrooms for illustrating meaning. Segal (1971) states that imagery helps understanding and retrieving the lexicons. Gairnd and Redman (1986), state that our memory for visual images is extremely reliable and there is a little doubt that creating pictures in mind facilitate memory. Equally obvious that it is much easier to bring up mental image of a concrete item than an abstract one.

4. Physical.Mnemonics

Physically enacting the information in a word or a sentence results in better recall than simple repetition. Several teaching techniques are based on physical re-

enactment such as the Total Physical Response, use of melodrama, and the Silent Way. It is a common way of teaching vocabulary to young learners.

5. Grouping

It is well known in psychology that if the material to be memorized is organized in some fashion, learners can use this organization to their benefit. Group the words you need to remember by colour, size, function, likes/dislikes, good/bad, or any other feature that makes sense to you.

6. Elaborating

Using this technique we relate new words to others. For example, if we need to remember the foreign language word for cat, we can think of word for dog. Alternatively, we can think of the super ordinate term animal.

7. The Narrative Chain

It is simply linking words in a list together into a sentence or a story. By using the words and associating them with each other you create a firmer connection between the new words and those already stored in your memory.

8. Semantic Mapping

In this technique we arrange the words into a diagram with a key word at the top and related words as branches linked to the key word and to each other. We can practice this technique in a group.

9. Self-Assessment

Practicing retrieval can improve long-term recall. In addition, we can find out what percentage of the material we retained with our study method and timing. If we are not satisfied with the results, we can try new techniques and/or spend more time on task.

10. Personalization

No two people in the world have the same vocabulary because everybody has different interests and experiences. In addition to the vocabulary contained in our learning materials, we should make an effort to learn words in the foreign language that reflect our own interests and expertise.

Since we need to learn many thousands of words to become a competent speaker of the language we are studying, it is a good idea to develop a plan for learning new words every day besides those included in our lessons. If we are a beginner, set up a schedule for learning numbers one day, colours the other, foods the third, and so on. We can also supplement the vocabulary in our textbook. For instance, if it gives the word for cold, learn the word for hot as well.

11. Review

Even though our self-test revealed perfect recall, chances are that by the next day we will have forgotten part of the material. Unlike computers, human beings tend to forget over time. Therefore, one of the keys to successful language study is regular reviewing of previously learned material.

12. Spaced Practice

Spaced practice leads to better long-term recall. Long periods of study are less helpful for long-term retention to foreign language learners than shorter but more frequent study periods.

13. Real-Life Practice

When material learned in one context is retrieved in another, memory performance tends to suffer. Military training, therefore, always includes practice under conditions that simulate those in the battle field. Language skills learned in the highly familiar and safe cocoon of the classroom tend to disintegrate in the more stressful real-life communication conditions. Participation in real-life communicative situations during language training is a must. We should seek out as many opportunities for real-

life practice as we can possibly find. We should try to use the material we have learned in real-life situations.

2.4. Teaching English to Young Learners

Last decade has seen a revival of interests in the teaching of English to young learners. One reason for this has been the introduction of EFL teaching in primary schools in a number of European countries as well as in Turkey. But it is also a worldwide phenomenon.

One of the frequent arguments on this subject is whether young learners learn language better or more efficient than elder children or adults or in other words does the nature of second language acquisition change 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). It has long been hypothesized. The Critical Period Hypothesis is the name given to this idea. The idea that young children can learn a second language particularly effectively before puberty is often used to support the early introduction of foreign language teaching (Mayo& Lecumberri 2003). The reason they demand on that young learner brain is still able to use the mechanism that assisted first language acquisition (Cameron 2001).

In contrast to the experimental studies offering support for the Critical Period Hypothesis, some studies (Lightbown and Spada 1999 cited in Cameron 2001) presents proof that there is no such cut-of point for language learning.

With a different point of view, Rixon (1999) criticizes these discussions and states that age is not a concept that can ever apply in a vacuum. She claims that it is better to think in terms of optimal conditions, which may involve age as one factor, but must also involve the settings in which the learner find themselves, the role of the new language in the society as a whole, the quality and the quantity of input to which they are exposed and the opportunities that are available for the learners to make real use of the language they are learning.

Cameron, arguing the advantages and disadvantages of teaching English to young learners, asks the major question, which determines the teachers' plans. The

question is, “What is different about teaching foreign language to children, in contrast to teaching adults or adolescents?”(2001, p.1)

According to Cameron (2001) some differences are very clear; young learners are lively as learners, they have the aim of pleasing the teacher. 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. On the contrary, young learners lose interest more quickly, and they are not able to keep themselves motivated on the tasks they find difficult. Yet, Cameron (2001) stresses that these are generalizations depend on every individual, and needs to unpack.

As Superfine & James (2003) state, young learners are just beginning their schooling, so that the teachers have a major opportunity to mould their expectation of life in school. 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 school. They tend to be keen and enthusiastic learners, without the inhibitions which elder children sometimes bring to their schooling. Their learning can be closely linked with their development of ideas, concepts, because it is too 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, better.

The EFL/ESL teachers can get a lot of feedback on what interests the young learners, what kind of activities they like to learn by, and their linguistic problems and gaps. In a child-centred curriculum and methodology the young learners’ needs and interests are paramount. The education of the young learners should involve their physical, emotional and intellectual growth.

According to recent aims learner-centred teaching, which place the child at the centre of the teacher thinking and curriculum planning, is neglected. While defining this as a great development rather than placing subject or the curriculum at the centre, Cameron (2001) did not find it sufficient. Instead of learner-centred perspective, Cameron sees the knowledge about children’s learning as central to effective teaching, and she defines this approach as learning-centred perspective. Cameron reports

classrooms organized as learners centred, where learners enjoy themselves on intellectually undemanding tasks, but fail to learn as much as they might.

The term young learner refers an age range starting from 5 to 10 years old. Considering the improvement in cognitive level it is clear that five years of child and nine years of child have different linguistic capacities.

In order to organize suitable activities for our students we have to be aware of their capacities. As Harmer (2001) states that, age of our students is a main factor in our decisions about how and what to teach. Scott and Ytreberg (1997) classify young learners' characteristics into two major groups, considering their ages; five to seven and eight to ten years old. Our case study deals with the latter group of young learners. The children of this age range are relatively mature children, and they have both adult and child characteristics. They do not come to the language classrooms empty-handed. Halliwell (1992) says that they bring with them an already well-established set of instincts, skills and characteristic, which will help them to learn another language. Scott and Ytreberg (1997) list the characteristics as following.

- Their key concepts are formed. They have very decided views of the world.
- They are aware of the difference between fact and fiction.
- They always ask questions.
- They are able to decide about their own learning.
- They have certain preferences about what they like and what they don't like doing.
- They have a developed objectivity about what happens around and begin to criticize teacher's decisions.

Children of this age range have a language with all the key elements. They are capable users of their first language and by this way they know the main syntactic rules of their first language (Scott and Ytreberg 1997).

They can:

- Understand abstracts
- Understand symbols (beginning with words)
- Generalise systematise.

If we learn a foreign language, we usually have a long-term planned goal, such as wanting to get a job or wanting to study further in the country of the language. These are purposes and they increase our willingness to spend hours on studying language. Young learners, on the contrary, can not control their lives and do not have a specific obligation or need for learning a foreign language. Their different characteristics make them different from adolescents in learning and understanding something new. Brewster, Ellis and Girard (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

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. So they should be given the opportunity to use a wide range of language by the teachers who must include a variety of tasks types based on games, songs, stories, and collaborative problem solving or information gap activities. Therefore, the teacher is the one who creates learning environment where intake is more likely.

Campbell and Kyyszewska (1992) define a teacher as an active participant in the group in which he/she takes part in the activities, contributes ideas and opinions or relates personal experiences. The teacher is also a helper and resource, answering the children's requests for enhancing students' linguistic competence. One of the

techniques that help the teacher in this process is storytelling. The next part deals with storytelling technique in details.

2.5. Storytelling

There is a Siberian proverb that states, “If you do not know the trees you will get lost in the forest, but if you don’t know the stories you will get lost in life.”

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. Delett (1997) defines as, “Storytelling is the oral interpretation of a story, during which the storyteller invites the listeners to create meaning through conversation and imagination.” Paran and Watts (2003, p.7) say that stories are descriptions of dramatic events in fiction or in fact. Roney (1996) gives a more detailed definition,

...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.(p.2)

Muller (2000) tells story telling 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.”

The education value of storytelling has always been undoubted throughout the world. In English language teaching field, for primary teachers, initially or in-service, storytelling usually features as one technique or strategy amongst many other (Morgan & Rinvoluceri, 1983). Storytelling is accepted as vehicle for expanding children’s listening, speaking (retelling), and writing skills and surely enhances vocabulary knowledge. It is a system which improves the language competency as a whole. Palmer with a constructivist aspect summarizes the effects of storytelling as in the following:

...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 (2001)

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. Brewster, Ellis and Girard (2002), claims that stories can offer an ideal beginning to the foreign languages as it is presented in a context that is familiar to children. They summarize further reasons why teachers use stories in classroom settings:

- 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.

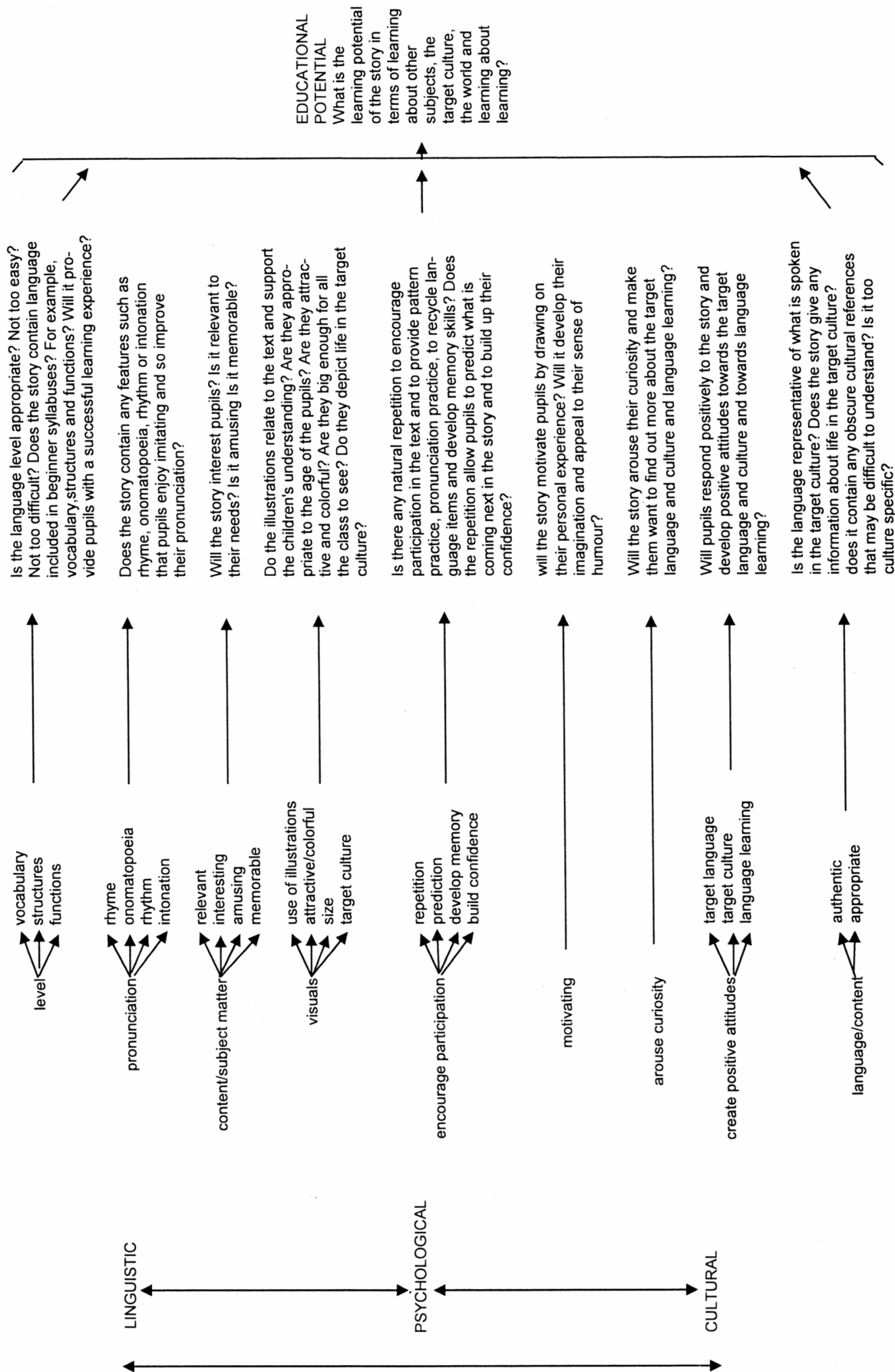
In addition to these benefits story telling offers teachers a natural environment and atmosphere for teaching strategies to their students. Roney (1996. p, 4) says,

“Employing storytelling in the classroom on a regular basis is a sound teaching/learning strategy because as an art form and means of communication, it builds on children’s preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competences.”

In a classroom atmosphere the teacher as storyteller rely on students’ background knowledge to practice and comprehend. They can ask students to visualize or imagine the setting, events, or the meanings of the words used in the story. They will create their personal images in their mind related to their experiences and relied to their background information. By this way it will be easier for students to recall the information.

While implementing storytelling activities in classroom settings, selecting suitable stories in an important issue to be considered. There are some criteria for selecting stories. First of all, care should be taken to choose authentic stories those are accessible, beneficial and relevant for children learning EFL. Many companies publish simplified storybooks especially for young English language learners. But Ellis and Brewster (1991) advice the authentic stories which are written for English-speaking children. Because they are also appropriate for those who are learning English. The reason of advising these stories is that they offer examples of ‘real’ language and help to bring the real world to the classroom. Also the linguistic level of the story, the length of the story, the amount of repetition, and the use of illustrations, and layout should be considered by the teacher (Brewster, Ellis and Girard, 2002). Oxford (in Brewster, Ellis and Girard 2002, p.62) explains the criteria for selecting stories on the basis of three aspects as illustrated below

Table 8: Criteria for Selecting Stories



Telling stories requires great skills for the storytellers. The challenge of any storyteller is to obtain the listener's interest and attention. Telling a story reveals a person's personality. Some people are already skilful about telling stories. As Brewster, Ellis and Girard (2002) says, storytelling skills can be improved by practicing and becoming aware of the techniques those are used to bring a story alive. There are advantages and disadvantages of both reading a story aloud and telling a story. Indeed they are closely interrelated. The advantage of reading a story is that everything is provided. There is no risk of troubling with the plot or the sentences. The storyteller uses the written form as a guide. After reading and using the stories the storyteller will be able to remember it by heart. Telling story will bring better relation with the listeners. The eye contact is very important for young learner to keep them in the activity. It will provide a better interaction between the teacher and students and let the process to be in a natural way. According to Wright (1995), it is often easier to understand the story when it is told instead of read. The teacher can respond to students' lack of comprehension, their enjoyment. While telling the story the teacher can use the body language more effectively to foster the meaning.

Since being a very complex activity, while implementing storytelling in classroom the teacher have to deal with a number of variables by using some techniques. Brewster, Ellis and Girard (2002) describe the techniques which could be used by the teachers to provide further support for students' understanding:

- If the students are not familiar to storytelling activities, start with short stories which do not challenge their concentration span.
- 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.

Considering the information above, using storytelling activities with young learners offers many opportunities for teaching and learning in ELT classes.

2.6. Storytelling and Vocabulary Learning

Implementing storytelling activities to facilitate vocabulary learning and retention, in classroom settings is the main concern of our case study. Learning and recalling vocabulary items have always been problematic especially for young learners in teaching and learning process. For that reason utilizing the vocabulary learning strategies, we aim at making the students use visual imagery mnemonic device by implementing storytelling activities in classroom settings to foster the success of vocabulary learning and retrieving.

It is commonly accepted that there is a lot to be learnt a word and that children's capacities for learning changes as they get older. Cameron (2001) states, that 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.

Hatch and Brown (1995, cited in Cameron 2001, p.84), divide vocabulary learning into five steps as below:

- Having sources for encountering new words;
- Getting a clear image, where visual or auditory or both, for the forms of new words;
- Learning the meaning of the words;
- Making a strong memory connection between the forms and meaning of the words;
- Using the words.

Skimming the five steps, we can clearly see that each step is something that needs to happen again and again. By this way, something new is learnt or remembered. Nation (1990) suggests that a new word needs to be met at least five or six times in order to be learnt. At this point it is needed to remind the repetition and recycling features of storytelling activities and its crucial role in teaching and learning vocabulary. As it is desired, storytelling activities has a regular repetition style while presentation of the story, retelling the story, and in all kinds of storytelling activities. Cameron emphasizes the importance of repetition with a definite sentence as “recycling makes recall more probable” (2001, p. 84).

Nation (1990, p.51) listed fundamental techniques by which teachers can explain the meanings of new words, all of which can be used in young learner classrooms:

By demonstration or pictures

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

The list settled above seems to tell storyteller actions during a presentation. The parallelism of the actions could be seen clearly that we use objects, pictures, gestures, performing actions, photographs, drawings while doing storytelling. We also put the new word in a meaningful context by the storytelling activities. All the items above require the learner to do some mental work in constructing a meaning for the vocabulary item. Storytelling is unique in terms of involving many kinds of techniques used for vocabulary learning and retention. By this features it could be defined as an excellent teaching tool for young learners.

As it was presented in section 2.3.2., visual imagery technique is a common way in which meaning of new items is conveyed in a normal teaching situation (Paivio (1971). O'Malley and Chamot (1990) state that, visual imagery is used to understand

and remember a verbal information. Especially in young learners classrooms the teachers commonly use this technique in order to make the lesson more colourful and entertaining for the young learners. The vocabulary learning strategy, imagery, involves all the visual items mentioned above and more than them. The term *imagery* is commonly used interchangeably with *visual imagery* in the literature. So storytelling technique, in its nature, involves this strategy. By using storytelling technique the teachers not only utilize those techniques explained above for vocabulary learning and retention, but also they led the students to use imagery vocabulary learning strategy unconsciously. As researcher we claim that by using storytelling technique in classrooms we could double the impacts of vocabulary teaching and learning with vocabulary learning strategies. By creating images in their mental process during storytelling activities, the students make their learning easier and retrieval. Gairns and Redman (1986) see the usage of visual images in classroom for illustrating meaning as an advantage. They use the term ‘with a little doubt’ about the contribution of visual images facilitating the memory and recalling.

There is some evidence that children learn vocabulary from stories through listening. 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. A number of scholars such as Sun, Y. (2004), McGrath, K Deborah, T. & Ruth, K. (2004), Alterio, M. (n.d.), Isbell, R. Sobal, J. Lindauer, L. Lowrance A. (n.d.), Gallets, M. (2005), Mason (2005), Brett, Rothlein, Hurley (1996) conducted studies and their findings supported the benefits of storytelling activities.

Apart from the technical dimensions of the usefulness of storytelling activities for learning and retrieving the vocabulary items, as it was mentioned so many times through study it is definitely an enjoyable teaching tool. Phillips (1993, p.8) clearly says that “if an activity is enjoyable than it is memorable”. In this case the students will have a sense of achievement which will develop motivation for further learning. We have already discussed the role of enjoyment in young learners’ motivation and interest.

Taylor (1990) says that this cyclical process generates a positive attitude towards learning English. All we know that this is perhaps one of the most valuable things that primary teachers can transmit to students.

Considering its properties storytelling activities involving mnemonic devices, is a useful teaching and learning tool. So, this case study implements storytelling activities and expect valuable contributions to vocabulary learning process and retention of young learners in EFL classes.

CHAPTER III

METHODOLOGY

3.1. Introduction

The present study has been designed according to the case study method. As it is stated, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case (http://en.wikipedia.org/wiki/Case_study). As Stake (1995) says that a case study is expected to find out the complexity of a single case.

Stake claims that we use case study, when it itself is a very special interest (1995). We study a case when we look for the detail of interaction with its context. Case studies provide a systematic way of looking at events, collecting data, analyzing the data, and discussing the results. By this way the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. In case studies generalization could be possible when based on several studies of the same phenomenon.

With regards to the nature of case study method, in this study we specifically wished to examine whether storytelling technique involving mnemonic vocabulary learning strategy help students to enhance their vocabulary knowledge and help to retrieve when needed. To this end, we have integrated storytelling activities to the curriculum using authentic and realistic situations. In this case study, we aimed at finding the answers to the questions:

- What are the attitudes of young learners towards vocabulary learning?
- Does teaching of visual imagery mnemonic vocabulary learning strategy using storytelling technique enhance students' vocabulary knowledge?
- Does teaching of visual imagery mnemonic vocabulary learning strategy using storytelling technique help students to retrieve the vocabularies learned when needed?

- Does teaching of visual imagery mnemonic vocabulary learning strategy using storytelling technique contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning?

In order to find answers to the questions above, our case study has focused on teaching vocabulary to the 5th grade primary school students at Mehmet Adil İkiz School in Yüreğir Adana.

In this chapter context of the study, description of the participants, instruments for data collection, description of storytelling activities and the procedure followed will be presented.

3.2. Context of the Study

As we mentioned above our study took place at Mehmet Adil İkiz School, a public school located in Yüreğir/Adana. The students who are enrolled at this school live in the neighbourhood and their economic and social standards are more or less the same. The school is located in slums of the city but it is an old school which has a stable regularity. Physical and technical conditions of the school could be defined as poor because of the lack of technological equipments.

The students are offered four hours of English classes at both fourth and fifth grades. Two hours of the English classes are compulsory and two hours are elective according to the English program planned by Ministry of Education. Students who completed the fifth grade of primary school period are expected to have the following linguistic competence levels (MEB 2006, p. 89). Students will

- give a very basic range of simple expressions about personal details and needs of a concrete type.
- have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

- pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- spell his/her address, nationality and other personal details.
- establish basic social contact by using the simplest everyday polite forms of greetings and farewell; introductions; saying please, thank you, sorry, etc..

According to the American council (2004) on the teaching of foreign language proficiency guidelines the proficiency level of the participants could be named as *novice high* which means to be able to understand short, learned utterances and some sentence-length utterances, particularly where contexts strongly supports understanding and speech is clearly audible. The participants can comprehend words and phrases from simple questions, statements, high-frequency-commands. The listening skill of the students requires repetition, rephrasing and/or a slowed rate of speech for comprehension. The participants are able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally they can expand these through simple combinations of their elements. They can ask questions and make statements involving learned material. The speech of the participants continues to consist of learned utterances rather than of personalized situational adapted ones. Vocabulary centres on areas such as basic objects, places, and most common kinship terms. Pronunciation of the participants is still influenced by their first language. They have sufficient control of the writing system to understand written language. The students are able to write simple fixed expression and limited materials. They can supply information on simple forms and documents. They can write their names, numbers, dates, their nationality and other kinds of simple autobiographical information as well as some simple short phrases and lists (2004).

3.3. Participants

One fifth grade class, including 37 students, was selected from Mehmet Adil İkiz Primary School. As we mentioned above the school in our case study is a public school and it is in Adana/ Yüreğir. There are 20 male 17 female students in the class. The researcher, who had been teaching the school for five years, was their English teacher for both fourth and fifth grades. The class, teacher teaches, is an already existing group of students so no random selection or any other statistical sampling method has been implemented. All of the students participated in the study. They were 10-11 years old.

3.4. Data Sources

In this case study both qualitative and quantitative data sources were used. Quantitative data were collected by Attitude Questionnaire, Vocabulary Knowledge Scale, and Intrinsic Motivation Inventory. In order to obtain detailed information about students' opinions concerning the use of storytelling activities structured interviews were used. Table IX below depicts the research questions and relevant data collection methods.

Table 9: Research Questions and Data Sources

<i>Questions Guiding the Study</i>	<i>Methods and Sources of Data</i>
• What are the attitudes of young learners towards vocabulary learning?	Attitude questionnaire
• Does teaching of mnemonic strategy using storytelling technique enhance students' vocabulary knowledge?	Vocabulary Knowledge Scale
• Does teaching of mnemonic strategy using storytelling technique help students to retrieve the vocabularies learned when needed?	Vocabulary Knowledge Scale
• Does teaching of mnemonic strategy using storytelling technique contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning?	Interviews
	Intrinsic Motivation Inventory

3.4.1. Attitude Questionnaire

In our case study, we administered an attitude questionnaire to gather background information on participants' attitudes towards English language learning in general and vocabulary learning in particular. The questionnaire was applied before the implementation period.

Table 10: Attitude Questionnaire

TUTUM ÖLÇEĞİ		
1. İngilizce öğrenmeyi		
a. seviyorum	b. sevmiyorum	
2. İngilizceyi öğreniyorum çünkü		
a. seviyorum	b. mecburum	
3. İngilizce diğer dersler kadar		
a. önemli	b. önemsiz	
4. İngilizce öğrenirken en çok ne yapmakta zorlanıyorsun?		
a. okuma	b. yazma	c. kelime d. konuşma
5. Kelime öğrenmekte		
a. zorlanıyorum	b. zorlanmıyorum	
6. Öğrendiğim kelimeleri aklımda tutarken		
a. zorlanıyorum	b. zorlanmıyorum	
7. Kelime öğrenmek için ne yapıyorsun?		
a. kelimeyi yazıyorum	b. tekrar ediyorum	c. ezberliyorum

3.4.2. Vocabulary Knowledge Scale (VKS): Knowing the Meaning of the Vocabulary Item

The measures of foreign language vocabulary knowledge, VKS, developed by Paribakht and Wesche (1996) have been applied in our case study. The particular aim of the VKS is to construct a practical instrument for the studies searching for the initial recognition and the use of the words. Paribakht and Wesche's original instrument used a

self-report knowledge on vocabulary items and included performance items to elicit both perceived and demonstrated knowledge of specific vocabulary in written form. The scale ranges from indicating complete unfamiliarity through recognition of the vocabulary item, to an idea of the meaning indicating the ability to use the vocabulary item in a sentence with grammatical and semantic accuracy (see Table 11).

Table 11: The vocabulary knowledge scale

I:	I don't remember having seen this word before
II:	I have seen this word before but I don't know what it means
III:	I have seen this word before and I think it means _____ (synonym or translation)
IV:	I know this word. It means _____ (synonym or translation)
V:	I can use this word in a sentence. e.g.: _____ (if you do this section, please also do section IV)

Paribakht and Wesche's VKS is designed for adult language learners. Since this study is administered with young learners the original version is adapted for young learners. The original form of the scale had been adopted by taking the age and the cognitive level of the participants into consideration by Derin (2002). Derin designed the scale in several stages. First, taking into account the age and English level of participants, the instructions of the VKS were simplified and translated into the participant's first language. Secondly, the original five-point scale was reduced to a three-point scale to make the scale more comprehensible for the participants. By this way the participants could differentiate the points on the scale more easily and this may result in more objective and valid measure of the participants' knowledge of vocabulary items. Finally, a pilot study was conducted by Derin and some changes were applied taking into consideration the reaction and comments of the participants elicited during the piloting of the study (see table XI and XII).

Table 12: Adapted VKS

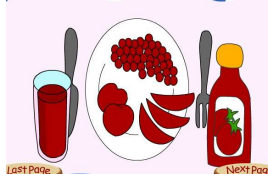
<u>English Version</u> a) I don't remember having seen this word before b) I have seen this word before but I don't its meaning. c) I have seen this word before and I know its meaning. Please write the synonym or the Turkish translation of the word_____. (Please use the word in an English sentence._____.)

Table 13: Adapted VKS

<u>Turkish Version</u> a) Bu kelimeyi daha önce hiç görmedim. b) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum. c) Bu kelimeyi daha önce gördüm ve anlamını biliyorum. Lütfen bu kelimenin eş anlamlısını yada Türkçe karşılığını yazın _____.
--

As a further adaptation, the researcher added a final item to the scale considering the aims of case study. Since our case study deals with the visual imagery technique for vocabulary learning, multiple choices with pictures are included instead of asking Turkish translation of the vocabulary items (see in table 14).

Table 14: Adapted VKS

<u>Turkish Version</u>	
<u>“soup”</u>	
a) Bu kelimeyi daha önce hiç görmedim.	
b) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum	
c) Bu kelimeyi daha önce gördüm ve anlamını biliyorum.	
Bu kelimeyi anlatan doğru resmi seçin	
a) 	b) 
c) 	

3.4.3. Intrinsic Motivation Inventory

The Self Determination Theory has developed and improved over the past 30 years from psychological research done by Edward L. Deci, Richard M. Ryan, and their collaborators around the world (1982). As a part of this theory the Intrinsic Motivation Inventory (IMI) is a multidimensional measurement which assesses participants' subjective experience related to target activity. The instrument has a large scale on many categories. It assesses participants' interest /enjoyment, perceived competence, effort, felt pressure, tension, perceived choice, and value/usefulness attached while performing a given activity.

Considering the aim of our case study, the participants were asked to answer the questions of Intrinsic Motivation Inventory (IMI) to assess motivation interest, enjoyment, students feel while performing a given activity and the value and usefulness they attached to that particular activity throughout the procedure.

The questions were translated into participants' first language to make the scale more comprehensible and it was reviewed by a committee of three lecturers of ELT department at Çukurova University. Moreover, a pilot study was conducted and the scale was rephrased considering the feedback of the participants to prevent ambiguity for the items included in the scale.

Table 15: Adopted IMI

		I agree	I partly agree	I don't agree
1	I enjoyed doing this activity very much			
2	This activity was fun to do.			
3	I thought this was a boring activity.(R)			
4	This activity did not hold my attention at all. (R)			
5	I would describe this activity as very interesting.			
6	I think I am pretty good at this activity			
7	After working at this activity for a while, I felt pretty competent.			
8	I am satisfied with my performance at this task.			
9	This was an activity that I couldn't do very well. (R)			
10	I did not feel nervous at all while doing this.			
11	I felt very tense while doing this activity. (R)			
12	I was very relaxed in doing these.			
13	I did this activity because I had no choice.(R)			
14	I did this activity because I wanted to.			
15	I believe this activity could be of some value to me.			
16	I think that doing this activity is useful for vocabulary learning			
17	I think this is important to do because it can help me for learning vocabulary			

Table 16: Adopted IMI

		Katılıyorum	Kısmen katılıyorum	Katılmıyorum
1	Bu aktiviteyi yapmaktan çok zevk aldım.			
2	Bu aktivite çok eğlenceliydi.			
3	Bence bu aktivite çok sıkıcıydı			
4	Bu aktivite hiç ilgimi çekmedi.			
5	Bu aktiviteyi çok ilgi çekici olduğunu düşünüyorum			
6	Bu aktivitede başarılı olduğumu düşünüyorum			
7	Bu aktiviteyi yapmaya başladıktan sonra kendimi çok başarılı hissettim.			
8	Bu aktivitede gösterdiğim performanstan memnunum.			
9	Bu benim çok başaramadığım bir aktiviteydi.			
10	Bu aktiviteyi yaparken kendimi gergin hissetmedim.			
11	Bu aktiviteyi yaparken çok gerildim.			
12	Bu aktiviteyi yaparken çok rahattım.			
13	Bu aktiviteyi yaptım çünkü mecburdum.			
14	Bu aktiviteyi yaptım çünkü bunu yapmayı istedim.			
15	Bu aktivitenin benim için faydalı olduğunu düşünüyorum.			
16	Bence bu aktivite kelime öğrenmem için faydalıdır.			
17	Bence bu aktivite çok önemli çünkü kelime öğrenmem için çok faydalıdır.			

3.4.4. Interviews

As Ekmekçi stated an interview is conducted to gather personal opinions of the participants about the issue in concern (1999) and they are commonly used in case studies. Considering Ekmekçi's claims on interviews we have conducted structured interview to elicit participants' opinions about the activities implemented. The

researcher started interviewing the participants from second week of the study. She interviewed one randomly selected participant each week. The interviews were held in school library where the participants and the researcher could be alone. The process was in a close manner. The questions directed to the participants were open-ended questions searching about the storytelling activities. The interviews took approximately 6-8 minutes. The researcher noted the answers of the students on papers.

Table 17: Interview Questions

INTERVIEW 1) What are your ideas and feelings about the storytelling activities we have in classroom? 2) Do you think that the storytelling activities we have in classroom make learning English easier and more entertaining? 3) Do you think that the storytelling activities we have in classroom are beneficial for your vocabulary learning? 4) When you try to remember a vocabulary, do you think that the activities we have in classroom help you?

3.5. Description of Storytelling Activities

In this section we will describe the storytelling activities implemented to teach the target vocabulary items which were included in the curriculum throughout ten weeks. The spring term annual plans of curriculum published by the Turkish Ministry of Education were used as a frame work. Storytelling activities including mnemonic strategies were integrated to the lessons of fifth grade students. The storytelling activities implemented by the researcher were as follows:

Table 18: Activity Description 1

Week 1

Subject: The Enormous Turnip

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: help*, turnip, touch*, enormous, soup*, pull

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: The teacher brings the pictures of the story activities into class. In order to prepare students to the activity, she shows the pictures to the class and asks them to guess what may be the story is about, who are the main characters. Using the pictures the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “Enormous Turnip”, the teacher asked the students to participate to the actions during the presentation of the story such as “pulling the enormous turnip from the garden”. The teacher retells the story with the students together. She shows pictures of some scene from the story and asks to the students to retell the story. The students were asked some questions about the story such as “Why can’t the old man pull the turnip? Who helps them?” The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. Finally the teacher divides the class into four groups and, each group tells the given pictures of the story.

*curriculum vocabulary items

Table 19: Activity Description 2

Week 2

Subject: Fisherman Tim

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: boat*, row, fishing line, throw, fish*, chips*

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: The teacher does some warm-up activities by asking some questions about the storytelling activities they did last week. Then she presents the story to the students using the techniques explained before (see Activity 1). The story in its nature, led the teacher to use total physical response technique. The students participate the storytelling activity by doing the physical movements involved by the story such as “rowing, fishing, throwing”. Then the teacher retells the story with the students together. The teacher shows the picture of the scene and asks the students to tell what happens. After that the students were asked some comprehension questions about the story such as “What’s Tim’s job? Does he like fishing?” The teacher asks the students to do some exercises such as filling the blanks, putting the story paragraphs into order fostering the target vocabulary items. Finally the teacher divides the class into four groups, each group tells the given pictures of the story.

*curriculum vocabulary items

Table 20: Activity Description 3

Week 3

Subject: Giant and the Magic Beans

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

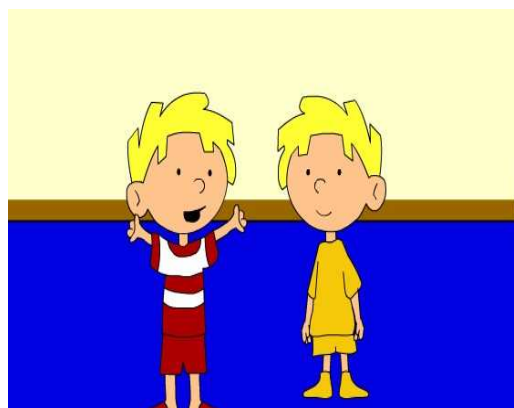
Vocabulary: grumpy, wizard, beans, rain*, carry*, climb*

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: The teacher starts the lesson by revising the previous story. She presents the Giant and the Magic Beans by using pictures and storytelling techniques explained before (see activity 1). In this story the teacher uses the facial expression commonly in order to give the meaning she intended to give. She draws pictures on the board when needed to make the story comprehensible. Then the teacher retells the story together with the students. The teacher shows the picture of the each scene and asks the students to tell what happens. The teacher asks questions about the story such as “Why is the giant grumpy? How does Jack help him?

Does he like children?” The teacher asks the students to do some exercises such as filling the blanks, putting the story paragraphs into order fostering the target vocabulary items. Finally the teacher asks the students to write their ideas about the characters of the story such as “Is the giant grumpy? How about the old wizard? How is Jack? Is he good?” Then the students discuss about the characters together.

*curriculum vocabulary items

Table 21: Activity Description 4

Week 4

Subject: One Colour-day

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: wear*, food, eat*, favourite, cherry, cheese*

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items, some fruits and vegetables

In class: The teacher begins the lesson by talking about the food and their colours to prepare the students to the storytelling activity. Then the teacher tells the story named as “One Colour-day” by using the pictures of the story. The teacher utilizes the storytelling techniques explained above as well. Since the story is about food and colours the teacher brings some kinds of food such as apples, oranges, cheese, tomatoes and she uses them during the implementation to make the activity more colourful and comprehensible. The teacher retells the story together with the students, using the materials she brings. Then the students were asked to answer some questions about the story. The teacher asks the students to do some exercises such as filling the blanks, putting the story paragraphs for practicing the story and the target vocabulary items. Finally the students discuss about the colour they like and what kinds of food they like.

*curriculum vocabulary items

Table 22: Activity Description 5**Week 5**

Subject: Three Little Bears

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: first, sleep*, second, cook*, drink*, third

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: The teacher starts the lesson by revising the previous story. She tells the story “Three Little Bears” by using the pictures of the story and utilizing the storytelling techniques. Then the teacher retells the story together with the students using the related materials. After that the teacher asks questions about the story to the class such as “Who comes to the bears’ house? Is she hungry? Is the baby happy at the end of the story?” By this way the teacher to revises the story ones more and makes the story more comprehensible. In order to practice the story and the target vocabulary items, the teacher delivers the activities on worksheets to the students. Finally the teacher divides the class into four groups and each group tells the given pictures of the story.

*curriculum vocabulary items

Table 23: Activity Description 6**Week 6**

Subject: Painting Elves

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: wait*, paint, watch*, jump*, elf, sky

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: The teacher revises the previous week by asking some key questions about the story. After the warm up the teacher presents the story named as “Painting Elves” by using pictures and storytelling techniques explained before (see activity 1). Then the teacher retells the story together with the students. The teacher shows the picture of the each scene and asks the students to tell what happens. By this way the students revise the story again and get the chance to catch the missing parts. Then the students were asked to answer some questions about the story. After that, to practice the story and the target vocabulary items, the teacher gives some worksheets to the students and asks them to study on. Finally the teacher delivers the pictures of the story and asks the students to put them in order and retell as a group work.

*curriculum vocabulary items

Table 24: Activity Description 7

Week 7

Subject: Nuts Nuts Nuts!

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: squirrel, eat*, nut, climb*, collect, go out*

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items, glasses.

In class: In order to make the students ready for the lesson the teacher asks students some questions about the storytelling activities they have in English classes. By this way the teacher gets the critics of the students about the activities. After warm up section the teacher tells the story orally by using pictures. To revise the story in order to make it more comprehensible for the students, the teacher retells the story together with the students. Then the students were asked some questions about the story by the teacher. By this way the teacher to revises the story ones more and makes the story more understandable for the students. The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. With the help of these activities the teacher emphasizes the target vocabulary items. Finally the teacher asks students to role play the dialogues between the two main characters of the story.

*curriculum vocabulary items

Table 25: Activity Description 8

Week 8

Subject: Orange School Bus

Time: 80 min.

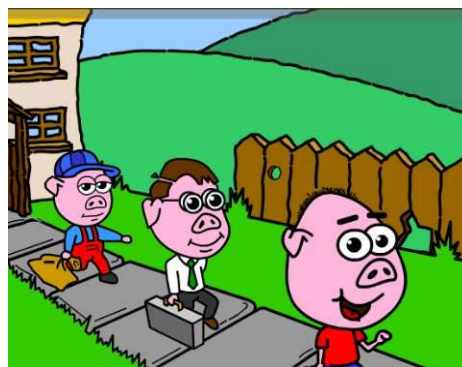
Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: slowly, school bus*, faster, bus-stop*, walk*, sheep

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: Since the story is about animals, the teacher asked some questions about the animals to the students as a warm up activity. Then the teacher presents the story named as “Orange School Bus” by using pictures and storytelling techniques explained before (see activity 1). Then the teacher retells the story with the students together. The teacher shows the picture of the scene from the story and asks the students to tell what happens in that scene. After that the students were asked some comprehension questions about the story by this way the revision is repeating. These repetitions help the students who miss different parts of the story. After revision, aiming to practice the story and target vocabulary items the teacher delivers the worksheets to the students. The students were asked to study on these exercises. Finally the teacher divides the class into four groups and each group tells the given pictures of the story.

*curriculum vocabulary items

Table 26: Activity Description 9

Week 9

Subject: Three Little Pigs

Time: 80 min.

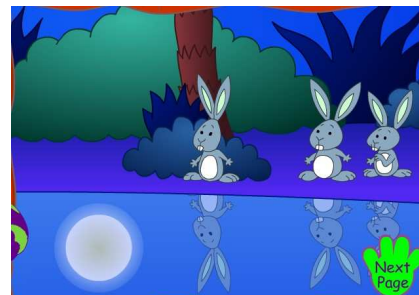
Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: run*, hide, come*, scared, ugly*, blow

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items, masks of the main characters.

In class: In order to relate the new activity with the previous one, the teacher revises the previous week as a warm up activity. Then the teacher tells the story named as *Three Little Pigs*. The teacher uses the pictures of the story and the masks of the story characters during the presentation. Also the teacher varies the tone and the volume of her voice for each character in order to give the intended meaning and make the story interesting and enjoyable for the students. The teacher revises the story together with the students and after retelling she asks questions about the story to intensify the meaning. After that, in order to practice the story and the target vocabulary items, the teacher delivers the activities on worksheets to the students. At the end of the lesson the teacher asks students to role play some scenes from the story using the masks of the characters.

*curriculum vocabulary item

Table 27: Activity Description 10

Week 10

Subject: Moon and Rabbit

Time: 80 min.

Aim: To teach vocabulary items with a meaningful context by authentic materials.

Vocabulary: moon, scared, hide, pool*, drink*, rabbit*

Materials: Pictures of the important scenes of the story, pictures of the target vocabulary items.

In class: Since it is the last week for the implementation, as warm up activity the teacher asks students their ideas about the storytelling activities. For the last time she tells the story named as *Moon and Rabbit* orally by using the pictures of the story. Then to revise the story the teacher retells the story together with the students using the pictures. The teacher revises the story by the comprehension questions ones more. By these questions the teacher fosters the students' understanding about the story. As a follow up activity the teacher gives the exercise worksheets and asks students to study on them. At the end of the lesson, the teacher divides the class into four groups and, each group tells the given pictures of the story.

*curriculum vocabulary items

3.6. Procedure

The implementing period carried out for ten weeks. According to the curriculum of Ministry of National Education of Turkey the participants had four hours English classes for a week. They had storytelling activities including mnemonic devices two hours per a week. The researcher has prepared ten stories for the students (see appendix 2 for a sample story and related activities). The stories were adopted for the students according to their linguistic competence. The stories were commonly well known, famous child stories and they were familiar to the students from cartoons on televisions, animations, and books.

For each activity six vocabulary items were presented to the students. Three of these vocabulary items were from the curriculum of fifth grade of class as proposed by the Ministry of National Education. The other three key vocabulary items were chosen considering their importance for the plot of stories. Also these selections were made on the purpose of making the stories comprehensible for the students. With regards to the characteristics of young learners, the target vocabulary items were recycled in different stories throughout the implementation period.

In order to practice and reinforce the target vocabulary items, the researcher conducted activities such as, retelling the story, asking comprehension questions, total physical response activities, role playing, picture reading and some written exercises such as “ fill the blanks”, “put the paragraphs in order”.

For the purpose of collecting our data, during the ten weeks period, the participants were asked to fill the Intrinsic Motivation Inventory (IMI) after each activity. The aim was to elicit the students’ self determination results about their interest /enjoyment, perceived competence and effort, and the value/usefulness of each activity.

Throughout the case study the participants were given the VKS in third, sixth and ninth weeks to assess their learning and recall of the vocabulary items presented. These tests were consisted of the vocabulary items that the participants were expected to learn during the implementation period. In order to assess the retention rates, starting

from second VKS test implemented in sixth week, the vocabulary items from the previous tests were included. Thus, the second VKS test had involved three vocabulary items from the previous test and the third VKS test had involved three vocabulary items from first and three vocabulary items from second VKS tests. Finally, the fourth VKS containing the vocabulary items of all the activities implemented in ten weeks period was administered in twelfth week for assessing the retention rates of the participants.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

In this section, we will first present the results of attitude questionnaire in order to draw a picture of general profile and then we will analyze the data addressing our research questions.

4.2. Attitude Questionnaire

As it is mentioned in Section 3.4.1., to construct an initial basis for our case study an attitude questionnaire which consists of seven items was administered prior to the implementation process. The researcher employed the questionnaire to investigate her students' attitude towards English classes in general and vocabulary learning in particular.

The questions included in the questionnaire could be divided in to two parts. The first part involving three questions searches about students' general attitude towards English class.

In order to find out the students' attitude towards learning English, the students were asked *whether they like learning English language*. The answers given to the question depicts that most of (%89, 5) the students like learning English.

With second question the researcher aimed to find out whether *the students are learning English because they like it or because they are obliged to do so*. Most of the students' (%89, 5) say that they are learning not because of obligations but because they like learning English.

The third question was asked to get the information about *whether English language lessons are as important as the other subjects*. According to the answers of

the students we can completely (%100) declare that English classes are seen as important as any other subjects by the students.

When we evaluate the answers given to the first part we can clearly see that students have positive attitude towards English language learning and all of (% 100) the students are aware of the importance of English classes. English classes are perceived as important as the other fields of study at school.

The second part of the questionnaire evaluates the students' attitudes towards vocabulary learning. At this point, the fourth question was asked to the students to determine *the most challenging part of learning English*. The students found vocabulary learning (%38) and writing (%33, 3) sequentially the most challenging parts of learning English. Considering this result, the purpose of our case study is verified with the students' choice of *vocabulary* as the most challenging part of their study of English. The majority (% 72) of the students stated that they have difficulties in learning vocabulary items presented in class. In addition the answers given to fifth question show that a lot more (% 82) students have difficulty in keeping the vocabulary items in mind. As a final question, the students were asked *what they do for learning vocabulary items*. The answers given to this specific question vary from simple mechanic coping activities (% 24) to revising (% 24) and memorising (% 52). Considering the answers, it is clearly seen that the students are not aware of vocabulary learning strategies for efficient learning of vocabulary so they need help in coping with learning and remembering newly presented vocabulary items.

4.3. The Results of Vocabulary Knowledge Scale (VKS)

Our first research question is *whether teaching visual imagery mnemonic vocabulary learning strategy using storytelling technique enhance students' vocabulary knowledge*. To achieve the answer of the question we have obtained data-as it was explained before (see section III) - by VKS tests. Two types of data were obtained from VKS tests. The first type explores the participants' perception for their vocabulary learning and the second type reveals the actual success of participants, regarding their vocabulary learning and retention. The third research question of our case study is *whether teaching mnemonic strategies using storytelling technique help students to*

retrieve the vocabularies learned when needed. As it was explained in chapter III the VKS tests were applied four times at the third, sixth, ninth weeks and finally the last was applied at the eleventh week. Again it was mentioned before (see section III), the content of the tests starting from the second one, includes vocabulary items from previous weeks. So the participants were asked the vocabularies which were presented in previous weeks.

In the procedure section (see section 3.6) the adopted version of Paribakth and Wesche's VKS is used in our case study. The original version of the scale in this measurement has five categories however the adopted version of the scale has three categories. In the original scale, all five categories (I, III, III, IV, and V) lead to level 1, 2,3,4,5 scores respectively. In the case of wrong response in third category, a score of 2 is given. The same method is administered in category IV and V. With regards to the answers provided, both of these categories may result in a score of 2, 3 or 4 for instance, if any knowledge of the meaning of a word is given in category V but if it is not used correctly in a sentence a score of 3 is given.

Since the VKS is adopted and the number of categories is decreased, the scoring of the VKS cannot be administered by remaining loyal to its original form. In her adopted version Derin (2002), analyzes the VKS in two parts. The first part containing three questions provides data for the perceptions of the students about the target vocabulary items. By analysis of the perceptions of the students, the continuous variation of the knowledge level of words can be observed. In order to find out students' vocabulary level a score of 1 is given to first question, a score of 2 is given to second question and a score of 3 is given to the third question. In other words the three questions (question a, b, and c) lead to 1, 2, 3 scores for each vocabulary item.

The second part is formed by the answers given to the third question. As it is shown in (see section 3.4.2.) the adopted version of VKS, the students are required to choose the correct picture which illustrates the meaning of target vocabulary. Then the number of the correct answers is calculated and each student is given a total score. To sum up, two types of information are obtained through this scoring: knowledge about the perceptions of the students and their actual knowledge of the meaning of the target vocabulary items.

4.3.1. Part I: VKS-Perceptions

In order to assess the changing perception of the participants on the meaning level of the vocabulary items, the VKS perception scores were calculated -as it was explained in section three-separately for each of the following three scales: a) I don't remember having seen this word before, b) I have seen this word before, but I don't know its meaning, c) I have seen this word before, and I know its meaning.

The descriptive statistics presented in table 28 shows that the mean of 'a' option in VKS was lower than the means of options 'b and c' even in the first test which was applied in the third week of the implementation ($a=,4615 < b=2,1282 < c=7,4615$). This result lets us to declare that the implementation had positive effects starting from first test. The mean of 'a' options had a steady decrease in second, third and fourth tests as expected in our case study.

Table 28: Descriptive statistics of 'a', 'b', and 'c' options in VKS by tests

		N	Mean	Std. Dev.	Minimum	Maximum
a	VKS I	37	,4615	,99594	,00	4,00
	VKS II	37	,0513	,22346	,00	1,00
	VKS III	37	,0256	,16013	,00	1,00
	VKSIV	37	,0256	,16013	,00	1,00
b	VKS I	37	2,1282	1,79443	,00	7,00
	VKS II	37	2,3333	1,86848	,00	6,00
	VKS III	37	1,7436	1,72776	,00	6,00
	VKS IV	37	1,5641	1,86088	,00	6,00
c	VKS I	37	7,4615	2,18664	2,00	10,00
	VKS II	37	7,6154	1,88645	4,00	10,00
	VKS II	37	8,2308	1,72385	5,00	10,00
	VKS IV	37	8,4103	1,92925	3,00	10,00

On the contrary to the decrease of the mean of 'a' option in the second test, the mean of 'b' option increased in the second test, but it had a decrease trend in the third and fourth tests because of the steady increase of mean of 'c' scores through the process ($b=2,1282 < b=2,3333 > b=1,7436 < b=1,5641$).

In order to discover whether there were any differences over time in the participants' perceptions of their vocabulary learning, the data gathered from VKS was subjected to a one-way repeated measures analysis of variance (ANOVA) with four levels that were VKS I, VKS II, VKS III, VKS IV.

Table 29: ANOVA summary table of perceptions scores of VKS for time

		Sum of Squares	df	Mean Square	F	P
a	Between subjects	11,397	38	,300	6,756	.001
	Within subjects	5,359	3	1,786		
	Error	30,141	114	,264		
	Total	46,897	155	–		
b	Between subjects	359,231	38	9,453	3,894	.011
	Within subjects	14,429	3	4,810		
	Error	140,821	114	1,235		
	Total	514,481	155	–		
c	Between subjects	406,474	38	10,697	5,751	.001
	Within subjects	24,942	3	8,314		
	Error	164,808	114	1,446		
	Total	596,224	155	–		

The Bonferroni method was used for post hoc comparisons. The results of One-Way Repeated Measures ANOVA presented in Table 29 showed that there was a significant effect of the implementation on scale 'a' scores ($F= 6.756$, $p< .01$), scale 'b' scores ($F= 3.894$, $p<.05$), and scale 'c' scores ($F=5.751$, $p.< .01$).

Bonferroni post hoc comparisons revealed that while the 'a' scores of VKS I was not significantly different from the 'a' scores of VKS II, a significant difference was observed between 'a' scores of VKS I and 'a' scores of VKS III. That is, it can be understood that scores for option 'a' kept decreasing throughout the study.

Figure I further illustrates the decrease in 'a' scores throughout the study. The significant decrease of those scores implies that the participants benefited from the implementation and either became familiar with or learned significant amount of vocabulary items (see Appendix1). In the analysis of Figure I, it can be clearly seen that

the scores for 'a' option at the last VKS application was at zero level. In other words, none of the students participated in the study selected 'a' option.

The decrease of the 'a' scores at the beginning was reflected as an increase in the 'b' scores of the participants. At the later stages of the study the identical analyses of 'b' scores demonstrated that 'b' scores of VKS II were significantly different from 'b' scores of VKS III and IV. Similar to the 'a' options, 'b' option was also chosen by less number of students.

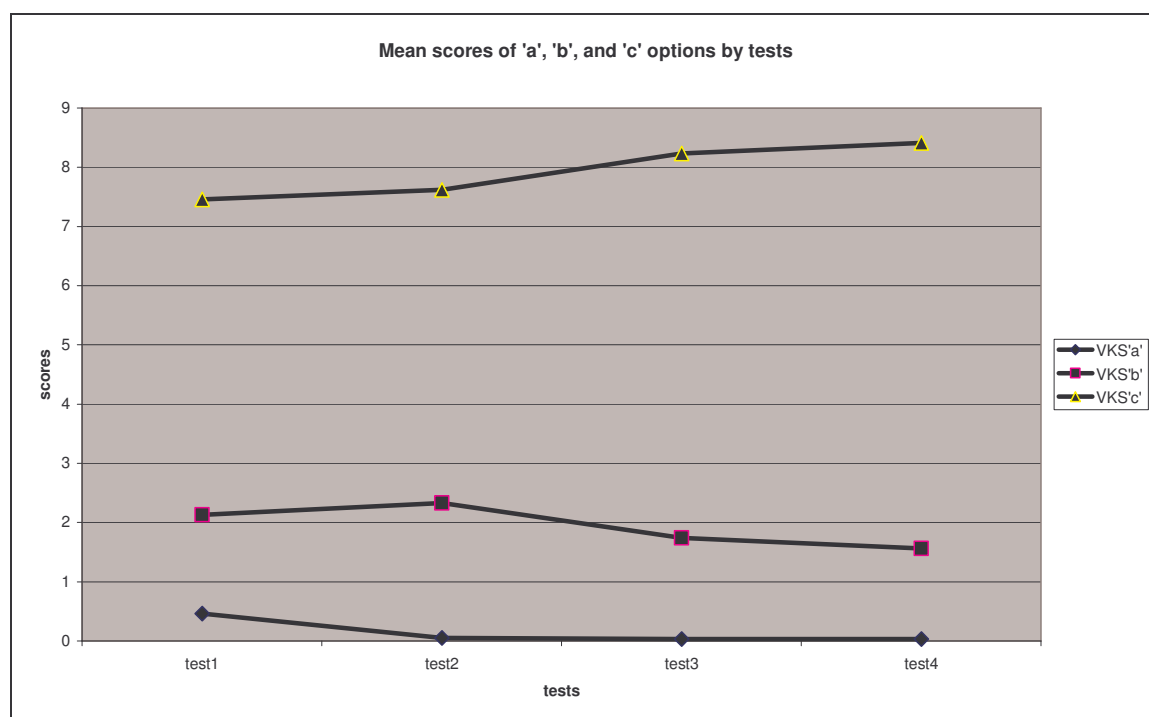


Figure I: Mean score of 'a', 'b', and 'c' options in VKS by tests

As can be seen in Figure I, there is a parallel decrease both in the 'a' and 'b' scores. The implication of the storytelling activities did not resulted as a decrease in the level of familiarity [b) I have seen this word before] indeed this decrease in the 'b' scores was reflected as increase in the 'c' scores [c) I have seen this word before and I know its meaning], the most desired option of the scale. The direct negative relationship between the 'b' and 'c' scores could be observed clearly from Figure I.

Because of the high level of 'b' scores in VKS I and II, the 'c' scores of VKS I was not significantly different from 'c' scores of VKS II. But the 'c' scores of VKS I

was found significantly different from VKS IV, the scores of VKS II was found to be significantly different from VKS III and IV and finally the scores of VKS IV was found significantly different from VKS I and II. Despite the insignificant differences between the tests following each other, there is a consistent increase in the results of 'c' scores and the significant differences were observed between tests given at intervals. These results were interpreted as steady increase of the participants' success in learning and retrieving the target vocabulary items.

4.3.2. Part II: VKS-Actual Scores

Apart from the perceptions, the actual scores of the participants were calculated with respect to the amount of correct choices to the pictured questions provided for the second part of the option 'c' in VKS. Table 30 below displays the results of the descriptive statistics for actual scores. As clearly seen, the actual scores of the participants increased as a result of the implementation (from actual score= 7, 4615 to actual score= 8, 4103). This increase in the mean score continued gradually in each of the subsequent test.

Table 30: Descriptive statistics of actual scores by tests

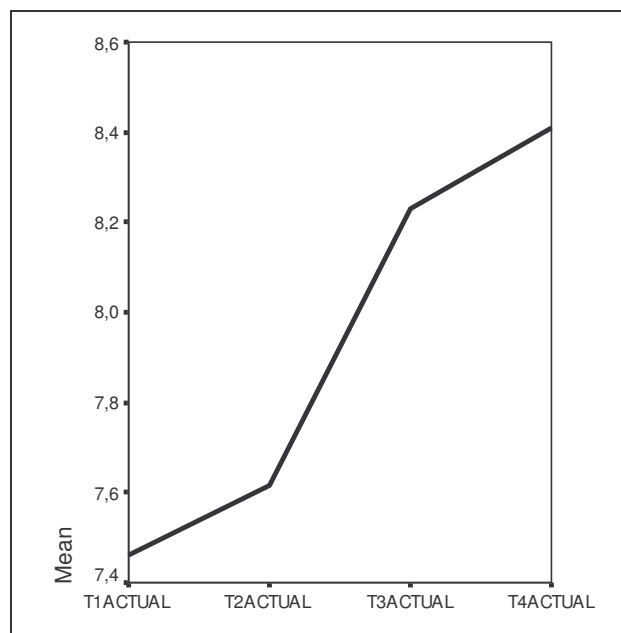
	N	Mean	Std. Dev.	Minimum	Maximum
VKS I	37	7,4615	2,18664	2,00	10,00
VKS II	37	7,6154	1,88645	4,00	10,00
VKS III	37	8,2308	1,72385	5,00	10,00
VKS IV	37	8,4103	1,92925	3,00	10,00

Similarly, for the analysis of the actual score, one-way repeated measures analysis was conducted and Bonferroni method was used for post hoc comparisons. The results of the ANOVA analysis which can be seen in Table 31 below indicated that there was a significant effect of the implementation on the actual scores of participants ($F= 5,751, p<.01$).

Table 31: ANOVA summary table of actual scores of VKS for time

	Sum of Squares	df.	Mean Square	F	P
Between subjects	406,474	38	10,697	5,751	.001
Within Subjects	24,942	3	8,314		
Error	164,808	114	1,446		
Total	596,224	155	—		

Furthermore, Bonferroni post hoc comparison exhibited that the actual scores of VKS I were not significantly different from VKS II and III scores but they were significantly different from VKS IV scores. Secondly, the actual scores of VKS II were significantly different from VKS III and IV scores, but not significantly different from VKS I scores. Finally, the actual scores of VKS IV were significantly different from VKS I and II scores, but not different from VKS III scores (see appendix 1). In short, in the actual scores a significant difference was observed in the subsequent tests following each other throughout the study period.

**Figure II: Mean scores of actual scores in VKS by tests**

Similar to the means of perception scores Figure II clearly depicts that, there is a gradual increase in the means of actual scores which signifies the positive contribution of the implementation to the participants' success in learning and retrieving of the target vocabulary items.

4.4. The Results of Intrinsic Motivation Inventory

Finally our last research question is *whether teaching visual imagery mnemonic vocabulary learning strategy using storytelling technique contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning*. In order to answer this question we have used Intrinsic Motivation Inventory.

Intrinsic Motivation Inventory, as explained in section III, is a multidimensional measurement which assesses participants' subjective experience related to target activity. To assess the students' subjective experience about the storytelling activities implemented in classroom, this inventory was administered. In scoring the IMI we give the score of 3 to the option '*I agree*', we give the score of 2 to the option '*I partly agree*', and we give the score of 1 to the option '*I don't agree*'

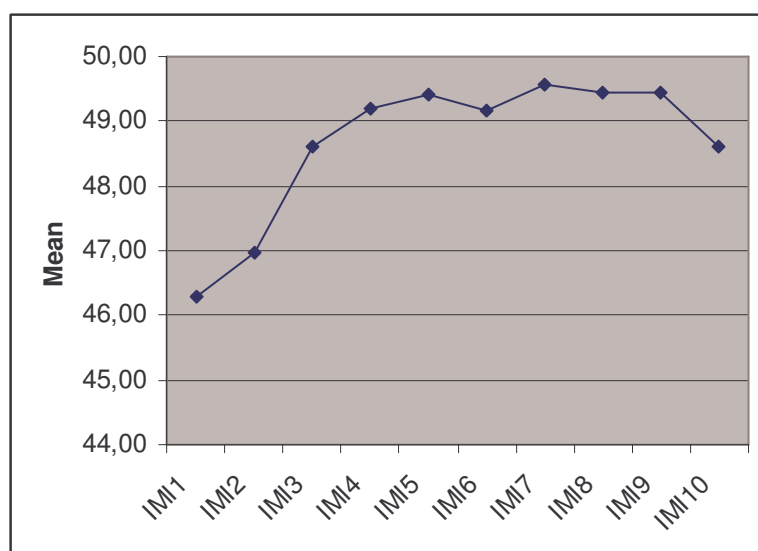
In order to calculate the scores of this instrument, first we reversed the score the items for which an (R) (see section 3.4.3.) is shown after them. For this purpose we subtracted the item response from 4, and used the resulting number as the item score. Then we calculated the scores by averaging across all the items. For each IMI the students could get maximum 51 score. The total scores were calculated and the mean scores of each week were found out.

The descriptive statistics presented in Table 32 below demonstrates the mean scores of the IMI applied after each activity. It is clearly seen that the mean scores of the IMI, starting with a very high level of average from the first activity, has an increase trend throughout the implementation period. That is, the storytelling activities implemented were found as interesting, enjoyable, valuable and useful by the students.

Table 32: Descriptive statistics of IMI

	N	Mean	Std. Dev.	Minimum	Maximum
IMI I	37	46,30	5,77	28,00	51,00
IMI II	37	46,97	4,46	35,00	51,00
IMI III	37	48,59	3,10	38,00	51,00
IMI IV	37	49,19	2,95	40,00	51,00
IMI V	37	49,41	2,48	42,00	51,00
IMI VI	37	49,16	2,15	43,00	51,00
IMI VII	37	49,57	2,27	43,00	51,00
IMI VIII	37	49,43	2,22	42,00	51,00
IMI IX	37	49,43	2,23	43,00	51,00
IMI X	37	48,62	3,87	35,00	51,00

Figure III below also illustrates the high level and increase trend of IMI throughout the study. The average score of each test varies between the 46, and 50 scores, and it is clearly seen that the motivation level of the students has risen (46, out of 51, the maximum).

**Figure III: Mean scores of IMI**

According to the results of the IMI we could say that teaching mnemonic strategies using storytelling technique contributes to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning.

4.5. Findings of the Interviews

Another source of data, to answer the last research question, *whether teaching visual imagery mnemonic vocabulary learning strategy using storytelling technique contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning*, were interviews.

In the interviews we have four questions searching the participants' ideas, feelings about the storytelling activities we have in classroom. The interview questions also ask the participants' ideas about usefulness and the benefits of the activities implemented in classrooms for vocabulary learning and retention. The answers were subjected to content analysis.

Our first question aims to find out *the participants' ideas about the activities they had in classroom*. The answers for these questions could be summarized as follows:

- they think that the activities make them curious;
- they think that the activities make English classes more enjoyable and interesting;
- they like having such kinds of activities in classes;
- they think that such kinds of activities arouses willingness to learn;

In their own words students express their ideas as follows:

- *Our English classes are very enjoyable. I look forward to attend to the new activity every week and I never miss any English class.*
- *By these activities, I liked to learn English very much.*
- *Learning English is very enjoyable with these activities. The lessons ends very quickly and I cannot realize how time passes. English classes. I wish the English classes would be everyday at school.*

The second question seeks to find out *whether the participants think, the activities they have in class, make learning English more entertaining and easier*. All the participants declare their positive feelings about storytelling activities as reported below:

- they enjoy the activities very much;
- by these activities they have learned lots of vocabulary easily;
- they have good time;

In their own words students say:

- *I learn English words better through these stories.*
- *Learning English is easier to learn by these activities.*
- *I don't understand whether am I having fun or learning English.*

The third question *searches the contribution of the storytelling activities on learning vocabulary*. Almost all the students expressed their definite beliefs about the benefits of the activities for their vocabulary learning as follows:

- *Learning English words is not a problem for me. By these stories I learn them in a very enjoyable way.*
- *By these stories I can't understand how I learn the English words it happens by itself.*
- *I don't need to do any further study for learning English words. By these activities I learn they easily.*

The last question asks *whether the activities implemented in classroom help participants about recalling the vocabulary they have learned*. The participants generally gave positive response for this question. Also some of the participants gave very specific examples from the storytelling activities implemented in classroom to explain how storytelling activities make recalling vocabulary easy as follows:

- *I can easily remember the English words by remembering the stories we study in class.*
- *When I think the activities we do in class the words we have learned comes to my mind easily.*
- *By these stories, I never forget the English words.*

As clearly depicted by the overall responses to the interview questions we could say that the implementation of the storytelling activities including visual imagery mnemonic vocabulary learning strategy contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In the present study, case study research design was followed to search the effects of storytelling activities including visual mnemonic strategy in vocabulary teaching. The data analysis and the results were presented in the previous chapter. In this chapter, a brief discussion of the topic and conclusion, and limitations and the suggestions for further studies will be presented.

5.2. Discussion and Conclusion

In the field of foreign language learning and teaching the focus has shifted from teaching to learning. Learner characteristics and their possible effects on the process of acquiring a foreign language are argued by the scholars. It is commonly accepted that learners use some mental steps and operations to regulate their efforts in order to learn a language. These steps and operations are called language learning strategies..

In the last two decades, a considerable amount of vocabulary research has been conducted in the field of English language teaching and learning. This increasing interest was inescapable since vocabulary learning is a vital aspect of language proficiency. Thus, vocabulary deficiency is seen as a serious problem for English/foreign language learners. In order to overcome this problem parallel with the language learning strategies, vocabulary learning strategies were proposed to the field. Stahl (1999) describes the three principles of vocabulary learning as below;

- The learners should be provided with both the definitional and contextual information about each vocabulary item's meaning
- Learners should be involved more actively in vocabulary learning
- Learners should be provided with multiple exposures to meaningful information about the world.

In the area of English language teaching and learning, to young learners the teaching and learning concepts differ from adult learners. As it was mentioned before young learners learn better through game and fun activities. Storytelling activities are surely favourite activities for young learners. As Slattery and Willis (2001) state, young learners love stories. Storytelling activities propose a rich source for young learners to practice the language in a very enjoyable manner and these activities can be used to stimulate their imagination and creativity. Using storytelling activities is also beneficial for vocabulary learning as well. Parallel to Stahl's claims, storytelling activities provides both the definitional and contextual information about each vocabulary item's meaning, make learners active in vocabulary learning and offers multiple exposures to meaningful information about the world to the learners.

Considering the judgements above, in the present study we intended to search the influence of implementing storytelling activities including visual imagery mnemonic vocabulary learning strategy to facilitate learning and retrieving the vocabulary items. Another purpose of our case study was to investigate the contribution of storytelling activities including visual imagery mnemonic vocabulary learning strategy to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning.

In line with the argument that young learners learn best unconsciously through the use of real tasks, we avoided conscious strategy training in our study. Instead, we aimed at creating a context through stories where students can apply visual mnemonic vocabulary learning strategy indirectly or unconsciously. In order to achieve this goal, we made use of visual aids in the implementation of storytelling activities as much as possible.

As it is presented in Chapter IV, the results of the statistical analysis reveal that implementing storytelling activities including visual imagery mnemonic vocabulary learning strategy contribute to effective learning and recalling of vocabulary items taught. Slattery and Willis (2001, p.96) stated, stories help children enjoy learning English. Parallel with this claim our findings depicts that storytelling activities promotes students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning.

5.3. Limitations of the Study

The findings of the present study reveals the contribution of implementing storytelling activities involving visual imagery vocabulary learning strategy to vocabulary learning and retrieving. Despite these findings the limitation of the study should be considered.

First of all, the sample size of the study was small. Conducting the study with a larger sample size would permit a greater certainty about the findings. Also gender, social and economical conditions of the participants were not considered. Lastly the lack of technological equipments at school such as computer or over projector limited the variation of the activities implemented in classroom. Thus we had to use similar type of tasks and activities throughout the study.

5.4. Suggestions for Further Studies

In the present study, the findings depicted significant positive contribution of the implementation of storytelling activities including visual imagery vocabulary learning strategy. Indeed generalizing these findings requires more studies with further points of views. Initially it should be repeated that the present study is a case study so it is needed to conduct studies with a larger sample size.

Another fact which should be reminded that, the present study deals with vocabulary learning strategies but our implementation process included only visual mnemonic vocabulary learning strategies. Further studies implementing other vocabulary learning strategies with young learners may give new implications to the field.

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APENDICES

APPENDIX 1 PAIRWISE COMPARISONS

VKS a-scores						
(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
1	2	,410	,163	,098	-,044	,864
	3	,436(*)	,151	,037	,017	,855
	4	,436	,163	,067	-,019	,891
2	1	-,410	,163	,098	-,864	,044
	3	,026	,045	1,000	-,099	,150
	4	,026	,045	1,000	-,099	,150
3	1	-,436(*)	,151	,037	-,855	-,017
	2	-,026	,045	1,000	-,150	,099
	4	,000	,037	1,000	-,102	,102
4	1	-,436	,163	,067	-,891	,019
	2	-,026	,045	1,000	-,150	,099
	3	,000	,037	1,000	-,102	,102
VKS b-scores						
(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
1	2	-,205	,273	1,000	-,965	,554
	3	,385	,286	1,000	-,411	1,181
	4	,564	,296	,384	-,259	1,387
2	1	,205	,273	1,000	-,554	,965
	3	,590(*)	,200	,033	,032	1,147
	4	,769(*)	,234	,013	,119	1,420
3	1	-,385	,286	1,000	-1,181	,411
	2	-,590(*)	,200	,033	-1,147	-,032
	4	,179	,204	1,000	-,389	,748
4	1	-,564	,296	,384	-1,387	,259
	2	-,769(*)	,234	,013	-1,420	-,119
	3	-,179	,204	1,000	-,748	,389

VKS c-scores						
(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
1	2	-,154	,295	1,000	-,975	,668
	3	-,769	,315	,116	-1,646	,107
	4	-,949(*)	,339	,048	-1,891	-,006
2	1	,154	,295	1,000	-,668	,975
	3	-,615(*)	,200	,023	-1,172	-,059
	4	-,795(*)	,244	,014	-1,475	-,115
3	1	,769	,315	,116	-,107	1,646
	2	,615(*)	,200	,023	,059	1,172
	4	-,179	,211	1,000	-,766	,407
4	1	,949(*)	,339	,048	,006	1,891
	2	,795(*)	,244	,014	,115	1,475
	3	,179	,211	1,000	-,407	,766
VKS actual-scores						
(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
1	2	-,154	,295	1,000	-,975	,668
	3	-,769	,315	,116	-1,646	,107
	4	-,949(*)	,339	,048	-1,891	-,006
2	1	,154	,295	1,000	-,668	,975
	3	-,615(*)	,200	,023	-1,172	-,059
	4	-,795(*)	,244	,014	-1,475	-,115
3	1	,769	,315	,116	-,107	1,646
	2	,615(*)	,200	,023	,059	1,172
	4	-,179	,211	1,000	-,766	,407
4	1	,949(*)	,339	,048	,006	1,891
	2	,795(*)	,244	,014	,115	1,475
	3	,179	,211	1,000	-,407	,766

APPENDIX 2

SAMPLE STORY AND RELATED ACTIVITIES

GIANT AND MAGIC BEANS

Once upon a time there is a grumpy giant. He has a friend and his name is Jack. One morning the giant is very grumpy. “Giants are big and friendly but you are so grumpy. Why?” says Jack.” I am not happy because I am so big.” says the giant. “Everyday birds land on my head, and the clouds tickle my nose. I have no friend.”

Jack thinks and thinks and thinks. He has got a cow and he says “I can sell my cow and take money. And I can buy very big flowers with money for the grumpy giant. And it makes him happy.”

Jack takes his cow and walks to the city. But he is very sad, because the cow is jack’s old friend. On the way they see a tired, old wizard. He carries some letters. “I can’t walk. I am so tired.” says the wizard. “Climb on my cow.” says Jack. The cow carries the tired, old wizard because it is a good cow. And they come to post office.

The wizard gives some jellybeans to Jack and he says “Thank you Jack. Take these jellybeans. They are magic.” Jack says “Hurray I can give the beans to the grumpy giant and he can be happy. So I don’t sell my cow.”

Jack comes back with his cow. He gives one bean to giant, one bean to his cow, and he has one bean. Jack plants his bean. He waits and waits and waits. But there is nothing. The grumpy giant is very sad. He throws the bean and says “It isn’t magic.” He pops the cloud and it rains on Jack and the beans. The beans grow and grow and grow and become beanstalk. They are as tall as the giant.

Jack makes sign which says “Magic beanstalk. This way for the giant.” A lot of children came and climb to the beanstalk. They say “Hello” to the giant. So the giant is not grumpy. He is very happy.

* *Giant and Magic Beans* (n.d.) retrieved January 10, 2007 from

<http://www.bbc.co.uk/cbeebies/stories>

Activity 1: Fill the blanks**GIANT AND THE MAGIC BEANS**

1. Once upon a time there is a grumpy _____.



2. On the way they see a tired, old _____.



3. The wizard gives some _____ to Jack.



4. He pops the cloud and it _____ on bean.



5. The cow _____ the tired, old wizard.



A lot of children come and _____ to the beanstalk.



Activity 2: Put the paragraphs in to right order

GIANT AND MAGIC BEANS

_____a) Jack takes his cow and walks to the city. But he is very sad, because the cow is jack's old friend. On the way they see a tired, old wizard. He carries some letters. "I can't walk. I am so tired." says the wizard. "Climb on my cow." says Jack. The cow carries the tired, old wizard because it is a good cow. And they come to post office.

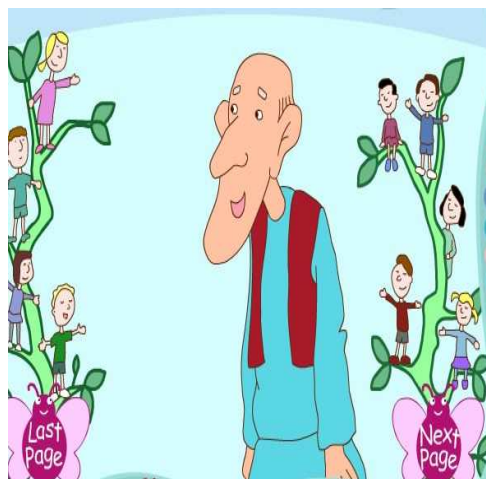
_____b) The wizard gives some jellybeans to Jack and he says "Thank you Jack. Take these jellybeans. They are magic." Jack says "Hurray I can give the beans to the grumpy giant and he can be happy. So I don't sell my cow."

_____c) Once upon a time there is a grumpy giant. He has a friend and his name is Jack. One morning the giant is very grumpy. "Giants are big and friendly but you are so grumpy. Why?" says Jack." I am not happy because I am so big." says the giant. "Everyday birds land on my head, and the clouds tickle my nose. I have no friend."

_____d) Jack makes sign which says "Magic beanstalk. This way for the giant." A lot of children came and climb to the beanstalk. They say "Hello" to the giant. So the giant is not grumpy. He is very happy.

_____e) Jack thinks and thinks and thinks. He has got a cow and he says "I can sell my cow and take money. And I can take very big flowers with money for the grumpy giant. And it makes him happy."

_____f) Jack comes back with his cow. He gives one bean to giant, one bean to his cow, and he has one bean. Jack plants his bean. He waits and waits and waits. But there is nothing. The grumpy giant is very sad. He throws the bean and says "It isn't magic." He pops the cloud and it rains on Jack and the beans. The beans grow and grow and grow and become beanstalk. They are as tall as the giant.



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