

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMANT OF ENGLISH LANGUAGE TEACHING

THE EFFECT OF SHORT STORIES ON TEACHING VOCABULARY TO VERY
YOUNG LEARNERS (AGED 3–4 YEARS): A SUGGESTED COMMON
SYLLABUS

MASTER THESIS

By
Hatice Kübra TUNÇARSLAN

Ankara
July, 2013

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JÜRİ ÜYELERİ ONAY SAYFASI

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Hatice Kübra TUNÇARSLAN'ın “TEACHING VOCABULARY TO VERY YOUNG LEARNERS (AGED 3-4-YEARS) THROUGH SHORT STORIES: A SUGGESTED COMMON SYLLABUS” başlıklı tezi 02.07.2013 tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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ABSTRACT

THE EFFECT OF SHORT STORIES ON TEACHING VOCABULARY TO VERY YOUNG LEARNERS (AGED 3-4-YEAR): A SUGGESTED COMMON SYLLABUS

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Master Thesis, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Aslı Özlem TARAKÇIOĞLU

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As English is the most popular foreign language all over world, nowadays it is known that it should be learnt in an effective way. Therefore, teaching English has gained importance not only for adults but also for children. It is a real that learning starts in infancy and it continues through early childhood. For this reason, it can be claimed that teaching a foreign language should be started as early as possible for a successful learning process. But in Turkey, there is not any curriculum or syllabus purposefully designed for foreign language teaching to very young learners. So, in this study, it is aimed to develop a syllabus for teaching vocabulary in English language to very young learners through the short story-based sample syllabus.

The research questions posed for this study investigated to how very young learners can learn English effectively through and how it can be permanent for them. Hence, this study was carried out in ‘Neşeli Adımlar’ Preschool in Ankara, Turkey and the participants of the study were 28 preschoolers aged 3-4. Children at the same age were chosen randomly for the study and they were classified into two groups as experiment group and control group at the beginning of the study. As reviewing the literature, first, the needs and interests of the children were determined and some short stories were written for very young learners. The same vocabulary items were chosen teach in the same period (7 weeks). The units designed with the short stories were used for experiment group; the children in control group also had English course, but in their courses there were not any kinds of short story or short story-based activities. As a data collection instrument, an observation checklist designed for the children was used in order to determine the effectiveness of the short story-based syllabus. To analyze the

permanence of the syllabus, two other observations were conducted after the study and the results were compared. Within this perspective, it can be suggested that the children in the experiment group were more motivated and involved in the English courses. Additionally, the results of the permanence observations showed that children in experiment group could remember more vocabulary items than the others since they learned them in a meaningful context. As a result of these findings, a short story-based common syllabus designed for very young learners was suggested at the end of the study.

Key Words: Very Young Learners, English Language Teaching, Literature in Foreign Language Teaching, Short Story, Syllabus Design.

ÖZET

3–4 YAŞINDA OKUL ÖNCESİ EĞİTİM DÖNEMİNDEKİ ÇOCUKLARA İNGİLİZCE ÖĞRETİMİNDE KISA HİKÂYELER KULLANIMININ ETKİSİ: ÖNERİLEN GENEL BİR İZLENCE

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Günümüzde İngilizcenin yaygın olarak bilinen yabancı dil olmasından ötürü, İngilizce öğreniminin de etkili bir şekilde gerçekleştirilmesi gerektiği bilinmektedir. Öğrenmenin bebeklikten itibaren başladığı ve çocukluk döneminde de devam ettiği bilinen bir gerçektir. Bu nedenle, başarılı bir öğrenme süreci için yabancı bir dilin mümkün olduğu kadar erken öğretilmesi gerektiği söylenebilir. Ancak Türkiye’de okul öncesi dönemdeki çocuklar için oluşturulmuş bir yabancı dil öğretimi müfredatı bulunmamaktadır. Bu nedenle, bu çalışmada, İngilizce öğretiminde kullanılmak üzere küçük çocuklara yönelik bir öğretim planı geliştirilmesi amaçlanmıştır.

Bu çalışma Ankara’da özel bir kreş olan ‘Neşeli Adımlar’ kreşinde gerçekleştirilmiştir ve katılımcı olarak 3–4 yaşında 28 tane kreş öğrencisi belirlenmiştir. Aynı yaş grubundaki çocuklar araştırma için rastgele seçilmiş ve deney ile kontrol grubu olmak üzere ikiye ayrılmıştır. Bu alandaki literatür incelenerek öncelikle bu yaş grubundaki çocukların ilgi ve ihtiyaçları belirlenmiş, ardından bu bilgiler kullanılarak hedef dilde çocuklara yönelik kısa hikâyeler yazılmıştır. Daha sonra bu üniteler deney grubundaki çocuklar için kullanılmış; kontrol grubunda ise kısa hikâyeler kullanılmadan etkinlikler uygulanmıştır. Aynı sürede (7 hafta) aynı kelimeler her iki gruptaki çocuklara da öğretilmeye çalışılmıştır. Kısa hikâyelere dayalı olarak geliştirilen izlencenin etkililiğini belirlemek için bir gözlem formu oluşturulmuş ve veri toplama aracı olarak kullanılmıştır. İzlencenin kalıcı bir öğrenme sağlayıp sağlamadığını belirlemek amacıyla çalışma tamamlandıktan sonra belirli aralıklarla iki ayrı gözlem daha yapılmış ve sonuçlar karşılaştırılmıştır. Bu sonuçlara göre deney grubundaki

çocukların İngilizce dersinde daha fazla motive olduđu ve derslerdeki etkinliklere daha fazla katıldığı gözlenmiştir; ayrıca, kalıcılık seviyesini belirlemek için yapılan gözlem sonuçlarına göre, deney grubundaki çocuklar, anlamlı bir bağlamda öğrendikleri için daha fazla kelime hatırlayabilmektedir. Bu bulguların sonucuna göre, bu çalışmada, okul öncesi dönemdeki çocuklar için kısa hikâyeye dayalı olarak oluşturulan bir izlence önerilmiştir.

Anahtar Kelimeler: Okul Öncesi Eğitim Dönemindeki Çocuklar, İngilizce Öğretimi, Yabancı Dil Öğretiminde Edebiyat, Kısa Hikâye, İzlence Oluşturma.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

In this chapter, the background of the study, the purpose of it, the importance and limitations of this study are covered and at the end of the chapter, there are some necessary definitions for this study.

1.1 Background of the Study

As there has been an increasing demand in foreign language education in kindergarten, a great number of kindergarten have begun to give courses in English so as to meet the demand, because it is believed that young children put far less effort to learn new languages compared to that of adult learners (Krashen 1981; Halliwell, 1992 and Harmer, 2007). However, in Turkey, most of the teachers working in kindergarten have difficulty in finding right instructional materials in English language teaching which are appropriate for kindergarten learners, because there is not an official curriculum developed by the Ministry of Education for this grade. The kindergarten education in Turkey, thus, provides language education according to their educational and physical capacities, which leads to the application of different courses and using different methods and instructional materials by the teachers.

Furthermore, the age of the learners has often been considered as a major, if not the primary, factor determining success in learning a second or foreign language. Children are generally considered to be capable of acquiring a new language easily and with little effort. Although adult learners are indeed less likely than young children to master second language learning, a close examination of studies related to the age to

language acquisition reveals that age variety reflects differences in the situation of learning rather than in capacity to learn. In this field, the term *critical period* for language acquisition refers to a period of time when learning a language is relatively easy and typically meets with a high degree of success. Once this period is over, at or before the onset of puberty, the average learner is less likely to achieve native-like ability in the target language.

In this period, teaching a foreign language to very young learners requires a varied perspective in comparison to that of teaching adults. The mood of very young children tends to change even each minute, and they find it extremely difficult to sit still. Nevertheless, they can show a greater motivation than most adults do. In order to be effective in teaching English, the teacher has to be inventive in selecting interesting materials and activities and also s/he should provide a great variety of them. Therefore, it can be claimed that cartoons, realias, songs, flashcards and games are suitable means to foster young learner's imagination and fantasy (Sert, 2004; Pinter, 2006; Arıkan & Ulaş-Taraf, 2010; Yolageldili & Arıkan, 2011). Also, "considering that we are living in an age of technology, information and communication technologies (ICT) such as pod-casts, digital storytelling, online games and software suitable for kindergarten, preschool learners can also use technological authentic materials by the help of their teachers" (Arıkan & Ulaş-Tarah, 2010).

Additionally, brightly colored visuals, toys and puppets are quite effective to keep very young learners engaged in activities (Linse & Nunan, 2005). Additionally, Harmer (2007) states that young learners' classroom should be bright and colorful with windows the children can see out of the classroom, and be spacious enough for different activities. According to Harmer (2007), since children are curious and they love discovering things and using their imagination, they may well be involved in puzzle-like activities, creating new things, games, physical activities and songs. Furthermore, tongue twisters, riddles and storytelling are effective activities to attract young learner's attention and make learning process enjoyable as well (Damar, 2009; Ekşi, 2009).

In this study, considering all of these activities and materials mentioned above, teaching vocabulary in English to very young learners, by means of short stories is examined; because, nowadays, short stories have become a universally acknowledged and exploited fundamental learning tool in several educational environments, especially within the framework of teaching/learning English as a foreign language in primary

schools. Therefore, storytelling can highly help students achieve some goals and these can be listed as in this way:

1. Storytelling provides learners with a literary genre which can be definitely presented throughout a variety of modulation, intentionality, and communicative functions,
2. Storytelling is meant to be carried out through a specific approach focusing on such scaffolding devices as gestures, facial expressions, eye-contact and so forth.
3. Storytelling allows the teacher to purposely choose deliberately some familiar everyday expressions and very basic phrases as well as some lexical categories which are the part of the curriculum and to facilitate their comprehension by the means of pictures in books.

Additionally, stories can become a fundamental tool assisting the development of children's potential in terms of being autonomous learners. In this perspective, stories can contribute to build up the crucial notion of *learning to learn* and it helps pupils starting to become aware of the process of "lifelong learning" (Balboni, 2002, p. 184). In the context of storytelling, learning how to learn involves developing awareness of learning and reinforcing such conceptual strategies and high-level cognitive processes as planning, hypothesizing (predicting, guessing, inferring), reviewing, classifying, comparing, matching, making associations, checking, training the memory, self-testing, developing study skills, i.e. making, understanding and interpreting charts and graphs, learning to use dictionaries, researching, using reference books, using the Internet, organizing work (Brewster and Ellis 2002, p. 2-3). Furthermore, stories can be used to reinforce *conceptual development* in children, such as color, size, shape, quantity, time, spatial concept, cause and effect, problems and solutions (Brewster and Ellis, 2002, p. 3).

Briefly, very young learners in preschool are both curious and willing to learn new things and also they can learn quickly. Yet, they easily get bored and their attention spans are very short. Therefore, English courses for very young learners should not only adhere to course books; on the contrary, the courses should be enriched by using additional instructional materials, activities and especially short stories. Since fun is the key aspect to attract very young learners' attention, English courses should be supported

by songs, realias, games, cartoons, short stories etc. Using these kinds of materials in language teaching can be very helpful for very young learners.

1.2 Statement of the Problem

The emphasis on English language teaching to very young learners has increased day by day because of the needs of changing world. Since there is not any specified approach in language teaching in preschools in Turkey, a number of teachers who teach English to very young learners have difficulty in finding appropriate materials for their students. As a result, they either spend too much time for choosing suitable instructional materials or prefer to develop their own materials for their classes. Additionally, as there is not any curriculum or syllabus purposefully designed for very young learners in Turkey, an effective language learning environment cannot be organized easily. But when their ages are considered, this period is very important for foreign language teaching and there should be some materials for very young learners in foreign language teaching and also a meaningful context should be supplied for them in foreign language teaching classrooms. Hence, the aim of this study is to suggest a solution for vocabulary teaching in English to very young learners through a short story-based syllabus. In this sense, four research questions have been raised;

1. Does the use of short stories in vocabulary teaching to very young learners contribute the acquisition of knowledge and understanding level of these learners?
2. Does the use of short stories in vocabulary teaching to very young learners contribute development of language skills (speaking-listening) of these learners?
3. Does the use of short stories in vocabulary teaching to very young learners improve their involvement or interest in terms of attitudes and values?
4. Does the use of short stories supply permanence in vocabulary teaching to very young learners?

1.3 Purpose of the Study

Teaching young learners, especially very young learners, is different from teaching adults. Young children's mood tends to change fast and easy, and they find it extremely difficult to sit still. Also, they show a greater motivation than adults to do things that appeal to them. Therefore, there should be some different teaching methods, techniques, activities and materials in order to teach vocabulary in English to very young learners. For this reason, as a result of problems which are mentioned above, organizing short story-based unit plans and a contextual syllabus for very young learners was taken into the coverage of this study and the unit plans have been constructed on and around short stories.

Teaching through stories can be a great way to involve your learners and in this way, the teacher can give them a meaningful context to use and teach a foreign language. Stories may contribute to this aim in many ways, because they are enjoyable and most students are familiar with storytelling. It has been shown that children understand stories better when repetition, especially when actions (body language and mimics) are used while telling the story.

Briefly, the study has two-fold aim; (1) to reveal the effectiveness of using short stories in teaching English in preschools and, (2) to put forward suggestions about how to enrich the use of short stories and instructional materials in the preschools for more effective language learning. In order to accomplish these aims, short stories were used and unit plans were designed for very young learners.

1.4 Importance of the Study

Teaching English to very young learners is a rapidly growing field around the world, and English education has been increasingly established at the primary levels. Naturally, it is important to be successful in language teaching; and if the teacher wants to be effective in language teaching, s/he should be careful about the needs and interests of learners. For instance, very young learners need to hear clear pronunciation and intonation in order to feel successful when using English. Also they need plenty of opportunities to communicate in the target language in order to improve learning

vocabulary knowledge. Additionally, since the objective of English as a foreign language teaching is to help students to communicate fluently and effectively, teachers should provide an authentic model for language use. In order to accomplish it, the teacher should focus not only on linguistic but also on literary and cultural elements.

Since short stories authentically offer these elements, they are highly beneficial to use in teaching vocabulary in English as a foreign language teaching programs. The use of stories and contexts in home country or culture can help very young learners to connect with English, since their background knowledge is limited because of their young age and inexperience. In this study, there are some examples of short stories and some sample lesson plans for teachers and by using the results of this study, teachers may have an idea about how they can be more successful in language teaching to very young learners. So, this study is important both for English teachers and very young learners in order to successful in vocabulary teaching and learning process.

1.5 Assumptions of the Study

It is assumed that the researcher is objective when she is observing the study, so it is also assumed the results of this study will be objective. Additionally, it is also supposed that the learners will attend the lessons sincerely and regularly.

1.6 Limitations of the Study

In this study, there are some limitations about the research. Since there is not enough preschool that allows educational researches in Turkey, this study is limited to a group of very young learners in a preschool in Ankara, Turkey.

Additionally, as participants are very young learners, they are illiterate and so, the study is limited to just vocabulary teaching and listening/ speaking skills in terms of foreign language teaching.

1.7 Definitions

Very Young Learners: Very young learners are children aged 3-5 and as a result of their ages and grades, these children come with a limited amount of knowledge. They are very curious and active, they are not very patient and they like energetic activities. These

children can be described as kindergarten learners, also. Kindergarten learners are both curious and willing to learn new things, and also according to some studies they learn faster than adult learners. However, they easily get bored and their attention spans are very short.

Critical Period Hypothesis: The well-known Critical Period Hypothesis, which is based on the argument that there is a critical period during which it is easier to learn a foreign language, is accepted as axiomatic by those who claim that language learning should start at an early age. According to this hypothesis, the human brain is lateralized, and each hemisphere is assigned different roles until a certain age. The Critical Period Hypothesis was first mentioned by Lenneberg (1967; as cited in Krashen, 1981) who claimed that the period before puberty is most suitable for language learning. According to Krashen (1981), the age of five is the top of the Critical Period.

Foreign Language: A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to. Therefore English as a foreign language refers to the use or study of a language by speakers with different native languages and in this study, English language is chosen as a foreign language and the mother tongue of the learners is Turkish.

Foreign Language Acquisition: “Learning” is different from “acquisition”, because acquisition is related to the subconscious process, but learning comes true as consciously. For this reason, acquiring a language means that using it in a natural context.

Short Story: In the first meaning given in Oxford Advanced Learner’s Dictionary (2005, 7th edition), the term “story” quotes: “a description of events and people that the writer or speaker has invented in order to entertain people” (p. 1513). A short story is a work of fiction that is usually written in prose, often in a narrative format. A short story usually deals with a few characters and often concentrates on the creation of the mood rather than the plot. In this study, the short story refers to a short paragraph no longer than 100 words and it aims to teach specified vocabulary items by the researcher.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this section, main points of the study will be presented in terms of reviewing of literature. Firstly, the concept of “Very Young Learners” and the studies and researches in this field are examined. The latter is covered in detail under the title of “Background to Teaching English to Very Young Learners” and also there is information about the different teaching instruments, tools and activities and some different assessment techniques for very young learners. The next focus is on the using of literature in language teaching and the importance of literature in foreign language teaching. The last part of this section is on teaching vocabulary to ‘Very Young Learners’ by using short stories and the effectiveness of using short stories in teaching vocabulary to very young learners.

2.1. The Concept of “Very Young Learners”

The concept of “Very Young Learners” can be defined in many different versions, in this field, one of these definitions was made by Montessori who was the first female doctor in Italy in 1900s; for Montessori, the first six years of life are the most important years of a child's growth when unconscious learning gradually emerges to the conscious level. Montessori, also, has stated that “environment” is very important for very young learners and it includes not only the space, furnishing and materials the children use, but also the adults and the children who share their days with each other.

(Mooney, 2000, p. 24) Very young learners are very sensitive and they learn best through sensory experiences according to Montessori's studies.

Also, one of the most basic definitions of this term is defined by Reilly and Ward (2003) and they defined very young learners as "children who have not yet compulsory schooling and have not yet started to read" (p.5). This definition underlines the illiteracy of very young learners and according to this definition, very young learners are not in the school age; briefly, there is no need to have a formal education for them.

In addition to the different definitions of the term 'very young learners', there have also been some different theories and classifications in this field. One of the most important theories about very young learners is the *Critical Period Hypothesis* and this hypothesis emphasizes the importance of early childhood in human life. The term, 'critical period', in a formal education, especially in language acquisition, refers to a period of time when learning a language is easier and effective than the other periods of human life. This hypothesis was first introduced by Penfield in 1959 and discussions about this hypothesis have started after his studies on this term (Singleton, 2007). Then, thanks to Eric Lenneberg, this hypothesis has begun to be popular in 1960s. Lenneberg has stated that the critical period of language acquisition ends about the age of 4-5 years and it might go back to the age of two (Singleton, 2007).

Afterwards, Krashen has enriched this term in 1980s and like Penfield and Lenneberg, he has also stated that there has been a critical period in language acquisition and "learning" is different from "acquisition", because acquisition is related to the subconscious process, but learning comes true as consciously. Because of this difference, for Krashen, "acquisition" is more important than "learning" (Schütz, 2005).

Another important researcher in this field is Eric Erikson who is an important educator, psychologist and sociologist; in his most famous development theory, he divided human life span into eight main parts. In his study, *Erikson's Psychosocial Developmental Stages*, Fleming (2004) stated about this theory in the following way:

Erikson saw that each stage of development presents its own unique challenges, which he called *crises*. Erikson believed that these crises of the ego presented challenges to one's individual identity. Successful development of the personality (or psychosocial development) depends on meeting and overcoming these tasks or crises.

Table 1: Erikson's Developmental Stages

Stage	Basic Conflict	Important Events	Outcome
Infancy (Birth to 2 years)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to <i>mistrust</i> .
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12– 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to you, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life. Success at this stage leads to feelings of wisdom, while failure results in regret, and despair.

Source: Mooney, C. G., 2000.

In this theory, the group of “very young learners” is both in “autonomy vs. shame and doubt” stage (2-3 years) and in “initiative vs. guilt” stage (4-5 years). In “autonomy vs. shame and doubt” stage, toddlers struggle to achieve balance between appropriate holding on and letting go (Mooney, 2000, p.46). According to Erikson, children at this stage are interested in developing a greater sense of self-control. Also, in this stage, toddlers begin to control their motor skills and bodily functions; they begin to walk, touch and dress up (Fleming, 2004). Children who successfully complete this stage feel secure and confident, while those who cannot are left with a sense of inadequacy and self-doubt.

This stage is followed by initiative vs. guilt stage. According to Erikson, during this stage, children begin to assert their power and control their own world through directing play and other social interaction. In this stage, children are very energetic and they are ready to learn; also, they are willing to listen and learn from their teachers, parents and other children who are around them (Mooney, 2000, p.51). Play and imagination take on an important role at this stage. Children have their sense of initiative reinforced in terms of the freedom and encouragement to play. Children at this age are very active, or in Erikson’s terms, locomotive. They are talkative, and they firstly try and then learn through imaginative play (Fleming, 2004). Like Montessori, Erikson, too, believes that environment, real tools and supplementary materials are very important for very young learners in these years.

In addition to Erikson, Jean Piaget who has been both biologist and psychologist has divided cognitive development into different stages. In their study on Piaget’s theory of cognitive development, Huitt and Hummel (2003) state that Piaget’s theory has emphasized that all infants are born with the schemes operating at birth and as a result of infants’ experiences, these schemes are shaped. When these schemes become more complex, they are named as structures. As structures become more complex, they are organized in hierarchical manner. As learning starts during infancy, Piaget’s cognitive development theory starts with infancy. Like Erikson, Piaget has stated the importance of early childhood in human life and he has pointed out the necessity of education in these years. According to Piaget, cognitive development is shaped with in four main stages like this:

Table 2: Piaget's Cognitive Development Stages

Stage	Age	Characteristics	Developmental Changes
Sensorimotor Stage	Birth to 2 Years	Infant knows the world through their movements and some sensations.	Infants learn that things continue to exist even though they cannot be seen. They are separate beings from the people and objects around them. Learning occurs through assimilation and accommodation.
Preoperational Stage	2 to 7 Years	Children begin to think symbolically and learn to use words and pictures to represent objects. They also tend to be very egocentric, and see things only from their point of view.	Children at this stage tend to be egocentric and struggle to see things from the perspective of others. While they are getting better with language and thinking, they still tend to think about things in very concrete terms.
Concrete Operational Stage	7 to 11 Years	During this stage, children begin to think logically about the concrete events.	Thinking becomes more logical and organized, but still very concrete. Begin using inductive logic, or reasoning from specific information to general principles.
Formal Operational Stage	12 years and Up	At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems.	Abstract thought emerges. Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.

Source: Mooney, C. G, 2000.

In Piaget's cognitive development stages, the group of very young learners is in the *preoperational* stage. In this stage, according to Piaget, children's language ability increases, they think as using symbols and they are very egocentric (Ojose, 2008). During the preoperational stage, children also become increasingly adept at using symbols, as evidenced by the increase in playing and pretending. Their thoughts and communications are typically egocentric.

As it is stated in the table above, in this stage, children's thought processes are developing, although they are still considered to be far from 'logical thought'. Their language skills improve increasingly and they begin to acquire a language in the middle of this stage. The vocabulary knowledge of a child is also expanded and developed during this stage, as they turn from babies and toddlers into young children. For Piaget, experience is an indispensable part of learning in this stage and very young learners can learn the real life by trying. Additionally, children start to be capable of logical thinking, but not completely (Švecová, 2011). Intelligence, in this stage, can be improved as using symbols, acquiring a language and developing the imagination (Huitt and Hummel, 2003).

There is another important name in education, Vygotsky who is a famous psychologist in 1900s, has not divided the cognitive or psychological development into stages, but he states the concept of "zone of proximal development (ZPD)" for children. Vygotsky defines this concept as "the distance between the most difficult task a child can do alone and the most difficult task a child can do with help" (Mooney, 2000, p.83). According to Vygotsky, learning occurs in this zone. In his studies, he discovered that some children at the same level can learn without help, but the others need some help in order to learn.

In his study on learning and development (1978), Vygotsky has emphasized that children begin to learn something before they start to go to school; therefore, there has been an informal education period for very young learners. Even if there is not a specific 'very young learners' definition which is stated by Vygotsky, he assumes that the concept of 'interaction', 'experience' and 'environment' affect both the characteristics of very young learners and their learning process.

As the names mentioned above are the keystones of learning and education, in the light of their studies, there have been a variety of different thoughts and explanations about early childhood education. Sarah Phillips is one of these modern

educators and she defines young children as “children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” (Phillips, 1993, p. 5). She also states that it is not just related to the age of children but their maturity; that is culture, environment, sexual differences and peers’ or parents’ expectations can be effective in the definition of young children (Phillips, 1993, p. 5).

Furthermore, nowadays, the concept of very young learners can be differently defined by many countries and the importance of first years of human life is emphasized in some different education programs or curriculums. For instance, in some countries such as, Japan, Italy, Sweden, Spain, Poland, France and Greece, the term of very young learners is defined as children from birth to the age of six; and these countries believe that there should be a special curriculum or education program for very young learners; therefore, pre-school education in these countries cover children who are between 2-6 years old. In many European countries, also, preschool education for very young learners is optional, but families and governments are mainly interested in preschool education for very young learners (Yıldırım, 2008; Akcamete, Kayhan & Sen, 2012).

In this study, the concept of very young learners consists of children who are 3-5 years old; they are not literate and they do not have any special education for literacy. Additionally, the term of “very young learners” refer to children who are curious, egocentric, energetic and active both in social and educational life. These children have a very limited attention span and they are willing to learn new and different concepts about environment and general life. As their abilities and capabilities change monthly, 3- 5-year-old is a very large span for an educational program, and so; in this study, children between 36-48 months are determined as subjects.

2.1.1 The Historical Improvement in the Field of “Very Young Learners” Education

In Western society, there was not any specific identification for early childhood or very young learners before the Middle Ages. Children were thought just to be a baby until they were 6-7 years of age and after those years, they were seen as adults; hence there was no idea about early childhood in those years (Trawick-Smith, 2006, p. 16-17).

During the Renaissance, children have been realized as different from the adults (Pollock, 1987 as cited in Trawick-Smith, 2006, p. 17).

In Europe and in the United States, there was an enlightenment period for children treatment in 19th and 20th centuries. As a result of the labor force necessity in the Industrial Revolution Era, children care programs and public schools were established in order to supply a social and safety environment for the children whose families had to work. Additionally, there were some improvements in the health care programs; and naturally, mortal diseases for infants or young children began to be less in the same centuries (Trawick-Smith, 2006, p.17). At the end of the 20th century, the concern of early childhood and their needs have enriched; moreover, the interests of the studies on this field have been raised continuously.

In contrast to European countries, in Chinese and Japanese history, ideas or thoughts about the early childhood were influenced by the writings of Confucius (551-479 B.C.) and they thought that children were innocent and also, they were different from adults. In China, infancy was seen as a different period in developmental process nearly in 13th century. In addition to those views, in China, the term of ‘child education’ was a separate concept even in ancient times (Ho, 1994 et al Trawick-Smith, 2006, p.20). The studies and researches on the early childhood period have been continued to be discussed for many centuries and as a result of it, the concept of “early childhood” has been developed cumulatively in China and Japan.

Views on early childhood and children’s position in human life have changed over the years and those views have been effectively used in modern studies or researches for “very young learners”. In the middle of the 20th century, studies on early childhood; emotional, psychological, cognitive or social needs and interests of young learners and the importance of childhood in human life have been carried by both psychologist and sociologists. The findings of those studies have been used in many different child care programs and curriculum for very young learners. Nevertheless, there was no detailed study or research specifically on teaching and educating “very young learners” until the 1970s.

In 20th century, teaching or educating very young learners has become a rising field for many educators and researchers. Yet, in the field of foreign language teaching, there has not been any specific study or research for “very young learners”, but studies

on young learners have started in 1970s. Those years might be thought as the starting of studies about “very young learners”, because researchers and educators having studied on young learners have begun to notice the importance of education in the early childhood. In the late 1980’s “English for Young Learners” has been emerged as a new study and research area (Cameron, 2001).

In 1980s, teaching English to young learners in primary school has become a considerable area, but then the ideas and different thoughts about the teaching English in preschool has started to gain importance (O’Neil, 1993). After those years, not only the field of English for young learners, but also the field of English for very young learners has been popularly studied and the necessity of preschool education has been stated by some educators, psychologists, sociologists and researchers in different aspects.

Owing to the studies and researches on teaching to very young learners, it has been stated that preschool education and kindergartens should be designed as considering the needs and interests of very young learners and also their teachers should be well educated in this field. As studies show that very young learners have different characteristics from the young learners or adults; therefore, their education programs, curriculums, teaching activities, teaching environment and educational materials should be conducted for their needs and interests. As a result of those innovations, a general definition of early childhood education was framed by Jackman (2005) and he states that “early childhood education refers to the programs and settings which are useful for children from birth to the age of eight” (p.12).

In this field, Froebel, a German educator and philosopher, is thought as the “father of kindergartens and he found the first kindergarten in German in 1837” (Cos, 2001). Froebel was named among the early childhood thinkers consisting of Pestolozzi, Herbart, Montessori and Dewey (Cooper, Allen, Patall and Dent, 2010). Froebel divided the early education into three stages; infancy, early childhood and childhood. In his studies, he has been interested generally in 4-6 years old children and his kindergarten have been designed for children in those ages.

According to Froebel, the kindergarten for very young learners was “a place for free and joyful children to learn through their own discoveries as naturally as gardens grow” (Cos, 2001). Saracho and Spodek (2002) stated that in Froebel’s kindergartens,

plays were chosen in accordance with the ages and learning capabilities of the children and those plays were generally controlled by the teachers in the kindergartens. In this manner, Morrison (1997) emphasizes that according to Froebel, the teacher's main role is to observe children's natural improvements and provide activities which are suitable for them in terms of level and age. Additionally, Morrison (1997) draws attention to Froebel's contributions for early childhood education as follows:

“The concepts of unfolding and learning through play are two of Froebel's greatest contributions to early childhood education. He also developed a systematic, planned curriculum for the education of young children based on ‘gifts’, ‘occupations’, songs and educational games.”

After the Froebel's kindergarten, in 1870s, there were some different kindergartens which have been established for immigrants in some of the Western countries. At the end of the 1800s, some different pragmatic movements in kindergartens have come out and one of the prior of these movements was John Dewey (Allen, Cooper, Dent & Patall, 2010). Like Froebel, Dewey also assumes that plays have been an important part of early childhood education; but whereas Froebel's abstract playing style, Dewey believes that “children could improve their knowledge about life as playing with real materials and concrete playing instruments such as washing clothes, cooking or weaving rugs” (Weber, 1984). Those kinds of plays and playing environment of Dewey have been similar to Montessori's teaching environment. As a result of this belief, Dewey has designed his kindergartens in this style and he has used these kinds of activities in his teaching environment. He also believes that “children learn best when they interact with other people, working both alone and cooperatively with peers and adults” (Mooney, 2006, p.6).

In 1960s and 1970s, there was a significant improvement in kindergartens and education programs for especially 5-year-old (Elicker and Mathur, 1997). After those years, Western countries have varied the kindergartens; and in 1990s, not only part-time kindergartens but also full-day kindergartens have gained importance because of working mothers; hence there has been a more complicated curriculum for early childhood education; and also, there have been a variety of highly-structured programs

(Elkind, 1987; Sava, 1987; Shepard and Smith, 1988, Housden and Kam, 1992 as cited in Elicker and Mathur, 1997).

At the end of the 20th century and at the beginning of the 21st century, not only kindergartens but also preschools have blossomed for very young learners. Morrison (1997) points out the explanation and the importance of preschool education programs as follows:

Preschools are programs for three- to five-year- old children, before they enter kindergarten. Preschool children are learning to use and test their bodies. The preschool years are a time for learning what they can do individually and how they can do it. Preschoolers also like to participate in fine-motor activities such as drawing, coloring, painting, cutting and pasting (p.).

In addition to this explanation, Goldberg (2002) also describes the preschool as a place where a child can go to spend time in an effective and meaningful manner in the years before s/he is cognitively, psychologically and emotionally ready for formal schooling (p. 223). Like kindergartens, in preschools, “the main purpose is to prepare children for primary school by developing them in many different sides of life; social and linguistic skills are also developed by preschools in early childhood” (Deneme and Ada, 2010). In a preschool, the child can have an opportunity to be with many different children who are the same age and they may have suitable activities for their age and level (Goldberg, 2002, p. 223).

Different studies and some developed curriculums or syllabus in this field have shown that preschool education and kindergartens enhance the early childhood development, since there is a special and well-designed environment and some different teaching activities for very young learners. In the modern era, the importance and the necessity of early childhood education for very young learners is clarified by many researchers; as a result of studies in this field, both government and families have begun to give importance of preschool education in order to improve an effective academic and social life for children.

2.2 Background to Teaching English in terms of Vocabulary Teaching to Very Young Learners

Foreign language teaching has begun to be important owing to the globalization all over the world and as a result of this process, English language has gained importance and it has been an international language in the world; therefore it became the most commonly taught second language all over the world (Rixon, 1992). Because of its necessity, there have been a lot of different foreign language learning/teaching strategies, theories, methods, approaches and activities.

When the learning strategies and teaching methods are thought, it can be easily said that learning starts in infancy, long before formal education begins, and continues throughout life; if there is an early learning process for the children, it may bring later learning and early success results with later success (Heckman, 2004). Moreover, early childhood education and teaching process is an effective process for both learning and motivation. Therefore, learning in early childhood is very important for language learning and teaching.

In their first or native language acquisition, babbles or vocal messages of babies are seen to be the first activities while acquiring the first language and after the first months, children begin to use some vocabulary items and they begin to organize two-word or three-word sentences (Brown, 2007, p.25). Nearly “3-year-old children can comprehend a variety of linguistic input and their speeches or communication capacities are enhanced in these years” (Brown, 2007, p.25).

In their first years of life, language acquisition is a normal process for children; they can acquire a new language and in all countries, even if they have different grammatical or verbal structures, children can easily learn their first or native language in a few years (Singleton and Lengyel, 1995). Furthermore, there is not any specific formal education for babies in order to acquire their native language; they can learn it from their parents in a short time and they use this language during their whole life. Naturally, there are some cultural differences in how parents interact with their children, but most children acquire their native language at the same rate (Pihl, 2009).

As the children can learn a language in their infancy, they can acquire a second or foreign language easier than adults in these years. Young children, especially,

toddlers are not aware of acquiring a new language and social values in this language; as a result of it, they can acquire a new language easier than adults being consciously aware of what they are doing while learning a new language (Brown, 2007, p.66). In language learning process, acquisition is one of the most important term and very young learners have an advantage in this aspect because of their ages. So, it can be assumed that very young learners can acquire a new language instead of learning it.

As in Lenneberg's study on *Critical Period Hypothesis*, language acquisition is supported by biological factors and there is a critical period in language acquisition between two-years and puberty (Collier, 1988). In addition to the first language acquisition, in his study on language learning and teaching, Brown (2007) states that "a child learning two different languages can acquire them at the same time as using the similar strategies" (p.72). Children can use the knowledge gained in acquiring their first language in order to develop their second language. "Children who develop proficiency in using their native language to communicate, to gain information, to solve problems, and to think can easily learn to use a second language in similar ways" (Perez and Torres-Guzman, 1996 as cited in Pihl, 2009). There are also some different researches in terms of biological, psychological, cognitive and social aspects supporting the foreign language acquisition in very young learners.

One of these researches is on Lenneberg's studies about the biological aspect of language acquisition. The important names of Critical Period Hypothesis Penfield and Roberts (1959) emphasize the plasticity of brain and the period of early childhood in language acquisition. In this field, VanSickle and Ferris claim in their study that Lenneberg (1967) has stated before age of two, brain has not developed totally and because of its "plasticity", language acquisition is more effective than the older ages.

In addition to biological aspect, when it is considered in terms of cognitive aspect, human cognition develops rapidly in the first 16 years of life and then it continuous to develop in a slow motion (Brown, 2007, p.65). In cognitive considerations, Piaget's cognitive development stages are one of the most important views in language acquisition for very young learners. In cognitive dimensions, language learning is seen generally related to the 'interaction'; and thus, interacting with others is thought on of the most important item in language acquisition (Pica, 1996).

In the field of language acquisition, Krashen (1978) has separated from 'learning' to 'acquisition'. For Krashen, acquisition occurs subconsciously and learning should be organized consciously (Rivers, 1980). According to Krashen, also, except for special needs such as formal language in writing or any other skills, conscious learning is not necessary in language acquisition (Rivers, 1980). In very young learners' foreign language acquisition, since they are illiterate, there is not any formal purpose; for this reason, they can acquire a new language without consciously.

In language learning process of very young learners, Morrison (1997, p. 194) states that children's language skills have developed in their preschool years; their vocabulary knowledge and speaking ability grow in these years. In the light of the studies which have positive results, in many countries foreign language acquisition in early childhood period has begun to be supported. For instance, in Luxemburg, Malta, Norway and Belgium, the first foreign language acquisition is compulsory for 1-year old toddlers. Additionally, in some Spanish Autonomous Provinces the foreign language learning education starting age is lower; in Estonia it is about 7-year-old and in Sweden it is between 7-10-year-old (Edelenbos, Johnstone & Kubanek, 2006).

As a result of these kinds of researches and studies, teaching English to very young learners has a rising importance in foreign language teaching. Since age factor in language learning or acquiring is obvious in pre-school education and kindergartens, language teaching activities and instruments are varied continuously by researchers and educators. Briefly, as it is an inevitable part of early childhood education, language teaching has gained importance in modern era. As a result of this process, a variety of teaching instrument and activities have been developed and designed for very young learners.

2.2.1 Teaching Instruments in Vocabulary Teaching to Very Young Learners

In their first five years, children develop various foundation skills such as, language, thinking, motor skills, emotional, and interpersonal which are necessary for their whole life. Children are born with an innate need to discover and explore and this innate need should be supported by educators, families and social environment in order to supply a more successful academic life for very young learners. When supporting

these skills, different activities, methods and instruments can enhance the process of learning in early childhood. The use of various teaching activities to teach vocabulary has a great influence on the learners (Çakır, 2004). Mixed activities, chants, poems, songs and rhymes can help students' to develop their speaking abilities; and also, these make their pronunciation better and their awareness of the language can improve easily (Klancar, 2006).

It is well known that when a learner is active in using language to communicate, he/she can learn this language easily and properly. As for children, they need to have different activities and in this activities being an active participant is crucial for them (Vronskaya, 2008). According to Harmer (2007), since children are curious, love discovering things and using their imagination, they may well be involved in puzzle-like activities, making things, games, physical movement and songs (Zorba and Tosun, 2011). Additionally, in her study "*Designing Courses for Young Learners: Intensive Summer Residential Courses*", Sevcikova (2007) states the importance of using different activities in language teaching to very young learners as follows:

They have a very short attention span, cannot read, write or organize their own learning. They love playing games and playing with language sounds. The purpose of teaching them is to develop a positive attitude towards English and make their first encounter with English as enjoyable as possible. This can be achieved through a number of suitable activities such as story-telling, drama, songs, chants, rhymes, art and craft activities involving drawing, cutting, sticking, games and frequent use of visuals. (p.27)

The activities used in the classroom make an environment for the learning process and these offer different kinds of opportunities for language teaching (Cameron, 2002). As different activities enrich the vocabulary learning environment, in early childhood education, activities, supplementary materials and teaching methods should come together in a balance. Not only visual or verbal activities but also some kinds of activities consisting on movement and action might be organized for the children in language learning process. For instance, Çakır (2004) claims that providing young learners with bodily-kinesthetic activities such as making things, singing action songs, playing games, doing project works, doing hands-on activities is very helpful in order to

conceive the target language as they are eager to explore the language to understand through the physical activities.

Bruner's 1960 theory of "cognitive growth" pointed out that child's development has been influenced on the environmental and experiential factors (Smith, 2002). According to this theory, environment and activities around them are effective teaching tools for very young learners. The use different kind of supplementary materials is a significant term in language teaching and learning process (Valencia, 2001). Young children can learn the real world "thanks to their experiences and this means that they can learn easily as a result of different events around them" (Paradis, Kirova & Dachyshyn, 2009). In their study on enhancing kindergarten learners' English level, Tosun and Zorba (2011) point out that "kindergarten learners have a limited attention span and therefore they are easily get bored (Cameron, 2005); for this reason, teachers need to enrich their lessons with the help of using other instructional materials and techniques".

Additionally, very young children, like adults, have a combination of intelligences and learning styles. As for Gardner (2003), there are eight main "intelligence" types; Linguistic, Logical-Mathematical, Visual-Spatial, Bodily Kinesthetic, Interpersonal, Intrapersonal, Musical, and Naturalist intelligences and each person and also each children has some of them naturally; but each person has his/her own intelligence profile. For this theory, Howard Gardner has maintained that all children possess all eight of the intelligences; though some intelligence types may be stronger than others. This accounts for why children have a preferred learning style; different interests, likes and dislikes (Morrison, 1997, p.309). At the light of this theory, in foreign language teaching to very young learners, activities and teaching instruments are chosen carefully and these are organized by the educators for each types of intelligence.

As it is stated above, using different teaching instruments and activities in English language teaching in terms of vocabulary items to very young learners can be seen one of the most important factors in foreign language learning and teaching process; for this reason, in this study, there are a variety of different teaching instruments, techniques and activities are used in the unit plans. These teaching activities and instruments are generally introduced below and there are sample unit

plans being designed as using them in terms of the abilities, needs and interests of the children.

2.2.1.1. Games

Because of the ages, levels and characteristics of very young learners, playing and games are thought an indispensable part of early childhood education. In their language learning, children need a lot of different activities and teaching methods which consist of enjoyable and creative instruments. As a result of their needs and interest, games should be used in very young learners' education programs.

When it is examined in a detailed way, it can be easily seemed that there have been a variety of different definitions on games. For instance, the simplest definition made by Celce-Murcia and McIntosh (1979) is "games are fun" (p. 53). This is a simple, but exactly an explanatory definition of games for very young learners. Yet, it is not enough in terms of educational aspect of the games. According to Haycraft (1978, as cited in Yolageldili and Arıkan, 2011), "games are an agreeable way of getting a class to use its initiative in English." In another definition constructed by Hadfield (1998), games are described as "activities with rules, a goal and an element of fun" (p. 4). These are some different definitions of games, but all of them are not completely useful for early childhood education. In this field, Kupeckove (2010) highlights the problem about these definitions of games in her study on *Game-like Activities* as "the game in education must be more than just fun; learners have to learn through playing games, too" (p. 14).

Because in foreign language teaching to very young learners games play an important role, there have been a variety of implications on the necessity of games in early childhood education. First of all, in 1876, Froebel, known as the father of kindergarten, states that play is the work of child (Riley, 2003). John Dewey, also, believes that children learn via playing and that children engage in play associated with everyday activities (Morrison, 1997).

Piaget, another important name in cognitive development, emphasizes that play promotes cognitive knowledge and thanks to games, children construct knowledge or their world (Morrison, 1997). According to Piaget's cognitive development theory,

children learn by actively constructing knowledge through interaction with their environment (Hart, Burts & Charlesworth, 1997, p.261). Since there have been several of toys, game-like activity materials and supplementary instruments for games in their educational environment, children have an opportunity to enhance their knowledge through games. According to Piaget, making children curious is better than giving them information directly (Mooney, 2000, p.62). The easiest way of making them curious is using games, since they want to learn the rules of the games and they want to be active in these games. As a result of these desires, very young learners have to engage in the learning environment.

Like Piaget, Vygotsky believes that much learning takes place when children play. He states that language and development may improve each other. When children play, they constantly use language (Mooney, 2000, p.83). Vygotsky views the social interactions in play is essential to children's development. He, additionally, points out that "children learn through social interactions with others social skills such as cooperation and collaboration that promote and enhance their cognitive development" (Morrison, 1997). Additionally, Piaget and Vygotsky have proposed that there are strong links between symbolic play and the development of the child's intellectual ability in terms of using language, literacy and mark-making (Riley, 2003, p. 19).

As the importance and the necessity of using games and playing activities in early childhood education, games have naturally been the heart of preschool programs. They are one of the most important teaching instruments and using games in language teaching for very young learners will continue to be one of them. Games for children are resulting in learning. Therefore, "play is a learning process for children, and preschool programs should support learning through plays" (Morrison, 1997). Additionally, games have key roles in social development (Bredenkamp and Copple, 1997, as cited in Hart, Burts and Charlesworth, 1997) by providing "a context and children can possess a variety of different social skills, such as cooperation, sharing, social problem solving, or putting themselves in another's place and understanding of the feelings of others" (Hart, 1993; Johnson, Christie, & Yawkey, 1987, as cited in Hart et. al., 1997, p.271).

In addition to Hart et. al.(1997), there are more supporting ideas on the importance of games in foreign language teaching. For instance, Hendrick (1986) suggests that play provides a context in which all the serves are utilized simultaneously.

By paraphrasing Hendrick's study (1986), in their study about curriculum development for children; Hart, Burts and Charleworth (1997, p.271) point out that play affords children a chance to define who they are and who they are not, and it helps children distinguish from reality to fantasy.

In terms of using games in early childhood, Fromberg (1998, 1999, 2002) has clarified that educators and researchers have documented play as an important vehicle for language learning and development and if there is not any game which is suitable for very young learners, it can be an obstacle to the development of happy, healthy and cognitive development (Isenberg and Jalongo, 2006, p.40). As play is an indispensable part of early childhood education, some of the main features of it should be known; in this field, Isenberg and Jalongo (2006) categorized the main characteristics of play and games like that:

1. Play is a voluntary activity and it increases the motivation.
2. Play is symbolic, meaningful and transformational.
3. Play involves the players; that is, it involves the children and they are active in playing activities.
4. Play is also rule-based, there are the distinct rules of each game and children can develop appropriate role behaviors thanks to the rules in the games.
5. Play is pleasurable; that is to say easily, children like playing and they want to join it (p. 40-41).

In addition to all of them, in a study on play and games, Nutbrown (2005, p. 24) claims that development and learning are occurred in some different social and cultural contexts; for this reason, "play is an important vehicle for children's social, emotional and cognitive development, as well as reflection of their development" (Nutbrown, 2005). Moreover, Riley (2003) supposes that play-based activities are effective vehicles for learning; and traditionally, play is at the heart of early childhood education, because there is an effective learning for the children both socially and cognitively (p.11).

According to Paradis, Kirova and Dachyshyn (2009), play is the cornerstone activity for social, cognitive and language development in children from two-and-a-half to five-years-old and it should be promoted by the professionals. In their study

Effectiveness of Using Games in Teaching Grammar to Young Learners, Yolageldili and Arıkan (2011) summarize the effectiveness of games as providing learners with an opportunity to make practice on grammatical rules and forms by presenting them in a communicative way. Ioannou-Georgiou (2010) explained the importance of games in foreign language teaching for very young learners like this:

Games are a valuable activity for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules etc. ... They are also activities which are naturally repetitive, thus maximizing input, frequency of target items without boring the students.

In addition to the positive characteristics of games, the use of games in the classroom has many advantages. Carrier (1980, as cited in Sanchez, Morfin & Campos, 2007) mentions some of them as follows:

1. Games give a variety of tools to facilitate the teaching-learning process.
2. Games are flexible; it means that they can be used for teaching any aspect of the language.
3. Games make the lesson less monotonous.
4. Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.
5. Games make students produce language subconsciously.
6. Games stimulate students' participation and give them confidence.
7. Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class.
8. Games can also serve as a testing mechanism because they expose the students' weaknesses and strengths.

As a result of her studies in the field of using games in foreign language teaching, Ioannou-Georgiou (2010) determines one of the advantages of using games in foreign language classroom; according to her, games are necessary for a child beginning to learn a foreign language. Children need get to input before they experiment with producing language. In each game, there is a silent period for children, and therefore, games are important tools which allow children to listen to and comprehend language without requiring production. They can participate fully in all of the activities without being pressured to produce language. For this reason, using games in language classroom is an effective and also meaningful way for both teachers and very young learners.

In addition to these views on the effectiveness of using games in foreign language teaching to very young learners, Khan states that games are both natural and universal activities, each child in the world like games (Brumfit, Moon & Tongue, 1991). All over the world, game is a common language for very young learners; even if they do not know the language properly, they can communicate while they are playing and they can interact with others in the play. Therefore, games supply an interactive language environment in early childhood education.

Lewis and Bedson (1999) are the other educators who support the using games in language learning process; they suggested that games are the vital and natural part of learning and they are also effective in growing up period. Thanks to games, children can discover new items, they can interact with their environment and they have some different experiences (p.4). Additionally, according to Lewis and Bedson (1999), games increase the motivation of children and they support to use foreign language in the classroom environment (p.4). They have also clarified the term of *language games* in their studies as all games are enjoyable for very young learners, but language games are also task-based and consequently, they are special for language learning. In language games, the goals and rules of the game should be given directly and children should be encouraged in order to be active in the language games.

Language games can be used to give a new language item, to introduce a new topic and to organize the classroom environment; in these games, only the language items are not enough to choose a game for the children, but children's language knowledge and interests should be considered. (Lewis and Bedson, 1999) When a game in language learning process is chosen, cognitive level of children, their interests, safety

conditions and the physical environment should be determined and not only just a few types of games but also a variety of games should be chosen to enrich the learning process (Lewis and Bedson, 1999, p.12). For all children, there should be a suitable game such as outdoor games, story games, drama games etc. and these games have to be integrated the syllabus effectively in early childhood education (Isenberg and Jalongo, 2006).

To sum up, games are very effective teaching instrument in language teaching to very young learners. As they are both enjoyable and communicative, children can be involved in the activities easily and they interact with their friends. Thanks to games, there is a repetition process, also. In a lot of games, children repeat the same sentences or the same chants one by one or they can repeat the words all together. They have to hear the same word for many times in a game-like activity. As repetition is very important in acquiring a language, games give the opportunity of repetition (Brumfit, Moon and Tongue, 1991; Ara, 2009). Children are encouraged to engage these games actively and their language skills are developed with the help of games.

2.2.1.2 Art and Crafts

Art crafts make children be aware of the personal development and they help them to improve different language skills effectively. These are specifically helpful for developing colors, shapes, numbers and vocabulary items in early childhood education. These teaching instruments provide a meaningful context for children; and also, they can motivate them to use language skills properly. As it is stated above, learning environment should be enriched by using different activities and for this reason, using art craft activities is an alternative way for the teachers in language learning and teaching process.

As for the importance of using art crafts in foreign language teaching, Jasmine (2004) suggests that children have a good time when they are engaged with the art craft activities; and additionally, they can improve their imagination thanks to these activities (p.5). They can do whatever they want when they are in an art craft activity; they can create some different shapes with puzzles, they can create some different characters as using puppets or they can draw many different items thanks to art craft activities.

Because of their aims in language teaching, art craft activities consist of manipulative materials and according to Isenberg and Jalongo (2006), these materials develop both muscles in children's finger or hand and imaginative thinking of children (p. 276). Children improve their creative thinking skills thanks to art crafts and they can produce some different instruments by using art craft materials. In early childhood education, deciding the art and craft activities is one of the most complex situations in language teaching. In this field, Jalongo (2007) states that organizing the useful language arts activities for children should be related to understanding children's literacy growth and development (p. 310).

The necessity of using art crafts in language teaching is proven by some researchers and educators. In early childhood education, there are some kinds of different art and craft activities for children such as puppetry, masks, puzzles and drawing- coloring. These activities are explained one by one below and the advantages or disadvantages of them are given in terms of foreign language acquisition. Not only a simple art and craft activity, but also an integration of all of them should be considered for an effective language learning process.

2.2.1.2.1. Puppetry

Puppets are known as art-craft activities in language teaching process. There are some definitions of "puppet" and the term of 'puppetry'; for instance, Quintero (2011) describes puppetry as a combination of music, storytelling, dramatization and theatre art. This is a general definition for puppetry, but the puppetry in education is different from puppetry in theatre (O'Hare, 2005). Ackerman, also, underlines the importance of puppetry in language teaching and development (Quintero, 2011). Additionally, puppetry is a combination of some different activities or instruments and as a result of this combination, it contains both visual and oral aspects of language learning. Therefore, puppetry is one of the most attractive and enjoyable teaching instruments for very young learners. In this field, there are some different views on the effectiveness of using puppetry in language teaching for very young learners.

One of these views is on the importance of puppetry. In this view, O'Hare (2005) states that puppets have power to enrich language learning. According to

O'Hare, the goal of using puppetry should be determined carefully and the teacher or educator should also be careful while using this technique in the classroom environment, because in language learning, puppets are more than just dramatic characters or colorful instruments (O'Hare, 2005, p.64). Using puppetry should be meaningful and also it should be designed for a specific purpose in the education programs. Additionally, puppets should be proper to the cognitive level and age of the children; thanks to puppets, they can be easily engaged in learning process. For this reason, determining the goal of this activity and choosing the correct puppets for children are some of the vital concepts for using puppetry in language learning.

The other view on the importance of puppetry is stated by Saracho and Spodek (2007) and they claim that very young learners need to have a lot of different activities in language learning process such as drama, puppetry, storytelling and children's literature. In these activities, children have a chance to hear the sounds in their target language and so, it contributes to phonetic structures in early childhood (William and Rask, 2003, as cited in Saracho and Spodek, 2007). Thanks to puppetry, the language environment can be enhanced and the children can be motivated for learning a foreign language.

In addition to these views on using puppetry activities for very young learners, Ewart (1998) claims that puppets make the characters used in the context true and whatever you say or how you say is in your own responsibility while using puppets. Therefore, in language teaching, puppetry develops the creativity of the children; they can act puppets out in the light of their own ideas and imagination. In puppetry, not only words, but also body language and visual aspects are used actively; for this reason, puppetry has a significant role in language learning, as it improves imagination (O'Hare and Bernier, 2005). Thanks to its imaginative effects, puppetry in language teaching is an effective teaching instrument in early childhood education.

As it is an important instrument in early childhood education, using puppetry has some advantages for both children and the teachers in the learning and teaching process. Carol Sterling, an educator and puppeteer, combined the advantages of using puppetry in education; and according to this combination, puppetry enhance imagination, it develops a creative and oral expression, it improves speeches and reading skills, it is helpful for gaining self-confidence, it develops social and fine motor skills and also it helps to gain appreciation of literature (Quentero, 2011).

In addition to these advantages, Quentero (2011) adds some visual advantages of puppetry that it is important in order to understand media and choose the subjects or symbols. Moreover, in puppetry activities, dialogs and conversations are generally used; as a result of it, there is a natural communication environment for the children. They can use the puppets and they can try to communicate thanks to puppetry activities. This is an important advantage of using puppetry especially for shy children, because shy children can be active in the classroom by using the puppets. Therefore, while they are talking with the puppets, they can be more relaxed and they can introduce themselves easily.

Furthermore, O'Hare (2005) suggested that puppetry enriched the learning, because it contributes the multiple intelligences and it supports active learners in literacy and social studies (p. 3). Since there are a variety of advantages of puppetry, it should be carefully integrated in early childhood education; the characters, adventures and main idea of the puppet should be suitable for the emotional and cognitive level of the children. Also, children should be active when this activity is used in the classroom environment, they are observed carefully and they are guided by their teachers if it is needed. By using puppetry effectively, language learning can be enhanced and the learning process may be more attractive.

2.2.1.2.2. Puzzles

A “puzzle” is a term which is defined in some different dictionary or sources as a game, toy or problem in which pieces should be together or answer should be given and it develops people's problem solving ability and logical improvement (Longman, 2002; Cambridge, 2004; Oxford, 2011). Puzzles are important supporters for growing and developing of the human brain (Maldonado, 1996). The first puzzle was produced in 18th century; but there wasn't any specific purpose for the educational usage of it. Then, in 20th century, puzzles have been developed and there have been some kinds of different puzzles for people. After this intention process, puzzles have begun to be used as an enjoyable activity for children in the education programs, and there have also been some special puzzles for them.

Naturally, as a result of the improvements in puzzles, there have been some different kinds of puzzles and some of the puzzle types can be listed as in this way: jigsaw puzzles, crosswords, combination puzzles and mechanical puzzles. When the ages and cognitive developments of very young learners are thought, jigsaw puzzles and combination puzzles are more effective for them. As children in early childhood education are illiterate and they do not complete their formal education, there should be big pieces and pictures for them. Puzzle is a very colorful and motivating activity for them in these first years of preschool education. When children try to solve a puzzle, they have to put the pieces together and they have to match the correct pictures with each other. While they are working on these puzzles, their problem solving ability and cognitive skills are improved unconsciously.

In the matter of using puzzles in education, Childers (1996) claims that there has been enough study on the effectiveness of using games and puzzles in education, but nevertheless it has been suggested that these have been alternative tools in education for the children. According to National Association for the Education of Young Children (1997), puzzles should be designed as considering the levels and ages of the children and if puzzles are used effectively, they provide formal education experiences for both teachers and learners; children can be active in the classroom and the teacher can observe the learners in terms of the working on the puzzle. Additionally, Franklin, Peat and Lewis (2003) show that crossword puzzles have been used as a teaching instrument in some different aspects such as, communication, psychology and reading comprehension.

As the teaching environment should be enriched by different activities and instruments, puzzles can be used in language teaching process for very young learners. There might be some puzzles with big and few pieces or there can be some pictures and related items to them; in their lessons children can make their puzzles, since they think that it is just an enjoyable game, they are motivated and they want to be a part of learning process. Briefly, due to their effectiveness for very young learners, puzzles can be integrated into learning process in early childhood education.

2.2.1.2.3. Masks

Another art craft instrument, masks are used in the classrooms for children. The mask is an object generally worn on face and it has been estimated that masks have firstly been produced in the middle ages and firstly, they have not been used in any educational purposes like puzzles. In some different countries, masks have been used as a ritual or entertainment tool. But after the 20th century, the usability of masks in education has been recognized by some researchers and they have begun to be used in some fields of education.

There are no many specific studies on the usage of masks in foreign language learning or teaching, but it can be assumed that masks, especially for shy children, are very effective in the learning process, and thanks to them children can do whatever they want, as they believe that nobody can recognize them. In foreign language learning process, masks can be used to make some different characters for children and they can wear masks when they want to be active in the classroom.

In early childhood education, pronunciation and communication are very important; yet, sometimes teachers cannot understand the words which are said by the children wearing the masks. Since the teacher cannot see the face of child, s/he cannot decide whether the child says the word correctly or not; so, using masks for the very young learners or young children at starter level is not very useful in many times. But, even if it has some disadvantages like this, the mask can be used in foreign language learning process in order to enrich the learning environment and make shy children active in early childhood education.

2.2.1.2.4. Drawing and Coloring

There are the other art and craft activities known as drawing and coloring. Some theorists describe the drawing stage as “children progress, beginning with the scribbling stage and advancing to more representational drawing levels” (Di Leo, 1982; Lowenfeld, 1947 as cited in Trawick- Smith, 2006, p. 210). For drawing activities, Rathet (1994) suggests that drawing make a chance to children in order to create their

own visuals. As a consequence of their fine motor skills from age 2 to age 5 (Trawick-Smith, 2006), 3-year-old children begin to use their hands and fingers more actively in these years. In the light of this development on their body, drawing and coloring activities can be used in a simple way. Additionally, Sheridan (2002) states that drawing is a mental activity and children use their drawing to explain a story or retell it; they can draw instead of writing. Also, Horn and Giacobbe (2007) emphasize that for children, drawing is not a rehearsal for writing; but “drawing is writing” (p. 3). For this reason, drawing is an instrument which gives the educators some clues about the children’s inner world and their knowledge about the concepts which are thought in the classroom.

Since children explain their own ideas through drawing, there should be some drawing activities organized specifically for them. Drawing is a reflection period for very young learners and a child psychologist Venger says that drawing can develop a child’s awareness of his/her own thinking style (Horn and Giacobbe, 2007). Drawing is a clue not only for the teachers but also for the children; as they can understand their own ideas easier thanks to their drawings. Additionally, drawing is an enjoyable activity for children and they are relaxed when they draw their own figures without thinking any other concepts (Rathet, 1994; Horn and Giacobbe, 2007). As they enjoy drawing activities, children are eager to join drawing activities. Therefore, Sheridan (2002) claims that drawing is child’s play; as it creates a teaching and learning period for very young learners, they like drawing as a game-like activity.

In addition to the views stated above, Isenberg and Jalongo (2006) claim that when children begin to learn to communicate with each other, symbols are very important for them. For this reason, they draw some symbols which are meaningful for their inner world. Isenberg and Jalongo (2006) explained the relationship between drawing and communicating symbols as follows:

....most children are in kindergarten recognized that art has the power to communicate. They often use artwork as a “narrative prop”-as a way of telling a story. Their drawings and play-dough creations begin to resemble the objects that they have in mind. (p.99)

However, drawing is not an effective teaching instrument if it is not used in a meaningful context for the children. They may draw some figures, but if there is not a

linguistic purpose, it doesn't have a meaning; it is just doodling. For this reason, drawing activities should be planned in accordance with the needs and interests of the children in foreign language learning environment. As for drawing tasks, Rathet (1994) made a list consisting of different drawing activities for children such as drawing emotions, drawing to interpret shapes or sizes and drawing the student's learning environment. These are some kinds of different drawing tasks and all of them have an educational purpose. If it is thought in terms of language education, there are also some different activities such as hear and draw; look and draw; and describe and draw. Thanks to these activities, children both listen to the directions of the teacher and they are active in the language learning process. Because of its benefits in foreign language learning process, drawing should be organized and used in early childhood language education.

In addition to drawing, coloring or painting is another effective and enjoyable teaching instrument for vocabulary teaching to very young learners. In this field, Lewis and Mol (2009) state in terms of their learning styles, children having *spatial* learning style like both drawing and coloring activities (p. 7). Yet, according to Jackman (2005), not only children having spatial learning style, but also all children can develop their body muscles, language development and two-handed experiences thanks to painting (p. 221). For this reason, coloring activities look like enjoyable and purposeful for very young learners in early childhood education. They both like it and want to be active in the learning process.

As children like these kinds of activities, in order to be more effective for children, an art environment should be organized for children (Jackman, 2005, p. 221). In a well-organized teaching environment, with colorful and appropriate materials, children can be motivated and they want to be active learners in the learning process. They need to listen to the directions of teachers and then they are engaged thanks to these activities. In terms of foreign language learning, coloring activities are helpful to identify shapes and main objects and also these are effective, naturally, to learn the names of color in their target language. Consequently, teacher can modify drawing and coloring activities for the children and they can organize attractive art and craft instruments in the learning environment.

2.2.1.3. Songs

In foreign language learning, children have to hear as much their target language as possible, because it is not easy for them to hear a foreign language out of the classroom. Jalongo (2007, p. 81) claimed that listening is a language skill that is used the earliest and it continues throughout life. For this reason, in the classroom, the courses should be enriched by using different listening activities. One of the most important listening activities for very young learners is song and music. In this field, Ward (1980) states that in language learning and teaching, songs and music have an important role.

Also, as pointing out the importance of music for children as cited in Jackman (2005), Greenberg (1979) claimed that “ ‘music’ and the ‘the young child’ are almost synonymous terms. They both invoke a sense of wonderment, enjoyment, laughter, movement, freedom, creativity, and expression” (p. 264). Additionally, in his study namely as *Musical Activities for Young Learners of EFL*, Çakır (1999) pointed out the importance of songs in language teaching as “songs, rhymes, chant, and musical games are fantastic materials for the language teacher to use with young learners”. Generally, using songs and music in the classroom environment both enrich the learning process and attract the children positively in many aspects.

Songs and music are not only enjoyable activities for foreign language learning but also attractive and meaningful in some different ways. For instance, as cited in Kömür, Saraç & Şener (2005), Maess and Koelsch (2001, p. 540-545) suggest that “neuroscientists have found that musical and language processing occur in the same part of the brain and there appear to be parallels in how musical and linguistic syntax is processed”. As a consequence, it can be seemed that songs develop the language skills in an effective way for very young learners. In the educational process, there are a variety of advantages of using songs in language classroom; Eken (1996) has summarized why teachers have to use songs in their lessons as in this list:

1. to present a topic, a language point, lexis, etc.
2. to practice a language point, lexis, etc.
3. to focus on common learner errors in a more indirect way

4. to encourage extensive and intensive listening
5. to stimulate discussions of attitudes and feelings
6. to encourage creativity and use of imagination
7. to provide a relaxed classroom atmosphere
8. to bring variety and fun to teaching and learning.

The importance and advantages of songs and music have been declared by many researchers and educators in some different aspects. For instance, Sokka-Meaney (2008) suggests that in some different foreign language skills such as memorizing and concentrating, learning new songs is a developmental process for the children. And also, she states that songs improve the group interaction and they develop the socialization in the classroom environment. In the light of this knowledge, songs and music can be used to supply an interactive teaching environment.

Another advantage of using songs in language learning is on motivation; Krause (2003) claims that for children, using songs breaks down the language barriers and they can be more active in the language environment. Moreover, Sokka-Meaney (2008) states that using songs, music and melodic activities improves the motivation of young learners. It is a well-known idea that if children are motivated, their language learning process begins to develop and they can learn new language items properly. Due to the necessity of motivation in language learning, songs and some different musical activities should be integrated in the early childhood education.

In addition to these advantages, songs are helpful for discovering sounds and voices in a foreign language. Children can learn some new vocabulary items and they can pronounce them correctly thanks to songs. In this field, Dakin (1967, as cited in Wrobel) suggests that children hear the correct voices and pronunciation thanks to songs and they can overcome their fears of foreign language learning process; in some situations singing song is easier than talking in the target language. Additionally, Çakır (1999) reveals this effect of songs as stating “songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English”. Because of these effects, songs and musical activities can be used in vocabulary teaching in order to give children a chance for learning language patterns and pronunciation correctly.

Furthermore, as another advantage of using songs in foreign language teaching, songs consist of many repetitions in their rhymes (Çakır, 1999); and as there are repetitive words, songs are very effective in the foreign language acquisition period for very young learners. Children can repeat new vocabulary items more and more times in the song; and, they can learn them in a short time as a result of these repetitive items. In this field, Jackman (2005) claims that songs offer repetitions and the song consisting of repetition can be treated like an echo. As in Jackman's thoughts about the repetitions in the songs, Beaty (2005) suggests that "singing helps children to develop the rhythmic patterns of language and to recognize the sounds of rhyming words" (p. 30). For this reason, singing or listening to a song makes the foreign language acquisition easier for very young learners and they can repeat the same words in many times thanks to songs.

Additionally, songs and music are very enjoyable and attractive activities for very young learners. In this field, Jackman (2005) enlightens one of the advantages of songs by saying "music makes children want to clap hands, tap toes, beat drums and dance" (p. 264); since the children are very active when they are singing a song, the language is acquired unconsciously and for this reason, it is not boring but effective and enjoyable for them. According to Kömür, Saraç & Şeker (2005), for both teachers and learners, singing song is thought as entertaining and relaxing. Hence, songs are examples of enjoyable learning activities for very young learners; and, early childhood curriculum can be enriched by songs which are chosen in accordance with the cognitive levels and ages of children.

2.2.1.4. Total Physical Response (TPR)

Total Physical Response (TPR) is one of the most popular English language teaching approaches and it has been popularized in 1960s and 1970s by James Asher. According to Asher, in foreign language teaching, there should be a silent period in which learners only listen to the target language and they are not forced in order to produce it. In this approach, vocabulary items have been given by the help of actions (Cantoni, 1999). Additionally, this approach is based on how children acquire their first language naturally. Since this method consists of physical activities and children in early childhood are very energetic in these years, it can be easily used in foreign

language teaching programs for very young learners. For TPR activities, Reilly and Ward (1997) state the effectiveness of this method for very young learners as in this way:

Pre-school children learn through direct experience via the five senses, and do not yet understand abstract concepts. For this reason language teachers find it very useful to use what is known as TPR (Total Physical Response). This means getting the children to actually do or mime what we are talking about. If a teacher says: 'Alexander, open the door, please' and Alexander opens the door that is an example of total physical response (p. 9).

In the light of the main concepts in this approach, in his study named as *Teaching Children Using a Total Physical Response (TPR) Method: Rethinking*, Widodo (2005) lists the advantages of TPR generally as in this way; it is a lot of fun and learners enjoy it; it is also memorable; it is an effective teaching way for kinesthetic learners, it is used for both big and small classrooms; children can learn effectively through actions. In foreign language teaching process, Misseckho and Matys (2008) suggest that mental improvement can be supported by physical actions and foreign language acquisition is similar to the first language acquisition in terms of giving responds to spoken language by using physical movements in the infancy period. As a consequence of these advantages, it can be easily said that TPR activities both enrich classroom environment and make children alive in the language learning process.

Additionally, Mühren (2003) states as an advantage of TPR activities in the classroom environment that there is an involvement in TPR activities and learners can be adapted to the directions of actions given by the teachers. In language acquisition period, there can be some kinds of different TPR activities and the teacher should determine the suitable one for the children. For instance, according to Misseckho and Matys (2008), children can give different responses to the teacher and these can be listed as follows:

1. listening and identifying/pointing;
2. listening and doing;
3. listening and making/coloring/drawing;
4. listening and performing/miming/acting out;
5. listening and responding games.

Owing to these kinds of TPR activities, the early childhood language learning programs can be enhanced and thanks to these activities, children can be involved in the learning progress actively. Also, foreign language learning environment can be an enjoyable teaching environment through TPR activities. Briefly, as very young learners are very energetic and want to be active in the classroom; TPR activities make a chance in order to participate the courses actively.

2.2.1.5. Literary Works

When the activities and teaching instruments have been differentiated, the ages and interests of the children should be thought and then appropriate ones may be chosen for them. In this aspect, if the interests and ages of very young learners are considered, it can be easily seen that children in these years are illiterate and very egocentric. For this reason, firstly, it may be thought that using literature or literary works is not suitable for very young learners. But, when it is examined deeply, the importance and effectiveness of using literature for very young learners can be understood.

The use of literary works in language acquisition process for very young learners can enrich the classroom environment in terms of using contextual and meaningful activities. Meanwhile, as determining the literary works for the children; their effectiveness, practicability, and necessity are some of the significant criteria. After examining the characteristics of very young learners and language learning environment, it can be seen that there are some kinds of literary works suitable for children such as dramatization, chants & rhymes, poetry and storytelling. These are should be carefully integrated into education programs and then they should be designed for the context of each course. Now, there will be some information about these teaching instruments in terms of very young learners and the concept of foreign language acquisition.

2.2.1.5.1. Drama

The term ‘drama’ in literature can be defined in some different versions. For instance, Susan Holden (1981, as cited in Sam, 1990) defines drama as “any activity which asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation”. In the light of this definition, it can be said that drama gives a chance for people to introduce themselves by using both their body language and imagination. Also, according to Maley and Duff, drama techniques insist of body, mind and emotions; they are also motivating effects on people (Dickson, 1989).

The definitions given above are on the general concepts of drama; yet in education, especially in foreign language education, it may refer more formal and purposeful definitions. In an educational environment, drama is applied for teaching; but not for the stage. For this reason, there is not any actor, but learners and teachers in this kind of drama. In the classroom environment, drama activities can be used just for educational purposes.

The use of drama in foreign language learning environment has started with the understanding of the importance of play in language teaching for children; when educators have seen the importance of play, they have begun to be interested in using dramatic activities in their classrooms (Redinghon, 1983, as cited in Sam, 1990). Also, the effects of communicative approach on using drama in language learning have not been underestimated in this field. In terms of communicative approach, Dodsan (2002) suggests that learners learn the language for a purpose; therefore it should be meaningful and it should be given in a meaningful context; as a result of this approach, teachers have begun to use some dialogs or role-play activities as a different side of drama. At the end of this period, drama has become an important term for foreign language teaching and it can be used to teach vocabulary items in the foreign language.

Educators and researchers have identified the importance of drama in language teaching in some different aspects. For instance, Dickson (1989) states that using drama develops the learner’s free expression abilities and learners can introduce themselves easily thanks to some dramatic activities. On the one hand, drama improves the oral communication for children (Sam, 1990) and on the other hand it is funny and

entertaining for them (Zafeiriadou, 2009). Additionally, Dodson (2002) assumes that drama activities can increase the student's motivation and also as their motivation level is increased, learners are willing to communicate with others in the classroom; so they can also develop their social skills and interactive abilities thanks to drama (p. 162).

Furthermore, when teaching English to very young learners, drama can be used as it familiar and meaningful for children. In her study *Using Drama for Young Learners*, Alwi (2012) discusses this field as follows:

“Dramatizing is part of children's lives from an early age. They play at being adults in situations that are part of their lives. Many of these day-to-day situations are predictable. Children try out different roles in make-believe play Make-believe encourages their creativity and develops their imagination and at the same time gives them the opportunity to use language that is outside their daily needs.”

Since dramatization is a part of their natural life, very young learners feel themselves in a confidential environment while they are acting out. Even shy children can introduce themselves in the class by using drama activities. As a result of its historical background and some advantages in language teaching, drama activities can be engaged with the program in early childhood education and foreign language learning process can be supported via these dramatization activities.

2.2.1.5.2. Poetry

In the term of language acquisition, poetry is another important teaching instrument. The term of poem, in the Collins Cobuild English Dictionary for Advanced Learners (2001), is defined as “a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme”. In this definition, it may be seen that poem is just a literary work and it is used just as a part of literature. But, according to Hanauer (2004), poetry is a part of the whole live; in television, in popular songs, in some political speeches, in religious rituals and in public or family occasions; the trails of poetry can naturally be recognized (p. 8).

This definition and explanations consist of some basic comments about the poetry, but in addition to them, it has a significant role in terms of educational aspect. Therefore, some picture poems, pattern poems, nursery rhymes and folk-song are included in poetry and these can be used in education (Finch, 2003). In terms of educational aspect; thanks to poetry, students are encouraged to make personal statements and they can both introduce themselves effectively and also understand the feeling and thoughts of others (Hanauer, 2004, p. 8). For this reason, using poetry as a literary work is an effective and useful way for learners in educational programs.

Poem, in one side, can be seen as just a literary work; yet, when it is deeply criticized from the point of view many different aspects, it is clear that it can be adapted in foreign language acquisition and it may also be used for children due to some advantages and reasons. For instance, Cranston (2003) states these reasons as in this way:

“„, the first two years of foreign language instruction, where poetry not only provides small, manageable units for introducing the *art* of reading, but also serves to develop, along with the intellect, imagination and sensory awareness, so essential to a love of poetry and literature general.”
(p.955)

In addition to these reasons, Cranston (2003, p. 955) also suggests in the same study that poetry is a better and easier genre than prose for learners, as it consists of rhythm, melody and intonation. Rhythm and melody have an important role for children, since they can imitate the melody even if they do not understand the meaning; and, so, they can improve their both pronunciation and speaking skills. Additionally, poetry includes some different language skills in the same line; in this field, Finch (2003) states that pattern poems can be adapted for each cognitive level and age; because these poems consist of some different grammatical structures, metrical frameworks, phrases or sentence structure. The most suitable pattern should be chosen for the learners and it should be used in an appropriate way.

As it is stated above, poetry has some advantages and if it is designed carefully, it can be used for children. Yet, as very young learners are younger and also they are illiterate, all kinds of poems or poetry types cannot be easily used in their vocabulary learning process. Nevertheless, since they are imitate the language and they can acquire

new language items easily, if they are given in a meaningful context, poems might be language teaching activity for them. They can memorize rhythmical poems and patterns in short time, and also, generally, they do not forget them easily, even if they only listen to it, but not read or write. As the intonation and melody are attractive and it seems enjoyable for very young learners; they are also eager to learn new poems in their foreign language courses; as a result of it, poems can be used as a teaching instrument in foreign language teaching to very young learners.

2.2.1.5.3. Rhymes and Chants

Rhymes and chants are some of the most useful literary works in foreign language learning to very young learners. As for a definition of rhymes, in his study *Songs, Chants and Rhymes in English Language Teaching*, Abdellah (2002) defines this term as “words and phrases that have a memorable rhythm and end in the same sound to add a musical effect”. In addition to this definition, Abdellah (2002) also states that in English-speaking countries, nursery rhymes have been learnt in early childhood (p. 66).

According to Ara (2009), there have been a variety of researchers and educators who have believed that language learning starts in critical period and for this reason language has been started to be taught in early years of childhood. When language is taught, there should be some different activities and, techniques and instruments; but these should be as authentic and natural as possible. Therefore, Ara (2009) suggests that children can be encouraged and motivated if there are natural and relaxing environment in the classroom; as a result of this view, instruments and activities are selected in natural ones. In this term, rhymes, as a natural product of literature, can be used in teaching English to very young learners.

Since they are authentic and attractive for very young learners, rhymes have a significant role in early childhood education. Additionally, there are some different advantages of rhymes in terms of the characteristics of very young learners. First of all, Ara (2009) suggests that rhymes are rhythmical and repetitive, hence children can easily learn them and even if they cannot say a whole sentence correctly in their target language, they can remember rhymes completely; children like using their mimics and they are willing to repeat same rhymes one more times. Also, Dakin (1992, as cited in

Rosova, 2007) assumes that talking is harder than to repeat a rhyme or sing a song for the children. As children can repeat a rhyme constantly and at the end of this repetition process they can acquire some phrases and vocabulary items correctly, using rhymes in language classroom is integrated into language learning programs in early childhood education.

Another advantage of using rhymes in foreign language teaching to very young learners is improving the pronunciation skills. On this advantage, in the study about the effectiveness and importance of using rhymes, songs and chants in English second language environments, Brown (2006) claims that nursery rhymes and songs can be very effective in pronunciation practices; some consonants or vowels can be practiced thanks to rhymes and songs. Children can improve their speaking skills and additionally they can correct their pronunciation mistakes as repeating the same rhymes.

Furthermore, rhymes are very enjoyable for very young learners as they like being active; and, due to rhymes; even some shy learners can join some activities in the classroom. In order to point the entertaining facility of rhymes, in her study on nursery rhymes and their effectiveness in language teaching process, Pavlikova (2009) emphasizes that as rhymes are enjoyable, children begin to be interested in language learning. It is a well-known concept that children's attention span is very short and because of it, there should be both a variety of activities and enjoyable teaching instruments for them. In terms of its entertaining and cheerful side, rhymes can be used in the classroom effectively for very young learners.

As it is stated by Bourke (2006, as cited in Şevik, 2012) in foreign or second language teaching; songs, rhymes and chants are generally included. For this reason, it may be assumed that not only rhymes but also chants are the other effective literary works for very young learners in foreign language teaching. In Longman Dictionary of Contemporary English (2001), the term of chant is defined as “a regularly repeated tune, often with many words sung on one note...” (p. 210). Like rhymes, chants are also very useful and improving instrument for very young learners. As in rhymes, in chants, children can repeat the same words again and again, they improve their pronunciation and speaking skills and chants are very motivating, enjoyable and practical activities in language teaching (Forster, 2006; Ara, 2009; Zhang, 2011).

To sum up, rhymes and chants are included in language teaching programs, as they have a variety of advantages and thanks to these literary works, children can learn both meaningful vocabulary items in a literary context and different language phrases in a short time. If they learn the target language by using these instruments, it can be learnt more permanently. Due to the importance of rhymes and chants in foreign language teaching process, these are some of the cornerstones of vocabulary teaching to very young learners.

2.2.1.5.4. Storytelling

Storytelling is an ancient term which has been defined by Peck (1989) as “oral interpretation of a traditional, literacy, or personal experience story”. In another definition, Mishler (1995, as cited in Anderson, 2007) states that “storytelling is a crucial activity humans perform to translate their individual private experience into a public, culturally negotiated form”. In addition to these definitions, the term storytelling has been defined as, “relating a tale to one or more listeners through voice and gesture” (National Council of Teachers of English, 1992, p. 1, as cited in Miller and Pennycuff, 2008). As stated in these kinds of different definitions, storytelling is a cultural, interactive and literary term; so, it can be adapted for teaching foreign language to very young learners, as these children begin to hear stories before they start to school or they begin to learn reading or writing skills.

“From preschool to high school, storytelling is a very common educational experience that teachers propose to their students, in order to develop a variety of skills, e.g., communication capability, search, or (collaborative) tasks completion”(Blas, Garzotto, Paolini & Sabiescu, 2009). Nevertheless, it may be thought that storytelling is not meaningful or it is not suitable for very young learners, but indeed, “stories are particularly important in the lives of children” (Wright, 2004, p. 3), since children can improve their understanding of both their and others’ world (Wright, 2004, p. 3). After they begin to say words and then they begin to organize some short sentences, children are willing to narrate their personal stories to adults. As a result of this desire, children can use story in their language development and thus, storytelling can be used in foreign language teaching to very young learners.

Nowadays, as it is stated above, the importance and effectiveness of using storytelling in language teaching has been known by many educators and researchers. For instance, according to Tsou, Wang & Tzeng (2006), in language teaching, storytelling is an effective and useful teaching instrument (p. 18). Additionally, as it is figured out in the study of *Storytelling with Picture Books* searched by Seo (2007), thanks to their interest in storytelling activities, children can improve their knowledge and language skills, especially when the stories are told effectively (p. 42). In terms of the advantages of storytelling, Wright (2004) suggests the effectiveness of storytelling in language awareness as like in this way:

“Stories help children become aware of the general ‘feel’ and sound of the foreign language. Stories also introduce children to language items and sentence constructions without their necessarily having to use them productively. They can build up a reservoir of language in this way.”
(p.5)

Furthermore, in an educational environment while storytelling activities are used, the story is explained in a natural way, but not memorized; therefore it is more relaxing and encouraging for both learners and teachers in an educational environment. This natural explanation style is one of the advantages of storytelling in foreign language development process. There have been a variety of researches emphasizing the necessity of storytelling in foreign language teaching; for instance in their study about the effects of storytelling in oral language proficiency for children who are aged 3-5 years old; Isbell, Sobol, Lindauer and Lowrance (2004) search the using storytelling activities in early childhood language acquisition. In this research, the participants have been divided into two groups and the same 24 stories have been used for each group; the first group heard the stories from a narrative and second group heard the stories when they were read from a book. At the end of the study, it has been recognized that storytelling has been an effective instrument for both group, but children who heard the stories from a narrative have been more successful than the other group retelling the story. In the light of this study, it can be said that telling a story is a more effective and meaningful way in foreign language teaching to children.

In general, since it is an interactive language activity (Phillips, 2000); it motivates the learners to be involved in the language learning process (Miller and

Pennycuff, 2008); it improves the fluency in all four main skills (Wright, 2004, p.5); and it develops imagination (Ellis, 1997, as cited in Isbell, Sobol, Lindauer & Lowrance, 2004), storytelling should be integrated into the language learning process in accordance with the ages, levels, needs and interests of very young learners.

2.2.1.6. Technological Tools and Activities

With the rapid development of science and technology, the existing and improving of technology and its application to teaching, using different activities begin to have an important role in English teaching in the new era (Shyamlee and Phil., 2012). Even though there are some debates about it, using technology in education is a rising concept for all over the world (Houcine, 2011). Nowadays, the effectiveness of technology in foreign language teaching is increasing day by day and many educators or researchers have been interested in this topic for two decades (Salehi and Salehi, 2012); thus, in order to be successful in foreign language teaching, technological devices and some activities based on them have begun to be used effectively.

In educational aspect, it is known as Information and Communication Technologies (ICT), and according to Garret (1991) it has been not a specific method, but it has been an integration of some approaches, methods and educational philosophies in foreign language teaching. In terms of using technology in education, Melor Md Yunus, Lubis and Lin (2009) suggest that a variety of different ICT tools and applications can be integrated into teaching and learning process. For this reason, technology can be used in education and especially in teaching process; additionally, Shyamlee and Phil. (2012) also state that “technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements” (p. 150).

Technology is applied in different educational programs or courses because of some advantages of it; in this field, it is not doubtful that ICT has positive effects in foreign language teaching (Houcine, 2011). In terms of foreign language teaching, using ICT is a very popular concept and to supply a contemporary education environment for the learners, it is engaged in some methods or activities for each level in teaching process. In this field, it should be remembered that when the term ICT or technology is

used, it doesn't mean that there is only computer for children, but some smart phones, tablets, mobile phones, internet-based activities, radio, television and PowerPoint presentations can be consisted of language teaching process. If ICT is used in foreign language to young or very young children, naturally, there should be some different tools such as musical keyboards, tape recorders, programmable and radio-controlled toys (BECTA, 2001, as cited in Plowman and Stephan, 2003).

Furthermore, ICT can be used in foreign language teaching, and in addition to its increasing popularity, in the field of effectiveness and advantages or positive effects of ICT in foreign language teaching, according to Verdugo and Bermonte (2007), thanks to technological tools, in foreign language teaching not only 'linguistic' but also 'paralinguistic' concepts can be acquired such as gestures, mimics and generally body language in order to communicate in foreign language (p. 87). Additionally, in their study on using ICT in foreign language teaching, Padurean and Margan (2009) briefly list the positive effects of ICT in foreign language teaching as below:

... It offers an authentic learning environment, it combines listening with seeing. Skills can easily be integrated in the teaching/learning process; reading, writing, speaking, listening can be combined in task- based learning....Students get used to learning the foreign language in a new and pleasant way, not just by interacting with the teacher and reading from the book (p. 98).

In addition to these advantages, in her study named as *The Effects of ICT on Learning/Teaching in a Foreign Language*, Houcine (2011) assumes that ICT in foreign language teaching has many positive effects such as increasing the motivation of learners, being easily adaptable to the language environment, giving a rapid feedback to the language process, improving independent learning and supplying the authentic materials for language learning. Because of these advantages, nowadays, ICT has gained importance in foreign language teaching.

In addition to all of these advantages, it is another advantage that technological tools or activities can also be adapted for each level in terms of their age, cognitive development and needs, because children are curious about technology in modern era, and these kinds of activities might be very interesting and attractive for them. Not only children in primary school, but also children in preschool years, even toddlers, are interested in technology in these years; and in this field, Woodward and Gridina (2000,

as cited in Plowman and Stephan, 2003) claim that preschool children spend nearly 27 minutes per day using computers at home, and the usage rate has been increased in older age. As a result of the preschoolers' this interest in technology; if they are careful when they determine the activities, preschool teachers can organize effective technological activities for very young learners.

In a supplementary language environment for very young learners, technological tools and activities have an important role, as they are very colorful, fruitful, interactive and enjoyable for them. In terms of technological activities, digital games (Becker, 2007; Turgut and İrgin, 2009), digital storytelling (Skinner and Hagood, 2008), PowerPoint presentations and some special videos have been increasingly used activities in language teaching, because they are illiterate and they can only be active in listening or speaking skills. According to Turgut and İrgin (2009, p. 761), thanks to digital games, vocabulary and pronunciation in foreign language teaching can easily be acquired by the children. Therefore, it is clear that ICT can be adapted to very young learners and it may be engaged in foreign language learning process by organizing these activities.

In general, using ICT in education and especially in foreign language education has recently been one of the most important teaching instruments and the educators and researchers have realized that it should be integrated into foreign language learning process. From university to preschool, it can be used for each cognitive level and age group on condition that it should be suitable for the learners. For this reason, due to the fact that they are illiterate and also they cannot be very successful in fine motor skills, the teachers can organize the ICT activities for very young learners in early childhood education. Briefly, via these activities; children's motivation, engagements, interests and participations can be increased in vocabulary learning in their foreign language; and thus, foreign language education in early childhood can be enhanced thanks to ICT activities and some different technological instruments.

2.2.2. Assessment in Foreign Language Teaching to Very Young Learners

It is a real that a foreign language to very young learners can be taught by using different kinds of teaching instruments, methods and activities determined for them. But, if the effectiveness of these instruments is not assessed or if the learning levels of children is not be determined correctly, the teaching process cannot be concluded in an effective way, even if it is concluded, the effectiveness of this learning process cannot be determined by the educators. For this reason, assessment has a key role in language teaching and it should be included in teaching and learning process, especially for foreign language education.

The term ‘assessment’ is defined generally as “the gathering of information for a specific purpose” (Linse and Nunan, 2005, p. 138). It is a very general and basic definition of assessment. But this term can be defined more specifically as “a process for gathering information to meet a variety of evaluation needs” (Anderson et al. 1975 as cited in Chittenden, 1990). In addition to these definitions, according to Dorn, Madeja & Sabol (2004, p. 22, as cited in Isenberg and Jalongo, 2006, p. 353) assessment consists of determining the goals and purposes correctly, deciding the correct methods or procedures, organizing the time, analyzing of data, understanding the results and formulating to responses for the results. Also, this term can be defined by Mohamed, Slaheddine & Salah (2006) as in this way:

Assessment is the measurement of students’ performances and the progress they make. Some useful feedback is provided to learners after careful diagnosis of the problems they have. Assessment is a set of processes through which we make judgments about a learner’s level, skills and knowledge (p. 42).

All of the definitions given above are related to the general use of assessment and these refer to main concepts in an assessment procedure. Yet, when it is thought for very young learners, due to their ages, cognitive levels and learning styles, the term of ‘assessment’ has to be clarified and modified for them and at the end of this modification, different kinds of assessment procedures which are appropriate for them should be integrated into learning and teaching process of very young learners.

Since assessing young children is different from assessing the adults (Guddemi and Case, 2004) because of the differences between their ages, methods of teaching, aims, content of language learning and learning theories (Cameron, 2005, p. 214), there have been a variety of different definitions for assessing to children. For instance, Morrison (1997) defines the assessment of children as “assessment is the process of collecting information about children’s development, learning, health, behavior, academic progress, and need for special services in order to plan and implement curriculum and instruction”. According to Isenberg and Jalongo (2006, p. 353), assessment of children consists of the child’s goals and purposes in education process. In this field, Jackman (2005, p. 88) states that assessment should be used in order to support the learning of very young learners in early childhood education.

Additionally, Neunman and colleagues (2000, as cited in Jackman, 2005) suggest that “good assessment helps to identify children’s strengths, needs and progress toward specific learning goals”. In a more detailed form, this term is defined by Hills (1992) in this way:

Assessment involves the multiple steps of collecting data on a child’s development and learning, determining its significance in light of program goals and objectives, incorporating the information into planning for individuals and programs, and communicating the findings to parents and other involved parties (p. 43, as cited in Jalongo, 2007, p.328).

In the light of these definitions and identifications on assessment of very young learners, it can be easily thought that assessment is an indispensable part of educational process and thanks to assessment; the success levels of learners, their needs and interests, success of teaching instruments or activities and the learning process can effectively be evaluated. However, assessment has some alternatives due to a variety of reasons and some of these alternatives are very suitable for very young learners because of their ages, needs, interests and levels. In terms of alternative assessment techniques, Pierce and O'Malley define this term as "any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is not a standardized or traditional test" (1992, p. 2, as cited in Shaaban, 2001).

Particularly, alternative ways of assessing children have been resulted in differences between the learners’ needs, interests, and learning styles (Shaaban, 2001). Also, as a result of the needs of changing world, assessment styles have begun to be

changed from paper and pencil to some new models and alternatives in assessment process (Mohamed et. al., 2006). Recently, as examples of these alternative assessment tools; self/peer- assessment to portfolios, logs and interviews, observations, checklists, rubrics and some other informal assessment tools have been modified to classroom environment for very young learners (Linse, 2005; Mohamed et. al., 2006; Jalongo, 2007).

In these assessment techniques, observation is one of the most important, effective and practical assessment tool for very young learners (Cameron, 2005; Jalongo, 2007), since they are illiterate and they cannot be assessed via tests, written forms, questionnaires or any other formal assessment forms. In order to state the importance of observation in early childhood education, Jalongo (2007, p. 341) suggests that observation is an effective tool to recognize the differences and improvements of children's effort, growth and academic achievement; additionally it allows teachers to determine the talents, abilities or interests of children in early childhood education. Similarly, Morrison (1997) summarized the importance of observation in early childhood education as in this way:

Observation is an 'authentic' means of learning about children - what they know and are able to do, especially as it occurs in more naturalistic settings such as classrooms, child care centers, playgrounds and homes. Observation is sometimes referred to as 'kid-watching' and is an excellent way to find out about children's behaviors and learning (p. 142).

By observing the children in the classroom environment, the teachers can have a variety of different ideas on children; and thus, they can organize their materials and teaching activities by taking into account the results of observation results. For this reason, observation is a significant assessment tool for very young learners in early childhood education.

In addition to observation, portfolio is another important assessment alternative for very young learners (Linse, 2005; Cameron, 2005; Isenberg and Jalongo, 2006), as they are energetic and they like joining in arts and crafts activities. The term of 'portfolio' is defined by Cameron (2005) as "a collection of examples of work that, as a collection, reveal both the capability and progress of a learner" (p. 237). Also, Isenberg and Jalongo (2006, p. 375) define this term as "a carefully selected collection of student

work samples that highlight individual effort, progress, and learning”. When portfolios are used as assessment alternative, the teacher should be very careful about the goals of the program (Jalongo, 2007) and also, the teacher should consider the needs and interests of the children. Thanks to portfolios, children can be “involved in deciding what include in their portfolios and in assessing or evaluating the pieces of work according to clear and explicit criteria” (Cameron, 2005, p.237). For this reason, portfolio is a fascinating opportunity for children, parents and teachers to see the growth of the children step by step.

Additionally, checklists are the other significant assessment alternative and according to Morrison (1997, p. 137), “checklists are excellent and powerful tools for observing and gathering information about a wide range of student abilities in all settings”. If it is chosen in accordance with the ages of children and related to the teaching program, checklist is a practical assessment tool for the teachers; also, they can use it in order to give feedback to children in an effective way. To supply a valid and reliable assessment process, all of the assessment alternative should be integrated into program and these should be used to gather more information about the children. Nevertheless, some of the assessment tools such as tests, questionnaires, written forms, self-assessment etc. are not suitable for very young learners and there is no need to use them in the classroom.

As conclusion, in a lot of academic settings, it is necessary to assess learners, sometimes even very young ones; and for this reason, the goals of the program, teaching process, learning environment, the ages of the learners, teaching instruments and needs and interests of the learners should be determined before the assessment process. In the assessment time, some of the appropriate and practical assessment alternatives are chosen for very young learners and they are assessed in terms of teaching process. At the end of this assessment period, the development of children is clarified and teaching period can be modified in the light of results of assessment. For this reason, in order to give feedback and to determine the effectiveness of learning environment, assessment is mostly important matter of early childhood education.

2.3. Using Literature in Foreign Language Teaching

The term of 'literature' is one of the most important parts of foreign language teaching and it can be defined in some different versions. The most generally and meaningfully, Moody (1971, p.1, as cited in Türker, 1991, p.299) defines literature as an 'umbrella' giving some information from every kinds of different fields, and thus; in written and spoken contexts, literature has a key role because of its coverage. When this term is considered in terms of foreign language teaching, Baird (1969, p. 203) claims that "literature is the use of language effectively in suitable conditions" (as cited in Türker, 1991, p. 300). In the light of this identification, it is certain that language teaching can be enhanced thanks to literature.

In a foreign language teaching process, it is not enough to teach just vocabulary items, grammatical rules or some skills via a limited amount of activities or methods, because the cultural aspects and literature are the indispensable parts of language acquisition. As a teaching activity or a different teaching instrument, literature has a key role in language teaching from preschool to higher education; thus language teaching permanently consists of literary works and literature should be integrated in foreign language teaching process.

In this field, there have been a various studies and researches on the effects, the importance and the necessity of using literature in foreign language learning and teaching. There have been some reasons in order to use literature in the classroom and also it has some advantages for both learners and teachers. As a result of these studies or researchers, literature has been used in language teaching for many years.

2.3.1. Background to Using Literature in Foreign Language Teaching

Using literature in foreign language teaching has been started at the beginning of the 19th century when there has been just the Grammar Translation Method as a foreign language teaching method (Sarıçoban and Küçükoğlu, 2011). Yet, in those years, the use of literature in language teaching was limited the translation of literary texts in the classroom and to translate those literary works into mother tongue has been

one of the most popular teaching methods (Khatip and Rahimi, 2012, p.32). But then, because of the rising popularity of Direct Method and Audio-lingual Method in 20th century, the importance of Grammar Translation Method and naturally the importance of using literature in language teaching have begun to be underestimated, as a consequence of it, in language teaching, literature has not been used any more in those years (Sarıçoban and Küçüköğlu, 2011; Khatip and Rahimi, 2012).

However, as a result of the changing needs and objectives of education in foreign language teaching, the interest of literature in language teaching process has gained importance again in the middle of 1980s and nowadays it has continued to be important in this field (Riverol, 1991; Sarıçoban and Küçüköğlu, 2011; Khatip and Rahimi, 2012, p. 32). The most significant difference in those years was the use of Communicative Approach in foreign language teaching; because in this approach, literature has been used to improve language acquisition, to discuss meaningfully on some literary texts and to encourage communication skills effectively (Riverol, 1991; Sarıçoban and Küçüköğlu, 2011). In addition to these aims of Communicative approach, according to Llach (2007, p.8), literature in this approach has provided a communication area between the reader and writer, and thanks to this approach, learners can improve their interactive learning environment; and, also, they can learn to express meanings in English; consequently they can develop their communicative competence that is one of the fundamental functions of language.

As it is stated above, after a long neglected period, literature has been reconstructed for foreign/ second language teaching by some educators and practitioners in 1980s (Duff and Maley, 1991, as cited in Khatip, Rezaei and Derakhshan, 2011, p. 201) and nowadays it is very popular both in teaching of foreign language skills and in some language areas (e.g. vocabulary teaching, grammar and pronunciation) as a teaching technique (Hişmanoğlu, 2005, p. 54).

Because of the rising effects of literature in foreign language teaching, recently, a variety of publication on literature in foreign language teaching have been confirmed by some educators and researchers such as Carter & Burton (1982), Maley & Moulding (1985), Brumfit and Carter (1986), Collie & Slater (1987) and Bassnett & Grundy (1993). In their studies and researches, these educators and researchers have studied on using literature in foreign language teaching, and they assumed that there have been some reasons of using literature in foreign language teaching; additionally, they suggest

that there have been some different advantages of using literature in language teaching for both teachers and learners and also language teaching programs.

In these educators, Hişmanoğlu (2005) lists some reasons of using literature in foreign language teaching as in this way; universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity of literary texts in foreign language teaching. Additionally, Ktabih et. al. (2011) states some advantages of literature in foreign language teaching such as motivation, authenticity, cultural/ intercultural awareness and globalization, intensive/ extensive reading practice, sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional intelligence and critical thinking. These are some of the most fundamental advantages of using literature in foreign language teaching classroom. In addition to these advantages, Ur (1996, p. 201) lists some of the advantages of literature as a language teaching material in this way:

1. Literature is a very enjoyable resource to learn a language.
2. Literature provides examples of different styles of writing, and also representations of various authentic uses of the language.
3. Literature is a good resource for increasing word power.
4. It encourages developing various reading skills in learners.
5. It can be used as a springboard for exciting discussion or writing.
6. It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student.
7. English literature (in general) is a part of the target culture, and therefore it has a value as part of the learners' general education.
8. It encourages critical and creative thinking.
9. It enriches the students' world knowledge.
10. It makes the students aware of various human situations and conflicts. (as cited in Tasneen, 2010).

As it is stated above, using literature in foreign language teaching has a lot of advantages and so it can be integrated into the language teaching process for learners. Now, these advantages and reasons of using literature are generally introduced one by one in terms of foreign language teaching.

First of all, literature is an authentic material for language teaching and literary works do not prepared special for language courses (Hişmanoğlu, 2005, p.54). Additionally, using literature is important in terms of authenticity in foreign language

teaching, as it provides an authentic teaching environment (Cruz, 2010; Ktabih et. al., 2011, p. 201). Also, Sarıçoban and Küçüköğlu (2011) stated the importance of literature in terms of authenticity as “when used appropriately, with their authentic nature, literary genres are functional tools for language classes for all levels”. Therefore, it can be said that, as it is authentic and it can be adaptable to some courses easily, literature provides a meaningful and effective foreign language teaching process in the classroom environment. Due to literature, learners can reach some real-life materials such as poetry, short stories, chants and rhymes; hence they accustom to some different language forms, communicative functions and different meanings of foreign language.

Secondly, using literature in foreign language teaching improves the cultural awareness of the learners (Riverol, 1991; Haşimoğlu, 2005; Butler, 2006; Van, 2009; Cruz, 2010; Ktabih et. al., 2011). Since culture is an indispensable part of language acquisition, it should be given in the teaching programs and as literature consists of cultural items, it enriches the cultural awareness of foreign language learners. In this field, Harris and Harris (1967a, 1967b, as cited in Türker, 1991) state that as literature is a mirror for the national culture, it has provided a lot of benefits for language teaching. Additionally, according to Hişmanoğlu (2005, p.54-55), “literature is perhaps best regarded as a complement to other materials used to develop the foreign learner’s understanding into the country whose language is being learned”. For this reason, literature is a significant teaching technique and it supports the acquisition of cultural items which are special for foreign language.

Thirdly, literature can increase the motivation levels of learners (Ktabih et. al., 2011). Since the literature develops the imagination and emotions of learners, it provides motivation in language learning process (Butler, 2006). In terms of motivation, Llach (2007) suggests that “the motivational criterion is of great relevance because the literary text shows the real feelings of the writer and this generates a powerful motivation in the learner” (p.10). Additionally, Ktabih et. al. (2011) state that there have been a variety of experiments showing the effectiveness of literary works on the learners’ motivation; and, in these experiments, learners have been highly motivated as using literary works in the courses.

Additionally, literature can improve some different kinds of language areas and skills in some different aspects. For instance, literature is an effective teaching instrument to supply sociolinguistic and pragmatic knowledge for learners due to its

authenticity. In this field, McKay (2001) suggests that since literature is authentic, it can improve the sociolinguistic and pragmatic knowledge in the communicative competence models.

In addition to sociolinguistic and pragmatic knowledge development, literature can also develop the main language skills (reading, writing, speaking and listening) which are one of the most important parts of language teaching and learning. According to some scholars such as Stern (1991), Erkaya (2005) and Van (2009), literature can be an effective source to reach the solutions of some problems or needs; and so, it can develop language skills (Aghagolzadeh and Tajabadi, 2012). Also, Povey (1972, as cited in Aghagolzadeh and Tajabadi, 2012) suggests that “literature will increase all language skills because literature will extend linguistic knowledge” (p.18). Particularly, in terms of using literature to improve language skills, Türker (1991) states that thanks to a variety of vocabulary items and complex syntax of literature, it can improve all language skills. Briefly, as it provides authentic texts for reading, different genres to writing activities, meaningful instruments to listen and attractive dialogues or conversation parts to speak, literature can enhance the language learning environment and it provides an effective way to be active in all language skills.

Furthermore, literature can also be used to enrich the vocabulary items and grammar rules in foreign language teaching. According to Arthur (1968, as cited in Khatip et. al. 2011), syntactic knowledge in grammar and vocabulary teaching can be supplied via literary texts. In other words, literature involves a profound range of vocabulary, dialogues and prose (Van, 2009). Additionally, Hişmanoğlu (2005) believes that using literature in foreign language teaching can improve the syntactic knowledge and discourse functions of sentences; hence the learners can learn some of different sentence structures in their foreign language.

Finally, literature improves the ‘critical thinking’ skill of the learners in foreign language teaching process (Ktabih et. al., 2011; Aghagolzadeh and Tajabadi, 2012). Nowadays, the term of *critical thinking* has a key role in language teaching, since it provides a prominent language acquisition for the learners. Although there have been a variety of different definitions for many years, Haskins (2006) defines this term generally as “critical thinking is more than thinking *logically* or *analytically*; it also means thinking *rationally* or *objectively*” (p. 1). According to Langer (1997, p.607, as cited in Ktabih et. al. 2011), thanks to literature, learners can express themselves easily,

and literature can be helpful for the learners to explore, analyze or interpret to new items or knowledge. Therefore, literature is a teaching instrument in foreign language teaching to increase the critical thinking skill of the learners, because it gives a chance to interpret literary works, to analyze them actively and to explore the deep meanings of these works both analytically and objectively.

As it is stated before, using literature has become popular owing to Communicative Approach in 1980s; and thus, in some activities based on literature, there have been some inspirations of Communicative Approach. For instance, in language teaching; dialogues, discussion parts, writing activities which are based on literary genres and some different speaking activities have begun to be used in the classrooms. It is stated by Premawardhena (2007) that on the contrary to traditional curriculums based on literature in foreign language teaching, nowadays oral and written communication are seen more important and necessary items in language teaching. For this reason, in order to be effective in these communicative skills, literary works should be carefully chosen and these can be important parts of developing oral and written communication skills in foreign language teaching curriculums.

In addition to the activities mentioned above, it is another vital issue related to the literature in foreign language teaching that determining the fruitful literary genre or text for the learners. When selecting a literary work, there are some criteria which should be taken into account; and these are summarized by Türker (1991) like in this way:

1. The texts should be chosen carefully, because it should not be forgotten that in these texts there may be grammatical, linguistic, and literary difficulties.
2. Literary texts should include the structures and vocabulary previously learned. In that there should not be difficult and ambiguous structures.
3. You should deal with linguistic and grammatical sides as well and avoid making the lesson as if the author teaches (p.304).

Türker (1991), also, suggests that using literature in foreign language teaching has been a very difficult concept for the teachers; yet, if the effective and useful literary

texts are selected for the courses, foreign language teaching and learning process can be easy, beneficial and enjoyable for the learners. Additionally, when selecting a literary work for language teaching, Hişmanoğlu (2005) assumes some criteria by stating “the language teacher should take into account needs, motivation, interests, cultural background and language level of the students”. In the light of these criteria, teachers can determine both effective and practical literary works and genres in foreign language teaching; thus, they can integrate literature into their curriculums in an appropriate way.

However, even if there have been a variety of different studies and researches showing the effectiveness and advantages of using literature in foreign language teaching, there are also some controversy ideas on this field. For instance, McKay (1982) believed that as literature has complex structures and extraordinary forms of language, it makes teaching grammar difficult and confusing (cited in Bagherkazemi and Alemi, 2010). Also, Richards (2001) states that unnecessary vocabulary items, complex sentence structures and involved language are some of the disadvantages of authentic materials like literature. In addition to these disadvantages of using literature in foreign language teaching, Savvidou (2004) summarizes the reasons of these against ideas for using literature in foreign language teaching as in this way; the complexity of literature, difficulties when integrating literature to language courses, different language forms of some literary works such as poetry and prose and difficulty in making interpretation of literary genres in the courses.

Furthermore, Tusneen (2010) cites Sullivan (1991) as stating that difficulty in linguistic of a literary text and lacking of background knowledge on language and culture to interpret some literary works are some handicaps of using literature in foreign language teaching. Additionally, Ktabih et. al. (2011) lists the controversy ideas on using literature in foreign language teaching generally being away from standard forms of English syntactic structures; difficulty in some linguistic forms such as lexis, phonetics, phonology, semantics; the wrong selection of materials; unfamiliarity of literary concepts and notions; the usage of academic English which is not known by learners and including some cultural barriers.

Mainly, there are some views on pros and cons of using literature in foreign language classroom; but, it can be generalized that if literary works are chosen correctly for the cognitive level of learners and it can be integrated into courses effectively, literature can enrich the foreign language teaching programs; however, some handicaps

of literature should not be ignored by the educators. Particularly, literature should be adapted to language teaching in an effective way; and, for this integration period, there are some different activities and models which are related to both language teaching and literary works.

In conclusion, literature has been used in foreign language teaching via different approaches and methods for many years; and nowadays it has gained importance for both teachers and learners. Since it has a variety of advantages such as being authentic, attractive, motivating and enjoyable teaching instrument, it is thought an effective way in teaching a foreign language; yet there are some studies stating the drawbacks of literature in terms of cultural barriers, difficulty in selection and not-standard language usage. Nevertheless, as it is stated before, if the correct methods and views are taken into account, literature can be used for all level and ages of learners in foreign language teaching.

2.3.2. Using Literature in Vocabulary Teaching to Very Young Learners

As literature is an important teaching instrument in foreign language teaching, it should be integrated not only into curriculums for adults not also into teaching programs of children. Because there are several studies and researches in the filed of using literature to young learners and younger children in foreign language teaching, it begins to be taken into account by many educators. In these studies, the significance and the necessity of literary genres in foreign language teaching to children are discussed; and pros and cons of it are tried to be determined in terms of foreign language teaching.

Like the use of literature for foreign language teaching, literature for young children has been rooted at the beginning of 19th century. Before that century, there has not been any specific literary work for the children, but then the result of changing ideas, beliefs and developments towards children have led to the improvements in the use of literature for young children (Chang, 2007). Naturally, defining 'literature' and 'childhood' with together is not a simple matter; nevertheless, for many writers (Lesnik-Oberstein, 1999; Weinreich & Bartlett, 2000; Galda & Cullinan, 2002), the term of 'children's literature' can be defined as a body of texts that is intended for a particular

readership, therefore, it may consists of a range of socio-cultural and individual characteristics (cited in Chang, 2007).

Also, there have been some different definitions in terms of the purpose, style or quality of literature for children; for instance, for McDowell (1973, cited in Mart, 2012), the term ‘children’s literature’ is defined as books written for, and read by, that group referred to as children by any particular society. Additionally, according to Ghosn (2002, p.172) children’s literature is a “fiction written for children to read for pleasure, rather than for didactic purposes”. Another definition is conducted by Galda and Cullinan (2002) and they suggests that literature can be used both as an entertaining and informative teaching instrument in teaching period and thanks to literature, children can explore and understand their own world; also, literature can enrich the ideas of children and it can wide their horizons. In the light of these sample definitions, children’s literature and using literary works in foreign language teaching is considered one of the most useful teaching activities in the classroom environment.

However, the necessity of using literature in foreign language teaching to young children is a proved matter; and, as an indispensable part of foreign language teaching, literature is engaged with the teaching programs and curriculums for young children. In order to specify the importance of literature for young children, Chomsky (1972), clarified that the results of a specific research shows that the children who are exposed to literature in their early childhood education tend to improved some language skills successfully; Cohen (1968, cited in Morrow, 1982), also, shares the similar findings of Chomsky’s research and he states that children having been exposed literature in their childhood have had a background knowledge and they have been more interested in literary skills in their following life.

Additionally, Weinreich and Barlett (2000, p. 127, cited in Chang, 2007) suggest that children’s literature is “determined by expectations of a child’s competences, notions of what a child is and of what is good for a child”. In terms of intellectual development of children supported by literature; Morrow, Freitag & Gambrell (2009) suggest that literature has supported intellectual development by encouraging the expressing ideas and the improvement of “thinking skills, including observing, comparing, classifying, organizing, summarizing and evaluating” (p. 5).

As the importance of using literature in foreign language teaching to children is a well-known matter, it should be integrated into foreign language teaching programs to enhance the teaching activities in the classroom environment. In this matter, Morrow et. al. (2009) state that “preschool children should be involved in literature activities on a daily basis” (p. 69). Additionally, it is clear that using literature for very young learners is a practical and useful teaching instrument in terms of foreign language teaching; and thus, it can be adapted to very young learners.

Furthermore, the advantages of using literature in foreign language teaching take effect in early childhood education; briefly, it contains a meaningful and authentic context in foreign language teaching and it improves language skills and vocabulary teaching; it also enhances the teaching activities and materials in foreign language teaching process and it gives an attractive teaching environment for very young learners. Additionally, due to literature, children become more willing to be successful in their entire academic life.

Nevertheless, while determining the literature activities or literary genres, the cognitive and emotional development of children and their age, level, needs and interests should be taken into account in order to be meaningful and effective in language teaching process; for instance, as the very young learners illiterate and do not complete their cognitive development; novels, some sophisticated poems or any other complex literary texts are not suitable for being used in early childhood education. In conclusion, when it is determined carefully, owing to its advantages and effectiveness, literature should be integrated in foreign language teaching curriculum in early childhood education.

2.4. Short Stories in Vocabulary Teaching to Very Young Learners

In foreign language teaching, enhanced teaching activities, different learning tools and teaching instruments have key roles in early childhood education because of the characteristics of very young learners; and for this reason, activities and teaching methods or techniques should be enriched when curriculum is designed for very young learners. As it is stated before, meaningful context and authentic materials are some of the most significant parts of foreign language teaching; and since literature and some

literary genres have these properties, they can be easily adapted to early childhood curriculum. However, there is no need to say that determining a suitable literary genre is a very critical concept while organizing the activities in the teaching process. Therefore, “among the various types of genres, stories are the most widely used in educational settings” (Wajnryb, 2003); if the needs, interests and levels of very young learners are taken into account, it can be easily said that *short story* is one of the most appropriate literary genre for very young learners.

The term of “short story” is defined in a variety of different versions and it consists of some different language teaching and learning elements in the educational environment. In the Longman Dictionary of Contemporary English (2001, p. 1323), ‘short story’ is defined as “a short written story about imaginary situations, usually containing only a few characters”. It is a basic and a very explanatory definition of this term. In addition to this definition, the term of ‘short story’ is defined by Poe (as cited in Abrams, 1970, p. 158) as “a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” (cited in Pardede, 2011).

One of these definitions is in the study named as *The Impact of Listening to Short Stories on Comprehension* summarized by Bouache (2010) as in this way:

A short story is a work of fiction that is usually written in prose, often in narrative format. It is usually but not necessarily short in size. ... The short story has a single mood, i.e., comic or tragic; we cannot have more than one mood because it is short. Generally, it presents no more than two characters and one significant event around which the story built (p. 14).

In the light of these definitions, the term of ‘short story’ can be defined as a literary genre generally written in a short form of prose consisting of just a few characters or events and it is written purposefully to give a specific message to the readers. As a literary genre, short stories are very enjoyable, practical and attractive matters not only for adults, but also for children because of the some features and benefits of it. For this reason, short stories can be used to enrich the teaching activities in the curriculums for children; and thus, they can be modified in accordance with the learning process in foreign language teaching to very young learners.

2.4.1. The Benefits of Using Short Stories in Vocabulary Teaching

As it is obviously pointed out above, short stories can be used in a teaching instrument due to some benefits of it. There have been some educators and researchers (Krashen, 1982; Collie and Slater, 1991; Ellis and Brewster, 1991; Slattery & Willis, 2001; Wajnryb, 2003; Wright, 1995; Cameron, 2005; Pardede, 2010; Sarıçoban and Küçüköğlu, 2011; Mart, 2012) clarifying the benefits of short stories in language teaching. Particularly, there are some benefits of using short stories in vocabulary teaching in different aspects; and below, these are given from the point of view different educators and researchers.

The benefits of using short stories are listed by Collie and Slater (1991, p. 196) under the four main title; first of all is that short stories are practical as their length is enough to be used in the classroom environment; secondly, short stories do not consist of complex matters for the learners to work on their own; thirdly, short stories have a variety of choices for different needs and interests, and finally, short stories can be used for all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes).

In addition to these advantages, short stories can be used in order to improve students' vocabulary learning and reading comprehension in foreign language teaching. In this field, in their research on the benefits of literary texts, Lao and Krashen (2000) present the result of a comparison between a group of students who read literary texts and non-literary texts at a university in Hong Kong. At the end of the research, the first group who read literary texts showed improvement in vocabulary learning and reading. From the point of this research, it can be said that using literary texts in foreign language teaching is a helpful and effective way for the learners in foreign learning process.

Additionally, Arıoğlu (2001, as cited in Hişmanoğlu, 2005) listed some of the advantages of short stories over other literary texts in this way:

1. Short stories make the students' reading task easier because it is simple and short,
2. They encourage to be aware of the different cultures and different groups of people,
3. They provides more creative and challenging texts that require personal

4. Their exploration supported with prior knowledge for advanced level readers,
5. They motivate learners to read as it is an authentic teaching instrument,
6. They offer an unknown and different world to the learners,
7. They enhance the learners motivation skills
8. They promote critical thinking skills,
9. They supply a comfortable and relax atmosphere for the learners,
10. They improve the communication between the students who have different background knowledge
11. They help students to understand deeper meaning in the texts
12. They are important as they help learners to understand thoughts and feelings of both themselves and the other around themselves.

In addition to the benefits pointed out by Arıoğul (2001), short stories are helpful to teach four language skills in an effective way. In this field, Murdoch (2002, as cited in Sarıçoban and Küçüköğlü, 2011) indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. Furthermore, Erkaya (2005) assumes that short stories in foreign language teaching can be generally seen as reinforcement for language skills, a motivational tool for students, introducer of literary elements, a teaching instrument for the cultural items, an effective material to teach higher-order thinking skills; and as a result of these properties of short stories, they are very beneficial in foreign language teaching process.

Additionally, on the benefits of using short stories in foreign language teaching, Yıldız (2008) states that “short story is very applicable with its plausible length and the range of varieties can appeal any student and owing to these properties, it is less daunting for students”. Also, Bouache (2010) indicates the benefits of using short stories by saying “they keep interests alive in the classroom and motivate students, they create a comfortable atmosphere and a good environment and enjoyable”.

According to Ghasemi and Hajizadeh (2011), using short stories has a variety of advantages in foreign language teaching and they summarize them as in this way:

The short story creates the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short story pushes the students out of a passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school.

In conclusion, the benefits of using short stories in foreign language teaching have been stated by many different educators and researchers for many years. It is clear that since they are motivating, entertaining, meaningful, effective, promoting and encouraging for learners in foreign language learning, short stories should be integrated in language learning process and they can be used to enhance the learning strategies, methods and activities in the classroom. For these reasons, short story is one of the most beneficial teaching instruments in foreign language teaching; and so, it can be very effective for learners in terms of improving language skills and vocabulary acquisition in an educational environment.

2.4.2. Using Short Stories as a Teaching Material in Vocabulary Teaching

In foreign language teaching, generally, literary works are used because they are funny, motivating, and effective in expanding cultural awareness, encouraging language abilities, and most importantly, improving language acquisition. Among the various types of genres, stories are the most widely used in educational settings (Wajnryb, 2003, as cited in Harrasi 2012). The benefits of using short stories in foreign language teaching are generally stated; therefore it is known that they can be used as teaching materials in the classroom. In this field, Wright (2004, p.3), also, states that “stories are particularly important in the lives of our children: stories help children to understand their world and share it with others.”

The benefits of using literary genres in foreign language teaching are mentioned above, and it is stated that in the classroom environment, there may be some problems related to the other genres. These can be summarized like in this way; first of all, poetry requires very long time to grasp, as it has a figurative and complex language. Secondly, because of its length, novel is difficult for students to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these aspects of other genres, it is obvious that short-story can be the most suitable one to use in public schools (Pardede, 2011, p.17).

When the background of using short stories in foreign language teaching has been searched, it can be say that as one of the main characteristics of 20th century literature has been its portrayal of the fragmentation and dissolution of social and

individual identities (García-Posada, 2001), post-modern literature has given to educators mini short stories which can be used as effective vehicles for the development of reading and literary interpretation skills (Goetz, 2003, p. 37). After those years, short stories have begun to be written and then they have begun to be used as purpose for education.

The use of short story in vocabulary teaching should be aimed to encourage the learners to use what they have previously learnt. By doing this, the learning process will be more meaningful for the learners (Pardede, 2011, p.18). In terms of language acquisition, Cameron (2001, cited in Harrasi, 2012) assumes that stories develop both language skills and also they help children broaden their vocabulary knowledge, since they can hear many new words when they listen or read. For this reason, using short stories in foreign language development has a key role in the learning process.

As a teaching material, short stories can be used to practice language, comprehend reading skills and improve aesthetic appreciation in foreign language teaching (Mohammed, p. 333). Additionally, according to Pardede (2011, p.17) “since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting”. Therefore, using short stories in the classroom as a teaching material is easy for the students to follow the story line of the work.

In foreign language teaching, there have been a variety of different studies which are showing the advantages of short stories as a teaching material. One of them has been conducted by Hirvela and Boyle’s (1988, as cited in Pardede, 2011) and this study is about adult Chinese learners’ attitudes towards four genres of literary texts (short story, novel, poetry and drama) in Hong Kong. As a result of this study, short stories are literary genres that are less feared and the second most enjoyed (43%; the novel is the most enjoyed with 44%), since short stories are easy to finish and definite to understand.

Also, another study on using literary genres in foreign language teaching has been concluded by Arıkan (2005), and according to the findings of this research, students find the contents of the novel, poetry, and drama courses more difficult to follow since these kinds of genres require ways of reading, and these ways are more difficult than those required for the short story. In addition to this finding, as a result of

this study, the students identify that reading short story simpler and less complex than reading other literature courses (Arıkan, 2005).

In one another study, Yang (2009) searches the effectiveness of short stories for secondary school students and as a result of this research, if the using short stories are not interesting and suitable for the levels of learners, they will not automatically make students be more interested in English. Regarding storytelling, it is stated by the students that storytelling in short stories helped them understand the stories easily, but their confidence in using English could not be boosted within a short period of time. Furthermore, Pardede (2010) concludes that “a majority of the respondents basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes”. At the end of this study, also, most of the respondents agreed or strongly agreed that the incorporation of short stories in language classes can help learners in order to improve language skills.

Additionally, in their study on using short stories to develop critical thinking skills, Khatib and Mehrgan (2012) state that they have used some short stories with 40 participants; these participants have been divided into two groups randomly; 20 of them have been in experiment group and others have been in control group. At the end of the study, it has been concluded that students in the experimental group outperformed their counterparts in the control group. For this reason, reading short stories has made suitable tools for achieving critical thinking skills in a teaching environment and they can establish critical thinking skills. Therefore, according to Khatib and Mehrgan (2012) short stories are required in the educational curriculum.

In the light all of these researches, it can be easily said that as it has a variety of benefits, short story can be adapted in classroom environment, and it can be used as a teaching material if it is chosen correctly. Yet, when short stories are used as a teaching material, the teacher or educator should be careful in some important items. In this field, Erkaya (2005) states that “one can say that integrating short stories into the curriculum will help EFL students to become well rounded professionals and human beings since short stories teach more than the skills necessary for survival in the target language”. In this aspect, Durak (2006, p.61) states that “while teaching short story, -with the aim of language teaching- firstly, a teacher should identify the aim of the lesson, who to teach, why, how and what to teach”. For this reason, first of all, a short story should be

determined carefully by educators for a successful and meaningful foreign language learning period.

In the decision process of a short story, Murdoch (2002, as cited in Pardede, 2011) indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. In the light of this indication, it can be said that a variety of criteria should be considered carefully, and then, the most appropriate short story for the learners should be selected in the foreign language learning process.

While choosing a short story, one of the most important items is its relevance and appropriateness for the grade, age, needs and interests of the learners. As student’s language proficiency, interests, genders, age, etc. is important in comprehending a text (Hişmanoğlu, 2005) and these factors should be taken account in foreign language teaching (Sarıçoban & Küçüköğlu, 2011); the teacher should determine the short stories in terms of these factors. In the field of choosing relevant short stories for the students, Pardede (2011) states the importance of selecting correct stories in this way:

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence (p. 18).

As it is stated by Pardede (2011), the length of the short stories is one of the most significant factors as determining the suitable text (Tierney and Dobson, 1995; Yıldız, 2008; Harrasi, 2012). In addition to the length of the text, Hill (1994, p. 15, as cited in Pardede, 2011) claims three other main criteria of choosing the text; first of all, the needs and abilities of the students should be taken into account; secondly, the linguistic and stylistic level of the text should be determined carefully; and finally, the amount of background information required for a true appreciation of the material should be considered in order to choose appropriate short stories for the learners. These are some of the other important criteria while choosing short stories for educational purposes.

Also, vocabulary items and sentence structures of short stories are other basic factors in short story decision, and for this reason; “before giving the short-story, the

teacher should decide the readability of the text” (Pardede, 2011, p. 19). Also, Wheeler (2001, as cited in Yang, 2009) emphasizes that keeping the children’s attentions, improving their imagination and desiring to use the language are some of the vital criteria while selecting a short story for an educational environment. In terms of children’s attention, content of the story has to be taken into account; and in this field, Cameron (2001) assumes that when the characters, plot and ending are properly designed, the content of the story is considered to be effective. Furthermore, if a short story is appropriate for the learners, it may contain repetitions of the same language pattern in a natural context (Yang, 2009). Additionally, Yang (2009) states that illustration is another important criterion while determining a short story, since the learners can understand easily if there are enough illustrational elements.

After the decision process, then the selected short stories should be integrated language curriculum in an appropriate and effective way. Therefore, Harrasi (2012) emphasizes that “the stories are taught using different techniques such as using pictures and gestures, adopting TPR activities and listening to stories on tape recorder. Then, they are recycled and reinforced through different follow-up activities in the book such as coloring, retelling the stories, making masks, performing a role play, and other interesting activities” (Teacher's Guide, 2008). At the end of the decision and integration process, the short story can be used as an attractive teaching material in the foreign language curriculum. By considering the criteria and processes which have been mentioned before, there is no doubt that integrating short stories into the curriculum will be helpful for the foreign language learners, because short stories teach more necessary skills than the survival concepts in the foreign language. Although it is hard to determine correct one and to integrate it appropriately into foreign language teaching curriculum, short stories are one of the most useful, practical, enjoyable and attractive teaching materials due to its benefits and effectiveness.

2. 4. 3. Using Short Stories in Vocabulary Teaching to Very Young Learners

It is known that short stories are useful materials for both adults and young learners in foreign language learning process if they are selected by considering the grades, ages, needs and interests of the learners. In terms of young children, using short

stories in foreign language teaching can be thought as an attractive teaching material in the classroom environment. Therefore, in her study about the use of literary text in foreign language teaching to children, Lau (2002) emphasizes the effectiveness of short stories like this:

It is very true that children find stories easy to access and understand since most stories have familiar settings. Through reading stories, children can discover more about the world and foreign cultures that they are curious about. They enjoy learning the language because they can think and exercise their imagination freely when reading stories.

As it has been stated by Loukina (2006), children have a chance to listen to different stories in their early childhood; for instance, in their family life, there are a variety of people telling different stories and these occur a background knowledge on stories in children's mind. Due to these storytelling activities, children are accustomed to listen to short stories, and thus; short stories can be one of the most meaningful teaching activity in their school life. The benefits of using short stories are valid for young children; therefore, the teachers can integrate short stories in their curriculums easily.

Additionally, short stories can be used in order to improve both reading and listening skills of young children, because they can both read the short stories in their lessons and also they can listen to the these stories from their classmates or teachers. There can be also some kinds of different pre and post activities related to these stories and additionally, some different teaching instruments can be adapted to use these stories in foreign language teaching.

The importance and the necessity of using short stories for young learners have been known by both educators and researchers for many years. Nevertheless, there is not enough study on using short stories to teach a foreign language to very young learners; as they are illiterate they cannot read a short story and it may be a handicap for early childhood education. Yet, since the very young learners like listening to stories, it can be used in foreign language teaching if the stories are selected in accordance with the age and interests of very young learners. They can provide an authentic teaching environment and also, children enjoy it in the classroom; there can be some pictures and

illustrations for selected stories, and hence, children can acquire new vocabulary items in a meaningful context thanks to these short stories.

Briefly, in terms of using literature in teaching vocabulary to very young learners, novels are not appropriate because of its length, drama is not suitable because of its hardness and poetry is not easy because of its complex and figurative sentence structures; but short stories can be used effectively as they are short, easy and understandable for very young learners. To sum up, if it is determined carefully in terms of the cognitive abilities of very young learners, using short stories in early childhood education is an attractive and creative teaching method in the vocabulary teaching process.

CHAPTER 3

METHODOLOGY

3.0. Introduction

The main focus of this section is the methodology of the present study. The present study is mainly based on qualitative research findings because of the literary studies and observation results of the target groups in the study. In this chapter, the first part covers in detail the universe and the sampling of the study including the application setting and duration. Then, the data collection instrument for the study is given. The following part is about data collection procedure while it is followed by the research method of the study. The final focus is on the data analysis of the study.

3.1. Subjects

The subjects of the study were children in “Neşeli Adımlar Preschool” in Ankara in the second-term of 2012-2013 academic year. In this study, first, 28 children in this private preschool were randomly determined and they were observed in terms of their grades, needs, interests and vocabulary knowledge in their foreign language. Then it was understood that the grades of all children in the study were almost at the same level. Afterwards, the children in the study were classified into two groups as experiment group and control group. Gender and age profiles of children in the study are given in the table below.

Table 3: Gender and Ages of Children in the Study

Gender	Experiment Group	Control Group
Female (36-40 months)	1	2
Female (40-44 months)	3	2
Female (44-48 months)	2	2
Female (total)	6	6
Male (36-40 months)	2	2
Male (40-44 months)	3	3
Male (44-48 months)	2	2
Male (total)	8	8
Total	14	14

They were beginning level children who had been receiving English courses just for four months and in their courses, only vocabulary items and some basic instructions were given. Though they were at beginning level, in order to determine their vocabulary proficiency in the courses, at the beginning of the study, there was an observation period and the children in the study were observed by considering some different activities such as ‘pointing to’, ‘coloring’, ‘matching’ and ‘drawing’. Since this period was just aimed to determine the vocabulary proficiencies of the children, an observation checklist or video recording was not used. The researcher only observed the children for one week and as a result of this observation period; it was found out that almost all children have recognized the same vocabulary items.

At the end of this observation process, the researcher analyzed the children in terms of their vocabulary knowledge. According to the results of this analyzing, if %50 of children knows a vocabulary item, it was used in the short stories and in the syllabus. After this observation period, children were separated into two groups randomly,

because their knowledge in terms of vocabulary items was almost the same. The results of this observation in terms of vocabulary knowledge are given in the table given below.

Table 4: Frequency of Known Vocabulary Items before the Study

Vocabulary Items	the Number of Children
Hello	26
Hi	26
Good Bye	26
See You	25
Thank you	24
Good Morning	24
Good Night	24
Red	19
Blue	20
Yellow	20
1-3 (numbers)	19
Sit Down	21
Stand Up	21
Jump	22
Pencil	17
Book	19
Table	19
Chair	16
Door	19
Window	19

Children in the study have a very limited schedule in the preschool; English courses are only 20-minutes and it is repeated for all days of a week. The subjects of the study are supposed to attend the 85% of the courses that are 100 minutes a week. The course book, “My Island”, is used as the teaching material in their actual courses and their instructors in this preschool is a non-native speaker of English. Also, all of the children in the study are Turkish learners in the preschool having no formal education background knowledge in English language learning before the preschool education.

3.2. Data Collection Instrument

The data collection instrument in this study is an observation checklist purposefully designed for the very young learners by the researcher. It is one of the most widespread data collection instrument in the field of teaching vocabulary to very young learners. Due to its common use in the literature, it requires a more detailed look into its main points.

First of all, Malderez (2003) states that “observation does not just mean ‘seeing’. It is most often used to include ‘hearing’, as well as using other senses to collect information”. Therefore, observation is not a simple task for researchers, that is, they have to be very careful and well-concentrated in the learning environment and they have to observe as much behavior as they can do. Since this is a challenging process, a checklist in the observation time can be very helpful and practical; also it can provide more reliable and valid information about the learners. For this reason, using this kind of observation checklist for children is one of the most effective ways while determining their educational and behavioral improvement and it can be seen as an advantageous data collection instrument because of the characteristics of the children.

Additionally, in terms of its effectiveness, Reed and Edelbrock (1983) state that “observational assessment is useful for identifying children having emotional and/or behavioral disorders, for making clinical and educational decisions regarding disturbed children, and for measuring changes in behavior time”. Therefore, observation checklist helps to examine behavioral and emotional attitudes of children in their own learning environment.

Furthermore, due to observation checklists, the rapid change on children can be recognized easily and quickly. In this field, Nock and Kurtz (2005) point that “school observations provide a means of objective measurement of a wide range of behaviors as they occur in the natural environment”. Since their assessment and evaluation are occurred in the classroom, the results can be determined in a short time and feedback can be given spontaneously. Very young learners have a very limited attention span and for this reason, they are supposed to be integrated into classroom activities; if they are not willing to be active in the classroom, it can be observed easily through a well-designed observation checklist.

In addition to these, as a result of many studies and researches in this field, observational data has more external or ecological validity than rating scales since they supply a measurement of behavior while occurring in the learning context. Additionally, rating scales generally give some information about the frequency and severity of behavior, yet an observation checklist can provide some detailed information about the *functions* of the behaviors (Kazdin, 2001; Hanley, Iwata and McCord, 2003 as cited in Nock and Kurtz, 2005). As a consequence of this findings, using an observation checklist in the classroom environment can be seen a valid and important data collection instrument in this study.

Additionally, most significantly, as it is stated before, in this study, the target group is very young learners and they are illiterate in these ages. Since they cannot participate in a questionnaire consciously and they cannot be active in rating scales, observation checklist is one of the most suitable data collection instrument for them. Even if it might be seen as a time-consuming instrument for some researchers (Elksnin and Elksnin, 1997; Nock and Kurtz, 2005), because of the subjects of this study, observation checklist was developed and it was used regularly during the study.

As a result of all of these advantages of using an observation checklist for very young learners, in this study, the observation checklist was designed in terms of the revision of literature. As the main concern of this study is to test the effectiveness of using short stories in vocabulary teaching to very young learners, an observation period is necessary. For this study, first, a well-designed observation checklist was aimed to be developed as a data collection instrument. Yet, an appropriate and effective checklist for this study was not found, because there was not any specific study aimed to determine the effectiveness of using short stories as a literary work in vocabulary teaching to very

young learners. Therefore, in this study, first, an observation checklist was designed and then it was developed; and it was used as a data collection instrument. While designing this checklist, Preschool Education Program of Ministry of Education in Turkey was examined and it was seen that there was not any specific curriculum or syllabus for foreign language teaching to very young learners. Because of this reason, the acquisitions of native language teaching in this Preschool Education Program were adapted to teaching a foreign language and the items of observation checklist were composed by using those acquisitions for very young learners.

Through the examination in the preschool curriculum of Ministry of Education in Turkey and some other studies in this field, three main sections were determined and the observation checklist was composed of these three main sections which were under the title of “Knowledge and Understanding”, “Language Skills” and “Attitudes and Values”.

In accordance with the demands of the Preschool Education Program in Ministry of Education, the first section was focused on the acquired foreign language knowledge of the learners’ and their language proficiencies; the second section was aimed to determine the learners’ abilities on language skills and the effectiveness of these skills in the foreign language courses by observing the development of language skills and the last section was designed in order to supply some information about the learners’ general attitudes and values in vocabulary learning process. The items in each section were covered each other and they were mainly concentrating on the meaningful vocabulary learning process for very young learners in foreign language teaching courses.

In the observation checklist designed for this study, 12 items related to “Knowledge and Understanding”, 10 items in “Language Skills” and 5 items in “Attitudes and Values” were organized and totally there were 27 observation items in this checklist. Some of the items were related to the use of short stories in vocabulary teaching and those items were analyzed just for the experiment group. Also, the items were formed as whole sentences and there was not any kind of open-ended question or phrases in the main concepts. For the aim of supplying reliability of the checklist, the main sections and items were also discussed with 2 experts of English Language Teaching department; and furthermore, in order to reach a high level of validity, the items were examined by the experts who are both in English Language Teaching

Department and in Educational Sciences Department. As the observation checklist was filled by 2 experts other than the experts evaluating the observation checklist via video records, it consisted of the main behavioral and cognitive abilities which the experts were asked to respond by determining either “Yes” or “No”, based on their perceptions of the learners’ performance. At the end of this process, the checklist which was completed by the experts was analyzed and the results of the observation period were presented in the statistical data form.

Additionally, this observation checklist was designed in English to avoid language and concept misunderstandings that may have occurred owing to possible lack of terminology on some of the vocabulary items, also some examples were given in brackets.

At the end of the study, 8 items from this observation checklist were chosen for a short form of the observation checklist and this shorten observation checklist was used in order to determine the permanence of the short story-based syllabus after the study. Since it is not possible to observe all of the items in the checklist in permanence observation, this kind of shorten form of observation checklist was used. For the aim of supplying reliability of the checklist, the items chosen for the short form of observation checklist were also discussed with 2 experts of English Language Teaching. This shorten form of the checklist was used after 2 and 6 weeks from the main study. At the end of the courses in those weeks, the shorten observation checklist was filled and the results of both groups were analyzed.

3.3. Data Collection Procedure

The treatment was carried out during the spring semester of the 2012-2013 academic year. During this process, an observation checklist based on the studies on teaching vocabulary to very young learners was developed with the help of 2 experts in the field. The checklist was put into use in its final version after consulting those 2 experts in the field of English language teaching. The study was designed by using short stories written purposefully for very young learners and these short stories were integrated into English lessons designed for the study. While using these short stories

into the lesson plans; the ages, vocabulary knowledge levels, cognitive developments, needs and interests of children were taken into account in the classroom environment.

In this study, the data was collected by means of regular classroom observation in the classroom environment. The observations were concluded equally for the learners in control and experiment groups. The researcher was also the observer of the study. The main aim was to evaluate how many vocabulary items were learned by the learners and whether these were meaningful and prominent or not. Lessons in the study were recorded in order to have the opportunity to analyze each section in detail after the observation sessions. There was a short story and some related activities in the center of each session. The same short story in the unit plans was used twice a week and the success of experiment group in learning new vocabulary items was presented. The short stories and other related activities were deeply observed via video recordings.

The study was carried out for eight weeks in the same preschool; for the first week, the pretest of the study was given. In this week, the same activities were applied for both groups in order to supply an equivalent environment and the results of this week were used as the analysis of pretest. While getting information in this week, the observation checklist designed for the study was used as a data collection instrument, but the items related to the short stories were not analyzed for both groups, because there was not any short story for the first week. At the end of the pretest application, the data collected from the observation was used in order to design a syllabus for the very young learners; while designing this syllabus, the capabilities, needs and interests of the children were taken into account and then a short story-based syllabus was designed.

In following seven weeks, the study was carried out by using the designed syllabus for teaching vocabulary to very young learners. In order to supply equivalent conditions for both of the group, the courses in both groups were maintained by the researcher's herself. During the study, the courses in both groups were recorded and for concerns of research's reliability, those recordings were observed by 2 experts in the field of English Language Teaching department and researcher's herself. The video recordings were observed and the observation checklist purposefully prepared for this study was filled by using 'thick' in each accomplished task. At the end of this observation process, data were collected from two groups through observation checklists that were used as the posttest of the study and then it was analyzed in terms of vocabulary teaching.

After two weeks, the shorten form of this observation checklist and the same syllabus were used for the same children in order to determine the permanence of the study. In those courses, children were recorded and they were observed with 2 experts by using the shorten form of the observation checklist. Children in both groups were compared in terms of remembering the vocabulary items taught in the study and the results were analyzed. After six weeks from the main study, the same syllabus and the same shorten observation checklist were used again for the same children. Again, the courses were recorded and with the help of 2 experts, those were analyzed. The results were compared and the effectiveness and permanence of the short story-based syllabus was determined.

3.4. The Research Method

This study has been formed as an experiment research design; and, among these research designs, the randomized pretest- posttest- only control group design has been used in this study. This design has two essentials; randomization and a control group. The pretest is used in order to identify the vocabulary knowledge and learning styles of children in the study, because at the end of the results of pretest, a short story-based syllabus was designed and this syllabus was used in the main study. For this study, randomization controls all variables in the study; in this kind of experiment design, after the subjects are randomly separated into two groups as experiment group and control group, the treatment is exposed to just experiment group. In the control group, there is not any kind of different treatment. At the end of the research period, subjects in the two groups are compared and the findings are concluded in terms of dependant variables (Ary, Jacobs, Sorensen and Razavieh, 2010).

One of the most important reasons to determine this kind of experiment research design is that the groups of the study are nearly in the same level in English courses. All participants in the study are very young and they are illiterate, additionally there is no native speaker in the groups. For these reasons, the pretest was used at the beginning of the study and then posttest method was determined in accordance with age and vocabulary knowledge level of the children. For this study, interviews would not practical, reliable and suitable, because the mode of very young learners may change

rapidly and their answers cannot reflect realities for all times. For this reason, interviews are not suitable to use posttest for this study. Also, as the target group of the study is illiterate, a questionnaire survey is not appropriate for them due to its length and written form. For these reasons, this study has been designed as an observation survey and the results of observation were used in both pretest and posttest data in the study. In order to supply objective observations results, the courses were recorded with a video camera and then those recordings were observed one by one via an observation checklist confirmed purposefully for the study.

In the light of the randomized pretest- posttest-only control group experiment research design, the treatment was exposed to only experiment group, yet both of the groups were recorded by a video camera. All children in both groups were observed one by one and then they were compared by using the observation checklist in terms of vocabulary learning process. The results given by observation checklist were measured and analyzed; then they were shown on the tables in a detail.

The study was conducted in ‘Neşeli Adımlar Preschool’ in Ankara. As the effectiveness of using short stories in vocabulary teaching to very young learners has been examined in this study, children between 36-48 months were the focus of interest and there were totally 28 randomly chosen children. These children were classified into two groups randomly; 14 children from this private preschool formed the first group (experiment group) and the other 14 children from the same preschool formed the second group (control group).

In order to determine the permanence of the syllabus, two follow up observations have been made after the study. First of all, groups in the study were observed on April 15th and secondly, they were observed on May 15th. The results of these two observations have also been analyzed and the main points of the study were given via tables at the end of the study.

3.5 Analysis of the Data

After the observation session was over, the researcher and other two experts- other than the expert evaluating the observation checklist- in the field of English Language Teaching evaluated the video recordings and they also completed the

observation checklist by watching the video recordings. In this observation session, the researcher, also, analyzed the video recordings. Each video recording was watched for three times. For the first watching, learners' knowledge and understanding situations were analyzed. For the second one, their progresses in the language skills were observed and for the last watching, their attitudes toward the English courses, short stories and any other activities were analyzed.

In addition to the analysis of the researcher, 2 experts examined the video recordings in the same way and they evaluated the learners' language proficiency in terms of vocabulary learning. In the observation checklist, after three of the observer filled the observation checklist, each positive value was pointed as '1' point and each negative one was pointed as '0' point. At the end of this pointing process, those points were added and the general points of each child in each group were determined. Then, observation checklist was completed carefully and the last version of data collection process was conducted.

After the analysis of video recordings, the data collected through the observation checklist was calculated; then, the results were analyzed and they were discussed in detail. The tables concluded by the data gathered from the checklists were analyzed one by one and the findings of the study were presented in the findings chapter of this study. The same procedure was applied in order to determine the permanence of this study and the results of the two groups were compared. Those findings are also given in tables in findings chapter. Briefly, this study has gained information about the effects of using short story in English language courses designed for teaching vocabulary to very young learners. The main concepts and variables were investigated by data analyzes to determine if the short stories were effective and permanent teaching instruments in teaching vocabulary to very young learners or not.

In conclusion, through the analysis of data in the study, there are inferences, implications and a suggested common syllabus which are thought to be useful for the preschool education programs, teachers, and learners in teaching vocabulary to very young learners.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.0 Introduction

In this chapter, the analysis of data obtained from the video recordings and observation checklists for Experiment and Control Groups are presented. Firstly, the items in the observation checklist are verbalized and then weekly results for the groups are compared.

Then, the data obtained from the observation checklists are analyzed statistically. Throughout the study, data obtained from the observation checklists and video recordings are also analyzed through qualitative data analysis method. At the end of the 8 weeks, in order to determine the permanence of learnt vocabulary items, the shorten form of observation checklist is applied to the same children twice and in last part of this chapter; the main findings of this study are pointed out in general.

4.1 The Analysis of the Observation Checklist

In this study, first, the observation checklist was formed by using the Preschool Education Curriculum in Ministry of Education in Turkey; and, this checklist was used as the pretest of the study. Then, 7-week syllabus in accordance with the results of the pretest and Preschool Education Curriculum was designed. In this syllabus, short stories and related activities were mainly used. At the end of this process, a private preschool ‘Neşeli Adımlar’ in Ankara was chosen randomly for the study. 28 preschoolers aged 36-48 months were subjects in the study and they were classified into two groups as the experiment and control Group. The lesson plans and units were applied for 7 weeks in this private preschool.

At the beginning of the study, the observation checklist formed as pretest was used in order to define the level of vocabulary knowledge of the children in the study. For the pretest, the researcher, first, designed some activities in English courses. Then, those activities were planned and that plan has been given in both groups for one week. This process was recorded and those recordings were analyzed with the help of 2 experts in this field. After analyzing the video recordings, in order to get information about the vocabulary knowledge of children, the observation designed for the study was filled by these 2 experts and the researcher's herself. The results of the pretest applied in the first week are given in the table below.

Table 5: The Results of the Pretest in terms of Vocabulary Teaching

Sections in the Observation Checklist	Control Group	Experiment Group
Title	Results of Pretest	Results of Pretest
Language Skills	% 43.8	% 47.3
Knowledge and Understanding	% 41.6	% 39.7
Attitudes and Values	% 59.5	% 52.8

From the table, it is understood that there is not a mean difference between two groups in terms of language skills, knowledge in vocabulary items and attitudes toward the foreign language learning environment. Since the ages and grades of the children almost the same, their recognition level for these titles were almost at the same level. The researcher used the data gained from the results of pretest while designing the short story-based syllabus. As this study aims to organize a well-designed syllabus for teaching vocabulary to very young learners, the preschool education program developed by Ministry of Education, the studies on teaching vocabulary to very young learners, and the results of the pretest were examined in detail. As a result of this process, 9 common unit titles were determined in accordance with the ages and cognitive developments of the children and the short story-based syllabus was designed under the title of those 9 units (See appendix 1). Each unit in the syllabus covered 4 weeks and

there were two short stories for each unit. Activities and materials were developed according to those short stories. After three weeks from the pretest application, the main study was carried out in the same preschool. For the main study, the short story-based syllabus designed purposefully for very young learners has been used in the experiment group and also unit plans prepared by the English Teacher in the preschool have been used for the children in the control group for seven weeks.

The application of the study was recorded and at the end of the 7 weeks, those video recordings were observed by 2 experts and the researcher's herself. At the end of this observation period, the same observation checklist used in pretest was filled for both groups. Then, those filled observation checklists were analyzed in order to reveal whether there was an effect of using short story-based syllabus on enhancing vocabulary teaching for very young learners or not.

In the observation checklist, there are three main sections under the titles of 'Knowledge and Understanding', 'Language Skills' and 'Attitudes and Values'. Under the first title 'Knowledge and Understanding', there are 12 different items in order to reveal the knowledge of preschoolers' in terms of English language. In the second title 'Language Skills', there are 10 items to determine the level of preschoolers' language skills and abilities. As the children aged 3-4-year-old and they are illiterate, language skills are just limited to speaking and listening activities. In the last section 'Attitudes and Values', there are 5 various items to reveal preschoolers' main attitudes toward the language lessons and learning environment. At the end of the 7 weeks, these items under the three main titles were analyzed and according to the results of this analysis, the recognition of preschoolers was aimed to be determined.

4.1.1 The Analysis of the Title, 'Language Skills', in the Observation Checklist

Language skills are one of the most important parts of English language teaching. In order to be successful in language learning, children have to be successful in these skills. As very young learners are illiterate, the language skills are limited to listening and speaking skills. In the observation checklist, these two language skills were examined under 10 different items. The analysis of the observation checklist in terms of vocabulary teaching was revealed for both groups in the Table 6.

Table 6: The Analysis of the Observation Checklist in terms of ‘Language Skills’

ITEMS	CONTROL GROUP							EXPERIMENT GROUP						
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
The child can count the numbers in the target language if the teacher wants. (speaking)	% 33.3 (14)	% 88.0 (37)	% 92.8 (39)	% 97.6 (41)	% 100 (42)	% 100 (42)	% 100 (42)	% 61.9 (26)	% 76.1 (32)	% 85.7 (36)	% 92.8 (39)	% 97.6 (41)	% 100 (42)	% 100 (42)
The child can use puppets in order to answer the questions of the teacher. (speaking)	% 35.7 (15)	% 66.6 (28)	% 88.0 (37)	% 100 (42)	% 80.9 (34)	% 78.5 (33)	% 100 (42)	% 71.4 (30)	% 69.0 (29)	% 88.0 (37)	% 88.0 (37)	% 100 (42)	% 100 (42)	% 92.8 (39)
The child can sing the song which is sung by the teacher. (speaking)	% 71.4 (30)	% 85.7 (36)	% 100 (42)	% 85.7 (36)	% 100 (42)	% 100 (42)	% 100 (42)	% 78.5 (33)	% 80.9 (34)	% 100 (42)	% 90.4 (38)	% 100 (42)	% 100 (42)	% 100 (42)
The child can answer the questions by showing the pictures or real items at the end of the short story. (speaking)	--	--	--	--	---	---	--	% 66.6 (28)	% 83.3 (35)	% 88.0 (37)	% 100 (42)	% 85.7 (36)	% 100 (42)	% 85.7 (36)
The child can order the objects by listening to the directions in the short story explained by the teacher. (listening)	---	--	--	--	--	--	--	% 73.8 (31)	% 57.1 (24)	% 88.0 (37)	% 73.8 (31)	% 95.2 (40)	% 92.8 (39)	% 92.8 (39)
The child is willing to listen to the short stories and other listening activities. (listening)	--	---	--	---	--	---	--	% 80.9 (34)	% 50 (21)	% 85.7 (36)	% 69.0 (29)	% 100 (42)	% 100 (42)	% 100 (42)
The child can make the puzzle about the taught vocabulary items. (listening)	% 42.8 (18)	% 83.3 (35)	% 100 (42)	% 100 (42)	% 78.5 (33)	% 78.5 (33)	% 78.5 (33)	% 85.7 (36)	% 92.8 (39)	% 88.0 (37)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)
The child can dance in accordance with the song in the classroom environment. (listening)	% 92.8 (39)	% 88.0 (37)	% 100 (42)	% 92.8 (39)	% 100 (42)	% 100 (42)	% 100 (42)	% 97.6 (41)	% 92.8 (39)	% 100 (42)	% 88.0 (37)	% 100 (42)	% 92.8 (39)	% 100 (42)
The child can draw pictures in accordance with the teacher’s directions. (listening)	% 92.8 (39)	% 100 (42)	% 78.5 (33)	% 100 (42)	% 100 (42)	% 100 (42)	% 92.8 (39)	% 83.3 (35)	% 100 (42)	% 57.1 (24)	% 85.7 (36)	% 83.3 (35)	% 88.0 (37)	% 92.8 (39)
The child can color the pictures by listening to the directions of the teacher. (listening)	% 78.5 (33)	% 80.9 (34)	% 78.5 (33)	% 92.8 (39)	% 100 (42)	% 100 (42)	% 100 (42)	% 88.0 (37)	% 97.6 (41)	% 73.8 (31)	% 100 (42)	% 76.1 (32)	% 92.8 (39)	% 92.8 (39)
Total	% 77.2 (227)	% 84.6 (249)	% 91.1 (268)	% 95.5 (281)	% 94.2 (277)	% 93.8 (276)	% 95.9 (282)	% 78.8 (331)	% 80 (336)	% 85.4 (359)	% 88.8 (373)	% 93.8 (394)	% 96.6 (406)	% 95.7 (402)

In the Table above, there are 10 items related to speaking and listening skills. In the first item 'The child can count the numbers in the target language if teacher wants', the children in each group are asked to count the numbers in their target language. As they have had English courses for 4 months, they have learnt numbers (1-5) and they were expected to count them if the teacher asks them to. In the first week of the study, control group has 33.3% of recognition level in counting the numbers, whereas experiment group has 61.9% of recognition level for the same item. As there was not a meaningful context and related activities about the numbers; the children in the Control Group of the study is not very effective for this item. Additionally, for the previous weeks, the children in the study were not familiar with the researcher and therefore, they were unwilling to participate in the activities. After a while, they became acquainted with the researcher and they gradually grew interest in the lessons; for this reason, after four weeks, the level of learning and participation increased regularly for both groups.

In the last week of the study, each group began to count all the numbers taught in the lessons correctly and fluently, because they were regularly repeating the numbers every week. However, as the numbers given in short stories and a meaningful context, children in Experiment Group learned to count numbers fluently, in a shorter time. This item is one of the most important speaking activities in the study; because, as they are very young, speaking even in their mother tongue is rather hard for them. For this reason, counting the numbers is both easy and enjoyable for very young learners and they conceptualized that if they want, they can say some words in their target language.

In the second item 'The child can use puppets in order to answer the questions of the teacher', the children in each group are required to use puppets in order to answer the questions of researcher in their target language. Again, since they have had English courses for 4 months, they knew some phrases and some words in English. For this reason, they could express themselves by using puppets given by the researcher. In the Experiment Group, short stories were narrated through the mouths of the puppets and hence, the children in the experiment group were more familiar with the use of puppets in the lessons. In the first week of the study, just 35.7 % of children in control group were successful, whereas 71.4 % of children in experiment group could successfully use the puppets. The difference between two groups was meaningful for the first week; because children in Experiment Group were more willing to use puppets and to be

active in the classroom environment due to the meaningful context given by short stories. Yet, after a while, children in each group began to use puppets in order to answer the questions of the researcher.

In the last week of the study, children in each group began to use puppets effectively and also they could use it almost at the same rates. 100% of children in control group could use the puppets in the fourth and seventh weeks, while 100 % of children in experiment group could use them in fifth and seventh weeks. This means that almost all children in both groups could use puppets in the vocabulary learning process effectively. This item is also another important speaking activity in the study; because, as it is stated by Ackerman (1990), when they are using puppets, children become motivated and also their communication skills can be developed thanks to these puppets. Furthermore, Peyton (1986, as cited in Ackerman, 1990) points out that “puppets are natural self-involvers”; for this reason, children both discover themselves and begin to say something in their target language. Therefore, using puppetry in English courses is an enjoyable and outstanding way when speaking skills of very young learners are being improved. And as a result of this study, the effective use of puppets can be improved via short stories.

For the third item ‘The child can sing the song which is sung by the teacher’, the children in each group are asked to sing the song in their target language. In the first week of the study, control group has 71.4 % of recognition level for this item, whereas 78.5 % of children in experiment group were seen as successful. As children had English courses for four months, they were accustomed to sing the song in their foreign language. But in the study, the songs chosen for Experiment Group were related to the short stories and so, these songs had a meaningful context. Nevertheless, since children in each group love singing songs, their general mood for singing a song activity was almost at same rate.

In the last week of the study, the children in each group began to sing all the songs with in the coverage of the courses designed, because they repeated them regularly for each lesson. After the fifth week, 100% of children in both experiment group and control group were successful in singing a song activity; this means that children in each group were active in this activity. In this field, Shen (2009) states that “using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students’ anxiety,

fostering their interests and motivating them to learn the target language". In terms of very young learners, rhythmical and repetitious songs can be memorized easily and through these songs, they can improve their pronunciation and also they can use their target language in an enjoyable way. For this reason, this kind of activity was used in whole syllabus and it was observed through this item that was related to singing the song. To sum up, as children cannot make very meaningful sentences in English, using songs is an appropriate way in order to help them to learn new vocabulary items in a shorter time.

The fourth item 'The child can answer the questions by showing the pictures or real items at the end of the short story' is another speaking activity just about short stories; since there was not any short story for them, this item was not analyzed for children in the control group. In their first week, 66.6 % of children in experiment group were successful in this activity which was related to the speaking skill. Naturally, the questions asked them were short-answered or there were some 'yes-no' questions and they were requested to answer just saying 'yes' and 'no' or just saying a few words related to the questions asked about the short story. After the third week, the percentage in recognition level was permanently increased.

In the fourth and sixth weeks of the study, 100% of children could answer the questions asked by the researcher, since in these weeks the short stories were supported by a digital storytelling version. As children like technological materials in the classroom environment, this kind of enrichment was very useful and supportive for them; for this reason, they were highly interested in the short stories in those weeks and they were willing to answer the questions about the short stories. In the last week of the study, 85.7 % of children could answer the questions. Analyzing this result, it can be said that short stories are helpful in order to improve speaking skills of children by giving a meaningful context. Since ICT elements can be the focus of another study, only one ICT activity was used in this study as a teaching instrument.

The fifth item 'The child can order the objects by listening to the directions in the short story explained by the teacher' is a listening activity and it was again just about short stories; for this reason, this item was not observed in Control Group and so, there was not a weekly comparison result. For this item, in their first week, 73.8% of children in the experiment group were successful in this listening activity. As they have not listened to any short story before this study, firstly they were not involved in the activity

adequately, but after a while, they began to be interested in the character of short story and they became more familiar to the short stories narrated in the lessons. Thus, in the third week, 88 % of children were active in this listening activity and after this week, this percentage began to increase continuously. The highest result was found out in the fifth week as 95.2%, because in this week the short story was given by using story cards and visual materials, therefore they were willing to listen to short story and they could easily order the objects by listening to the directions of short stories.

In the last week of the study, the rate for this listening ability was observed as 92.8%, and this result reveals that there was an improvement in terms of the listening skills of the children from the first week through the last week. As stated by Sapıtmaz (2005), short stories are very effective in vocabulary teaching for English language learners. For this reason, owing to short stories in this study, the children can both listen to some authentic materials in English and have a chance to use their foreign language appropriately.

The sixth item ‘The child is willing to listen to the short stories and other listening activities’ is about another listening activity and it was, again, just about short stories; for this reason, this item was not observed in Control Group. For this item, a general attitude was observed, as this item was about the willingness to follow a listening activity. In their first week, 80.9 % of children listened to the short story willingly. As they didn’t listen to any short story before, firstly they were not willing to listen to the stories, but after a while, they began to appreciate the short stories and they began to listen to the stories willingly in the lessons. Therefore, in the fifth week, 100% of children were willing to listen to the short story narrated by the researcher and after this week, this percentage was almost at the same rate. As it is claimed by Solak (2006), “... they are motivating in terms of that children have a stable need for stories and they are always eager to listen to stories. Another benefit of stories is that they give learners a purpose to listen” (p.17-18). For this reason, by considering the results of this study, it can be claimed that using short stories in English language teaching can motivated children and it affects their willingness positively.

In the seventh item ‘The child can make the puzzle about the taught vocabulary items’, the children in each group are asked to make puzzle in order to use their target language in both speaking and listening activities. For comparing two groups in the study, first, their weekly analysis was observed. In the first week of the study, 42.8 % of

children in control group were successful for this item, whereas 85.7 % of children in experiment group were successful. The difference between to group was meaningful for the first week; because children in the Experiment Group were more willingly to make puzzles in the classroom environment because of the short stories and the meaningful context supplied by those stories. Because, short stories were explained via puzzles in some weeks for children in Experiment Group, the children in this group were more familiar with the use of puzzles in the lessons. After a while, children in each group began to make puzzles by listening the researcher's directions.

For the third and fourth weeks, 100 % of children in the control group successfully made the puzzles. Yet, in the experiment group, the rate of this item was generally in a high level and in the last week of the study, each group began to make puzzles effectively. Nevertheless, 100% of children in the experiment group could make puzzles in the last week of the study, while 78.5% of children in the control group could make them. This item is also another important item in terms of language skills, as it consists of both speaking and listening skills. Because children have to use both their foreign language in order to find correct puzzle parts and also they have to listen to the directions of the researcher.

For the eighth item 'The child can dance in accordance with the song in the classroom environment', the children in each group are requested to dance in accordance with the songs which are sung in the lessons. The means of 'dance' in this activity was to be able to use mimics and body language related to the songs used in the classroom environment. Since they were accustomed to sing the song or dance in it, children in each group actively participated in this item. To compare two groups in the study, first, their weekly analysis was studied. In the first week of the study, 92.8 % of children in control group could dance in accordance with the songs and the directions of the researcher in the lessons, whereas 97.6 % of children in experiment group could do that. The difference between to group was significant for the first week; because songs were related to short stories and there was a meaningful and enjoyable learning environment for children in the experiment group. Yet, after a while, children in each group began to dance in accordance with the directions while listening to the songs in the lessons.

In general, the points of this item were on a high level for each group. In the last week of the study, 100% of children in each group could actively join this activity. This

means that, even if there is not a meaningful context, the children become a part of this the dancing activities in each group. Therefore, it can be said that using short stories does not play an active role for dancing activities; but, this item has an important role for foreign language teaching, as it keeps the children active and motivated in the classroom environment.

The ninth item is ‘The child can draw pictures in accordance with the teacher’s directions’ and it was organized to analyze the level of children’s listening skills in terms of the researcher’s directions. The children in each group are led to draw pictures parallel with the researcher’s directions in the lessons. There was a drawing activity within the unit plans of each week and the researcher asked children to draw pictures related to the vocabulary items taught in the lessons. As they like drawing pictures in general, children in each group actively participated in this activity. But drawing activities are difficult tasks because of their motor skills and in some weeks in the study, they were not successful due to this reason. Generally, to compare the two groups in the study, first, their weekly analysis was observed. In the first week of the study, 92.8% of children in control group and 83.3% of children in the experiment group could draw the pictures in accordance with the directions of researcher. The difference between two groups was not very significant for the first week; because drawing pictures supply a meaningful and enjoyable learning environment for the children in both groups.

In general, the points of this item are on a high level for each group. But in the third week of the study, the lowest level of this item was seen in both groups, as there was a drawing activity covering the whole unit and there were a lot of vocabulary items for this drawing activity, the accomplishing level for this task was in a lower rate than the other weeks. For the third week, 57.1 % of children in the experiment group and 78.5% of children in the control group were successful. This means that, even if children like drawing activities, they cannot carry out complicated tasks.

The tenth item is ‘The child can color the pictures by listening to the directions of the teacher’ and it is also used to analyze the level of children’s listening skills in terms of the researcher’s directions. This item was again related to art and craft activities and it was found to be entertaining by all children. The children in each group are asked to color pictures in accordance with the researcher’s directions in the lessons. There was a coloring activity for each week and the researcher asked children to color pictures related to the vocabulary items taught in the lessons. As they like coloring the pictures

in general, children in each group actively participated in this activity. To compare the two groups in the study, first, their weekly analysis was observed. In the first week of the study, 78.5 % of children were successful in the control group for this item, whereas 88 % of children in the experiment group actively participated in this activity. The difference between to group was significant for the first week; because coloring pictures supply a meaningful and enjoyable learning environment for children in each group, but in the experiment group, coloring activities were related to the short stories and they could easily understand the directions of the researcher, as they knew the main vocabulary items the short story.

In general, the points of this item are on a high level for both groups. However, after the fifth week of the study, the level of this item was 100% of children for control group, whereas this rate changed from 76.1% to 92.8% in the experiment group. This difference resulted from the difference between coloring activities; that is, since there were some short stories and coloring activities related to these stories, there were more complex coloring tasks for the children in the experiment group, but in the control group there were coloring tasks related to just vocabulary items taught in the lessons. Therefore, they could easily succeed their tasks by listening to directions of researcher. This item has an important role for foreign language teaching, as it consists of both physical movement and listening activities and these kinds of activities can be used in order to enrich the short story-based units and lesson plans.

To conclude, in this part, the researcher aimed to determine the level of language skills in terms of listening and speaking for very young learners. In each group, there were some different and colorful activities for children, and in the experiment group, all of these activities have been given in a meaningful context and they were related to the short stories narrated in the lessons. When the results of both groups were compared, short stories are found to be helpful for some speaking activities such as using puppets, answering the questions, and counting the numbers; additionally, story-based units can be seen as an effective way for teaching some art and craft activities such as coloring and making puzzles. But in some activities like dancing or singing a song, children in both groups are actively participated in the lessons; therefore, it can be said that short stories do not have a meaningful effect for these activities.

When it is considered in terms of statistical difference, in general, 90.3% of children in the control group participated in the lessons, and 88.4% of children in the

experiment group actively joined the lessons in the same process. This means that even if the children in Experiment Group could learn some language skills in a short time and they could use their knowledge easily in this field, a few weeks later, children in Control Group could do the same activities almost at the same level. So, it can be concluded from these results that the short story-based syllabus is a very effective way to achieve a higher recognition in teaching vocabulary to very young learners in a shorter time.

4.1.2 The Analysis of the Title, ‘Knowledge and Understanding’, in the Observation Checklist

As the importance of having knowledge in a foreign language is known very well, in the observation checklist, there is a section under the title of ‘Knowledge and Understanding’. In this section, there are 12 various items about the children’s knowledge and understanding levels and all of these items are related to Preschool Education Program developed by Ministry of Education in Turkey; so, these items are determined as using the preschool curriculum of Ministry of Education in Turkey.

In these items, children’s vocabulary learning levels was analyzed by the researcher. The items in this section were studied separately for 7 weeks and each group of the study was analyzed separately for this section. At the end of this observation period, the results of the 7 weeks were documented and a general comparison was made for both groups. Weekly results, weekly comparing and weekly analysis of the children in both groups were revealed in the Table 7 given below.

Table 7: The Analysis of the Observation Checklist in terms of ‘Knowledge and Understanding’

	ITEMS	CONTROL GROUP							EXPERIMENT GROUP						
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
KNOWLEDGE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.	% 50 (21)	% 66.6 (28)	%59 .52 (25)	%57 .76 (23)	%57 .14 (24)	% 50 (21)	%57 .14 (24)	% 71.4 (30)	% 83.3 (35)	%85 .71 (36)	% 100 (42)	%88 .09 (37)	% 100 (42)	% 100 (42)
	The child can choose the object which is verbalized by the teacher.	%76 .19 (32)	% 45.2 (19)	% 78.5 (33)	% 64.2 (27)	% 64.2 (27)	%71 .42 (30)	%85 .71 (36)	% 69.0 (29)	%76 .19 (32)	%85 .71 (36)	%90 4 (38)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can touch the objects which are uttered by the teacher.	% 50 (21)	% 80.9 (34)	% 54.7 (23)	% 78.5 (33)	% 50 (21)	%80 .95 (34)	%64 .28 (27)	% 88.0 (37)	%85 .71 (36)	%78 .57 (33)	% 100 (42)	%90 .47 (38)	% 100 (42)	% 100 (42)
	The child can follow the short story carefully.	--	--	--	--	--	--	--	% 76.1 (32)	%73 .8 (31)	%85 .71 (36)	%88 .09 (37)	%97 .61 (41)	%92 .85 (39)	%85 .71 (36)
	The child can generally understand the meaning of short story in the lesson.	--	--	--	--	--	--	--	% 73.8 (31)	%69 04 (29)	%85 .71 (36)	%69 .04 (29)	%95 .23 (40)	%92 .85 (39)	%92 .85 (39)
	The child can make some objects described by the teacher via play dough.	%83 .3 (35)	%97 .61 (41)	%92 .85 (39)	% 100 (42)	% 100 (42)	%85 .71 (36)	%92 .83 (39)	% 85.7 (36)	%88 .09 (37)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	% 7.14 (3)	% 40.4 (17)	%80 .95 (34)	%92 .85 (39)	% 85.7 (36)	% 100 (42)	% 100 (42)	% 85.7 (36)	%97 .61 (41)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can categorize the items according to their colors in target language.	%40 .47 (17)	%57 .14 (24)	%78 .38 (33)	%85 .71 (36)	% 100 (42)	%92 .85 (39)	%92 .85 (39)	% 64.2 (27)	%80 .95 (34)	%85 .71 (36)	% 100 (42)	% 100 (42)	%92.8 (39)	% 100 (42)
	The child can understand the instructions of the teacher in his/her target language (English) correctly.	% 57.1 (24)	%85 .71 (36)	% 100 (42)	% 100 (42)	% 71.4 (30)	%85 .71 (36)	%88 .09 (37)	% 61.9 (26)	%80 .95 (34)	%69 .04 (29)	%88 .09 (37)	%95 .23 (40)	%95 .23 (40)	% 100 (42)
	The child can play an active role in dramatization activities.	% 30.9 (13)	% 50 (21)	%64 .28 (27)	% 78.8 (31)	% 64.2 (27)	%85 .71 (36)	%76 .19 (32)	% 69.0 (29)	%59 .52 (25)	%83 .3 (35)	%85 .71 (36)	%92 85 (39)	% 100 (42)	% 100 (42)
	The child can actively join TPR activities in the lesson.	% 16.6 (7)	%40 .47 (17)	%78 .57 (33)	%78 .57 (33)	% 61.9 (26)	%92 .85 (39)	%92 .85 (39)	% 73.8 (31)	% 66.6 (28)	%85 .71 (36)	%90 .4 (38)	%92 .85 (39)	% 100 (42)	%92 .85 (39)
	The child can point to the identified objects in the classroom.	% 28.5 (12)	% 59.5 (25)	% 64.2 (27)	% 95.2 (40)	% 71.4 (30)	% 73.8 (31)	%83 .3 (35)	% 71.4 (30)	%85 .7 (36)	%69 .04 (29)	%90 .4 (38)	%95 .23 (40)	% 100 (42)	% 100 (42)
Total		% 44.7 (188)	% 62.3 (262)	% 75.2 (316)	% 82.3 (346)	% 72.6 (305)	% 81.9 (344)	% 80.9 (340)	% 74.2 (374)	% 78.9 (398)	% 84.5 (426)	% 91.8 (463)	% 95.6 (482)	% 97.8 (493)	% 97.6 (492)

In the Table above, there are 12 items which are related to the knowledge and understanding level of children. In the first item ‘The child can match the words with the objects in his/her target language’, the children in each group are asked to match the words with the real objects or flashcards in their target language. In the first week of the study, 50% of children in the control group were found to be successful for this activity, whereas the recognition level of children was determined as 71.4 % for the same activity. After each short story, children in experiment group willingly and correctly matched the words with the objects; yet children in Control group could not match the words correctly. In the last week of the study, 100% of children in the experiment group were successful in this activity, whereas 57.1 % of children in the control group were successful it. This means that meaningful context enhance the learning environment and it can be said that children in the experiment group can learn the vocabulary items in their foreign language successfully.

For the second item ‘The child can choose the object which is verbalized by the teacher’, the children in both groups are requested to choose the correct objects while listening to the researcher in the lessons. This item was similar the first item in terms of the understanding level of children. If the child can learn the vocabulary items effectively, s/he can choose the correct real object easily. In order to analyze this item, weekly results of each group were studied and in the first week of the study, 76.1% of children in the control group and 69 % of children in experiment group were successful for this activity. For the first week, there was not a meaningful difference between two groups, but after the third week, the level of the experiment group began to increase significantly, because after this week, children in Experiment group became more familiar with the story-based lessons and they began to join actively in learning environment. In the third week, 85.7 % of children in the experiment group and 78.5% of children in the control group were analyzed in terms of recognition for this activity. At the end of the last week, 100% of children in the experiment group were found to be actively participating in this activity, whereas 85.7% of children in the control group could be successful for the same activity.

For the third item ‘The child can touch the objects which are uttered by the teacher’, the children in each group are asked just to touch the correct objects while listening to the researcher in the lessons. This item is similar to the first and second items in terms of understanding and learning level of children. In order to analyze this

item, weekly results of each group were studied and in the first week of the study, 50% of children in Control group and 88 % of children in the experiment group actively joined in this activity. After the fourth week, the difference between two groups began to change significantly. In this week, the recognition level of children in the experiment group was 100%; yet in the control group, this level was 78.5%. At the end of the last week, 100 % of children in the experiment group and 64% of children in the control group were successful for this activity. Therefore, it can be said that if there is an easy task for children in control group, they might touch the correct words, but in general, they could not understand the correct words which are uttered by the researcher in the lessons.

The fourth and fifth items ‘The child can follow the short story carefully’ and ‘The child can understand its meaning in general to the short story in the lesson’ are related to short stories and for this reason these items were studied just in the experiment group and there was not any result for control group. In order to analyze these items, weekly results of experiment group were observed. In the first week of the study, 76.1% of children could do the activity, whereas in the last week, this rate increased to 85.7%. There was a continuous improvement for this item and the highest level was in the fifth week as 97.6% of children. When they got accustomed to listen to short stories, their understanding level increased weekly. For the fifth item, in the first week, children in the experiment group had 73.8% of recognition level and this rate has improved day by day. At the end of the seven week, children in the same group had 92.8% of accomplishment level for the same activity. Because this item was about the understanding a short story, children could understand it as they learn new vocabulary items.

In the sixth item ‘The child can make some objects described by the teacher via play dough’, the children in each group are asked to make correct objects determined by the researcher by using play dough. For this item, in the first week of the study, control group had 83.3% of recognition level, whereas experiment group had 85.7% for the same item. For the first week, as all children like playing dough, the level for this item was high above and it was continuing as in this way. At the end of the last week, Experiment Group had 100 %, and Control Group had 92.8 % of accomplishment level. So, it can be said that because all children want to be active in this type of activities, they do not need a meaningful context or any other meaningful tasks.

The seventh item 'The child can recognize the adjectives (small, big, happy, sad) in his/her target language' is one of the most important item in this part; because in this item, the children in each group are asked to recognize some new vocabulary items in their foreign language and if recognition can be supplied effectively, it means that they can use these recognized words in their learning environment actively. For this item, in the first week of the study, 71 % of children in control group were successful, whereas 85.7% of children in Experiment group could actively recognize the adjectives in their foreign language. For the first week, there was a meaningful difference between two groups; since children in Experiment group were acquired adjectives in a context, they could easily learn them. After the third week, children in experiment group had 100% of recognition level for this item and they effectively involved in learning environment through the short stories consisting of adjectives. At the end of the last week, 100% of the children both in Experiment Group and Control Group were successful; so, it can be said that even if short stories and meaningful learning environment are useful for recognizing adjectives and new vocabulary items, children can recognize them if there is a continuous and repetitive activities in the lessons.

The eighth and ninth items 'The child can categorize the items according to their colors in target language.' and 'The child can understand the instructions of the teacher in his/her target language (English) correctly' are related to children's both listening skills and understanding abilities. In these items, children are requested to understand the researcher's instructions and give correct feedbacks for these instructions. In the first week of the study, the level of children for the eighth item in control group was 40.4 %, whereas in experiment group, this rate was 64.2 % of children. This means that children in both groups could recognize the colors in their foreign language. After the fourth week, children in both groups began to be successful in this activity and in the last week, for the control group, there was 92.8% of accomplishment level and for the experiment group this level was determined as 100%. Even if there was a difference in the first week, children learnt the colors when the enjoyable learning activities were used in the lessons. This means that children can recognize colors as using the repetitious activities.

On the other hand, for the ninth item, in the first week, 61.9% of children in Experiment group and 57.1 % of children in control group could join this activity; therefore, there was not a meaningful difference in this activity for the first week. As the

researcher communicated with the foreign language (English), first, children could not understand all of the instructions correctly. But after a while, they became more familiar with the spoken language in the classroom environment and this percentage has improved day by day for both groups. At the end of the eight week, children in the control group had 88% of recognition level and 100% of children in the experiment group were also successful.

The tenth and eleventh items 'The child can play an active role in drama activities' and 'The child can actively join TPR activities in the lesson' are related to motor skills of children. In these two items, children are asked to have an active role in these kinds of physical activities, because it is assumed that if children can join these activities, they want to be a part of learning environment and they can understand the instructions or directions given by the researcher. In the first week of the study, for the tenth item, 30.9 % of children in Control group and 69 % of children in the experiment group were successful. This means that children in each group could successfully join some activities consisting of physical movement. Additionally, for this item, in the last week, the Control group had 76 % of recognition rate, while 100 % of the children in the experiment group recognized it for the same activity.

In addition to this item, for the eleventh item, in the first week, 73.8 % of children in the experiment group and 16.6 % of children in control group joined in this activity. But since these activities are very enjoyable for children, especially for kinesthetic learners, they became willing to join these activities after the third week. At the end of the seven weeks, children in both control group and experiment group had 92.8% recognition level for this activity. Therefore, it can be said that as children in these ages are very energetic and kinesthetically active and this kind of activities can be enriched via short stories.

In the twelfth item 'The child can point to the identified objects in the classroom', the children in each group are asked to point to correct objects determined by the researcher in the classroom. In order to analyze this item, weekly results were observed and in the first week of the study, control group had 28.5 % of recognition level, whereas 71.4% of the children in the Experiment group successfully pointed to the objects in accordance with the researcher. For the first week, children in each group had an average point for this item and at the end of the last week; the experiment group had 100 % of recognition level, whereas the control group had 83 % of accomplishment rate. So, it can be said

that if children are taught in a meaningful context, they can be more successful while they are pointing to some objects in their foreign language.

Consequently, in this part, the level of knowledge and understanding in terms of English language learning was aimed to be determined for very young learners. When the results of both groups were compared, short stories can be seen as helpful for some understanding activities such as recognizing some abstract vocabulary items, categorizing the objects and determining the real objects and their meaning in their foreign language; additionally, short story-based units can be seen as an effective way to teach some listening and comprehending activities such as following the story and understanding the general meaning of a short story. But in some activities like TPR or dramatization, children in each group actively participated in the lessons.

When it is considered in terms of statistical difference, in general, 71 % of children in the control group and 88.6 % of children in the experiment group successfully participated in the lessons. This means that the children in the experiment group can learn some vocabulary items in a shorter time effectively and they can use their knowledge easily in this field. A few weeks later, children in the control group can do the same activities, but they cannot be active in the same level with the children in the experiment group. Therefore, it can be concluded from these results that the short story-based syllabus is very effective in order to be successful in teaching vocabulary to very young learners and children in the experiment group are more involved in learning environment; for this reason, it can be claimed that short story-based syllabus is highly helpful for very young learners in terms of having knowledge and understanding on vocabulary items.

4.1.3 The Analysis of the Title, ‘Attitudes and Values’, in the Observation Checklist

‘Attitudes and Values’ are also important for a successful language teaching and learning environment. Hence, in the observation checklist, the attitudes and values of children toward language learning environment were examined under the 5 different items. All of these items were designed in accordance with the acquisitions of Preschool Education Program designed by Ministry of Education in Turkey. Both groups of the study were observed for the items under this title. Weekly results, comparing and analysis for both groups are revealed in the Table 8 given below.

Table 8: The Analysis of the Observation Checklist in terms of ‘Attitudes and Values’

	ITEMS	CONTROL GROUP							EXPERIMENT GROUP						
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
ATTITUDES AND VALUES	The child can follow the teacher’s directions in the classroom.	% 59.5 (24)	% 78.5 (33)	% 92.8 (39)	% 92.8 (39)	% 76.1 (32)	% 71.4 (30)	% 83.3 (35)	% 83.3 (35)	% 85.7 (36)	% 85.7 (36)	% 78.5 (33)	% 95.2 (40)	% 92.8 (39)	% 100 (42)
	The child can sit in a circle with other children if teacher wants.	% 64.2 (27)	% 92.8 (39)	% 76.1 (32)	% 90.4 (38)	% 85.7 (36)	% 92.8 (39)	% 92.8 (39)	% 85.7 (36)	% 92.8 (39)	% 76.1 (32)	% 83.3 (35)	% 92.8 (39)	% 92.8 (39)	% 90.4 (38)
	The child can carry out the directions of teacher about the classroom rules.	% 57.1 (24)	% 76.1 (32)	% 92.8 (39)	% 88.0 (37)	% 78.5 (33)	% 78.5 (33)	% 83.3 (35)	% 78.5 (33)	% 85.7 (36)	% 73.8 (31)	% 73.8 (31)	% 88.0 (37)	% 100 (42)	% 92.8 (39)
	The child can react positively to the teacher and the learning environment.	% 71.4 (30)	% 90.4 (38)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 78.5 (33)	% 85.7 (36)	% 88.0 (37)	% 85.7 (36)	% 92.8 (39)	% 97.6 (41)	% 92.8 (39)
	The child can work well both on his/her own and with other children in the classroom in different language activities and games.	% 66.6 (28)	% 76.1 (32)	% 92.8 (39)	% 90.4 (38)	% 97.6 (41)	% 100 (42)	% 92.8 (39)	% 61.9 (26)	% 71.4 (30)	% 85.7 (36)	% 90.4 (38)	% 92.8 (39)	% 100 (42)	% 92.8 (39)
	Total	% 63.3 (133)	% 82.8 (174)	% 90.9 (191)	% 92.3 (194)	% 87.6 (184)	% 88.5 (186)	% 90.4 (190)	% 77.6 (163)	% 84.2 (177)	% 81.9 (172)	% 82.3 (173)	% 92.3 (194)	% 96.6 (203)	% 93.8 (197)

In the Table above, there are 5 items related to children's attitudes and values towards the English language learning environment. All these items were determined as analyzing the Preschool Education Program of Ministry of Education in Turkey. For the first item 'The child can follow the teacher's directions in the classroom', the children in each group are asked to listen to the researcher and owing to this item, both their understanding level and attitudes towards researcher can be observed in a detail way. Even if they have had English courses for 4 months, as their English teacher is not a native speaker, they could not learn spoken English in the lessons and therefore, at the beginning of the study, they could not understand even some basic directions. For the first item, in the first week of the study, 59.5% of children in the control group and 85.7 % of children in the experiment group could understand the directions of the researcher in the lessons. This means that children in the experiment group actively followed the directions of the researcher. However, after a while, children in the control group became familiar with the researcher and they became to be mostly interested in the lessons; for this reason, after three weeks, the level of understanding and following the directions of researcher increased continuously. In the last week of the study, children in the experiment group had 100% of recognition level and the control group had 83% of accomplishment level for the same activity. That is, children in the experiment group more sincerely listened to the directions and they were more motivated than the children in control group in terms of classroom rules.

For the second item 'The child can sit in a circle with other children if teacher wants', the children in each group are led to listen to the researcher and they had to obey the rules determined by the researcher in the classroom. For this item, in the first week of the study, control group had 64.2 % of recognition level and the experiment group had 85.7% for the same item. This means that children in each group could sit in a circle by following the directions. In the last week of the study, 100% of children in the experiment group and 83% of children in the control group actively followed the directions of the researcher. Generally, children in the experiment group more sincerely listened to the directions and they were more motivated than the children in control group in terms of classroom rules.

The third item is 'The child can carry out the directions of teacher about the classroom rules' and this item is similar to the first one. For this item, in the first week of the study, Control Group had 57.1% of recognition level, whereas Experiment Group

had 78.5% of recognition. In contrast to the results of first week, in the last week of the study, 92.8 % of children in the experiment group and 83.3 % of children in the control group carried out the directions of the researcher in the lessons. For this item, results and analysis were similar to the first item in this part and briefly, it can be said that children in the experiment group have a positive attitude toward language learning environment.

The item 4 has one of the most general meanings in this part; and it is ‘The child can react positively to the teacher and the learning environment’. Children’s general mood for language learning was discussed in this item. When it was analyzed, in the first week of the study, the control group had 71.4 % of recognition level, whereas the experiment group had 78.5 % for the same item. This means that children in both groups reacted positively in the classroom environment. Additionally, in the last week of the study, children in the experiment group had 92.8% of reacting positively, while 100% of children in the control group reacted positively toward the learning environment. Generally, children in both groups reacted positively to the learning environment. For this item, results and analysis for both groups were similar to each other and briefly, it can be concluded that children in both groups have a positive attitude for English language learning environment.

The item 5, ‘The child can work well both on his/her own and with other children in the classroom in different language activities and games’ is the last item in this part. Children are requested to be active participants of language learning process. Group work and pair work activities, being a member of group activities and being a part of learning process were studied in this item. In the first week of the study, 66.6 % of children in the control group and 61.9 % of children in the experiment group joined in the group work activities. This means that children in both groups were positive in the classroom for some activities. All through the study, children almost had the same rates for this item and, in the last week of the study, both children in Experiment Group and in Control group had 92.8% of recognition level for this item. Therefore, it doesn’t matter if there is a meaningful context conducted or not; almost all children like enjoyable and amazing activities in the classroom and if there is an attention-getting activity for them, all the children want to be a part of it actively.

As conclusion, in this part, the researcher aimed to determine the level of attitudes and values in terms of English language learning environment for very young learners.

When the results are compared for the groups, children react positively in general; yet in some weeks, short stories can be seen as helpful for being positive and getting involved in activities. When it is considered in terms of statistical difference, throughout the study, 85.1 % of children in the control group were successful and 86.9% of children in the experiment group were found to be successful in the same process. This means that the children in the experiment group can react more positively and also they can obey the rules and directions in the classroom environment.

Nevertheless, at the end of the study, by analyzing the results of the study, it can be concluded that there is not a significant difference between two groups. As children like enjoying and being active in the classroom, they actively joined the activities and they had to listen to the researcher in order to be a part of these activities. For this reason, after a few weeks later, children in the control group began to react positively. Therefore, it can be concluded from these results that short story-based syllabus and a meaningful context can be very effective in order to supply a well-designed language learning environment.

4.1.4 The Comparison of Three Main Title ‘Language Skills’, ‘Knowledge and Understanding’ and ‘Attitudes and Values’ in Observation Checklist

There is an experiment study between two groups consisting of children aged 3-4-year. In this study, in order to get information about the designed syllabus for very young learners, an observation checklist was organized by reviewing the literature, analyzing the results of the pretest and Preschool Education Program designed by Ministry of Education. Three main sections were brought together and there were totally 27 items related to each other. At the end of the 7 weeks, the results between two groups were compared to determine the effectiveness of short story-based syllabus designed for very young learners. The data gathered from the last week of the study was analyzed as the posttest of the study. In order to determine the effectiveness of short story-based syllabus on teaching vocabulary to very young learners, the results gained in the pretest and posttest was compared and the results were given in the Table 9.

Table 9: The Comparison of the Results of the Pretest and the Posttest

Sections in the				
Observation Checklist	Control Group		Experiment Group	
Title	Pretest	Posttest	Pretest	Posttest
Language Skills	% 43.8	%95.9	% 47.3	% 95.7
Knowledge and Understanding	% 41.6	% 80.9	% 39.7	% 97.6
Attitudes and Values	% 59.5	% 90.4	%52.8	% 93.8

In this table, it can be obviously seen that children in both groups have a progress in terms of learning the vocabulary items. However, ‘Language Skills’ were the most highly pointed part in the observation checklist. As language skills are basic concepts of foreign language teaching, activities and materials were designed in order to improve these skills in the study; for this reason, the results of this part were pointed out mostly. The section under the title of ‘Knowledge and Understanding’ is the second highly pointed section in the study. Because the understanding level of children has a key role in vocabulary learning process, their understanding abilities and knowledge were analyzed in the study. Finally, ‘Attitudes and Values’ of children in terms of foreign language teaching process were aimed to determine by observing the children in the classroom environment.

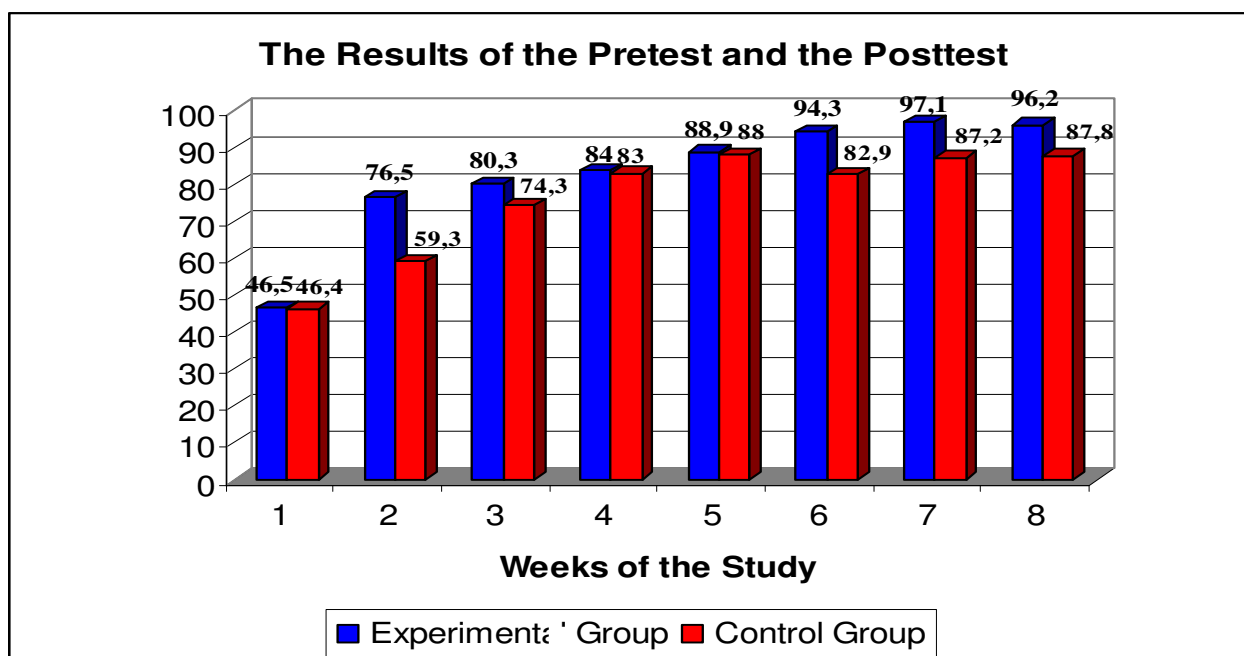
In the first section of the observation checklist, listening and speaking abilities of children were studied in detail. According to the pretest results given above, it is obvious that children in both groups were successful almost at the same level; 47.3 % of children in the experiment group and 43.8 % of children in the control group were seen successful for this section. As there was a character purposefully developed for children in the experiment group, the children in this group were more motivated and they could be more successful in involving the activities throughout the study. Yet, at the end of the study, as seen from the table, there is not a meaningful difference between the language skills levels of the children, because children in both groups got accustomed to both the researcher and the teaching style in the lessons.

In the second part of the checklist, knowledge and understanding of children were analyzed in detail. In this part, 39.7 % of children in the experiment group and 41.6 % of children in the control group actively participated in the lessons according to the results of pretest. And, at the end of the study, as seen from the table, the control group had 80.9% of recognition level, while experiment group had 97.6% of recognition level for the same section; this means that there was a meaningful difference between the knowledge and understanding levels of the children in terms of vocabulary learning. Therefore it can be concluded that short story-based syllabus has an important effect on improving the understanding capacities while learning vocabulary items and it can be effectively used for teaching vocabulary to very young learners.

For the last section of observation checklist, children's attitudes and values were discussed in terms of the language learning process and the learning environment. According to the pretest results given above, 52.8 % of children in the experiment group and 59.5% of children in the control group could react positively in terms of attitudes and values. Yet, at the end of the study, as seen from the table, control group had 90.4% of recognition level, while experiment group had 93.8 % for the same section; this means that there was not a meaningful difference between the attitudes and values levels of the children in both groups and children in both groups had a positive attitude toward the foreign language teaching lessons and the learning environment.

In terms of the general points in the study, Graphic 1 was designed in order to be helpful to analyze the general results of the pretest and the posttest of this study. The weekly results of the study and the level of children in both groups are generally shown in the graphic given below.

Graphic 1: General Results of Groups in the Study



Generally speaking, the short story-based units are seen effective according to the results given in the table. The first column indicates the results of the pretest and the eighth column shows the results of the posttest; since the one of the most suitable data collection instrument for very young learners is using an observation checklist, the results of both the pretest and the posttest are gathered via the observation checklist designed purposefully for the study. As a result of this study, the highest mean score difference belongs to first week of the study given in the second column of the table. In total points, first week, 76.5% of the children in the experiment group involved in the learning process in terms of three main sections given in the observation checklist. According to the table that shows the general results of study, in third and fourth weeks, the results of two groups are close to each other. Children in both groups have begun to get accustomed to the researcher in those weeks and after that time, their motivation and encouragement have begun to increase.

After the fourth week, the difference between two groups began to be more meaningful. From the table, it can be seen that in the fifth 82.9 % of children in the control group and 94.3 % of children in the experiment group were successful and it can be said that the short-story based syllabus can be seen as an effective teaching style if they are used for a longer time. Hence, the highest point was seen at the end of the longer time and in the sixth and the last weeks, 97 % of children in the experiment group involved in lessons. The highest point in control group was also seen in the seventh week – in the posttest- as 88.9 % of participation level. This means that at the end of seven weeks, there is a progress in children's language learning level both in experiment group and control group.

According to the results of the study, total points for all weeks in control week was calculated as 80.5 % of general points, whereas this results was seen as 88.2 % for the experiment group. From these results, it can be claimed that there is a few difference between two groups at the end of the study in terms of vocabulary learning. Briefly, at the end of the study, children in both groups can be progressed in foreign language learning, but in experiment group, there is a rapid and consistent learning environment.

4.2 The First Permanence Observation for the Study

After the study was concluded, in order to determine the permanence level of the syllabus used in the classroom environment for the experiment group, a permanence observation checklist was formed. The main aim of this form was to determine the effectiveness of the short story-based syllabus designed by the researcher in terms of vocabulary teaching to very young learners. For this reason, first, the vocabulary items taught in seven weeks by the researcher were listed and those were observed in order to indicate the permanence of the short story-based syllabus in teaching vocabulary. Additionally, the shorten form of the observation checklist was designed by choosing some of the items carefully with help of 2 experts in this field. 8 different items related to choosing the correct items, matching, singing song and drawing activities were carefully determined.

The shorten form of the observation checklist was used twice in the study. In April, the researcher, first, used the same lesson plans for the children in the experiment group and they have been observed in their classroom environment for two days. Additionally, children in control group were observed in their classroom environment and their own lesson plans conducted by their English teacher was used again. During these two days, classroom environment and children were recorded by a video camera and at the end of the permanence study; these recordings were observed in order to fill the shorten form of the observation checklist. Filled checklists were analyzed and percentages of the study were determined at the end of the observing process. For Experiment group and Control group, the results of the shorten observation checklist were given in the table 10 below.

Table 10: The Analysis of the First Permanence Observation

ITEMS	CONTROL GROUP	EXPERIMENT GROUP
The child can match the words with the objects in his/her target language.	% 71.4 (10)	% 92.8 (13)
The child can count the numbers in the target language if the teacher wants.	% 85.7 (12)	% 85.7 (12)
The child can choose the object which is verbalized by the teacher.	% 71.4 (10)	% 92.8 (13)
The child can recognize the adjectives in his/her target language.	% 42.8 (6)	% 64.2 (9)
The child can categorize the items according to their colors in target language.	% 100 (14)	% 100 (14)
The child can touch the objects which are uttered by the teacher.	% 71.4 (10)	% 92.8 (13)
The child can sing the song which is sung by the teacher.	% 57.1 (8)	% 57.1 (8)
The child can draw pictures in accordance with the teacher's directions.	% 50 (7)	% 64.2 (9)
Total	% 68.75 (77)	% 81.25 (91)

In the table, it can be seen that children in both groups had the same level in terms of counting the numbers, categorizing the colors and singing the song. This means that children in both groups learnt numbers, colors and songs in the same level even if different lesson plans were used in the classroom environment. Additionally, there was a mean difference between two groups in terms of matching the vocabulary items, recognizing the adjectives and touching the items. So, it can be claimed from the table that children in the experiment group had more permanent language knowledge in terms of vocabulary items and also they were more successful in learning some emotional expressions and adjectives.

In the table, it can be easily recognized that children in both groups were highly successful in categorizing the colors. They succeeded this item in 100% of joining level

and this means that children learnt the names of colors in their foreign language easily if there were attractive activities; additionally and most importantly they did not forget them easily. Also, children in each group had 85.7% of recognition level in terms of counting the numbers.

It can be seen from the table that there is a mean difference between two groups in terms of the first item 'matching the words with objects', the third item 'choosing the objects' and the seventh item 'touching the correct objects'. For these three items, the Experiment Group had 92.8% of permanence level whereas the Control Group had 71.4% for these items. This means that children in the experiment group were permanently successful in the matching, choosing and touching activities.

Additionally, it could be understood from the table that children in each group had some problems while remembering adjectives, drawing pictures as listening the directions of the researcher and singing the songs used in the lessons. Yet, children in the experiment group had 64.2% of acquisition level in terms of recognizing adjectives and drawing pictures. Nevertheless, children in both groups had almost at the same level in singing the song activity as having 57.1% of permanence level; 8 children in both groups could effectively sing the song taught from the beginning of the study, but 6 children in each group were not successful in this activity. Also, when 6 children in the control group could remember the adjectives and 42.8% of children were successful in this activity, 9 children in the experiment group could remember the adjectives taught from the beginning of the study. Finally, it can be claimed that 68.75% of children in the control group and 81.25% of children in the experiment group could generally remember the vocabulary items.

In addition to the general results of the observation checklist given above, in order to determine the results of permanence of the short story-based syllabus designed to teach vocabulary to very young learners, there is a table about the remembered vocabulary items by children in both groups. In each group, there are totally 14 children and in the Table 11 given in below, also, the number of children remembering the vocabulary items is given.

Table 11: The Results of the First Permanence Observation in Terms of Vocabulary Items

VOCABULARY ITEMS	CONTROL GROUP	EXPERIMENT GROUP
Teddy Bear	14	14
Ball	14	14
Doll	12	14
Car	14	14
Train	12	14
Kite	11	13
Puppet	9	14
Head	14	14
Leg	12	12
Arm	12	12
Eyes	11	14
Nose	11	14
Ears	11	12
Mouth	9	11
Numbers (1-5)	12	12
Red	14	14
Blue	13	14
Yellow	14	14
Green	13	14
Happy	9	13
Sad	8	13
Big	9	14
Small	9	14

As it can be seen from the table, children in both groups could generally remember some vocabulary items correctly. In the first unit, ‘Toys’, the names of some toys were aimed to be taught by using some different activities and materials. In both groups, children could remember the vocabulary items from this unit. All children in

both groups were successful in terms of remembering the vocabulary items as ‘teddy bear’, ‘ball’ and ‘car’. Additionally, numbers were counted correctly by all children in the study. Almost all children in both groups were successful while remembering the colors and they were very successful while they were categorizing them with the real objects.

Additionally, the second unit was ‘Body Parts’ and in this unit, children were successful in general; yet there was a difference between two groups in terms of some vocabulary items such as nose, mouth and eyes. 3 children in control group could not remember any of the vocabulary items in this unit. Also, some of the children could hardly remember them. Nevertheless, almost all children in experiment group could remember the vocabulary items related to the body parts. Also, they could match the words with pictures and they could correctly touch the real objects in accordance with the directions of the researcher. Therefore, it can be concluded that children in the experiment group are more successful in remembering the vocabulary items about taught sessions correctly.

Furthermore, there were some emotional and physical expressions given in the context and those were aimed to be taught effectively. For this reason, some adjectives were determined as considering the ages and interests of the children. It can be seen from the table that children in control group had some problems for those adjectives. There were 9 children remembering ‘big’, ‘small’ and ‘happy’ and there were 8 children remembering ‘sad’; yet, in the experiment group all of the children could remember ‘big’ and ‘small’; also 13 children could remember the vocabulary items ‘happy’ and ‘sad’. One of the children in the experiment group has some problems in terms of motivating in the classroom environment. For this reason, he could not remember many of the vocabulary items in the experiment group.

Briefly, it can be concluded that children in both groups could remember some of the vocabulary items after two weeks. Yet, children in the experiment group were more successful in remembering the adjectives and the permanence of taught vocabulary items was higher in the experiment group.

4.3 The Second Permanence Observation for the Study

It is a well-known idea that children learn easily in the correct learning process, and it is also true that if they do not repeat the items learnt, they can easily forget them. For this reason in this study, children were observed for the second time after the main study; children were observed after 6 six weeks from the main study. After the study was concluded, in order to determine the permanence level of the units and lessons plans used in the study, a permanence observation was organized on May, 15th. The main aim of this observation was to determine the effectiveness of the short story-based syllabus designed by the researcher for very young learners in terms of learning the vocabulary items. Again, vocabulary items taught in the study were listed and the same shorten form of observation checklist consisting of 8 different items related to pointing to the real objects, choosing the correct items, matching, singing song and drawing was used and these items were observed after 6 weeks from the study on May, 15th.

In this observation, for the first day, the researcher, again, used the same syllabus for the children in the experiment group and those children were observed in their classroom environment. The second day for this permanence observation, the researcher used some different activities for the children and children were observed individually – not in the classroom environment- in this process. Additionally, children in control group were observed in their classroom environment and their own lesson plans conducted by their English teacher was used again. After the observation period, the results were individually compared.

During these two days, the classroom environment and the children were recorded by a video camera and at the end of the second permanence observation; these recordings were analyzed in order to fill the observation checklist. The filled checklists for the children were analyzed and percentages of the study were determined. Like in the first observation checklist to determine permanence, 14 children in each group were separately observed and the results of the observation checklist used for the second time were given in the Table 12.

Table 12: The Results of the Second Permanence Observation

ITEMS	CONTROL GROUP	EXPERIMENT GROUP
The child can match the words with the objects in his/her target language.	% 71.4 (10)	% 92.8 (13)
The child can count the numbers in the target language if the teacher wants.	% 71.4 (10)	% 85.7 (12)
The child can choose the object which is verbalized by the teacher.	% 64.2 (9)	% 85.7 (12)
The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	% 42.8 (6)	% 64.2 (9)
The child can categorize the items according to their colors in target language.	% 85.7 (12)	% 100 (14)
The child can touch the objects which are uttered by the teacher.	% 64.2 (9)	% 85.7 (12)
The child can sing the song which is sung by the teacher.	% 57.1 (8)	% 57.1 (8)
The child can draw pictures in accordance with the teacher's directions.	% 42.8 (6)	% 64.2 (9)
Total	% 62.50 (70)	% 79.46 (89)

In the table, it can be seen that children in both groups had the same level in terms of singing the songs. This means that children in each group could sing the song in the same level even if different lesson plans were used in the classroom environment. Additionally, there was a mean difference between two groups in terms of matching, recognizing the adjectives, choosing the correct objects, drawing the pictures and touching the items. It can be claimed from the table that children in the experiment group had more consistent vocabulary items knowledge and also they were more successful in learning and remembering some emotional expressions and adjectives. Also it can be said that children in the experiment group were more willing to participate the activities after six weeks from the study. They were more motivated and encouraged for the learning environment.

In the table, it can be easily recognized that children in both groups were highly successful in categorizing the colors. 100% of children in experiment group and 85.7% of children in control group could remember the names of colors. This means that children learnt the names of colors in their foreign language easily if there were correct and attractive activities and real materials; and additionally they did not forget them easily. Also, children in the Experiment Group had 85.7% of permanence level in terms of counting the numbers, whereas children in control group had 71.4% for the same item.

It can be seen from the table that there is a mean difference between two groups in terms of the first item 'matching the words with objects', the third item 'choosing the objects' and the seventh item 'touching the correct objects'. For these items 92.8% of children in the experiment group were successful in matching activities and 85.7% of them actively participated in other two items, whereas the control group had 71.4% for the matching and 64.2% for the 'choosing' and 'touching' activities. This means that children in the experiment group were successful in the matching, choosing and touching activities and it can be said that children learning with short stories were more successful in remembering the vocabulary items and their meanings in the foreign language.

Additionally, it can be understood from the table that children in both groups had some problems in remembering adjectives, drawing pictures by listening the directions of the observer and singing the song. Yet, 64.2% of children in the experiment group have more pointed in terms of recognizing adjectives and drawing pictures. This rate was almost at the same in the first permanence evaluation on April 15th. Nevertheless, children in each group had the same level in singing the song activity; 8 children in both groups could effectively sing the song taught from the beginning of the study, but 6 children in both groups were not successful in this activity. Also, when 6 children in the control group could remember the adjectives and 42.8% of children were successful in this activity, 9 children in the experiment group could remember the adjectives taught from the beginning of the study. Finally, it can be claimed that 62.50% of children in the control group and 79.46% of children in the experiment group could remember the vocabulary items and other activities taught before. For this reason, it can be said that children in the experiment group could remember more vocabulary items after six weeks from the study.

In addition to the general results of the observation checklist given above, in order to determine the results in terms of vocabulary items, there is a table about the remembered vocabulary items by children in both groups. In both groups, there were totally 14 children and in the Table 13, the number of children remembering the vocabulary items after six weeks was given.

Table 13: The Results of the Second Permanence Observation in Terms of Vocabulary Items

VOCABULARY ITEMS	CONTROL GROUP	EXPERIMENT GROUP
Teddy Bear	14	14
Ball	12	14
Doll	12	14
Car	14	14
Train	12	14
Kite	10	13
Puppet	8	14
Head	12	14
Leg	10	12
Arm	10	12
Eyes	10	14
Nose	11	14
Ears	10	12
Mouth	9	11
Numbers (1-5)	10	12
Red	12	14
Blue	12	14
Yellow	12	14
Green	12	14
Happy	7	10
Sad	7	10
Big	6	9
Small	6	9

As it can be seen from the table, children in both groups could correctly remember some vocabulary items. For the first unit, 'Toys', the names of some toys were aimed to be taught by using some different activities and materials. In both groups, children could remember the vocabulary items in this unit. All children in both groups could be successful in terms of remembering the vocabulary items as 'teddy bear', 'ball', 'doll' and 'car'. Additionally, numbers were counted correctly by all children in the study. Almost all children in both groups were successful while remembering the names of colors and they were very successful while they were categorizing them.

Additionally, the second unit in the study was 'Body Parts' and in this unit, children were successful in general while remembering the vocabulary items; and there was a difference between two groups in terms of some vocabulary items such as leg, arm, nose, mouth and eyes. 4 children in the control group could not remember any of the vocabulary items from this unit. Also, some of the children could hardly remember them. Nevertheless, almost all children in the experiment group could remember the vocabulary items related to the body parts. Also, they could match the words with pictures and they could touch the real objects correctly. Therefore, it can be concluded that children in the experiment group are more successful in remembering the vocabulary items about taught sessions correctly.

Furthermore, there were some emotional and physical expressions given in the context. For these expressions, some adjectives were determined by considering the ages and interests of the children. It can be seen from the table that, children in control group had some problems. There were 6 children remembering 'big', 'small' and 7 children remembering 'happy' and 'sad'. Also, in the experiment group, there were 10 children remembering 'sad' and 'happy'; and 9 children having remembered 'big' and 'small'. One of the children in experiment group had some problems in terms of motivation because of his individual reasons; therefore, he could not remember many of the vocabulary items in the experiment group.

Briefly, it can be concluded that some children in both groups could remember many of the vocabulary items after six weeks. Even if almost all children could learn them in the study, there was a mean difference between two groups in terms of permanence of the learnt vocabulary items. Especially adjectives and physical emotions were not remembered by many children in the control group. To sum up, it can be said that children in the experiment group were more successful while remembering the

vocabulary items related to the adjectives and 'Body Parts' after the study; and if the units, lesson plans and the syllabus used in the classroom environment for experiment group are used for a longer time, it can be more effective and useful to motivate and encourage the children in English language learning environment.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.0 Introduction

This is final section of the study and it includes the conclusion of the study, general data gathering from the study, the answer of the questions asked in the statement of the problem and implications for teaching vocabulary to very young learners. At the end of the section, there are also some suggestions for the further researches.

5.1 Summary and Conclusion

The purpose of this study was to investigate the effects of teaching vocabulary to very young learners through a short story-based syllabus. It aims to determine learning abilities, attitudes, values and language skills learning levels of very young learners by using an observation checklist. A syllabus to cover the learning abilities of children according to the data gathered from the observation checklist is also suggested as appendix at the end of the study.

The study was carried out in Ankara, ‘Neşeli Adımlar’ preschool and the subjects of the study were 28 children aged 3-4-year-old in this preschool; these children were randomly classified into two groups as control group and experiment group. 14 children (8 males and 6 females) who were in experiment group were given a short story-based syllabus; and 14 children (8 males and 6 females) who were in control group were given lesson plans designed by the English teacher in this private preschool. The main step of the study was lasted in 7 weeks as the application process and lessons were recorded by a video camera for both groups. At the end of 7 weeks, 2 experts in

ELT and the researcher herself filled the observation checklist designed by the researcher.

The observation checklist was designed by reviewing the literature in this field and observing the Preschool Education Program designed by Ministry of Education in Turkey. In this checklist, there were three main sections and these were related to the foreign language skills, children's attitudes and abilities in the lessons. In the first section of the observation checklist, children's knowledge and understanding in English was aimed to be determined in terms of vocabulary items learning. For this section, the items related to matching, touching the items, drawing and choosing the correct materials were observed separately for each child in the study. In the second section of the observation checklist, children's language skills were aimed to be determined. As those children were illiterate, only speaking and listening activities were observed. For this section, the items related to singing the song, dramatization, role-playing and dancing activities were observed in detail. In the third section of the observation checklist, children's attitudes and values were aimed to be determined in terms of English language learning environment. For this part, children's motivation and encouragement levels were observed and then they were pointed separately for each child in the study.

After the main application of the study, in order to determine the permanence of the lesson plans and short story-based activities used in the study, the shorten form of the observation checklist was prepared with the help of 2 experts in the field. Then, the same children in the same private preschool were given the same lesson plans two weeks after the application of the study. Those lessons were recorded and the shorten form of the observation checklist was filled with the help of 2 experts by examining those video recordings. The results of two groups were compared in terms of vocabulary learning and the permanence level. After a while, again, in order to determine the permanence levels of the short story-based syllabus, the same children in the same private preschool were given the same lesson plans six weeks after the application of the study. Those lessons were again recorded and the same shorten form of the observation checklist was filled with the help of 2 experts by observing those video recordings. The results of two groups were compared in terms of vocabulary learning and permanence level of children.

5.2 Discussion

This study has revealed that short story-based lesson plans, as a way of teaching vocabulary to very young learners, is an important teaching materials for children. The results supported the general idea that children aged between 3-4-year-old do feel more comfortable and motivated in a classroom environment designed with a short story-based syllabus. As children in these years are energetic, curious and egocentric, their needs and interests should have to be taken into account while determining the activities and teaching materials. For this reason, short stories are both enjoyable and meaningful for children; and also, they can be useful for both egocentric and curious children in these ages. Thus, in order to be successful in teaching vocabulary to very young learners, this kind of short story-based syllabus can be claimed as a very effective and beneficial way in terms of foreign language learning process.

According to the results of the main study, total points for all weeks in control week was calculated as 80.5 % of general points, whereas this results was seen as 88.2% for the experiment group. From these results, it can be claimed that there is a difference between two groups at the end of the study in terms of learning the vocabulary items in English language. At the beginning of the study, there were four research questions asked about the statement of the problem and now the results of the study are given under these questions.

5.2.1 Does the use of short stories in vocabulary teaching to very young learners contribute the acquisition of knowledge and understanding level of these learners?

In the section under the title of ‘Knowledge and Understanding’, the level of children is aimed to be analyzed in terms of learning the vocabulary items. According to the results of the pretest and posttest of the study, the control group had 80.9 % of recognition level for this section at the end of the study, while experiment group had 97.6% for the same section; this means that there is a meaningful difference between the knowledge and understanding levels of the children; and it can be claimed that using a short story-based syllabus contributes to children in terms of knowledge and understanding abilities.

5.2.2 Does the use of short stories in vocabulary teaching to very young learners contribute development of language skills (speaking-listening) of these learners?

In this study, listening and speaking abilities of children were studied in detail. According to the results of the main study, it is obvious that children in both experiment and control group were almost at the same level in terms of language skills according to the results of the pretest. Additionally, the results of the posttest show that 95.7 % of children in the experiment group and 95.9 % of children in the control group were successful for this section. So, it can be said that there is not a meaningful difference between two groups in terms of learning foreign language skills. But, as there was a character purposefully developed for children in the experiment group, the children in the experiment group were more motivated and they were more successful in involving the activities throughout the study.

Additionally, it can be concluded that children find learning speaking and listening skills more effective than the other activities. In the light of this study, it can be claimed that the short story-based syllabus should be emphasized on learning how to communicate in a foreign language as it consists of a meaningful context for children. Speaking and listening activities can be seen as too difficult to be taught to very young learners. In order to reduce this, children needs and interests and also their learning capacities must be taken into consideration, they can be supported with short story-based activities. When they feel that their needs are considered in the teaching program, the children can be more willing to participate in short story-based activities. When they are integrated in these activities, their needs can also be covered and due to this, they can be more active in teaching and learning environment.

5.2.3 Does the use of short stories in vocabulary teaching to very young learners improve their involvement or interest in terms of attitudes and values?

For the last section of observation checklist, children's attitudes and values were discussed in terms of language learning process and learning environment. According to the results of the pretest, there was not a mean difference between two groups for this

section. Also, the results of the posttest indicated that the control group had 90.4% of recognition level, while the experiment group had 93.8 % of recognition level for this section; this means that there is not a mean difference between the attitudes and values levels of the children and children in both groups have a positive attitude toward the foreign language teaching lessons and environment. Yet, at the beginning of the study, due to the short story-based syllabus, children became familiar with the learning environment in a shorter time and they got accustomed to the activities easily. For this reason, it can be said that using a short story-based syllabus does not affect the children in terms of their attitudes and values toward foreign language teaching.

5.2.4 Does the use of short stories supply permanence in vocabulary teaching to very young learners?

As a result of the first permanence observation checklist given on April 15th, 68% of children in control group could remember the vocabulary items in the lessons, whereas 81% of children in experiment group could remember the same vocabulary items. Additionally, at the end of the second permanence observation test used on May 15th, 62% of children in the control group could remember the vocabulary items in the lessons, whereas 79% of children in the experiment group could remember the same vocabulary items. For this reason, it can be claimed that using a short story-based syllabus can supply more permanent language learning process for very young learners.

In conclusion, the interpretation of the observation checklist shows that a short story-based syllabus and activities related to this syllabus can be used in order to motivate learners and make them involved in the learning process. For this reason, by examining the results of the pretest and reviewing the literature in detail, a syllabus consisting of 9 units was developed for very young learners and it was suggested as a common syllabus to teach vocabulary items in English to very young learners (See appendix 1). All in all, short story-based syllabus and activities aim to address children's grades, needs and interests in foreign language learning process. Owing to this kind of syllabus, children can be more motivated, encouraged and involved in the foreign language learning environment and they can be active in this environment.

5.3. Suggestions for Further Researches

In this study, the observation checklist was analyzed and a short story-based syllabus was developed in order to supply a material in English courses of preschools in Turkey within the scope of the study. Heading away this tip, it is possible to give out some suggestions for further researches.

First of all, the data collection tool of this study might be changed or multiply in order to get more information about the children. Also, this kind of checklist can be multiply with some different items and more attitudes or skills can be observed through this kind of observation checklist.

Secondly, regarding the numerical findings of this study, analysis is revealed on the educational backgrounds and general recognition level of children. Thus, more research may be done in this field in order to analyze very young learners not only in educational backgrounds but also in social or emotional views in detail. Additionally, some information or component about children can be added in other researches as determining the effects of demographic or social factors in teaching English to very young learners.

Furthermore, it possibly will be helpful to conduct a study with a larger sample the road to reach different results in a different city or country, because this study was limited to Turkish children in Ankara. It might also be possible to reach different result with a sample group of different ages in the preschool. Additionally, the duration of the study might be longer and the effects of the study can be seen as more obvious thanks to a longer duration.

Additionally, instead of short stories, any other literary works or language teaching instruments can be used as a keystone of the syllabus. In this process, the features of these instrument and the characteristics of very young learners should be examined in detail and then another suggested common syllabus can be designed for very young learners.

Also, regarding the limitation of this study, it can be claimed that children might be observed in a few different ways effectively, and it would be handy to follow up this study with some certain ways of measure for children through interviews, on-site visits or any other scientific method.

After all, implementation and evaluation of short story-based syllabus and activities were beyond the scope of this study; hence it would be cooperative to conduct other researches on the implementation process and evaluation courses of short story-based syllabus for very young learners. To point to the place of evaluation and follow up parts on a suggested common syllabus would also be serviceable in the further researches.

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APPENDIX

THE SUGGESTED COMMON SYLLABUS FOR TEACHING VOCABULARY TO VERY YOUNG LEARNERS

CONTENTS		LANGUAGE SKILLS			CONTEXT	GAME TIME	COMMUNICATION ACTIVITIES
		VOCABULARY TEACHING	SPEAKING	LISTENING			
STARTER UNIT	GREETINGS	✓ Greetings ✓ Hello, bye-bye ✓ I'm ... ✓ How are you? ✓ "1-3" as numbers	✓ Introducing themselves ✓ Talking by using greeting items	✓ Listening to the song ✓ Listening to the cartoon characters speeches	✓ Song ✓ Names of the pupils	✓ Using masks ✓ Using puppets	✓ Acting out (The name of the learners in the classroom and introducing themselves)
	NUMBERS	✓ Numbers "1-5"	✓ Pronouncing these numbers correctly ✓ Ordering numbers in target language ✓ Counting the numbers in "1-5"	✓ Listening to a song about the numbers ✓ Listening to the chants ✓ Listening to the cartoon character's speeches about the numbers	✓ 'Numbers' song ✓ Numbers in the target language	✓ Puzzles ✓ Puppetry ✓ Matching activities ✓ Dancing with the song	✓ Ordering the numbers and making chants by using these numbers
	CLASSROOM DIRECTIONS	✓ "Stand up" – "Sit down" ✓ "Listen to the ..." ✓ "Clap your friends"	✓ Saying the directions to each other	✓ Listening to the directions of teacher ✓ Listening to the carton character's directions	✓ Main classroom directions	✓ TPR activities ✓ The game of "Simon says..."	✓ Singing a song ✓ Using a puppet as giving directions
UNIT 1 TOYS		✓ The names of some basic toys; Teddy bear, ball, car, doll, kite, train ✓ "red" and "yellow" ✓ "one, two and three" as numbers	✓ Talking about the toys ✓ Saying the names of toys	✓ Listening to the songs ✓ Listening to the videos	✓ Authentic song ✓ The names of toys ✓ Authentic short stories ✓ Coloring ✓ Matching	✓ Making puzzles ✓ Using toys and playing with them ✓ Dancing	✓ Making a conversation between toys ✓ Singing the songs

CONTENTS	LANGUAGE SKILLS			CONTEXT	GAME TIME	COMMUNICATION ACTIVITIES
	VOCABULARY TEACHING	SPEAKING	LISTENING			
UNIT 2 CLASSROOM OBJECTS	✓ The names of the classroom objects; “chair, table, pencil, window, door” ✓ “one, two, three, four and five” as numbers	✓ Talking about the classroom objects ✓ Pronouncing the names of classroom objects correctly	✓ Listening to the directions of teacher ✓ Listening to the short stories	✓ Authentic short stories ✓ Coloring ✓ Matching	✓ Finger paintings ✓ Drawing ✓ Coloring	✓ Dancing ✓ To point the different classroom objects
UNIT 3 BODY PARTS	✓ The names of the main body parts ✓ Head, arms, eyes, nose, mouth, legs ✓ “one, two and three” as numbers	✓ Saying the names of body parts (two arms, one hand etc.) ✓ Pronouncing the body parts	✓ Listening to the songs ✓ Listening to the speeches of toys about their body parts ✓ Listening to the short stories	✓ Authentic song ✓ Finding the body parts in the body ✓ Coloring ✓ Authentic short stories	✓ Making a poster ✓ Coloring ✓ Painting ✓ Matching the body parts and the pictures	✓ Touching the body parts of toys ✓ Showing the body parts of toys to each other
UNIT 4 MY FAMILY	✓ The names of the family members ✓ Mother, father, sister, brother, baby ✓ “one, two, three, four and five” as numbers	✓ Learning the names of family members ✓ Singing a song about the family members	✓ Listening to the song ✓ Listening to the short stories ✓ Listening to the speeches of the cartoon character	✓ Authentic song ✓ Matching the family members ✓ Coloring ✓ Drawing ✓ Authentic short stories	✓ Puppetry ✓ Coloring ✓ Painting ✓ Matching	✓ Acting out ✓ Dancing ✓ Singing a song

CONTENTS	LANGUAGE SKILLS			CONTEXT	GAME TIME	COMMUNICATION ACTIVITIES
	VOCABULARY TEACHING	SPEAKING	LISTENING			
UNIT 5 COLORS	✓ The name of the main colors ✓ “red, yellow and blue”	✓ Saying the names of the colors ✓ Pronouncing the names of the colors correctly	✓ Listening to a song ✓ Listening to the short story ✓ Listening to the speeches of cartoon character	✓ Authentic song ✓ Authentic short story ✓ The names of the main colors ✓ Coloring	✓ Finger painting ✓ Coloring ✓ “cut-paste” art craft activity ✓ Making puzzle	✓ Matching the colors and the classroom objects ✓ Matching the colors and toys
UNIT 6 NUMBERS	✓ The names of the numbers ✓ Numbers in “1-10”	✓ Saying the names of numbers ✓ Counting the numbers in “1-10”	✓ Listening to the songs ✓ Listening to the videos ✓ Listening to the short stories about the numbers	✓ Authentic song ✓ The names of numbers ✓ Authentic short stories ✓ Coloring ✓ Matching ✓ Drawing	✓ Making puzzles ✓ Matching ✓ Coloring ✓ Dancing	✓ Acting out about the numbers ✓ Singing the songs ✓ Counting the numbers ✓ Counting the different objects and body parts
UNIT 7 MY CLOTHES	✓ The names of the clothes ✓ Dress, short, T-shirt ✓ “Red” as a color “one, two, three, four and five” as numbers	✓ Singing a song about the clothes ✓ Pronouncing the names of clothes ✓ Saying the clothes of family members	✓ Listening to the song ✓ Listening to the short stories	✓ Authentic song ✓ Authentic short stories ✓ Coloring ✓ Matching	✓ Finger paintings ✓ Drawing ✓ Coloring ✓ Dressing up	✓ Dancing ✓ Wearing the different clothes and saying the names of them ✓ Singing a song

CONTENTS	LANGUAGE SKILLS			CONTEXT	GAME TIME	COMMUNICATION ACTIVITIES
	VOCABULARY TEACHING	SPEAKING	LISTENING			
UNIT 8 FOOD & DRINKS	✓ The names of the main food and drinks ✓ Apple, banana, chocolate, water and milk ✓ “brown” and “white” as the colors ✓ “one, two, three, four, five” as the numbers	✓ Talking about the food and drinks ✓ Choosing the favorite food and drink ✓ Pronouncing the names of food and drinks correctly	✓ Listening to the short stories ✓ Listening to the videos and digital storytelling	✓ The names of the food and drinks ✓ Authentic short stories	✓ Using the play dough and making the models of apple or banana ✓ Using puppets ✓ Matching the colors and fruits	✓ Acting out (introducing the food and drinks)
UNIT 9 ANIMALS	✓ The names of the some animals ✓ Cat, dog, fish, bear, rabbit and bird ✓ “red” and “yellow” as colors ✓ “one, two, three, four, five” as the numbers	✓ Talking about the animals ✓ Saying the names of animals ✓ Imitating the sounds of the animals	✓ Listening to the songs ✓ Listening to the short stories ✓ Listening to the videos about the animals and their authentic voices	✓ Authentic song ✓ The names of animals ✓ Authentic short stories ✓ Coloring ✓ Matching	✓ Making masks of the animals ✓ Using puppets of different animals ✓ Dancing and imitating	✓ Making conversation between toys ✓ Singing the songs ✓ Acting out (using the masks and imitating the animals)

Appendix 2: Sample Unit Plans: UNIT 1 - TOYS

The aims of this unit:

- to be familiar to toys
- to understand the names of some toys
- to be accustom to a new language environment and the new toys
- to be able to say the names of toys in their target language
- to learn the main verbs (jump, sit, look, sleep, wake up etc.)
- to learn the main adjectives (happy, sad, big, small)
- be able to use their body language and be active in the classroom

Materials for this unit:

- | | |
|---------------------|--|
| • Short stories | • Puppets |
| • ICT tools | • Toys (teddy bear, ball, doll, bubbles) |
| • Masks | • Songs |
| • Coloring pictures | • Flash cards |
| • Face crayons | |
| • Play dough | |

The Teaching Style of the Unit

In this unit, children will learn the names of some toys. Since, in these years, children are egocentric; the items around them are very important and attractive for their learning process. For this reason, toys are indispensable part of their life and they like playing with toys. In this unit, teachers should use some real materials and pictures in order to introduce the toys.

If there is a meaningful context, the learning process can be easier and effective. Children don't forget the meaningful items and they can acquire them easily. Therefore, in this unit, short stories which are special for them are used and there is a new character in these short stories. Thanks to this character, there is an adventure and also, there is a meaningful context for children. Also, in this unit, there are some songs and game-like activities which are related to these short stories.

SESSION – 1 (FIRST WEEK)

✓ LESSON 1

Activity – I

For the first activity of this unit, there is a new character and the teacher introduces it to the children. S/he shows the pictures of this character and this new character gives some information about itself. Children meet this character and they say something about themselves to it.

Activity – II

The teacher uses the puppet of this new character “Bubble” and it -Bubble- introduces itself to the children. For instance:

- Hello, I’m Bubble, what is your name?

✓ LESSON 2

Activity – I

There is a greeting “Hello” song and the children sing it with the new character.

Activity – II

There is a short story about the Bubble’s toys. The teacher, firstly, narrates this story (s/he doesn’t read it, but narrates and acts it out) when the story is narrated, the teacher shows the pictures of toys mentioned in the story. The teacher explains the story once more time and children and the teacher try to act it out all together.

THE SAMPLE SHORT STORY FOR THIS LESSON

Hi, I'm Bubble, I'm here for you. I'm in my room today. I have a red toy box. Guess what is in it? In my toy box, I have one blue ball. It can jump. I have two kites and they can fly. I have a biggg puzzle and it is on my table. I have a yellow train and it can run. I have a green teddy bear and it can sleep. I have one doll and it can sing. Every night, my toys and I sing together and then we say good bye and go to sleep. Do you want to hear the song?

Activity – III

The children listen to a song about Bubble and they try to sing it all together. The song used in the lesson:

I am a happy doll
I always play ball
I also have a kite
I fly it at night...

The teddy bear is white
It also has a kite...
My train is small
I love them all...

➤ LESSON 3

Activity – I

The teacher starts the lesson with Bubble and Bubble introduces his toys to the children.

Activity – II

The teacher gives the pictures of Bubble's toys and wants children to color the ball with the red, yellow and blue crayons. In accordance with the direction of the teacher, they will color the toys.

✓ **LESSON 4**

Activity – I

The teacher starts with the lesson by explaining the short story which has been narrated in the previous lesson. Children listen to the story and they act it out with their teacher. Pupils listen to the story and they see the pictures related to the story.

Activity – II

The teacher uses the face painting crayons and the children can be the “Teddy Bears” through these crayons. Then, the children say ‘Hello’, ‘I’m...’ as a Teddy Bear.

Activity – III

The teacher shows a video about the dancing of Teddy Bear and then the children try to dance the same as Teddy Bear. They also try to sing the Teddy Bear’s song. The song used in this lesson:

Teddy Bear Teddy Bear turn around,
 Teddy Bear Teddy bear touch the ground
 Teddy Bear Teddy Bear let’s sleep,
 Teddy Bear Teddy Bear good night...

✓ **LESSON 5**

Activity – I

The lesson starts with the song of Teddy Bear and the children sing this song with their teacher and Bubble.

Activity – II

The teacher explains the same short story, again and s/he shows the pictures of this story which are colored by the children. Children and the teacher act the short story out all together and the children imitate their teachers, when s/he explains the story.

Activity – III

The teacher gives some papers to the children and then they color a Teddy Bear, ball, a train a kite and doll shapes. At the end of this activity, there are a lot of Teddy Bear, ball and doll pictures and the teacher hang them on the wall; and these pictures are shown throughout the week.

SESSION – 2 (SECOND WEEK)

✓ LESSON 1

Activity – I

For the first activity of this session, the teacher starts with the lesson by using puppet of ‘Bubble’ and the children talk to Bubble. The children say “hello” or “good morning” to the Bubble.

Activity – II

There is a game-like activity. The teacher shows the parts of the puzzle related to the toys. The teacher says one of them and the children try to choose correct parts one by one. For instance, the teacher says “Teddy Bear” and one of the children try to choose Teddy Bear in the puzzle parts, if this child chooses the correct one, s/he continues, but if the child doesn’t, then there is another child and the game goes on in this way.

✓ LESSON 2

Activity – I

There is a song from the previous week and the children sing it with Bubble and their teacher.

Activity – II

There is a short story about the Bubble's toys. The teacher, firstly, narrates this story (s/he doesn't read it, but narrates and acts it out) when the story is narrated, the teacher shows the pictures of toys in the story. The teacher narrates the story once more time and they try to act it out all together.

THE SAMPLE SHORT STORY FOR THIS LESSON

Hello, I'm Bubble, do you remember me? Today I have a story for you. Let's listen to me carefully... I go to bed and I sleep in the night. Then, in the morning I wake up and I brush my teeth. Then I go to my room and I want to play with my Teddy Bear, but I can't find it. My Teddy Bear is lost, where is my Teddy Bear? I'm very sad, because I can't find my Teddy Bear. I look at everywhere and finally I find my Teddy Bear. Look at my happy Teddy Bear, I'm very happy now. I love my Teddy Bear.

➤ LESSON 3

Activity – I

The teacher starts the lesson with Bubble and he, again, introduces his toys to the children.

Activity – II

The teacher gives the pictures of Bubble's toys (the toys are different from the first week) and wants children to color them. Firstly, the children color the pictures and then all of the children close their eyes and one of them hides his/her colored picture in the classroom and the other children try to find it. The child who finds the hidden picture is the winner and s/he hides his/her picture. This game goes on in this way.

Activity – III

The teacher sings a song about the toys and the children try to repeat it. after the third listening, they are asked to show the pictures of toys according to the order in the song.

✓ LESSON 4**Activity – I**

The teacher starts with the lesson by narrating the short story which has been used in the previous lesson. For this time the teacher uses some masks (happy face, sad face) and s/he tries to dramatize the story. Children listen to the story once more time and they act it out with their teacher.

Activity – II

The teacher uses the finger painting crayons and the children color the pictures of toys such as ball, doll and Teddy Bear.

✓ LESSON 5**Activity – I**

The lesson starts with Bubble and he introduces itself by talking to children.

Activity – II

The teacher narrates the same short story, again and s/he uses the masks. Then the teacher gives the same masks to the children and they act the short story out all together, when the teacher narrates the story.

Activity – III

At the end of the lesson, the teacher sings a song about the toys again and the children dance in this song. Also, they try to repeat this song with their teachers; additionally if they want, they may dance with the song.

SESSION – 3 (THIRD WEEK)

✓ LESSON 1

Activity – I

For the first activity of this session, the teacher starts with the lesson by using Bubble’s puppet and the children talk to Bubble. The children say “hello” or “good morning” to the Bubble. And they introduce themselves to Bubble.

Activity – II

The teacher shows the flashcards or real materials of cars, balls, kites and dolly as toys. The children touch the real materials and if they want, they may play with these toys. When the teacher says “car”, the children take the car and they play with it; when the teacher says “doll”, the children take it and they play with this toy.

✓ LESSON 2

Activity – I

There is a song about toys and the children sing it with Bubble and their teacher.

Activity – II

There is the same short story used in the first week and it is about the Bubble's toys. When the story is narrated, the teacher shows the pictures of toys in the story. The teacher narrates the story one more time and the children try to order the pictures of the story.

➤ **LESSON 3**

Activity – I

The teacher starts the lesson with Bubble and Bubble introduces his toys to the children. Then there is a song for the children and they sing it together.

Activity – II

There is a big pocket and there are some toys (Teddy Bear, ball, doll and car) in it. The children, first, make a circle and then they close their eyes. Then, the teacher goes to near of them and they choose a toy from the pocket and they try to say the name of it in English. Each child in the classroom chooses at least one toy and s/he says the name of this toy.

✓ **LESSON 4**

Activity – I

The teacher starts with the lesson by narrating the short story used in the first week. For this time the teacher uses some real materials and flashcards and s/he tries to dramatize the story. Children listen to the story one more time and they act it out with their teacher.

Activity – II

The teacher hands out the papers to the children and s/he says the name of toys, then the children try to draw them. At the end of this activity, they color them as using crayons.

✓ LESSON 5**Activity – I**

The lesson starts with the song of toys and the children sing the song with their teacher and Bubble.

Activity – II

The teacher narrates the same short story, again and s/he uses the flash cards of this story. The children both listen to the story and see the pictures of it. At the end of the story, the children point out the toys which are mentioned in the story.

Activity – III

At the end of the lesson, the teacher sings a song about the toys again and the children dance in this song. Also, they try to repeat this song with their teachers.

SESSION – 4 (FORTH WEEK)**REVISION SESSION**

When you teach new items to the very young learners, repetitions are very important and necessary for them. As they can forget new information easily, the teacher should repeat the previous knowledge day by day. For this reason, at the end of the each unit, there is a revision session and all of the vocabulary items and stories in this unit are repeated in this session.

✓ **LESSON 1**

Activity – I

For the first activity of this session, the teacher starts with the lesson by using Bubble’s puppet and the children talk to Bubble. They sing a song which is learnt at the beginning of this unit.

Activity – II

The teacher shows the flashcards or real materials of toys mentioned in this unit. The children touch the real materials and if they want, they can play with these toys. When the teacher says “car” or “teddy bear”, the children take them and they play with them; when the teacher says “doll”, the children take it and they play with this toy.

Activity – III

The teacher, first, narrates the story from the first session. When the story is narrated, the teacher shows the pictures of toys in the story. At the end of the story, the children use the masks given by the teacher and they try to repeat the names of the toys one by one.

THE SHORT STORY OF THE FIRST SESSION

Hi, I’m Bubble, I’m here for you. I’m in my room today. I have a red toy box. Guess what is in it? In my toy box, I have one blue ball. It can jump. I have two kites and they can fly. I have a biggg puzzle and it is on my table. I have a yellow train and it can run. I have a green teddy bear and it can sleep. I have one doll and it can sing. Every night, my toys and I sing together and then we say good bye and go to sleep. Do you want to hear the song?

✓ **LESSON 2**

Activity – I

The teacher repeats the story and s/he sings the song from the first session.

Activity – II

There is a song about toys and the children sing it with Bubble and their teacher.
The song used in this activity:

I am a happy doll
I always play ball
I also have a kite
I fly it at night...

The teddy bear is white
It also has a kite...
My train is small
I love them all...

➤ **LESSON 3**

Activity – I

The teacher starts the lesson with the Bubble and Bubble introduces his toys to the children. Then there is a song for the children and they sing it together.

Activity – II

The teacher, firstly, narrates the story from the second session. When the story is narrated, the teacher uses his/her mimics in order to point out the adjectives used in the story. Then, the teacher narrates the story one more time and the children try to imitate the teacher while using the adjectives.

THE SHORT STORY OF THE SECOND SESSION

Hello, I'm Bubble, do you remember me? Today I have a story for you. Let's listen to me carefully... I go to bed and I sleep in the night. Then, in the morning I wake up and I

brush my teeth. Then I go to my room and I want to play with my Teddy Bear, but I can't find it. My Teddy Bear is lost, where is my Teddy Bear? I'm very sad, because I can't find my Teddy Bear. I look at everywhere and finally I find my Teddy Bear. Look at my happy Teddy Bear, I'm very happy now. I love my Teddy Bear.

✓ **LESSON 4**

Activity – I

The teacher sings the song about the toys and the children try to repeat it. The teacher gives the picture of toys and they order these pictures according to the order in the song.

Activity – II

The teacher hands out the papers to the children and they play a bingo game. There are some toys cards and a big paper for each student. The teacher says the names of some toys, first, and then the children order the toys card according to the directions of the teacher. The child achieved this task is clapped by his/her friends.

✓ **LESSON 5**

Activity – I

The lesson starts with the song of toys and the children sing this song with their teacher and Bubble.

Activity – II

The teacher, first, narrates the story from the second week. When the story is narrated, the teacher shows the pictures of toys in the story. The teacher explains the story one more time and they try to act it out all together.

Activity – III

At the end of the lesson, the teacher and the children try to dramatize the story with their masks or some different clothes.

UNIT 2: MY BODY

The aims of this unit:

- to be familiar to body parts
- to understand the main body parts and main imperatives
- to be accustomed to a new language environment and the new body parts
- to be able to say the names of body parts in their target language
- to learn some of the main verbs (jump, sit, look, sleep, wake up, run, play etc.)
- to learn main colors (red, blue, green and yellow)
- be able to use their body language and be active in the classroom

Materials for this unit:

- | | |
|---------------------|---------------|
| • Short stories | • Play dough |
| • ICT tools | • Puppets |
| • Masks | • Songs |
| • Coloring pictures | • Flash cards |
| • Face crayons | |

The Teaching Style of the Unit

In this unit, children will learn the names of some body parts (head, arm, leg, eyes, nose, ear and mouth). Since, in these years, children are egocentric; the items around them are very important and attractive for their learning process. For this reason, their body parts are indispensable part of their life and they like being active and effective in the classroom. In this unit, teachers should use some real materials and pictures in order to introduce the body parts.

If there is a meaningful context, learning process will be easier and effective. Children don't forget the meaningful items and they can acquire them easily. Therefore, in this unit, short stories which are special for them are used and there is a character mentioned in the previous unit. Thanks to this character, there is an adventure and also, there is a meaningful context for children. Also, in this unit, there are some songs and activities which are related to these short stories.

SESSION – 1 (FIFTH WEEK)

✓ LESSON 1

Activity – I

For the first activity of this unit, there is a character which is same 'Bubble' and his sister 'Candy' as a new character. The teacher uses them in order to teach the body parts. Children meet this new character at the beginning of the lesson and they say their names to it.

Activity – II

The teacher uses the puppet of this new character "Candy" and she -Candy- talks to the children.

Activity – III

Teacher, firstly, introduces main body parts by using Bubble and Candy; then, children listen to the song about the greetings used in the previous unit. Also, they can dance in accordance with the song all together.

✓ **LESSON 2**

Activity – I

There is a greeting part and the children introduce themselves to ‘Bubble’ and ‘Candy’.

Activity – II

There is a short story about the body parts. The teacher, first, narrates this story (s/he doesn’t read it, but narrates and acts it out). When the story is narrated, the teacher shows the pictures of main body parts mentioned in the story. The teacher narrates the story via story cards one more time and the children listen to the story.

THE SAMPLE SHORT STORY FOR THIS LESSON

Hello, I come back again. Look at here, I have a Teddy Bear, but it hasn’t got legs. I have another Teddy Bear, it has got legs, but it hasn’t got arms. I have got a Teddy Bear, but it hasn’t got a head. I have got a Teddy Bear, but it hasn’t got eyes. I have got a Teddy, but it hasn’t got nose and mouth. Finally, I find my happy Teddy Bear; it has got two legs, two arms, a head, a nose, a mouth and two eyes. I love my Teddy Bear.

➤ **LESSON 3**

Activity – I

The teacher starts the lesson with Bubble and Bubble introduces his body parts to the children.

Activity – II

The teacher gives the pictures of body parts and s/he wants children to color them in accordance with the directions of the teacher.

Activity – III

The teacher sings the song about the body parts from the previous lesson and the children try to repeat it. They may show the pictures of body parts according to the order in the song.

✓ LESSON 4

Activity – I

The teacher starts with the lesson by narrating the short story which has been used in the previous lesson. Children listen to the story and the teacher uses the same story cards in order to narrate it visually.

Activity – II

The teacher uses the finger painting crayons and the children color the body parts of a Teddy Bear. So, there is a revision of the “Toys” unit.

Activity – III

The teacher shows a video with a song about the body parts and they dance with this song. The song used in this part is “Head, Shoulders, Knees and Toes”.

✓ LESSON 5

Activity – I

The lesson starts with the song of body parts and the children sing this song with their teacher and Bubble.

Activity – II

The teacher narrates the same short story, again and s/he shows the pictures of this story which are colored by the children. Children and the teacher act the short story out all together and the children imitate their teachers, when s/he narrates the story.

Activity – III

The teacher gives a puzzle about the body parts and the children match the body parts by the correct places in the body. For instance, they paste the head, arms and legs on the Teddy bear's picture in the correct places and then they have a completed Teddy Bear.

SESSION – 2 (SIXTH WEEK)**✓ LESSON 1****Activity – I**

For the first activity of this session, the teacher starts with the lesson by using the puppets of 'Bubble' and 'Candy' and the children talk to them. The children say "hello" or "good morning" and they try to introduce themselves.

Activity – II

The teacher shows the flashcards for body parts. The teacher says one of them and children try to show correct body parts in their own body. For instance, the teacher puts all the materials or flashcard on the table and s/he says "leg" and children are asked to touch their legs and when teacher says "arm", they try to touch their arms.

✓ **LESSON 2**

Activity – I

There is the song from the previous week and the children sing it with Bubble, Candy and their teacher.

Activity – II

There is a short story from the previous week. The teacher, first, narrates this story. When the story is explained, the teacher shows the pictures of body parts in the story. The teacher narrates the story one more time and they try to act it out all together.

➤ **LESSON 3**

Activity – I

The teacher starts the lesson with the Bubble and Bubble introduces his body parts via some flashcards.

Activity – II

The teacher gives the play dough to the children and they try to make a baby with play dough. They make arms, head and legs; finally they make a whole body and they give a name to this baby.

Activity – III

The teacher use a chant about the body parts and the children try to repeat it. They may show the pictures of body parts according to the order in the chant. The chant used in this activity:

Head, head, my head...

Arm, arm, my arm...

Leg, leg, my leg...

Body, body, this is my body...

✓ **LESSON 4**

Activity – I

The teacher starts with the lesson by narrating a new short story about body parts. For this time the teacher uses digital storytelling form for the children. There is a digital version of the story and children both watch it and listen to the short story about body parts. Then, they listen to the story once more time and they act it out with their teacher.

THE SAMPLE SHORT STORY FOR THIS LESSON

Good morning, I'm Bubble. I'm here again. I love cats and today, I want to draw a cat. First of all, I draw a head, and then I draw two legs and two arms. Then, I draw two eyes. Then I draw a nose and a mouth. Finally a draw a tail and it is OK. Now, I color it and its color is yellow. Look at my yellow cat. I love my happy cat.

Activity – II

The teacher uses a digital matching game on the computer and the children match the body parts on it.

✓ **LESSON 5**

Activity – I

The lesson starts with the song of body parts from the previous week and the children sing the song with their teacher and Bubble, also they dance with the song.

Activity – II

The teacher narrates the same short story, again. Then the teacher gives the same puppets to the children and they act the short story out all together, after the teacher narrates the story.

Activity – III

At the end of the lesson, the teacher sings a song about the body parts again and the children dance in this song. Also, they try to repeat this song with their teachers; additionally if they want, they may dance with the song.

SESSION – 3 (SEVENTH WEEK)**REVISION SESSION**

When you teach new items to the very young learners, repetitions are very important and necessary for them. As they can forget new information easily, the teacher should repeat the previous knowledge day by day. For this reason, at the end of the each unit, there is a revision session and all of the vocabulary items and stories in this unit are repeated in this session.

✓ LESSON 1**Activity – I**

For the first activity of this session, the teacher starts with the lesson by using Bubble and Candy puppets and the children talk to Bubble. They sing a song which is learnt at the beginning of this unit.

Activity – II

The teacher shows the flashcards or real materials of body parts mentioned in this unit. They see the pictures and then they try to say the names of them.

Activity – III

The teacher, first, narrates the story from the first session (s/he doesn't read it, but narrates it). When the story is narrated, the teacher shows the pictures of body parts in the story. The teacher narrates the story once more time and they try to act it out all together.

THE SHORT STORY OF THE FIRST SESSION

Hello, I come back again. Look at here, I have a Teddy Bear, but it hasn't got legs. I have another Teddy Bear, it has got legs, but it hasn't got arms. I have got a Teddy Bear, but it hasn't got a head. I have got a Teddy Bear, but it hasn't got eyes. I have got a Teddy, but it hasn't got nose and mouth. Finally, I find my happy Teddy Bear; it has got two legs, two arms, a head, a nose, a mouth and two eyes. I love my Teddy Bear.

✓ LESSON 2

Activity – I

There is a song about body parts and the children sing it with Bubble and their teacher.

Activity – II

The teacher repeats the story and s/he sings the song from the first session.

➤ **LESSON 3**

Activity – I

The teacher starts the lesson with Bubble and Bubble introduces body parts to the children. Then, there is the same song for the children and they sing it together.

Activity – II

The teacher, first, narrates the story from the second session. The teacher narrates the story once more time and they try to act it out all together.

THE SHORT STORY OF THE SECOND SESSION

Good morning, I'm Bubble. I'm here again. I love cats and today, I want to draw a cat. First of all, I draw a head, and then I draw two legs and two arms. Then, I draw two eyes. Then I draw a nose and a mouth. Finally I draw a tail and it is OK. Now, I color it and its color is yellow. Look at my yellow cat. I love my happy cat.

✓ **LESSON 4**

Activity – I

The teacher says the chant from the previous week about the body parts and the children try to repeat it. The teacher gives the picture of body parts and they order these pictures according to the order in the chant.

Activity – II

The teacher hands out the papers to the children and they draw the picture of a body. They have to listen to the directions of the teachers, whatever the teacher wants, they have to draw it. And then, they color their drawings.

✓ LESSON 5**Activity – I**

The lesson starts with the song of body parts and the children sing this song with their teacher and Bubble.

Activity – II

The teacher, first, narrates the story from the second session (s/he doesn't read it, but explain and act it out). The teacher narrates the story once more time and they try to act it out all together.

Activity – III

At the end of the lesson, the teacher and the children act this story out and they dramatize it with their Teddy Bears and puppets or some different clothes.

Appendix 3: The Short Stories Used in the Syllabus

The Unit of “Toys”:

1. Story: Hi, I’m Bubble, I’m here for you. I’m in my room today. I have a red toy box. Guess what is in it? In my toy box, I have one blue ball. It can jump. I have two kites and they can fly. I have a biggg puzzle and it is on my table. I have a yellow train and it can run. I have a green teddy bear and it can sleep. I have one doll and it can sing. Every night, my toys and I sing together and then we say good bye and go to sleep. Do you want to hear the song? (Real materials)

I am a happy doll

I always play ball

I also have a kite

I fly it at night...

The teddy bear is white

It also has a kite...

My train is small

I love them all...

2. Story: Hello, I’m Bubble, do you remember me? Today I have a story for you. Let’s listen to me carefully... I go to bed and I sleep in the night. Then, in the morning I wake up and I brush my teeth. Then I go to my room and I want to play with my Teddy Bear, but I can’t find it. My Teddy Bear is lost, where is my Teddy Bear? I’m very sad, because I can’t find my Teddy Bear. I look at everywhere and finally I find my Teddy Bear. Look at my happy Teddy Bear, I’m very happy now. I love my Teddy Bear. (Real materials)

The Unit of “Classroom Objects”:

- 1. Story:** Hi, good morning my friends. I miss you and I come back again. In the morning, I wake up and I go to my school. Look at my school. There is a chair in my classroom, there is a table and there books in my classroom. I have a pencil and crayon in the classroom. There a lot of toys in my classroom. I love my classroom. (story cards)

2. **Story:** Hello, I'm Bubble, good morning. Today, I want to decorate my room. First of all, I have a table and it is here. Then, I have a chair and it is in front of the table. There is a book and it is on the table. There is my school bag and it is near the table. Finally, I have a pencil and it is on the table. This is my room and I love my room. (Digital storytelling).

The Unit of "Body Parts":

1. **Story:** Hello, I come back again. Look at here, I have a Teddy Bear, but it hasn't got legs. I have another Teddy Bear, it has got legs, but it hasn't got arms. I have got a Teddy Bear, but it hasn't got a head. I have got a Teddy Bear, but it hasn't got eyes. I have got a Teddy, but it hasn't got nose and mouth. Finally, I find my happy Teddy Bear; it has got two legs, two arms, a head, a nose, a mouth and two eyes. I love my Teddy Bear. (story cards)
2. **Story:** Good morning, I'm Bubble. I'm here again. I love cats and today, I want to draw a cat. First of all, I draw a head, and then I draw two legs and two arms. Then, I draw two eyes. Then I draw a nose and a mouth. Finally a draw a tail and it is OK. Now, I color it and its color is yellow. Look at my yellow cat. I love my happy cat. (digital storytelling)

The Unit of "Family Members":

1. **Story:** Hi, I'm Bubble and I have family. I have a mother and she sings a song. Also, I have a father and he plays football. I have two sisters and they can jump. Finally, I have two brothers and they can run. I love my family... (story cards)
2. **Story:** Hello, good morning. Today, there is my family. I have a mother and she has got yellow hair. I have a father and he has a yellow car. I have two sisters; one of them is short and the other is tall. I have two brothers, one brother is short and the other brother is tall. This is my happy family... (puppets)

The Unit of “Colors”:

1. **Story:** Good morning my friends. I’m very happy today. I walk in the garden. There is a blue sky and there is a yellow sun in the blue sky. There are green trees and there are red apples on the trees. There is a red car and there is a yellow ball. There is a blue flower and green grass. I have a colorful garden; I love my colorful garden. (digital storytelling)
2. **Story:** Hello, my friends; good morning. I’m here again. I have a box again and there are my objects. Look at my red car, there is also a yellow pen. And I have a blue book; also I have a pink ball. There is a green doll and a blue crayon. This is my box and I tidy my room thanks to this box. Thank you my object box. Good bye my colorful objects... (real materials)

The Unit of “Numbers”:

1. **Story:** Hello, I’m Bubble. I’m here for you. I have got a big “ONE”, a big “TWO” and “THREE”. In the morning I play with my “ONE” and in the evening I play with my “TWO” and “THREE”. I love my numbers. (story cards and numbers)
2. **Story:** Bubble is here for you again. In the morning, I wake up and then I brush my teeth and I have a breakfast. Then, I go to my room and I see my train. I begin to play with my train. I can count carriages of my train. One, two, three.... tennnn. There are ten carriages in my train. Now, I want to make a train, let’s make a train all together, one, two, and three... (real materials)

The Unit of “Clothes”:

1. **Story:** Good morning my friends. Today, I wake up in the morning and the weather is very sunny. I love sunny day. So, I wear a T-shirt and trousers. Then, I wear a hat. These are my favorite clothes, I love my clothes. Now, I’m ready to go to garden. Good bye... (story cards)

2. **Story**: Hello, I'm here again, good morning. Today, we are going to picnic. Therefore, my mother wears a red dress. And my father wears a blue t-shirt, my sister wears yellow trousers and finally I wear a green hat. It is OK. We have our clothes and we can go to picnic now. Good bye... (digital storytelling)

The Unit of "Food and Drinks":

1. **Story**: Hello, Bubble is here for you again. I have a basket today. Look at my basket; guess what is in it. There are some fruits; look at it. There is an apple and there is a banana. Wow... there is a bar of chocolate, I love chocolate. And there is milk. Finally there is water. These are very delicious. My apple is red and my banana is yellow; I love fruits. This is my food basket. Good bye dears... (real materials)
2. **Story**: Good morning. Today, I go to a supermarket and I want to buy something for me. Look at the supermarket; there are three red apples and I buy them. There are two yellow bananas and I buy them. And there is chocolate, I buy it. There is milk and water; I buy milk and water. Now, I have three red apples, two yellow bananas, chocolate, milk and water. Everything is OK. I can turn back my home and I can eat them one by one. Good bye my friends... (digital storytelling)

The Unit of "Animals":

1. **Story**: Hi, Bubble is here with a shaggy dog. We play with a ball and my dog loves ball. And I see a cat, look at the white cat. It is very pretty. And on the sky there is a bird, look at the blue bird. In the sea, there is a red fish. I love fish. In my room, I have a bird, a fish, a dog and two cats. These are my animals. I play with my animals. I love my all animals. Good bye my friends... (story cards)
2. **Story**: Hello, good morning my friends. I'm in the zoo today. I love animals. Now, there is a dog and it can walk. And there is a cat; it can jump. Now there is a fish and it can swim. And there is a bird, this bird can fly. There are a lot of animals and there are very happy. In the zoo, I'm very happy. See you animals, see you my friends...

Appendix 4: The Observation Checklist

CHILD EVALUATION									
Name:		Age: 36-48 months				Date: February - March			
Category	ITEMS	SESSIONS							
		Session 1		Session 2		Session 3		Session 4	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
KNOWLEDGE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.								
	The child can choose the object which is verbalized by the teacher.								
	The child can touch the objects which are uttered by the teacher.								
	The child can follow the short story carefully.								
	The child can generally understand the meaning of short story in the lesson.								
	The child can make some objects identified by the teacher via play dough.								
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.								
	The child can categorize the items according to colors in their target language.								
	The child can understand the instructions of the teacher in his/her target language (English) correctly.								
	The child can play an active role in drama activities.								

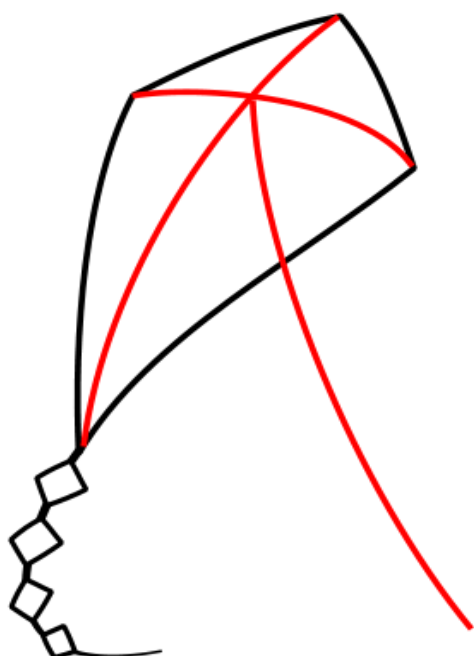
	The child can actively join TPR activities in the lesson.								
	The child can point to the identified objects in the classroom.								
LANGUAGE SKILLS	The child can count the numbers in the target language if the teacher wants. (speaking)								
	The child can use puppets in order to answer the questions of the teacher. (speaking)								
	The child can sing the song which is sung by the teacher. (speaking)								
	The child can answer the questions by showing the pictures or real items at the end of the short story. (speaking)								
	The child can order the objects by listening to the short story narrated by the teacher. (listening)								
	The child is willing to listen to the short stories. (listening)								
	The child can make the puzzle about the taught vocabulary items.								
	The child can dance in accordance with the song in the classroom environment.								
	The child can draw pictures in accordance with the teacher's directions.								
	The child can color the pictures as listening to the directions of the teacher.								

ATTITUDES AND VALUES	The child can follow the teacher's directions in the classroom.								
	The child can sit in a circle with other children if teacher wants.								
	The child can carry out the directions of teacher about the classroom rules.								
	The child can react positively to the teacher and the learning environment.								
	The child can work well on both his/her own and other children in the classroom in different language activities and games.								

Notes: -----

Appendix 5: The Shorten Form of the Observation Checklist

ITEMS	CONTROL GROUP	EXPERIMENTAL GROUP
The child can match the words with the objects in his/her target language.		
The child can count the numbers in the target language if the teacher wants.		
The child can choose the object which is verbalized by the teacher.		
The child can recognize the adjectives (small, big, happy, sad) in his/her target language.		
The child can categorize the items according to their colors in the target language.		
The child can touch the objects which are uttered by the teacher.		
The child can sing the song which is sung by the teacher.		
The child can draw pictures in accordance with the teacher's directions.		
Total		

Appendix 6: The Materials of Art and Craft Activities Used in the Study

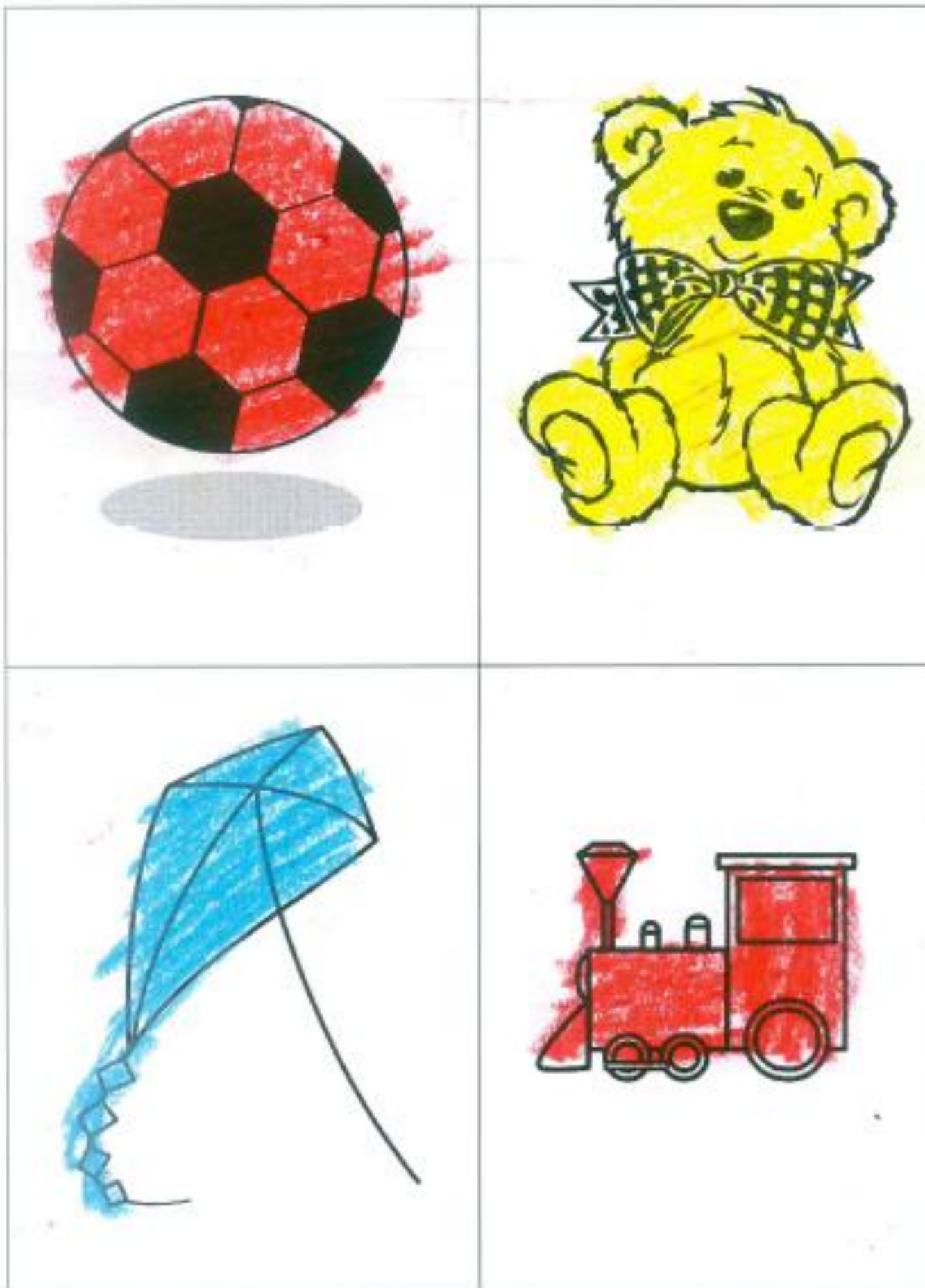
The Masks Used in the Study





Appendix 7: Examples of the Activities

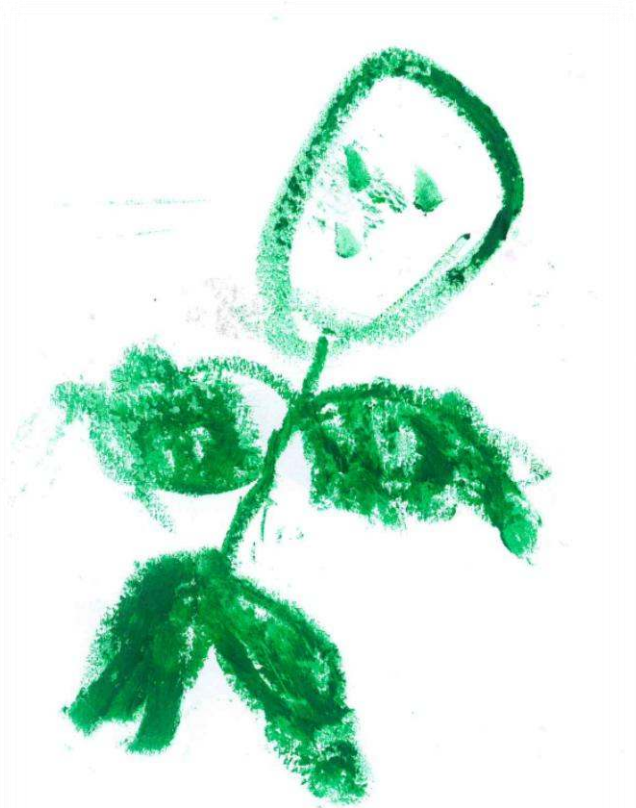
Appendix 7: Examples of the Activities

Appendix 7: Examples of the Activities

Appendix 7: Examples of the Activities

Appendix 7: Examples of the Activities

Appendix 7: Examples of the Activities

Appendix 7: Examples of the Drawing Activities

Appendix 8: The Pretest Results of the Experimental Group

	ITEMS	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12	St 13	St 14	Total
KNOWLEDGE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.	2	3	2	3	0	1	3	0	0	3	0	0	3	0	20- %47.6
	The child can choose the object which is said by the teacher.	0	3	3	3	0	0	2	0	0	3	3	0	3	0	20- % 47.6
	The child can touch the objects which are determined by the teacher.	0	3	3	3	0	0	3	0	0	0	3	0	3	3	21 - % 50
	The child can follow the story carefully.	—	---	---	---	---	---	---	--	--	--	--	--	--	--	--
	The child can generally understand the meaning of short story in the lesson.	—	---	---	---	---	---	---	--	--	--	--	--	--	--	--
	The child can make some objects identified by teacher as using play dough.	3	3	2	3	3	0	3	0	0	1	0	0	0	0	18 - %42.8
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3- %7.14
	The child can categorize the items with their colors in target language.	0	3	0	3	3	0	3	3	0	3	0	0	0	3	21 - %50
	The child can understand the instructions of the teacher in his/her target language (English) correctly.	3	2	3	0	3	0	3	3	0	0	2	0	3	0	22 - %52.4
	The child can play an active role in dramatization activities.	3	3	0	0	3	0	0	0	2	0	0	0	0	0	11 - %26.1
	The child can actively join TPR activities in the lesson.	3	3	0	0	3	0	0	0	2	0	0	0	0	0	11 - %26.1
	The child can point to the identified objects in the classroom.	0	0	0	3	3	0	3	3	0	3	0	0	0	3	18 - %42.8 5
Total		14	25	13	18	18	1	20	12	4	13	8	0	12	9	167 - %39.7

LANGUAGE SKILLS	The child can count the numbers in the target language if teacher wants.	0	3	3	3	3	0	3	3	0	0	0	0	3	0	21 - %50
	The child can use puppets in order to answer the questions of teacher.	0	3	3	3	3	3	3	3	2	0	0	0	3	3	29 - %69
	The child can sing a song which is sung by the teacher.	0	0	0	0	0	0	0	0	3	0	0	0	0	2	5 - %11.90
	The child can answer the questions as showing the pictures or real items at the end of the short story.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child can order the objects by listening to the directions in the short story explained by the teacher.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child is willing to listen to the short stories.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child can make the puzzle about the taught vocabulary items.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
	The child can dance in accordance with the song in the classroom environment.	3	3	0	0	3	0	0	0	2	0	0	0	0	0	11 - %26.1
	The child can draw pictures in accordance with the teacher's directions.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
	The child can color the pictures as listening to the directions of the teacher.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
Total		3	18	6	6	18	12	15	6	16	9	9	0	6	15	139 - %47.3

ATTITUDES AND VALUES	The child can follow the teacher's directions in the classroom.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
	The child can sit in a circle with other children if teacher wants.	3	0	0	3	3	2	3	3	0	3	3	0	0	3	26 - %61.90
	The child can carry out the directions of teacher about the classroom rules.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
	The child can behave positively to teacher and learning environment.	3	3	0	0	3	0	0	0	2	0	0	0	0	0	11 - %26.1
	The child can work well on both his/her own and other children in the classroom in different language activities and games.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
Total		6	12	0	3	15	11	12	3	11	12	12	0	0	12	109 - %52
General Points		23	56	19	27	51	24	47	21	31	34	29	0	21	36	% 46.5

Appendix 8: The Pretest Results of the Control Group

	ITEMS	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12	St 13	St 14	Total
KNOWLEDGE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.	3	3	0	0	3	0	0	3	3	2	0	0	0	3	20 - %47.6
	The child can choose the object which is said by the teacher.	1	3	0	0	3	3	0	3	3	3	3	0	0	3	25 - %59.5
	The child can touch the objects which are determined by the teacher.	3	3	0	0	3	3	0	0	3	0	3	0	0	3	21 - % 50
	The child can follow the story carefully.	—	---	---	---	---	---	---	--	--	--	--	--	--	--	--
	The child can generally understand the meaning of short story in the lesson.	—	---	---	---	---	---	---	--	--	--	--	--	--	--	--
	The child can make some objects identified by teacher as using play dough.	3	3	3	3	3	3	3	3	3	3	3	0	3	3	39 - %92.8 5
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3- %7.14
	The child can categorize the items with their colors in target language.	0	3	3	0	0	0	0	0	0	3	0	0	0	0	9 - % 21.42
	The child can understand the instructions of the teacher in his/her target language (English) correctly.	1	0	1	0	1	0	3	0	3	3	0	3	0	3	18 - %42.8 5
	The child can play an active role in dramatization activities.	3	3	0	0	3	0	0	0	2	0	0	0	0	0	11 - %26.1
	The child can actively join TPR activities in the lesson.	3	3	0	0	3	0	0	3	0	0	0	0	0	0	12 - % 28.57
	The child can point to the identified objects in the classroom.	0	3	0	0	3	2	0	3	3	3	0	0	0	0	17- %40.4 7
Total		17	24	7	3	22	11	6	18	20	17	9	3	3	15	175 - %41.6

LANGUAGE SKILLS	The child can count the numbers in the target language if teacher wants.	0	2	0	0	3	0	0	0	1	3	0	0	0	0	9 - %21.42
	The child can use puppets in order to answer the questions of teacher.	0	0	0	0	0	0	0	0	3	0	0	0	0	2	5 - %11.90
	The child can sing a song which is sung by the teacher.	0	3	0	0	3	3	3	0	3	3	3	0	0	3	24 - %57.1
	The child can answer the questions as showing the pictures or real items at the end of the short story.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child can order the objects by listening to the directions in the short story explained by the teacher.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child is willing to listen to the short stories.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child can make the puzzle about the taught vocabulary items.	0	0	0	0	3	0	3	0	3	0	0	0	0	3	12 - %28.57
	The child can dance in accordance with the song in the classroom environment.	3	3	0	0	3	3	3	0	2	0	3	0	0	0	20 - %47.61
	The child can draw pictures in accordance with the teacher's directions.	3	3	3	3	3	3	3	3	2	3	3	0	3	3	38 - %90.47
	The child can color the pictures as listening to the directions of the teacher.	3	3	3	0	3	3	0	0	0	3	3	0	0	0	21 - %50
Total		9	14	6	3	18	12	12	3	14	12	12	0	3	11	129 - %43.87

ATTITUDES AND VALUES	The child can follow the teacher's directions in the classroom.	3	0	3	0	3	0	3	0	3	3	2	3	0	3	26 - %61.90
	The child can sit in a circle with other children if teacher wants.	3	3	3	3	3	3	0	0	0	3	3	3	3	0	30 - %71.42
	The child can carry out the directions of teacher about the classroom rules.	0	0	3	0	0	0	3	0	3	3	0	3	0	3	18 - %42.85
	The child can behave positively to teacher and learning environment.	3	2	3	0	3	0	3	3	3	3	0	3	0	3	29 - %69.04
	The child can work well on both his/her own and other children in the classroom in different language activities and games.	3	1	3	0	3	0	3	0	3	3	0	1	0	2	22 - %52.38
Total		12	6	15	3	12	3	12	3	12	15	5	13	3	11	125 - %59.5
General Points		38	44	28	9	52	26	30	24	46	44	26	16	9	37	429 - %46.42

Appendix 9: The Posttest Results of the Experimental Group

	ITEMS	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12	St 13	St 14	Total
KNOWLEGDE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can choose the object which is said by the teacher.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can touch the objects which are determined by the teacher.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can follow the story carefully.	3	3	3	3	3	3	3	3	0	3	0	3	3	3	36 - %85.7 1
	The child can generally understand the meaning of short story in the lesson.	3	3	3	3	3	3	3	3	3	3	0	3	3	3	39 - %92.8 5
	The child can make some objects identified by teacher as using play dough.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can categorize the items with their colors in target language.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can understand the instructions of the teacher in his/her target language (English) correctly.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can play an active role in dramatization activities.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can actively join TPR activities in the lesson.	3	3	3	3	3	3	3	3	3	3	0	3	3	3	39 - %92.8 5
	The child can point to the identified objects in the classroom.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
Total		36	36	36	36	36	36	36	36	33	36	27	36	36	36	492 - %97.6

LANGUAGE SKILLS	The child can count the numbers in the target language if teacher wants.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can use puppets in order to answer the questions of teacher.	3	3	3	3	3	3	3	3	3	3	0	3	3	3	39 - %92.85
	The child can sing a song which is sung by the teacher.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can answer the questions as showing the pictures or real items at the end of the short story.	3	3	3	3	3	3	3	3	0	3	0	3	3	3	36 - %85.71
	The child can order the objects by listening to the directions in the short story explained by the teacher.	3	3	3	3	3	3	3	3	0	3	3	3	3	3	39 - %92.85
	The child is willing to listen to the short stories.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can make the puzzle about the taught vocabulary items.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can dance in accordance with the song in the classroom environment.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can draw pictures in accordance with the teacher's directions.	3	3	3	3	3	2	3	3	3	2	3	3	3	2	39 - %92.85
	The child can color the pictures as listening to the directions of the teacher.	3	3	3	3	3	0	3	3	3	3	3	3	3	3	39 - %92.85
Total		30	30	30	30	30	26	30	30	24	29	24	30	30	29	402 - %95.7

ATTITUDES AND VALUES	The child can follow the teacher's directions in the classroom.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can sit in a circle with other children if teacher wants.	3	3	3	3	3	3	3	3	3	3	0	3	2	3	38 - %90.4 7
	The child can carry out the directions of teacher about the classroom rules.	3	3	3	3	3	3	3	3	0	3	3	3	3	3	39 - %92.8 5
	The child can behave positively to teacher and learning environment.	3	3	3	3	3	3	3	3	3	3	0	3	3	3	39 - %92.8 5
	The child can work well on both his/her own and other children in the classroom in different language activities and games.	3	3	3	3	3	3	3	3	3	3	0	3	3	3	39 - %92.8 5
Total		15	15	15	15	15	15	15	15	12	15	6	15	14	15	197 - %93. 8
General Points		81	81	81	81	81	77	81	81	66	80	60	81	80	80	1091 - %96 .20

Appendix 9: The Posttest Results of the Control Group

	ITEMS	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12	St 13	St 14	Total
KNOWLEDGE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.	0	3	3	0	3	3	0	2	1	3	0	0	3	3	24 - %57.14
	The child can choose the object which is said by the teacher.	0	3	3	0	3	3	0	3	0	3	3	0	2	3	36 - %85.71
	The child can touch the objects which are determined by the teacher.	0	3	3	0	3	3	0	3	0	3	3	0	3	3	27 - %64.28
	The child can follow the story carefully.	—	---	---	---	---	---	---	--	--	--	--	--	--	--	--
	The child can generally understand the meaning of short story in the lesson.	—	---	---	---	---	---	---	--	--	--	--	--	--	--	--
	The child can make some objects identified by teacher as using play dough.	3	3	3	3	3	3	3	3	3	3	3	0	3	3	39 - %92.85
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can categorize the items with their colors in target language.	3	3	3	3	3	3	3	3	3	3	3	0	3	3	39 - %92.85
	The child can understand the instructions of the teacher in his/her target language (English) correctly.	3	3	1	3	3	3	3	3	3	3	3	3	0	3	37 - %88.09
	The child can play an active role in dramatization activities.	3	3	0	2	3	3	3	0	3	3	3	0	3	3	32 - %76.19
	The child can actively join TPR activities in the lesson.	3	3	3	3	3	3	3	3	3	3	3	0	3	3	39 - %92.8
	The child can point to the identified objects in the classroom.	3	3	3	2	3	3	3	3	3	3	0	0	3	3	35 - %83.3
Total		21	30	25	19	30	30	21	26	22	30	24	6	26	30	340 - %80.9

LANGUAGE SKILLS	The child can count the numbers in the target language if teacher wants.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can use puppets in order to answer the questions of teacher.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can sing a song which is sung by the teacher.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can answer the questions as showing the pictures or real items at the end of the short story.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child can order the objects by listening to the directions in the short story explained by the teacher.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child is willing to listen to the short stories.	—	---	---	---	---	---	---	--	---	---	--	--	--	--	--
	The child can make the puzzle about the taught vocabulary items.	3	3	0	3	3	3	3	3	3	3	0	0	3	3	33 - %78.57
	The child can dance in accordance with the song in the classroom environment.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can draw pictures in accordance with the teacher's directions.	3	3	3	0	3	3	3	3	3	3	3	3	3	3	39 - %92.85
	The child can color the pictures as listening to the directions of the teacher.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
Total		21	21	18	18	21	21	21	21	21	21	18	18	21	21	282 - %95.9

ATTITUDES AND VALUES	The child can follow the teacher's directions in the classroom.	3	3	3	2	3	3	3	0	3	3	3	3	0	3	35 - 83.3
	The child can sit in a circle with other children if teacher wants.	3	3	3	0	3	3	3	3	3	3	3	3	3	3	39 - %92.85
	The child can carry out the directions of teacher about the classroom rules.	3	3	3	2	3	3	0	3	3	3	3	3	0	3	35 - %83.3
	The child can behave positively to teacher and learning environment.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42 - %100
	The child can work well on both his/her own and other children in the classroom in different language activities and games.	3	3	3	3	3	3	0	3	3	3	3	3	3	3	39 - %92.85
Total		15	15	15	10	15	15	9	12	15	15	15	15	9	15	190 - %90.4
General Points		57	66	58	47	66	66	51	59	58	66	57	39	56	66	812 - %87.87

Appendix 10: The General Results of the Study

	ITEMS	CONTROL GROUP							EXPERIMENT GROUP						
		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
KNOWLEDGE AND UNDERSTANDING	The child can match the words with the objects in his/her target language.	% 50 (21)	% 66.6 (28)	% 59.5 (25)	% 57.7 (23)	% 57.1 (24)	% 50 (21)	% 57.1 (24)	% 71.4 (30)	% 83.3 (35)	% 85.7 (36)	% 100 (42)	% 88.0 (37)	% 100 (42)	% 100 (42)
	The child can choose the object which is said by the teacher.	% 76.1 (32)	% 45.2 (19)	% 78.5 (33)	% 64.2 (27)	% 64.2 (27)	% 71.4 (30)	% 85.7 (36)	% 69.0 (29)	% 76.1 (32)	% 85.7 (36)	% 90.4 (38)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can touch the objects which are determined by the teacher.	% 50 (21)	% 80.9 (34)	% 54.7 (23)	% 78.5 (33)	% 50 (21)	% 80.9 (34)	% 64.2 (27)	% 88.0 (37)	% 85.7 (36)	% 78.5 (33)	% 100 (42)	% 90.4 (38)	% 100 (42)	% 100 (42)
	The child can follow the short story carefully.	--	--	--	--	--	--	--	% 76.1 (32)	% 73.8 (31)	% 85.7 (36)	% 88.0 (37)	% 97.6 (41)	% 92.8 (39)	% 85.7 (36)
	The child can generally understand the meaning of short story in the lesson.	--	--	--	--	--	--	--	% 73.8 (31)	% 69.0 (29)	% 85.7 (36)	% 69.0 (29)	% 95.2 (40)	% 92.8 (39)	% 92.8 (39)
	The child can make some objects identified by teacher as using play dough.	% 83.3 (35)	% 97.6 (41)	% 92.8 (39)	% 100 (42)	% 100 (42)	% 85.7 (36)	% 92.8 (39)	% 85.7 (36)	% 88.0 (37)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can recognize the adjectives (small, big, happy, sad) in his/her target language.	% 7.14 (3)	% 40.4 (17)	% 80.9 (34)	% 92.8 (39)	% 85.7 (36)	% 100 (42)	% 100 (42)	% 85.7 (36)	% 97.6 (41)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can categorize the items with their colors in target language.	% 40.4 (17)	% 57.1 (24)	% 78.3 (33)	% 85.7 (36)	% 100 (42)	% 92.8 (39)	% 92.8 (39)	% 64.2 (27)	% 80.9 (34)	% 85.7 (36)	% 100 (42)	% 100 (42)	% 92.8 (39)	% 100 (42)
	The child can understand the instructions of the teacher in his/her target language (English) correctly.	% 57.1 (24)	% 85.7 (36)	% 100 (42)	% 100 (42)	% 71.4 (30)	% 85.7 (36)	% 88.0 (37)	% 61.9 (26)	% 80.9 (34)	% 69.0 (29)	% 88.0 (37)	% 95.2 (40)	% 95.2 (40)	% 100 (42)
	The child can play an active role in dramatization activities.	% 30.9 (13)	% 50 (21)	% 64.2 (27)	% 78.8 (31)	% 64.2 (27)	% 85.7 (36)	% 76.1 (32)	% 69.0 (29)	% 59.5 (25)	% 83.3 (35)	% 85.7 (36)	% 92.8 (39)	% 100 (42)	% 100 (42)
	The child can actively join TPR activities in the lesson.	% 16.6 (7)	% 40.4 (17)	% 78.5 (33)	% 78.5 (33)	% 61.9 (26)	% 92.8 (39)	% 92.8 (39)	% 73.8 (31)	% 66.6 (28)	% 85.7 (36)	% 90.4 (38)	% 92.8 (39)	% 100 (42)	% 92.8 (39)
	The child can point to the identified objects in the classroom.	% 28.5 (12)	% 59.5 (25)	% 64.2 (27)	% 95.2 (40)	% 71.4 (30)	% 73.8 (31)	% 83.3 (35)	% 71.4 (30)	% 85.7 (36)	% 69.0 (29)	% 90.4 (38)	% 95.2 (40)	% 100 (42)	% 100 (42)
Total		% 44.7 (188)	% 62.3 (262)	% 75.2 (316)	% 82.3 (346)	% 72.6 (305)	% 81.9 (344)	% 80.9 (340)	% 74.2 (374)	% 78.9 (398)	% 84.5 (426)	% 91.8 (463)	% 95.6 (482)	% 97.8 (493)	% 97.6 (492)

LANGUAGE SKILLS	The child can count the numbers in the target language if teacher wants. (speaking)	% 33.3 (14)	% 88.0 (37)	% 92.8 (39)	% 97.6 (41)	% 100 (42)	% 100 (42)	% 100 (42)	% 61.9 (26)	% 76.1 (32)	% 85.7 (36)	% 92.8 (39)	% 97.6 (41)	% 100 (42)	% 100 (42)
	The child can use puppets in order to answer the questions of teacher. (speaking)	% 35.7 (15)	% 66.6 (28)	% 88.0 (37)	% 100 (42)	% 80.9 (34)	% 78.5 (33)	% 100 (42)	% 71.4 (30)	% 69.0 (29)	% 88.0 (37)	% 88.0 (37)	% 100 (42)	% 100 (42)	% 92.8 (39)
	The child can sing a song which is sung by the teacher. (speaking)	% 71.4 (30)	% 85.7 (36)	% 100 (42)	% 85.7 (36)	% 100 (42)	% 100 (42)	% 100 (42)	% 78.5 (33)	% 80.9 (34)	% 100 (42)	% 90.4 (38)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can answer the questions as showing the pictures or real items at the end of the short story. (speaking)	--	--	--	--	---	---	--	% 66.6 (28)	% 83.3 (35)	% 88.0 (37)	% 100 (42)	% 85.7 (36)	% 100 (42)	% 85.7 (36)
	The child can order the objects by listening to the directions in the short story explained by the teacher.	---	--	--	--	--	--	--	% 73.8 (31)	% 57.1 (24)	% 88.0 (37)	% 73.8 (31)	% 95.2 (40)	% 92.8 (39)	% 92.8 (39)
	The child is willing to listen to the short stories.	--	---	--	---	--	---	--	% 80.9 (34)	% 50 (21)	% 85.7 (36)	% 69.0 (29)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can make the puzzle about the taught vocabulary items.	% 42.8 (18)	% 83.3 (35)	% 100 (42)	% 100 (42)	% 78.5 (33)	% 78.5 (33)	% 78.5 (33)	% 85.7 (36)	% 92.8 (39)	% 88.0 (37)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)
	The child can dance in accordance with the song in the classroom environment.	% 92.8 (39)	% 88.0 (37)	% 100 (42)	% 92.8 (39)	% 100 (42)	% 100 (42)	% 100 (42)	% 97.6 (41)	% 92.8 (39)	% 100 (42)	% 88.0 (37)	% 100 (42)	% 92.8 (39)	% 100 (42)
	The child can draw pictures in accordance with the teacher's directions.	% 92.8 (39)	% 100 (42)	% 78.5 (33)	% 100 (42)	% 100 (42)	% 100 (42)	% 92.8 (39)	% 83.3 (35)	% 100 (42)	% 57.1 (24)	% 85.7 (36)	% 83.3 (35)	% 88.0 (37)	% 92.8 (39)
	The child can color the pictures as listening to the directions of the teacher.	% 78.5 (33)	% 80.9 (34)	% 78.5 (33)	% 92.8 (39)	% 100 (42)	% 100 (42)	% 100 (42)	% 88.0 (37)	% 97.6 (41)	% 73.8 (31)	% 100 (42)	% 76.1 (32)	% 92.8 (39)	% 92.8 (39)
Total		% 77.2 (227)	% 84.6 (249)	% 91.1 (268)	% 95.5 (281)	% 94.2 (277)	% 93.8 (276)	% 95.9 (282)	% 78.8 (331)	% 80 (336)	% 85.4 (359)	% 88.8 (373)	% 93.8 (394)	% 96.6 (406)	% 95.7 (402)

ATTITUDES AND VALUES	The child can follow the teacher's directions in the classroom.	% 59.5 (24)	% 78.5 (33)	% 92.8 (39)	% 92.8 (39)	% 76.1 (32)	% 71.4 (30)	% 83.3 (35)	% 83.3 (35)	% 85.7 (36)	% 85.7 (36)	% 78.5 (33)	% 95.2 (40)	% 92.8 (39)	% 100 (42)
	The child can sit in a circle with other children if teacher wants.	% 64.2 (27)	% 92.8 (39)	% 76.1 (32)	% 90.4 (38)	% 85.7 (36)	% 92.8 (39)	% 92.8 (39)	% 85.7 (36)	% 92.8 (39)	% 76.1 (32)	% 83.3 (35)	% 92.8 (39)	% 92.8 (39)	% 90.4 (38)
	The child can carry out the directions of teacher about the classroom rules.	% 57.1 (24)	% 76.1 (32)	% 92.8 (39)	% 88.0 (37)	% 78.5 (33)	% 78.5 (33)	% 83.3 (35)	% 78.5 (33)	% 85.7 (36)	% 73.8 (31)	% 73.8 (31)	% 88.0 (37)	% 100 (42)	% 92.8 (39)
	The child can behave positively to teacher and learning environment.	% 71.4 (30)	% 90.4 (38)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 100 (42)	% 78.5 (33)	% 85.7 (36)	% 88.0 (37)	% 85.7 (36)	% 92.8 (39)	% 97.6 (41)	% 92.8 (39)
	The child can work well on both his/her own and other children in the classroom in different language activities and games.	% 66.6 (28)	% 76.1 (32)	% 92.8 (39)	% 90.4 (38)	% 97.6 (41)	% 100 (42)	% 92.8 (39)	% 61.9 (26)	% 71.4 (30)	% 85.7 (36)	% 90.4 (38)	% 92.8 (39)	% 100 (42)	% 92.8 (39)
Total		% 63.3 (133)	% 82.8 (174)	% 90.9 (191)	% 92.3 (194)	% 87.6 (184)	% 88.5 (186)	% 90.4 (190)	% 77.6 (163)	% 84.2 (177)	% 81.9 (172)	% 82.3 (173)	% 92.3 (194)	% 96.6 (203)	% 93.8 (197)
General Points		% 59.3 (548)	% 74.1 (685)	% 83.8 (775)	% 88.8 (821)	% 82.9 (766)	% 87.2 (806)	% 87.7 (812)	% 76.5 (868)	% 80.3 (911)	% 84.3 (957)	% 88.9 (1009)	% 94.3 (1070)	% 97.1 (1102)	% 96.2 (1091)
		%80.54								% 88.22					

Appendix 11: Document of Content in ‘Neşeli Adımlar’ Preschool



İlgili Makama;

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü'nde Araştırma Görevlisi olarak görev yapan Kübra Tunçarslan'ın kurumumuzda 1 Şubat – 30 Mart tarihleri arasında İngilizce dersi için uygulama yapmasına tarafımızca onay verilmiştir.

Betül YOSUNKAYA
Okul Müdürü

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