REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

THE ROLE OF TPRS METHOD IN TEACHING VOCABULARY TO THE 5TH GRADE PRIMARY EFL STUDENTS

Dursun TÜRKEŞ

MASTER OF ARTS

ADANA, 2011

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Advisor: Assist. Prof. Dr. Rana YILDIRIM

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To Çukurova University Institute of Social Sciences

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ABSTRACT

THE ROLE OF TPRS METHOD ON TEACHING VOCABULARY TO THE 5TH GRADE PRIMARY EFL STUDENTS

Dursun TÜRKEŞ

Master Thesis, English Language Teaching Department
Advisor: Assist. Prof. Dr. Rana Yıldırım
December 2011, 92 pages

This specific study concerns itself with the teaching vocabulary items in English lessons to the 5th grade students in primary schools in Turkey through TPR Storytelling instruction. In this respect, our study tries to find out the answers to the following questions:

- Is there a difference between the vocabulary knowledge of the students' in the experimental and that of the students in the control group at the end of the study?
- Does the use of TPRS for teaching vocabulary make any change in the vocabulary knowledge of the students in the experimental group?
- What are the experimental group students' attitudes towards learning vocabulary in English during the study?
- Does the teacher himself have any influence –negative or positive- on the students' attitudes towards the lessons and any possible change in the vocabulary knowledge of the students in the experimental group?

The purpose of the thesis is to give some answers to these questions within an experimental study. This study comprised two different groups: One was the experimental group and the other was the control group chosen from Ceyhan Atatürk Primary School. The experimental group was exposed to TPR Storytelling instruction, and the control group was exposed to traditional definition-based vocabulary teaching. After a treatment period, the control and the experimental groups' performance was analyzed according to the data obtained from pre-test and post-test. Our post-test analysis showed that although the experimental group did better and progressed more, there was not a statistically difference between our control and the experimental groups. Basically, the experimental group's scores

were higher than the control group but not statistically. In other words, the findings indicated that TPR Storytelling instruction is as much effective as the traditional definition-based vocabulary teaching in teaching English vocabulary to the 5th grade students.

Keywords: Total Physical Response (TPR), Total Physical Response Story-telling (TPRS), Young Learners of English (YLs), Teaching English to Young Learners (TEYL)

ÖZET

BÜTÜNCÜL FİZİKSEL TEPKİ YÖNTEMİNE DAYALI HİKÂYE ANLATIMININ 5. SINIF ÖĞRENCİLERİNE KELİME ÖĞRETİMİNDEKİ ROLÜ

Dursun TÜRKEŞ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Yrd. Doç. Dr. Rana YILDIRIM
Aralık 2011, 92 Sayfa

Bu çalışma, Türkiye'de İngilizceyi yabancı dil olarak öğrenen ilkokul 5. sınıf öğrencilerinin, İngilizce kelimeleri bütüncül fiziksel tepki yöntemine dayalı hikâye anlatım metodu yoluyla öğrenmesiyle ilgilenmektedir. Bu çalışmada aşağıda verilen şu sorulara yanıt aranmaktadır:

- Araştırma sonunda kontrol ve deney grubu öğrencilerinin kelime bilgisinde bir farklılık var mı?
- Kelime öğretimi için bütüncül fiziksel tepki yöntemine dayalı hikâye anlatımı metodu, deney grubu öğrencilerinin kelime bilgisinde herhangi bir değişiklik yaptı mı?
- Çalışma boyunca deney grubu öğrencilerinin İngilizce kelime öğrenimine karşı tutumları nelerdir?
- Öğretmenin kendisinin, deney grubu öğrencilerinin kelime bilgilerinde ve derslere karşı tutumlarında (olumlu ya da olumsuz) herhangi bir etkisi var mıdır?

Bu çalışmanın amacı, deneysel çalışma içinde bu sorulara cevaplar bulmaktır. Çalışma, deney ve kontrol grubu olmak üzere iki grubu içermektedir. Bu gruplar, Ceyhan Atatürk İlköğretim Okulu öğrencilerinden oluşmaktadır. Deney grup, İngilizce kelime öğretiminde, bütüncül fiziksel tepki yöntemine dayalı hikâye anlatım yöntemiyle; kontrol grup ise hâlihazırda uygulanan kelime anlatımıyla- tanıma dayalı yöntemle çalışmayı sürdürmüştür.

Uygulama döneminin ardından iki grubun performansı, uygulama öncesi ve sonrası verilen testlerin yanıtları doğrultusunda incelenmiştir. Uygulama sonrası testler göstermiştir

ki, deney grubu daha iyi bir performans sergilemesine ve daha çok gelişme göstermesine rağmen, iki grup arasında istatistiksel olarak anlamlı bir farklılık yoktur. Diğer bir deyişle, bulgular; 5. Sınıflara İngilizce kelime öğretiminde bütüncül fiziksel tepki yöntemine dayalı hikâye anlatım yönteminin, hâlihazırda uygulanan kelime anlatımıyla- tanıma dayalı yöntemle aynı etkililikte olduğunu göstermektedir.

Anahtar Kelimeler: Bütüncül Fiziksel Tepki Yöntemi, Bütüncül Fiziksel Tepki Yöntemine Dayalı Hikâye Anlatımı, Çocuk Öğrenciler, Çocuklara İngilizce Öğretimi.

ACKNOWLEDGEMENT

I would like to thank some important people who contributed to this thesis and helped me to write it.

I would like to express my gratitude to my mentor, Asst. Prof. Rana Yıldırım, for her feedback, support and guidance throughout the writing of this thesis. I am so happy to have such a motivator and understanding mentor.

I am grateful to Asst. Prof. Ahmet Doğanay for his feedback.

I would like to thank to my students who are the participants of this thesis for their voluntary participation, support and effort throughout the study. Without their enthusiasm and support, I would not have completed this thesis.

I want to thank to Blaine Ray for his guidance which means a lot to me.

I am thankful to Asst. Prof. Ebru Şire for her support and cooperation.

And finally, I want to express my special thanks to my family for their encouragement and support.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

With new technological developments, globalization, new ways to travel across countries and oceans, the importance of the English language as a lingua franca has gained importance indeed. Because of this importance, some chain reactions have occurred all over the world. One of these changes is to find a better way to teach this lingua franca to new generations, especially the ones who are eager to learn it. Many theories and methods have been generated and many ideas have been produced in order to deal with the English language.

Recently, the general belief of "younger equals better" has caused the teaching of English to expand into primary school settings all around the world (Yıldırım & Şeker, 2004).

In this way, there have been some changes in teaching English recently in Turkey. English lesson were integrated into the curriculum of 4th and 5th grade classes in 1997. According to the Head Council of Education and Morality (Talim ve Terbiye Kurulu Başkanlığı) (2006), the underlying reason for this change was as follows:

> The younger the child is when learning a language, the closer the process comes to acquisition. The child has less biological, neurological, social and emotional barriers that a teacher should [needs to] overcome. As a result, children become better learners without much resistance to a foreign language (p. 36).

This is actually based upon "the Critical Period Hypothesis" (Lenneberg, 1967) which is used to refer to "the general phenomenon of declining competence over increasing age of exposure and is used to state that there is a period when language acquisition can take place naturally and effortlessly, but after a certain age the brain is no longer able to process language input in this way" (Ellis, 1986, p. 107). Brumfit (1991) and Moon (2000) also explain that the brain is more adaptable before puberty. At

an early age, acquisition of language is possible without being self-conscious, and children have fewer negative attitudes toward foreign languages and cultures than adults do.

1.2. Statement of the Problem

Lowering English teaching to the fourth grade in Turkey has brought some problems. Since many English teachers are not educated to teach young learners, they have difficulty in the process. Some continue to teach the same way they teach adults and some choose their own way. Şeker (2007) claims that "the findings from qualitative data reveal that despite having a positive attitude towards teaching YLs and becoming aware of the fact that teaching YLs is different from teaching OLs (Older learners), the majority of teachers seem not to apply the teaching practices appropriate for YLs, which clearly shows that they are not fully equipped with necessary skills to meet such a challenge" (p.8-9). She goes on with her conclusion claiming that this deficiency forces them to use the traditional method.

İşpınar (2005) also concludes in her research that "… a considerable number of teachers use traditional method, usually Grammar-Translation Method, which puts the students into passive roles and focuses on grammatical rules. The majority of the teachers are not aware of the negative effects traditional teaching has on YLs since they are not trained to identify and use the characteristics of YLs in regards to language learning and learning in general" (p. 78).

Şimşek (2007) summarizes some problems faced at primary schools in his action research as follows:

- Teaching YLs without previous education caused teachers to burnout,
- Many times teachers felt incapable of teaching these grades,
- As they were unaware of how to approach fourth and fifth grades, they and their students were bored during their classes.
- Students began to hate English and build up psychological barriers (p.228).

Students' having distance to English at the beginning of their English learning is not a desirable result for anyone. Instead, they are supposed to love English, develop a good attitude towards it and other languages and have an enthusiasm to communicate

with the world. Using the tradition method extinguishes most of the positive things. The traditional method was the predominant method during the first half of the twentieth century, when the goal of most foreign language classes was the ability to read and translate literature.

However, in our day, this is not the case. The world is a global village and we need to communicate, listen, and speak. The traditional method is an obsolete method in today's world. Instead of memorizing lists of vocabulary and grammar rules, learning should be in a more natural way. Diaz (2005) explained that infants learn language naturally. Infants are exposed to language accompanied by physical activities, while they are immersed in language they cannot understand. Gradually, they learn to response to orders on the basis of conditioned reflex. That is to say they will respond to some regular outside stimulation. For example, parents say — "hand", and the infant will raise its hand. Diaz also provides another example. When an infant is having a bath, the child learns new vocabulary because its parents keep talking about what occurs and how the child feels, such as —soaping your hands, —get into the warm water, and so on.

Considering the mentioned problems in the implementation of the primary level of EFL curriculum, a need for research to present alternative methods appropriate for YLs that will help young learners' teachers emerges in order to improve teacher qualities in TEYL (Teaching English to Young Learners). The research can be helpful to enhance the quality of pre-service courses in ELT departments of education faculties in which TEYL courses are being given. Additionally, gaining insight into students' and teachers' perceptions about English learning and teaching will allow educators to deepen their understanding of what students and teachers are looking for in TEYL.

1.3. Purpose of the Study

This research aims to investigate the effect of TPR Storytelling (TPRS) in teaching vocabulary to 5th grade students.

In this line with this purpose, the following questions constituted the research questions of the study:

1. Is there a difference between the vocabulary knowledge of the students' in the experimental and that of the students in the control group at the end of the study?
2. Does the use of TPRS for teaching vocabulary make any change in the vocabulary knowledge of the students in the experimental group?
3. What are the experimental group students' attitudes towards learning vocabulary in English during the study?
4. Does the teacher himself have any influence –negative or positive- on the students' attitudes towards the lessons and any possible change in the vocabulary knowledge of the students in the experimental group?

1.4. Limitations

One of the points to consider while using TPRS of this study comes about from the fact that while, TPRS method is advised to be used in small groups, with approximately 10 students, in this study, this method has been applied to about 20 students. The researcher is in a state school and he cannot make regulations about class sizes. Secondly, the attitudes of the students towards learning vocabulary may be affected by the teacher. If they love the teacher, then they may like learning vocabulary or vice versa. Thus, the results may be limited.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the characteristics of YLs, how they learn, what TPR and TPRS are and why TPRS is used are discussed.

2.1. The Characteristics of YLs

Before understanding how YLs learn, we need to explain who they are and in what points they are different from adult learners. The term "Young Learners" is defined by Philips (1999) as children from the first year of schooling (five or six-years-old) to eleven or twelve years of age. Cameron (2001) describes them as follows:

> …. children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them to get a more native-like accent. (p. 1)

Apart from these, they are energetic and it can be different to keep them in their desks for a lesson time. They want to move, jump, play games, sing a song, engage in something that keeps them busy. Their interest in the lesson is directly related to the teacher; if they like the teacher, they like the lesson or vice versa. They like talking about themselves and their lives. They can lose interest easily if a lesson is not about them. They also have short memories; they forget easily. They are interested in the here and now; that means talking about the topics in their current lives, past and future can bore them. They need to engage in the activities that keep them busy. According to the Council of Education and Morality (Talim ve Terbiye Kurulu, 2006), young learners

have longer attention span compared to younger ones, their knowledge of the world is growing, their intellectual, motor and social skills developing, they are taking learning more seriously but they are still children, more cooperative with peers, and they are developing their own learning strategies.

The general characteristics of eight to ten years old children are as follows:

1) Their basic concepts are formed. They have very decided views of the world.
2) They can tell the difference between fact and fiction.
3) They ask questions all the time.
4) They rely on the spoken word as well as the physical world to convey and understand meaning.
5) They are able to make some decisions about their own learning.
6) They have definite views about what they like and do not like doing.
7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
8) They are able to work with others and learn from others (Doğan, 2009, p.12).

2.2. How YLs Think and Learn

English teachers of young learners should be aware of their students' abilities and capabilities so that they can know more about how they think and learn. In this respect, we begin with three significant scientists; Piaget, Vygotsky and Bruner and highlighting their key ideas about how YLs think and learn.

Piaget sees a child as an active learner. According to him, a child is "a little scientist" trying to discover what is going on around himself. He tries to interact with the world around him in order to solve problems which Piaget refers to as learning. Cameron (2001) describes that "from a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. However, gradual growth is punctuated with certain fundamental changes, which cause the child to pass through a series of stages. At each stage, the child is capable of some types of thinking but still incapable of others. In particular, the Piagetian end-point of development- thinking that can manipulate formal abstract categories using rules of logic- is held to be unavailable to children before they reach 11 years of age or more" (p.3). Donaldson's (1978) work emphasizes that children try to

make sense of the world in an active world in an active way, ask questions and want to learn.

According to Piaget, the world offers young learners opportunities for learning. Based on this premise, classroom, classroom items, school and school environment are tools for teaching to young learners. Cameron (2001) further explains the characteristics of children when learning in general:

> Piaget's concern was with how young children function in the world that surrounds them, and how this influences their mental development. The child is seen as continually interacting with the world around her/him, solving problems that are presented by the environment. It is through taking action to solve problems that learning occurs. For example, a very young child might encounter the problem of how to get food from her bowl into her mouth. In solving the problem, with a spoon or with fingers, the child learns the muscle control and direction-finding needed to feed herself. The knowledge that results from such action is not imitated or in-born, but is *actively constructed* by the child.
>
> What happens early on with concrete objects continues to happen in the mind, as problems are confronted internally, and action taken to solve them or think them through. In this way, thought is seen as deriving from action; action is internalised, or carried out mentally in the imagination, and in this way thinking develops. Piaget gives a much less important role to language in cognitive development than does Vygotsky. It is action, rather than the development of the first language which, for Piaget, is fundamental to cognitive development. (pp. 2-3)

Vygotsky agrees with Piaget on the point that children learn and think differently from adults. However, Vygotsky's ideas are different from Piaget. He sees the child as a social one. He stresses private speech by which young children talk to themselves even if no one is around. This "inner speech" continues to play an important role in regulating and controlling behavior (Wertsch, 1985). Cameron (2001) describes that "…for Vygotsky the child is an active learner in a world full of other people. Those people play an important role in helping children to learn, bringing objects and ideas to their attention, talking while playing and about playing reading stories, asking

questions. In a whole range of ways, adults mediate the world for children and make it accessible to them" (p.6). Adults mediating between world and child are covered with Vygotsky's zone of proximal development (ZPD). ZPD is difference between child's current level and his potential level by the help of an adult or adults.

Pinter (2006) explains ZPD this way

> … think of a four-year-old boy sitting down to share a story book with a parent when he notices that the cover page of the story book is full of colorful stars. He is eager to start counting the stars and he is able to count up to 15 or 16 but beyond that he gets confused with the counting. He will say things like 'twenty ten' instead of thirty, leave out some numbers altogether, or just stop, not knowing how to carry on. Left to his own devices, he will probably abandon the task of counting. However, a parent or teacher, or even an older brother or sister, can help him to continue. They can prompt him by inserting the next correct number or by giving a visual clue (for example, showing the number of fingers) or by pronouncing the first sound of the word (twenty-fff) that follows (p.11).

He also considers learning as internalization. Internalization can be understood in one respect as "knowing how". For example, riding a bicycle or pouring a cup of milk are tools of the society, initially outside and beyond the child. The mastery of these skills occurs through the activity of the child within the society. A further aspect of internalization is appropriation in which the child takes a tool and makes it his own, perhaps using it in a way unique to himself. Internalizing the use of a pencil allows the child to use it very much for his own ends rather than to draw exactly what others in society have drawn previously (Santrock, 2004).

For Bruner, language is the most important tool for cognitive growth, and he has investigated how adults use language to mediate the world for children and help them to solve problems (Cameron, 2001). He stresses on the term scaffolding by which adults provide support to children learning to master a task or to solve problems. This assistance of adults can be verbal or physical (Meece, 2002). Cameron (2001) narrates about an experiment with American mothers and children. Parents who scaffold tasks effectively for children did the following; they made the children interested in the task; they simplified the task, often by breaking the task into smallest steps; they kept the

child, on track towards completing the task by reminding the child of what the goal was; they pointed out what was important to do or showed the child other ways of doing parts of the tasks; they controlled the child's frustration during the task; and they demonstrated an idealized version of the task. Bruner (1983, 1990) has provided a further useful idea for language teaching in his notions of formats and routines. Bruner's most useful example of a routine is of parents reading stories to their children from babyhood onwards.

In situations where parents read bedtime stories to their children, the routine that is followed at the same time each day goes something like this; the child sits on the parent's lap with a large picture story book, and the parent and child turn the pages together. As the child gets older, the type of the book changes and the roles of adult and child change, but the basic format remains (Cameron, 2001).

The cognitive theory views language a set of complex set of skills that can be consciously learned through drill and practice (Sebelius, 2002). "The purpose of a cognitive exercise is the comprehension of forms, the conscious learning forms, and the conscious selection of forms to fit the context (Chastin, 1976, p.151)". Cognitivists claim that language is a complex cognitive skill and it can be reduced to sets of simpler component skills. Learning requires attention and involves controlled processing. Learners go from controlled to automatic processing with practice (Saville-Troike, 2006). When it automatizes, learning occurs, and brain frees for newer learning.

In summary, all of these theories suggest important implications for teaching young learners. The vital point is YLs teachers' awareness of these theories and of their sudents' characteristics. At that time, it can be possible to reach young learners and meet their needs so that a good education environment will be provided.

2.3. Vocabulary Teaching to Young Learners

"Without grammar very little conveyed, without vocabulary nothing can be conveyed."

David Wilkins

In the context of learning English, vocabulary has crucial importance. As Wilkins (1972) stated above, without grammar, a person can tell his problem, explain himself and get what he wants, however without vocabulary, a person becomes literally speechless. Thurnburry (2002) indicated that progress made from learning grammar most of the time would be much less than that from learning vocabulary. In Teaching Practice, Gower (2005) and his co-writers came straight to the point that "vocabulary is important to students –it is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language" (p.142). Indeed, we are not here to compare grammar and vocabulary but to point out the importance of vocabulary while learning a foreign language.

English is one of the richest languages in the world. It has about nine hundred thousand words and one word may correspond to a few different meanings. Beside slang language, new words are paralleled to technological, scientific and social developments contributes every day. That makes it difficult to teach vocabulary to the second language learners.

Vocabulary teaching has been the topic of much research up to now. All of it attempts to propose a better and more effective ways to learn English vocabularies. Since the traditional method put emphasis on literature and its translation, it aimed to provide the students with a detailed literary vocabulary which is learned through long lists of translated items,a bilingual dictionary and sentence practice, translating with little opportunity to try out pronunciation (Rivers, 1981).

The Reform Movement established by Henry Sweet in the 1880s, put an emphasis on spoken language and phonetics. It stressed that new vocabulary should only be met in the sentences and in meaningful context (Richards & Rogers, 2001).

The Direct Method developed by Sauveur and promoted by Berltz focused on pronunciation and communication. It does not allow target language translation. Classroom objects, mime, drawings and explanations (Rivers, 1981) and even texts supported with pictures (Robin & Bergeud, 1941) were introduced in the lessons.

During World War II, because of the need to communicate quickly, pronunciation and drill of chunk words were emphasized. The role of vocabulary was

minimalized. The common word groups were memorized and pronunciation of them was practiced.

The natural approach developed by Krashen (1982), emphasized meaningful production rather than grammatical correctness. Learners can make mistake but these are not corrected unless the mistakes impede in communication. He claims that vocabulary teaching should be in a natural way. The students may have a silent period before production and when they feel ready, they may start to produce, speech. This approach gives value to the learners' emotion and it does not want to affect their learning in a negative way. Students shouldn't feel stressed, and they are not forced to produce until they are okay with it. According to input analysis, students should get lots of comprehensible input in order to speak. TPRS is affected by Krashen's Natural Approach and get the principles from this approach. The Natural Approach consists of five central hypotheses:

1. Acquisition-Learning Hypothesis: Acquisition and learning are different from each other. Acquisition refers to getting a language automatically and effortlessly. This is what happens with our first language. By acquisition, a language can be spoken fluently and with its original accent. Krashen (1985) defines acquisition as a subconscious process identical to the important things children utilize in acquiring their first language. On the other hand, learning refers to learning a language, struggling, with effort, memorizing words, learning grammar rules and structure. Learners cannot speak the language with accent and fluently compared to native speaker. Krashen (1985) explains that learning as a conscious process that results in 'knowing about' knowledge (p.1).

> McLaughlin (1987) clarifies the difference between acquisition and learning further: Acquisition comes about through meaningful interaction in a natural communication setting. Speakers are not concerned with form, but with meaning; nor are there explicit concern with error detection and correction. This contrasts with the language learning situation in which error detection and correction are central, as is typically the case in classroom setting, where formal rules and feedback provide the basis for language instruction. (p.20)

Chomsky explains why adults cannot learn a second language as children do with Universal Grammar (UG).

> Chomsky and his followers have claimed since the 1950s that the nature of speaker-hearers' competence in their native language can be accounted by innate knowledge that the human species genetically endowed with. They argue that children (at least) come to the task of acquiring a specific language already possessing general knowledge of what all languages have in common, including constrains on how any natural language can be structured. This innate knowledge is in what Chomsky calls the language faculty, which is "a component of the human mind, physically represented in the brain and part of the biological endowment of the species". What all languages have in common is Universal Grammar. (Saville & Troike, 2006, p. 47)

2. The Input Hypothesis: Language acquisition takes place because there is comprehensible input. If input is understood and if there is enough of it, the necessary grammar is automatically provided (Saville & Troike, 2006, p. 45). This hypothesis postulates that:

> Humans acquire language in only one way – by understanding messages, or by receiving 'comprehensible input'. We move from *i,* our current level, to *i + 1,* the next level along the natural order, by understanding input containing *i + 1*. (Krashen, 1985, p. 2)

Krashen (1982) defines comprehensible input as, "language that contains structures that are "a little beyond" our current level of competence (i+1), but which is comprehensible through our use of context." (pp. 21-22). He (1985) claims that the language teacher need not attempt deliberately to teach the next structure along the natural order- it will be provided in just the right quantities and automatically reviewed if the students receives a sufficient amount of comprehensible input.

3. Monitor Hypothesis: During or after the production of our learned language, it is monitored to make output more accurate. The more we acquire a language, the more monitoring helps for our accuracy. According to Krashen (2003) before the learner produces an utterance, he or she internally scans it for errors, and uses the

learned system to make corrections. Self-correction occurs when the learner uses the Monitor to correct a sentence after it is uttered. According to the hypothesis, such self-monitoring and self-correction are the only functions of conscious language learning. He asserts that the learners need to monitor his utterances, make changes and edit, although acquirers may be speaking spontaneously. The more they practice and speak, the more they come closer to accuracy. This explains why the learners cannot speak as fluently as the acquirers. Krashen (1982) has specified three conditions for use of the monitor:

1. A learner needs time to use monitor. If he/she considers rules too much, this causes some problems in speech. But enough time not impeding the speech helps the learner think about his/her utterances and make changes.
2. A learner needs to focus on correctness/form. Since learner does not have enough time, he/she need to concentrate on form. He/she cannot focus on both meaning and form simultaneously.
3. A learner needs to know the rules. While uttering, in order to make changes or edit, the learners must have had explicit instruction on the language form that he or she is trying to produce.

4. Natural Order Hypothesis: Krashen (1982) claims that there is an order in grammatical structures while acquiring a language. Although this order is not the same with all acquirers, there are clear, significant similarities. Brown (1973) reported that certain grammatical morphemes or function words are acquired first. Progressive marker –ing as in "I am going to school, now" and plural marker –s as in "three computers" are among the first morphemes acquired. Dulay and Burt (1974) also reported that the children acquiring English show a "natural order" for grammatical morphemes even if the order of their first language is completely different from the English language.

Bailey, Madden and Krashen (1974) reported the natural order for adult learners similar to the order seen in child acquirers.

5. The Affective Filter Hypothesis: Learning does not occur if a learner feels stressed, uncomfortable, anxious, lacking in confidence or in a negative environment. They need to feel secure in order to realize learning. According to the Affective Filter Hypothesis, comprehensible input may not be utilized by second language acquirers if

there is a ‘mental block’ that prevents them from fully profiting from it (Krashen, 1985). He claims that the filter is up when the learner is anxious, stressed, upset, unmotivated, lacking in confidence or concerned with failure. In that situation, the affective filter blocks the learning and a learner cannot get the input. For Krashen, the affective filter is the principal source of individual differences in second-language acquisition:

> The Affective Filter Hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective filter. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong affective filter- even if they understand the message, the input will not reach that part of the brain responsible for the language acquisition, or the Language Acquisition Device. Those with attitudes more conductive to second language acquisition will only seek and obtain more input, they will also have a lower or weaker filter (1982) (p.31).

Although many theories about vocabulary teaching and learning process have been written, it still draws attention from the researchers. Apart from these approaches, a variety of activities is very crucial in vocabulary teaching to young learners since their concentration and attention span are short and limited (Holden, 1980, Scott & Ytberg, 1991; Wood, 1998; Slattery & Willis, 2001; Cameron, 2001; Brewster et al., 2003).

Hatch and Brown (1995) describe five ‘essential steps’ in vocabulary learning based on research into learners’ strategies:

I. Having sources for encountering new words;
II. Getting a clear image, whether visual or auditory or both, for the forms of the new words;
III. Learning the meaning of the words;
IV. Making strong memory connection between the forms and the meaning of the words;
V. Using the words. (p. 372)

Clearly, learning vocabulary is not like learning other parts of the language.. It needs careful and long-term attention. It is a part of life. Cameron (2001) gives a metaphor about learning vocabulary:

> … learning words is not like ticking off items on a shopping list when they have been bought. It is more like the continual process of trying to keep a house clean; the cleaning (or learning) can be done one day, but needs doing again the next. Floors and furniture need to be cleaned in different ways, but both need to be clean for a room to look clean, just as function and content words, or superordinate and basic level words, may be learnt in different ways. (p. 84).

She goes on, "Vocabulary needs to be met and recycled at interval, in different activities, with new knowledge and new connections developed each time the same words are met." (p. 84).

Demonstration or pictures can be used while explaining the meanings of new words. A word can be shown as TPR suggests. For instance; while teaching the word "sneeze", teacher can do the action and students can make strong relation with the action and the word. Pinter (2006) states that when presenting vocabulary to the youngest children, teachers can first introduce what they can see, feel, play with, touch, and experience every day. Teachers can use real objects such as apples, carrots, puppets, dolls, pictures and picture cards. They can use TPR for presenting vocabulary, especially actions and movements (get up, turn around, pick something up). TPR activities can ensure that children can hear the new vocabulary in a meaningful context and respond nonverbally first.

While teaching vocabulary, it is necessary to keep them in the long-term memory as long as possible. In order to do that, words need to interrelated and linked with each other firmly. If we teach a word such as "bus" and translate it, then the word cannot live long in the long-term memory since there is no string attachment. Cameron (2001) suggests five strategies to make strong memory connections (pp.87-89).

1. Thematic organisation of vocabulary: words are learned more easily if they are presented in collage. For example; on the theme of 'shopping'; shopping bag, change, assistant and earlier learnt words for food could be taught.

2. Organisation of vocabulary through relations of wholes to parts: for example, body- arms/ legs- fingers/toes.
3. Organisation of vocabulary in general to specific hierarchies: for example, types of food- vegetables- cabbages.
4. Organisation of vocabulary through words and antonyms: for example, hot-warm-cold
5. Organizing vocabulary in 'ad-hoc' categories: for example, on the topic of equipping an office; the vocabulary; 'files, a typewriter, stapler, paper clips, envelops, a filing cabinet' can be presented.

Additionally, games are very important in teaching vocabulary to the young learners. Halliwell (1992) puts an emphasis on games and states that "Games are more than a fun extra but effective opportunity for indirect learning" (p. 106). Toth (1998) is on a similar path with Halliwell and states that: "Children bring a wealth of knowledge about games to the classroom. They are familiar with the rules that govern games, and the roles that are expected of them. They know that games have a final outcome, that in some, co-operation is necessary in order to complete the activity, and that there is usually an element of challenging world." (p. 6)

Last but not the least, songs, rhymes and chants are also very important in vocabulary teaching to young learners. These activities provide comprehensible input, and prevent the affective filter as Krashen (1981) has suggested. The more they comprehend and have fun, the more they learn and the less their affective filter hinders them from learning.

2.4. What is TPR and what is TPRS?

TPRS is based on the Total Physical Response (TPR) which will be firstly introduced.

Wikipedia (2010) explains TPR as follows:

> The TPR method is developed by Dr. James J. Asher, a professor at San José State University. The method relies on the assumption that when learning a second or additional language, language is internalized through a

> process of codebreaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement.

TPR does not put emphasis on grammar but on the comprehensible input and act of students. It allows students to have a silent period until they ready to communicate; so they do not feel nervous, stressed or panicked during learning. Asher believes that as when infants learn their mother tongue; first lots of comprehensible input, than body movements and then speaking, language learning should not be forced too-early production.

When learners start to speak, they will make mistakes, but as long as these mistakes do not impede the communication, they can be tolerated. Asher (1993) advocates "extinguish[ing] all critical responses" to the students in the classroom, as these serve to increase their stress (affective filter) but not to improve their language production (p.3).

Wikipedia (2010) also expresses the premise of TPR:

> According to Asher, TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. It looks to the way that children learn their native language. Communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and code breaking occurs. After this stage the child is able to reproduce the language spontaneously. With TPR the language teacher tries to mimic this process in classroom.

TPR can be a good method for new language learners especially for 4^{th} and 5^{th} grade students in Turkey. It is based on physical movement, so it can be a good way to deal with their energy at this age. It provides a secure environment since it does not force anyone to speak. It serves young learners here and now principle as well. While

learning, teacher uses the items from the classroom and school environment. Vygotsky's internalization principle is covered in this method. Students need to internalize words first and then they can produce or speak.

With TPR, it may be difficult to teach grammar or abstract concepts since it based on the body movement and abstract items. We solve this situation with TPRS (Teaching Proficiency through Reading and Storytelling or TPR Storytelling stemming from TPR).

TPRS was developed by Blaine Ray, a high school Spanish teacher in California, during the 1990s. Ray had found great initial success teaching using Total Physical Response (TPR), but was disappointed when his students stopped finding this technique to be interesting. Ray was familiar with Stephen Krashen's theories, and he was confident that his students would acquire Spanish naturally if he gave them enough comprehensible input.

He set about finding a way to combine TPR with stories, with input from Krashen and from other foreign language teachers, and the result was Total Physical Response Storytelling (Ray, 2004, pp. 1-5).

Ray (2011) explains TPRS as follows:

> Through TPRS teachers are finding they can teach the language holistically without having to teach grammar rules. Grammatical accuracy is taught but not in the traditional way through verb conjugations. Language is learned by understanding messages in the target language. That means language is picked up through comprehensible input. Input is listening and reading that is understood by the learner. We ensure the class is totally comprehensible. Also it must be repetitive and interesting. We teach the class an interesting story that is invented as the teacher asks students repetitive questions.

With TPRS, teachers tell short stories using the vocabulary of that lesson or unit. The vocabulary is taught with TPR, and when learners have internalized the words, the teacher makes up story which is interesting, bizarre, personalized and exaggerated so that the teacher can attract the students' attention and increase their motivation.

Basically; there are three main steps in this method:

1. Establish meaning: As some gestures have multiple meanings or cannot give the meaning exactly, in order to save time, translation is used and this translation is written on the board. With translation, students get the exact meaning without wasting time or being confused.

2. Ask a Story: The teacher creates a storyline intending to teach the target structures and vocabulary. This story is the teacher's storyline and except for little changes, such as names of the characters or places, students cannot change the story. Teacher asks a story because when he/she gets an answer and this is a sign of understanding. The questions can be repetitive and different questions can be asked from one sentence.

Koetz (2009) clarifies that in this technique, questions are asked over the same information, but with various responses required. For example, the teacher might ask if the character in the story is a girl or a boy, followed by a question on whether the character is a girl, followed by what the character is not (boy or girl), and the fourth question may finally ask who the main character in the story is. The teacher would add another detail and use circling questions again to make sure the students comprehend the meaning of the new detail. Students then act out the stories, retell it, and answer the questions from various points. For example; -Who comes to blackboard? – I come. -Who comes to blackboard?-Ayşe comes.

This technique is called "circling". Ray claims that this powerful circling technique is used in TPRS to make lots of repetition. It makes the class interesting because the teacher can answer each question differently. The story develops as the teacher continues to ask more questions. Each new detail adds new interest to the developing story ("Explanation of TPRS", 2011).

Koetz (2009) claims that;

> The story that the teacher creates should be comprehensible and include the known vocabulary. The story changes from class to class since they have different students and lives. In order to continue, 80% of the students need to understand. Blaine Ray declares that "making the class 100% comprehensible is the key for TPRS success. You are 'in bounds' when the slowest student

understands. You are ‘out of bounds’ when any student does not understand (p.5).

Ray (2009) helps teachers how to plan to teach a story in seven steps (p. 5):

1. You need a problem. (A problem is something that can be resolved, i.e., a boy needs or wants something.)
2. You need 2 or 3 statements. (These are new structures or basic fluency structures that you will translate. You will attempt to practice these structures. Do not worry if you do not practice them because you are always practicing the basics of the language.)
3. Write down the facts or details of a story.
4. Underline the details that can change. These are called variables.
5. List possible alternatives to your variables. (Your alternatives will be unexpected or proper nouns.)
6. Brainstorm additional details. You can either tell the students these details, or let the students guess them. Choose the most interesting details to add to the story (either yours or the students’.)
7. Plan a parallel character. The parallel character makes your story much more repetitive and interesting. You add a parallel character to compare and contrast anything in the story. Adding a parallel character is the key to getting lots of repetitions.

3. **Extended Reading: A**part from the story the teacher creates, any other short stories or story books can help students, revise the structures and reinforce what they have learned in the lesson the day before. It is important to choose a mini-story or a story book that will serve the purpose of the students. In this story, there will be new vocabulary the students are not familiar with, and the teacher translates paragraph by paragraph so that the students and the teacher can discuss, ask and answer questions. Students can write the translations on the story book. While reading, it is important for the students to guess meaning so the teacher gives opportunities to guess the story by adding detail to each character in the story. Creating parallel characters will also help students to use structures in different subjects.

2.5. Studies on TPRS

Since this method has been recently created, there are not so many studies about this method. However there are enough to get some clues what kind of method it is and how efficient it is. Koetz (2009) has investigated "The effects of the TPRS Method in a Spanish Classroom" in Beckman High School which is a private, Catholic high school located north of Highway 20 in Dyersville, Iowa, at the western end of Dubuque County in 2009. The sample of students used in this research study consisted of 72 students from Dubuque's Wahlert Catholic High School and 98 students from Dyersville's Beckman High School. His hypothesis is that students who studied Spanish using TPRS (Teaching Proficiency through Reading and Storytelling) methods for one semester achieved higher scores, indicating higher levels of comprehension of Spanish than students, who were taught by traditional methods.

That study supported the hypothesis that students comprehend more vocabulary in Spanish by use of the TPRS methods of Spanish instruction versus traditional methods. All scores for the TPRS method show that students not only answered with a higher degree of accuracy but also were able to comprehend and finish more of the test than students in the traditional method.

Spangler (2009) has investigated the "Effects of Two Foreign Language Methodologies, Communicative Language Teaching (CLT) and Teaching Proficiency through Reading and Storytelling (TPRS), on Beginning-Level Students' Achievement, Fluency, and Anxiety" in 2009 as a doctoral study. A total of 162 public school students and two public school teachers participated in the study. Part of this study took place in a public high school in California involving 129 students in five Spanish classes and one teacher. In this study, the teachers who used CLT and TPRS methodologies provided different types of and expectations for language output and processing time. There was a statistically significant relationship between the fluency in speaking of the CLT students and the TPRS students. In this study, the TPRS methodology of instruction resulted in higher levels of students' speaking fluency.

Comparisons of test scores between TPRS students and traditionally-taught students show encouraging results. Marsh (1997) cites the following data:

> In the spring of 1993, middle school students in a pilot pre-Spanish I introductory TPRS program at Phoenix Country Day School scored above the national average on the Level I National Spanish Exam (NSE), a discrete-point grammar test intended for high school students who have completed one year of Spanish I. In 1991, honors-level high school students at Salpointe Catholic High School in Tucson, Arizona outperformed the national average of 41% on the NSE by 21 percentage points, even though they had only had one semester of Spanish I. Overall scores on the Level I NSE at Salpointe improved by 12 points (from 33% to 45%) in the first year that all Spanish I teachers switched to TPRS. It is worth mentioning that these comparisons are being made between TPRS and those methods that educators and curriculum writers today believe to be the best methods- we are not comparing TPRS to the outdated and already debunked grammar-translation or audio-lingual methods (Sebelius, 2002).

Varguez investigated "Traditional and TPRS Instruction in the Beginning High School Spanish Classroom" in 2007. According to Varguez (2007), the results of the study confirm the researcher's hypothesis: beginning Spanish students taught in a TPRS environment make greater gains in reading and listening comprehension than those taught in the traditional language classrooms. Therefore, the researcher concludes that rooting beginning level language instruction in TPRS techniques rather than traditional techniques is more likely to increase student comprehension of the target language.

2.6. Importance of the Study

TPRS is not a well-known method in Turkey and there have not been enough number of studies in Turkey. According to the National Thesis Center (Ulusal Tez Merkezi), there is only one study related to TPRS. In the world, studies related to this method are not many and satisfactory. Most of the studies about TPRS we encountered were the ones that were conducted with Spanish learning students.

This study aims to investigate this method with the Turkish students learning English as a second language in its own context. Through this study, English teachers of young learners will become more aware of the TPRS method and its benefits more. The results of this study will provide some insights and information on how to implement

this method to YLs in their classes. This study will also give some hints to English teachers about the possible problems while applying the method.

It is important to do this study of traditional methods versus the TPRS method since English teachers of young learners may find the results fruitful and know which method serves the best interests of the Turkish students while learning English vocabulary.

This study will help English teacher of young learners broaden their horizons about teaching English to young learners and show them different ways of teaching vocabulary.

CHAPTER 3

METHODOLOGY

This chapter focuses on the methodology of the research, considering participants, instruments and data analysis procedures.

3.1. Participants

The participants of the study were 34 fifth grade YLs of English aged 10 to 11. The age and gender of the students were not taken as variables in the study as they were not related to the purpose of the research. All of the students' mother tongue is Turkish and the first time they encountered English was in the 4th grade. Both groups had 3 hours of English lesson in a week and they all had the same course book, called 'Time for English Grade 5". Further data was collected through diaries regarding whether there has been any change in their attitudes towards the lesson.

3.2. Research Design

This is a quasi-experimental study which aims specifying at the role of TPRS in vocabulary teaching to 5th grade students. The quasi-experimental design was utilized because the school in which the study took place did not allow separation of the classes. Two 5th grade classes participated in this study. The control group consisted of 18 students and the experimental class consists of 16 students. First, a list of vocabulary chosen randomly from the course book was presented to the students in the control and experimental group since the students' vocabulary knowledge was intended to be measured. The identical test was given after 3 units had finished in a different order as a posttest, so that a comparison could be made and it could be seen how much the treatment had worked in vocabulary teaching on each group of students. Provided that the students were introduced to 20 new words in each unit and they completed 3 units, about 40 new words were chosen. The list included chunks, nouns, verbs, adjectives and imperatives.. This showed how many of the words students had known and in the

second test how many of the words they learnt at the end of the treatment. 40 minutes were allocated for the tests.

Then, these vocabularies were taught to the students during the treatment. One group was taught using the traditional method, the other one by the TPRS method. The test results were compared in order to investigate any discrepancy in vocabulary range between the experimental and the control groups.

Finally, the students of the groups were asked to write diaries for each week in order to see if there was any change in students' attitudes towards learning vocabulary in English, towards the lesson between the beginning and end of the treatment.

All of these steps were completed in about 2 months.

3.3. Data Analysis

The results obtained from the vocabulary pretest and posttest of the vocabulary tests, were analyzed with the help of the Statistical Package of Social Sciences (SPSS) computer program. First an independent samples test (T-test) was applied to the pretest obtained from the experimental and the control group in order to see if they had similar vocabulary knowledge background. Making sure that there was not a meaningful difference between the two groups, we tested the posttest of both groups for independent samples test (T-test) to see if the treatment made any statistically significant difference between the two groups. The t-test was applied to the pretest and posttest in detail; production levels and recognition level of pre and posttests were tested if the treatment had affected both skills. All of the analyses were depicted as both tables and figures.

The content analysis technique was used for the diaries in order to define and categorize the themes emerging. Week by week, the students' views about the lesson were listed in tables and the frequencies of the views were depicted in numeric values so that the process of the treatment in the eyes of the participants and what they felt about the lesson could be seen clearly. Last but not least, the influence of the teacher to the students' views was depicted as a figure week by week to check if the teacher himself influenced his students with his personality, the way he handled the situation in the class or the rapport between him and his students.

3.4. Operational Definition

Young Learners (YLs): In this study, young learners refer the students at the age of 11-12 attending 5th grade at the Atatürk Primary School in Ceyhan.

The abbreviations used in the study are as follows:

TPR: Total Physical Response

TPRS: TPR Storytelling or Teaching Proficiency though Reading and Storytelling

TEYL: Teaching English to Young Learners

CHAPTER 4

FINDINGS OF THE STUDY

This section presents the findings obtained from the vocabulary tests. The findings aim to shed light on the first two research questions, namely;

1. Is there a difference between the vocabulary knowledge of the students' in the experimental and that of the students in the control group at the end of the study?
2. Does the use of TPRS for teaching vocabulary make any change in the vocabulary knowledge of the students in the experimental group?

4.1. Findings Acquired from the Vocabulary Tests

An independent samples t-test was applied to the pretest scores of the students in both groups to check if there were any differences between the control and experimental groups in the aspect of vocabulary knowledge at the beginning of the treatment. No significant differences ($p<0.05$) were found between the two groups in the scores of the pretest (see Table 1).

Scores of the pre-test for experimental and control groups are given below:

Table 1

Differences between the Experimental and Control Groups' Learners (N=34) in Terms of the Pretest Scores

Group	N	Mean	Sd	T	p
Experimental	18	15.94	3.76	-1.66	.106
Control	16	18.25	4.32		

As seen in Table 1, both groups show similar results in terms of their vocabulary knowledge. The statistical results proved that the groups are not statistically different from each other, the experimental group (M: 15.94) and the control group (M: 18.25). This implies that the two groups could be considered equal in terms of vocabulary

knowledge at the beginning of the study. There were 40 vocabulary items in the pretest and the control group answered only about two more questions than the experimental group. It should be noted that in spite of the fact that the control group had less number of students that the experimental group did, the students in the control group answered more questions correctly than the students did in the experimental group.

Table 2

Differences between the Experimental and Control Groups' Learners (N=34) in Terms of their Post-test Scores

Group	N	Mean	Sd	t	p
Experimental	18	30.06	5.43	1.74	.09
Control	16	25.75	8.75		

Table 2 above shows the post-test results obtained at the end of the treatment. As clear in the table, the post-test results show that the experimental and the control group of the study are statistically similar to each other ($p<0.05$). This may indicate that teaching students by reading a story, asking them about it in different ways, acting the vocabulary is as effective as the traditional method suggests in terms of vocabulary teaching. However, when the mean scores of both groups are considered, it is seen that there is a difference between the experimental group (M: 30.06) and the control group (M: 25.75) in terms of the number of correct answers given in the vocabulary test.

These findings are also presented in Figure 1 below:

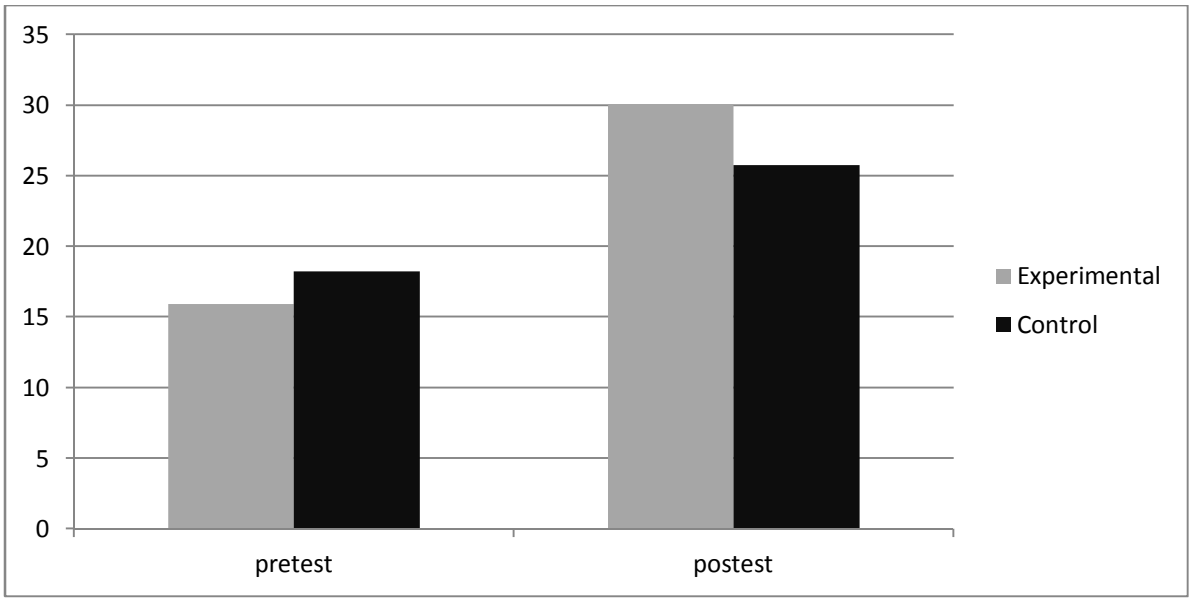


Figure 1. Mean scores of experimental and control group in pretest and posttest

As it can be seen in Figure 1, although in the pretest the control group (M: 18.25) outperform the experimental group (M: 15.94); in the posttest the experimental group (M: 30.06) outperforms the control group (M: 25.75). The experimental group started the treatment with less vocabulary knowledge than the control group had, however; the experimental group managed to learn much more vocabulary items than the control group did. However, this difference is not statically significant (0.09>0.05). We can assert that vocabulary knowledge of the students exposed to the TPRS method improved just a little more than the knowledge of the students exposed to the traditional method. Reading stories, asking many and different questions, acting the vocabulary affected the students' vocabulary knowledge in a positive way but not significantly.

4.2. A Deeper Look at the Data

In the pre- and post-tests, there were two sections: the production part and the recognition part in order to see which area or areas the experimental and control group were successful. Firstly, the results of the production test are presented; secondly, the findings of the recognition pre- and post-test are presented.

Scores of the pre-test in terms of vocabulary production are presented below:

Table 3

Differences between the Experimental and Control Groups' Learners' Production Level (N=34) in Terms of their Pre-test Scores

Group	N	Mean	Sd	t	p
Experimental	18	.56	.92	-.02	.98
Control	16	.56	.81		

Table 4.3 shows us that there is no significant difference between the groups (0.98> 0.05). Both groups have similar vocabulary knowledge in terms of production. One group is not superior to the other group. They have similar vocabulary production background.

Scores of post-test in terms of vocabulary production are presented below:

Table 4

Differences between the Experimental and Control Groups' Learners' Vocabulary Production Levels (N=34) in Terms of their Post-test Scores

Group	N	Mean	Sd	t	p
Experimental	18	6.78	3.52	1.87	.07
Control	16	4.50	3.54		

We see in Table 4.4 that statistically there is no significant difference between the groups (0.07> 0.05).Considering the mean scores, the experimental group (M: 6.78) improved their vocabulary production level better than the control group (M: 4.50).

The same findings are also presented in Figure 4.2 below:

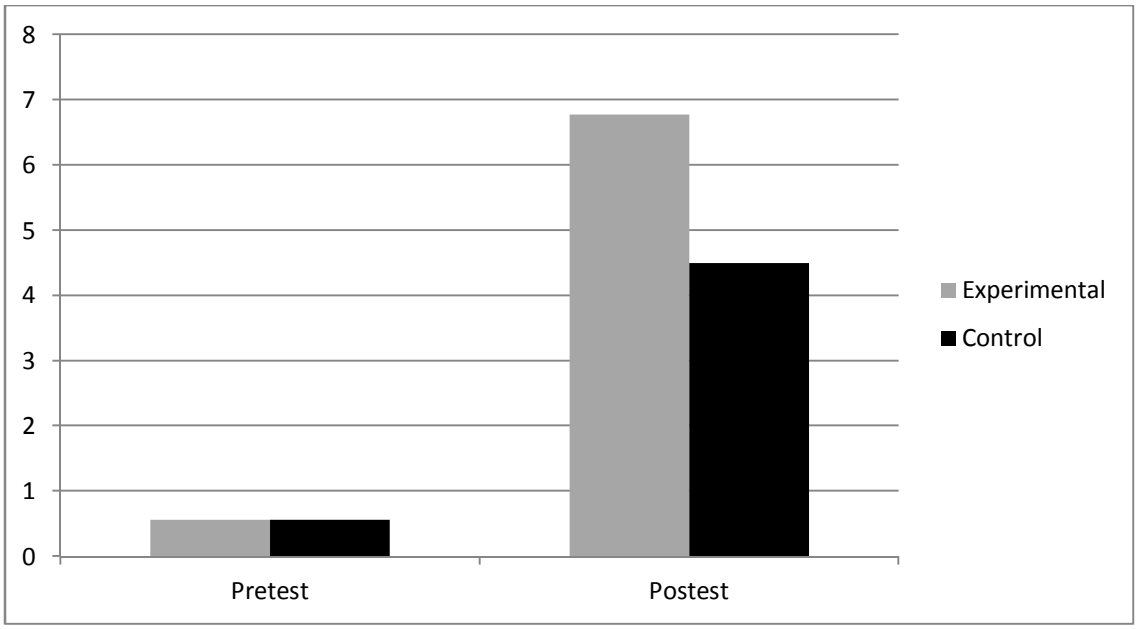


Figure 2. Mean scores of experimental and control group in vocabulary production level in pre-test and post-test

As it can be seen in Figure 2, the experimental group outperforms the control group but this difference is statistically not significant (0.07>0.05). We can claim that the participants in the experimental group were able to use the lexicon more productively and more consciously related to the main course reading passages.

The scores of the pre-test in terms of vocabulary production are presented below:

Table 5

Differences between the Experimental and Control Groups' Learners' Vocabulary Recognition Levels (N=34) in Terms of their Pre-test Scores

Group	N	Mean	Sd	t	p
Experimental	18	15.78	3.59	-1.62	.11
Control	16	17.94	4.18		

As seen in Table 5, the vocabulary recognition levels were similar to each other before the treatment started. The statistical analysis showed us that the groups are not statistically different from each other; the experimental group (M: 15.75) and the control group (M: 17.94). The control group recognized only two more lexicon items correctly than the experimental group did.

Table 6

Differences between the Experimental and Control Groups' Learners' Vocabulary Recognition Levels (N=34) in Terms of their Post-test Scores

Group	N	Mean	Sd	t	p
Experimental	18	26.67	4.17		
				1.53	.135
Control	16	23.69	6.95		

After the treatment, it is clearly seen that TPRS had a more positive effect on students' vocabulary recognition levels than the traditional method did. However, statistically this difference is not significant (0.135> 0.05). The experimental group was more successful in recognizing and knowing the meaning of English words. They improved their scores much more, though this improvement is not statistically meaningful.

The same findings are also presented in Figure 3 below:

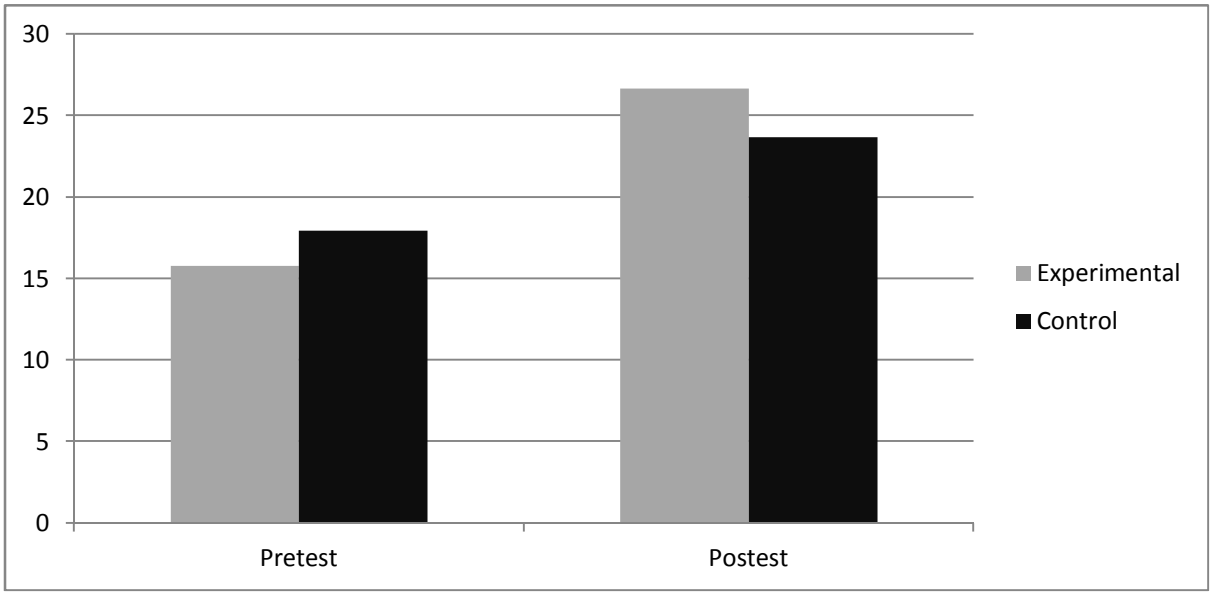


Figure 3. Mean Scores of Experimental and Control Group in Vocabulary Recognition Level in Pre-test and Post-test

According to Figure 3, although the difference between the groups is not statistically significant, the experimental group did much better than the control group in recognizing words from the context given in the pre- and post-tests.

4.3. An Overall Look at the Data

When we examine the overall results acquired from the pre-test for the experimental and control group, we see that there is no statistically significant difference in students' scores, which means that the two groups can be considered equal in terms of vocabulary knowledge and that the treatment considered may be implemented. Moreover, the posttest results reveal both groups showed improvement, though not statistically significant; the experimental group did better.

Table 7

Pre-test and Post-test Frequency Results of the Experimental and the Control Group

Group	test	Mean	p
Experimental	Pre	15.94	.106
	Post	30.06	
Control	Pre	18.25	.09
	Post	25.75	

Table 7 above presents the two groups' overall achievement scores acquired from the pre- and post-test. It is clearly seen that both groups recorded improvements in terms of vocabulary recognition and production. However, when the mean values are considered, it is seen that the students in the experimental group almost doubled their test scores in the post-test (M: 30.06) compared to the pre-test (M: 15.94). On the other hand, the control group did not show the same success. They only increased 7.5 scores in the posttest (M: 25.75) compared to the pretest (M: 18.25).

4.4. Findings Obtained from the Diaries

This section deals with the findings obtained from the students' weekly diaries. The Findings serve to shed light on the third and fourth research questions, namely:

3. What are the experimental group students' attitudes towards learning vocabulary in English during the study?
4. Does the teacher himself have any influence –negative or positive- on the students' attitudes towards the lessons and any possible change in the vocabulary knowledge of the students in the experimental group?

Week 1

13 out of 18 students wrote on their dairies that they liked the lesson and five of them declared the vice versa. The reasons they liked and did not like were listed in Table 8.

Table 8

Students' Views about the Lesson in the First week

I like the lesson because	f	*I do not like the lesson because*	f
We have fun	6	The lessons we used to have were better	2
The subject is easy	4	My teacher is too tolerant	2
My teacher has sense of humor	3	There is too much noise	2
My teacher is well-prepared	2	It is boring	1
My teacher teaches well	2	The story is not interesting	1
My teacher appreciates us.	2		
My teacher is friendly.	1		
The story is interesting	1		

An analysis of learners' reasons for liking or not liking the lesson showed that the majority of the students (13 out of 18) in the experimental group enjoyed the lesson. Having fun in the class was the reasons of six students out of 13, whereas the two factors; teacher's being friendly and interesting story, were the least favorite ones (two out of 13).

Five of the 18 students reported that they did not like the lesson and they mostly gave similar reasons: The lessons we used to have were better, There is too much noise and My teacher is too tolerant. Table 8 shows us clearly that 12 students (two of them are those who did not enjoy the lesson) give at least one reason directly related to the teacher apart from the other ones.

Week 2

In the second week, 12 of the students out of 18 reported that they liked the lesson and six of the students declared that they did not like it. The reasons underlying this preference were listed in Table 9.

Table 9

Students' Views about the Lesson in the Second Week

I like the lesson because	f	*I do not liked the lesson because*	F
We have fun	4	My teacher asks the same questions repeatedly	2
My teacher appreciates us.	3	My teacher does not give permission to answer the question	2
We learn new things.	3	It is boring	2
My teacher is well-prepared	2	My teacher asks too many questions	1
My teacher teaches well	2	The story is not interesting	1
My teacher has sense of humor	2	The lessons we used to have were better	1
The story is interesting	1		

As seen in Table 9, four students out of 12 told that they like it because they had fun in the lesson. Only one student reported that the story was interesting as a response to the question why he/she liked the lesson.

The reasons why six students did not enjoy it were that the lesson was boring, the teacher did not let them answer questions and repetition of the questions bored them.

As clearly seen in Table 9, 11 students (two of them are not in favor of the new method) give at least one reason directly related to the teacher.

Week 3

The third week is very different from the first two week as seen in Table 10. For the first time, those who did not like the lesson (11 out of 18) outnumbered those who liked it (seven out of 18). The reasons underlying this preference were listed in Table 10.

Table 10

Students' Views about the Lesson in the Third Week

I like the lesson because	f	*I do not like the lesson because*	F
We have fun	5	My teacher asks too many questions	10
The story is interesting	2	My teacher asks the same questions repeatedly	10
My teacher has sense of humor	1	It is boring	6
My teacher is well-prepared	1	My teacher does not give permission to answer the question	4
My teacher teaches well	1	The story is not interesting	2
		The lessons we used to have were better	1
		There is too much noise	1

As clear in Table 10, the main reasons for not liking it were that too many questions were asked (10 out of 11) and the repetition of questions bored them (10 out of 11). Only one student declared that there was too much noise.

Five of the student wrote on their diaries that they had fun in the lesson (five out of seven). "My teacher has sense of humor" (one out of seven), "My teacher is well-prepared" (one out of seven) and "My teacher teaches well" (one out of seven) were the least written reasons for liking the lesson.

This week, seven students (four of them are not in favor of the lesson) give at least one reason directly related to the teacher.

Week 4

In the fourth week, 12 students out of 18 wrote on their diaries that they liked the lesson and six of them stated that they did not. The reasons underlying this preference were listed in Table 11.

Table 11

Students' Views about the Lesson in in the Fourth Week

I like the lesson because	f	*I do not like the lesson because*	f
We have fun	7	The story is not interesting	3
The story is interesting	6	I am not a part of the story	3
We learn new things	6	It is boring	2
My teacher is well-prepared	2	There is too much noise	1
The subject is easy	2	My teacher does not give permission to answer the question	1
My teacher has sense of humor	1	I am a part of the story	1

We can see in Table 11 that the majority of students (seven out of 12) declared that one of the reasons they liked about the lesson is having fun. The factors interesting story (six out of 12) and learning new things (six out of 12) follow. Only one student states that the teacher's sense of humor affected him to like the lesson.

On the other hand, the factors not interesting story (three out of six) and not being part of the story (three out of six) are the leading reasons that affected the student not liking the lesson. Ironically, being part of the story is also a factor that affected the student not liking the lesson. Three students expressed that they did not like to see their names in the story because they got attention in the class, they were afraid that their friends might make fun of them although nothing embarrassing was in the story.

One student reported the vice versa. She said that if the teacher had written her name in the story, she would have drawn the attention of class and her friends and she had much more fun.

That week the teacher's role in affecting the students' preference was less than the previous week (Four students, three of them were pleased with the lesson).

Week 5

The last week of the treatment was extraordinary. In that week 16 students reported that they were happy with the lesson and only two students reported that they were not okay with it. The reasons underlying this preference were listed in Table 12.

Table 12

Students' Views about the Lesson in the Fifth Week

I like the lesson because	f	*I do not like the lesson because*	f
The story is interesting	10	My teacher asks too many questions	2
We have fun	8	My teacher asks the same questions repeatedly	2
The teacher is well-prepared	4	I am not a part of the story	1
My friends are active in the class	2	My teacher does not give permission to answer the question to answer	1
Learn new things	1		
Teacher's sense of humor	1		

Table 12 clearly shows that, an interesting story comes to the top of the list in the last week with the declaration of 10 students out of 16. Having fun is the second reason why the students like the lesson. The least favorite reason is the factor related to the teacher's sense of humor.

On the other hand, the factors "My teacher asks too many questions" and "My teacher asks the same questions repeatedly" comes at the top of the list showing why the two students did not like the lesson.

Six students' reasons (one being not pleased with the lesson) were directly related to the teacher in the last week of the treatment.

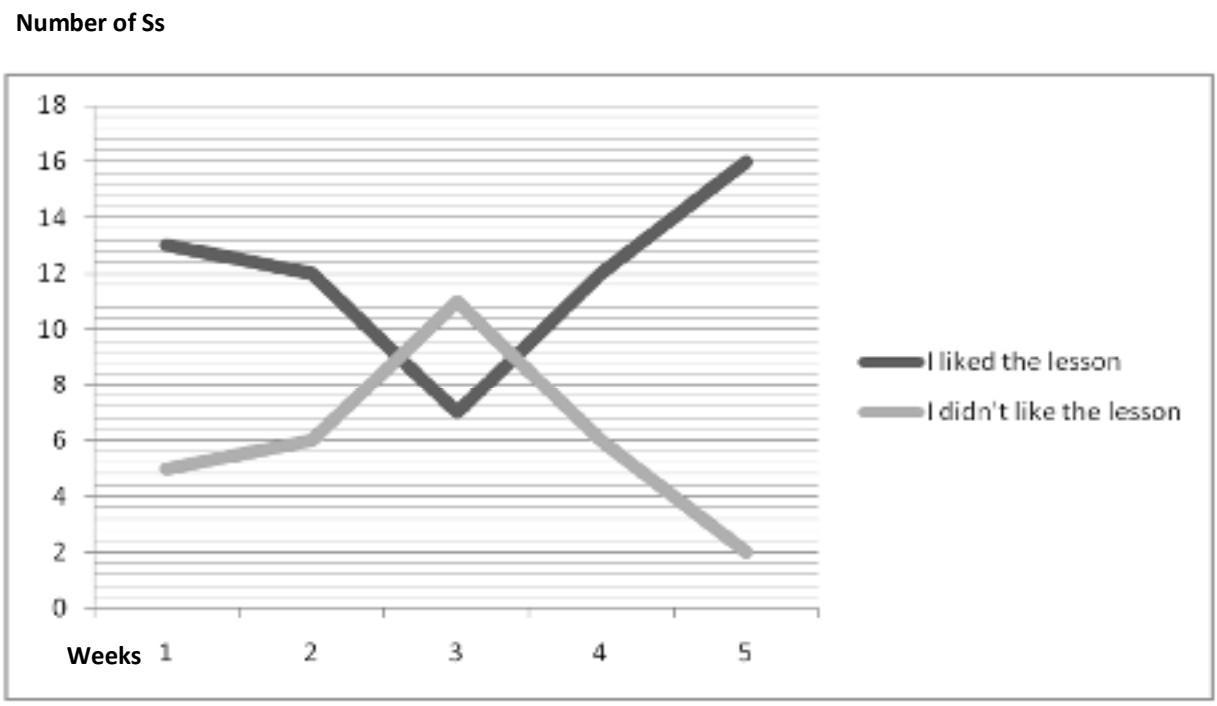


Figure 4. Students' reactions towards the lesson during the treatment

As seen in Figure 4.4 above; at the start of the treatment, more than half of the students (12 out of 18) liked the lesson, the new method, the story told in the class or the way the teacher taught. However, after that week, the attitudes of the students started to change. After the first impression had faded, the number of students who were pleased with the lesson started to decrease and more negative attitudes were recorded. This negative attitude increased in the third week and more than half of the students (11 out of 18) reported they were not happy with the lesson. In contrast, in the fourth week, the results turned out differently and the number of the students who were pleased with the lesson remarkably increased. An overwhelming majority of the students (16 out of 18) reported they were happy with the lesson.

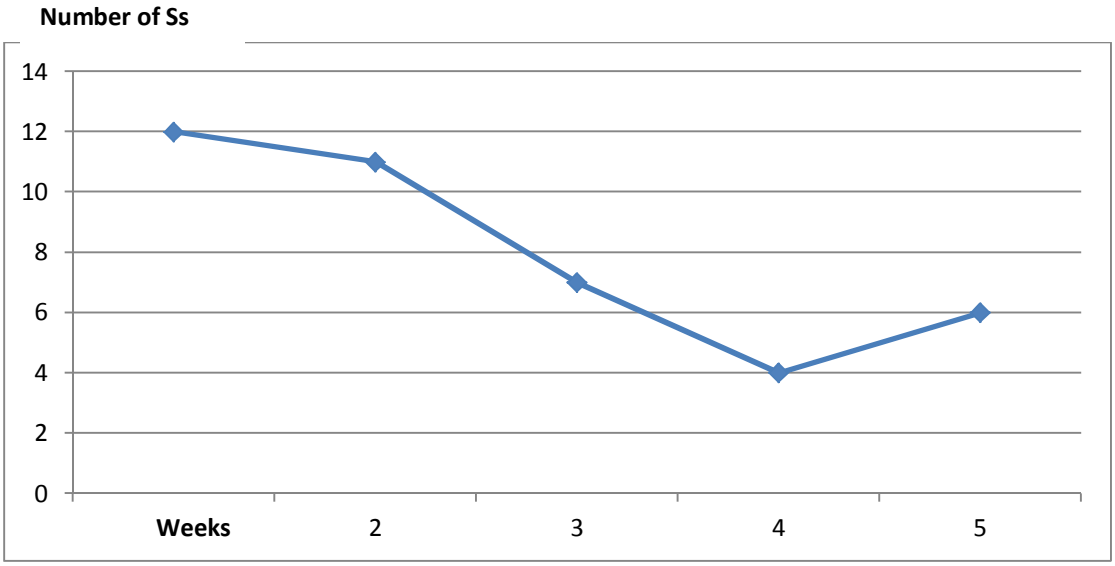


Figure 5. Teacher's effect in students' reactions towards the lesson during the treatment

Figure 5 shows how much the teacher affected students' liking or not liking the lesson. It is clear in Figure 5 that in the first week more than half of the students (12 out of18) reported that at least one reason related to the teacher. This influence –good or bad- diminished gradually and reached its bottom in the fourth week. Only 4 students out of 18 wrote at least one reason related to the teacher. In the last week this number increased (six out of 18) a little but most of the students (12 out of 18) did not report any reason that affected their preference in liking or not liking the lesson.

Figure 5 above shows that the results pertaining to the influence of the teacher on the students' attitudes throughout the treatment and their achievement in the vocabulary tests. The figure clearly shows that the number of the students who gave reasons relating to the teacher why they liked or did not like the lesson decreased through week 4. However we see a slight increase concerning the teacher's influence on the students' reasons. The teacher did not directly influence the students' views about the lesson.

CHAPTER 5

DISCUSSION AND CONCLUSION

This study investigated the possible role of TPRS in vocabulary teaching to the 5th grade. This section will discuss the findings on the basis of the research questions:

1. Is there a difference between the vocabulary knowledge of the students' in the experimental and that of the students in the control group at the end of the study?
2. Does the use of TPRS for teaching vocabulary make any change in the vocabulary knowledge of the students in the experimental group?

The analysis of the vocabulary pre-tests showed that, before the TPRS, the experimental and control groups did not differ significantly in their target vocabulary knowledge. These two groups were similar both in their ability to comprehend and use the target words.

The analyses of the post-test results indicated that statistically no significant differences were recorded between the experimental and control group learners in terms of their knowledge of the target vocabulary after the treatment. Although the level of vocabulary knowledge of the experimental group students came out to be the better than that of the control group's students, this difference could not be proven by the statistical analysis. In other words, TPRS appeared to have an impact on learners' vocabulary but not sufficiently.

The results obtained from the data collection tools showed that TPRS method applied did not seem to work better than the traditional method in students' comprehending and producing vocabulary items. All scores for TPRS method show that students answered the questions and produce vocabulary a little better than the control group. The gap between the two groups is not enough to prove that TPRS is more effective than the traditional method to teach vocabulary in English.

Further analyses of the post- test results revealed that the experimental group did better at both the production level and the recognition level. At the production level, in

spite of the fact that they had the same results in the pre-test, the experimental group did better than the other one in the post-test. In other words, TPRS helped to enhance productive vocabulary knowledge of learners better than the traditional method did. At the recognition level, despite the fact that the experimental fell behind the control group in pre-test, the TPRS method helped them to perform better in receiving and identifying the vocabulary than the traditional one and they outperformed the control group.

This evidence could be attributed to the fact that in the experimental group, the target words were introduced in meaningful contexts through pictures and storytelling. Throughout the study, those students had multiple exposures to the target words in natural contexts. The learners in this group were introduced to each word first through acting, then in storytelling and later by answering many different and repeated questions about the story. Thus repeated encounters and usage of the words repeatedly may have led to better retention and a better sense of how words are used. In addition to multiple exposures, the learners also had a rich, wide range of information about each vocabulary item such as meaning, form, different usage, etc… and this led to a better understanding of the vocabulary item.

Besides, the students in the experimental group who had TPRS instruction participated more in the learning process. Active participation was beneficial to memorizing and learning the use of the target vocabulary items. The vocabulary tasks demanded accurate and appropriate use of the new words of the target language. The more the learners heard and used the vocabulary, the deeper they processed the vocabulary which helped them to identify the words and grasped the meaning much better than in a traditional method. In this respect, the role of the teacher gains importance. In the TPRS method, the teacher has very important responsibility. He directs the students, asks the necessary questions about the story in different ways, and helps them to associate the words with acting and pictures in their mind while telling the story. In this case, in teaching the new vocabulary, the teacher provided opportunities to the students in the experimental group where they could explore the meaning and use of vocabulary items by themselves. In other words, they are not passive learners, but active participants in their own learning. However, in this case all these positive contributions of TPRS does not seem to change the fact that the students exposed to TPRS instruction could not outperform the students taught by the traditional method.

This section will discuss the findings on the basis of the research questions:

3. What are the experimental group students' attitudes towards learning vocabulary in English during the study?
4. Does the teacher himself have any influence –negative or positive- on the students' attitudes towards the lessons and any possible change in the vocabulary knowledge of the students in the experimental group?

As opposed to the findings showing no statistically significant vocabulary gains, the findings from the diaries showed a more interesting picture. In the first week, for most students, the teacher played an important role in their liking or not the lesson. They did not pay attention to the story or questions but mostly to the teacher's personality. Week by week, this attention shifted from the teacher to the method, the way the teacher presented it. This helped the researcher to get more realistic results about students' feelings about TPRS. Most students reported that they were having fun while reading the story but not very pleased with being asked too many questions. They sometimes asked the teacher not to ask questions but just to read the story. Repetitive and too many questions might have had a negative effect on students and this could be considered a negative aspect of TPRS. Some of the students reported they were used to the traditional method and they claimed they did perform much better in that method. As the students got used to TPRS, they started to like it, especially in the last two weeks. This could stem from the stories or their getting used to the method, but the last two weeks, they reported that they had fun, the subjects covered were easy and that they learned new things. It seems that the students had been taught by the traditional method before they were exposed to the treatment. Therefore, such a change in the teaching method through the use of TPRS might lead the students to have negative besides positive attitudes toward what was implemented.

CHAPTER 6

IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

The findings of the study offer several implications for second language teaching in general and vocabulary teaching in specific. The study showed that it is possible for students to have fun and learn simultaneously in classes. Thus, the teachers need to encourage students and make lesson plans according to this premise. To do this, teachers should consider students and their needs and should not consider students as little people without needs.

Drawing on this conceptualization, YL teachers should be trained in a more student-centered way. This training could be given at the universities or at schools as seminars. They should be familiar with a class atmosphere in which both students and teachers feel unstressed and unintimidated. Teachers should be aware of the fact that if the students put a distance between themselves and lesson emotionally, it will be hard to get the students to embrace the lesson again.

The study also showed that the time allocated to English lesson is not sufficient for young learners to learn English. Since they are in the boundaries of the critical age, three hours a week do not help them to become familiar with English and this does not help their acquire it. English lesson hours should be increased enough to help them internalize the language and get ready to be involved in English lessons. The Ministry of Education should support the increase of the English lesson hours as a means to grow more native-like students.

This study showed us the importance of mini-stories while teaching English and vocabulary. Some mini-stories that attract the students' attention at this age should be contained in student course books. The stories should be supported with colorful pictures. The teachers can also bring some mini-stories with pictures to the class modifying the stories for the students. Teachers need to be encouraged to use stories in the lesson and if it is possible, English classes should be allocated so that the teacher can organize the class easily according to the students. Teachers in the same school could cooperate on the stories at break times. A room in one of the schools can be

chosen as the working office where teachers can come together, exchange ideas, learn, and contribute to each other's learning.

Last but not the least, in the TPRS method, after or during reading, questions asked to the students should be limited. Constant and repetitive questions hinder the students getting pleasure from the reading and the lesson. So, diminishing the number of questions will help students enjoy the story and the lesson. During comprehension checks, asking them to give answers using body language, using pictures or realia will make the lesson more enjoyable.

It should be accepted that TPRS is different and a little more effective than the traditional method. It is practical, fun and easy to implement in some ways. However, it is necessary to investigate and learn it thoroughly. In a traditional passive class, the teacher explains every language point in detail and students take note. They continually memorize the words and translate the reading passages as homework. This is a monotonous process and the students are not pleased with the lesson most of the time. There is no opportunity to be active in class, have fun and internalize the lesson. The children get bored gradually by the inappropriate choice of this teaching method and the pressure of the tests. Thus, teachers fail to attract the students' interest. If the students are not interested in something, it is forgotten in a short time and fails.

This method is based on students being active all the time. If children are interested in the lesson, they will pay attention and learn quickly and easily. In TPRS, teachers prepare some interesting stories. In these stories, teacher includes students and their lives in the story. Students find themselves in them and like it very much. This leads to students' interest in the lesson. Also, considering their age and activeness, this method allows them act, jump, and move in the class. In other words, the method benefits from children's activeness. In this method, not forcing students to talk until they feel ready is one of the important factors. In this way, students do not develop negative feelings towards English at the beginning and they do not get anxious, stressed in the lessons.

Reading stories also improves students' comprehension and enhance their vocabulary knowledge with the help of imagining the story in their mind and the gestures done by the teacher in class. Since, young learners are eager to listen to or read stories and talk about their lives, the TPRS method combines all of these things.

Teachers come up with stories based on the students' lives, and try to attract the students.

Apart from TPRS benefits, there are some points to consider. While using TPRS, the students exposed to this method could not outperform those exposed to the traditional method. First of all, teachers need to know the basic principles of the TPR method. They need to know how they should write a story about a subject and include lots of details in it, such as the students, their level of vocabulary, grammatical structures, and things that interest the students. They should know how to implement the method in class and so on. This method requires many more things compared to the traditional method. The teacher should be energetic, enthusiastic and patient. He should do the actions in front of the class, do different, unusual things to keep the vocabulary in their minds and make up different and crazy stories. He needs to be creative and active. Since it requires so many things, many teachers may be challenged by the method and many teachers especially after certain age, they may fail to do all these requirements.

The second point is that there are too many questions asked to the students during and after the stories. The students are active and energetic but they may not like to think too much on the questions and on the details. They are interested in the here and now and they do not like the details of the story. They do not like to keep in mind the entire story. They may like the acting and having fun part, but they may not like the tedious questions part. The teacher can easily lose the students' interest at this point and there would be no difference between this method and the traditional one. Thus it is suggested the question minimal and ask easy questions. Day by day, the questions and the level of difficulty of the questions can be increased. Students' enthusiasm and energy shouldn't be spoiled by boring questions.

The third point is that TPRS is not effective in crowded classes. This method works on the basis of practice of giving commands and asking questions about the story associated to students' lives. Too many students in one class will make it harder to implement. Also, in a class, there may be good students and there may be insufficient students. This method suggests that all students have to understand and the teacher should keep pace with the slowest student in class. If the teacher tries to reach out to one student, he may lose much time leading to other students losing their interest in the lesson. Especially in big classes, the teacher may have classroom issues. Dividing the

students into ten students each class can be helpful, but this seems impossible in state schools.

A further point to consider is that this method is different and students need time to adapt to it. They need to get use to the stories; jumping, dancing, and moving in the class. They need to know they are both having fun and learning new things. They need some time to see their teacher doing crazy things in the class, miming the animals and miming the story. They need to see their friends rolling on the floor, hand springing in the class in front of a teacher and play games with the teacher. For that reason, short period is not enough to implement this method. Students have other lessons and they have only three hours of English lesson in a week. They have different kind of teachers and they have little opportunity to adapt to this kind of teaching in a short time. It is advised that in order to conduct such a research, at least more than two months is required.

Finally, the hours of English lesson is so limited. The students in the study had lessons for thirty hours in a week and they had English only for three hours. They need to be exposed to the target language as much as possible and they need lots of comprehensible input according to Krashen (1987). Teacher need to give the vocabulary, act according to the TPR method and then tell a story. These processes take lots of time and definitely three hours a week is not sufficient. At least six hours would help a teacher implement and see the benefits of it. If the conditions given above are provided, the results of the study can be more promising for TPRS.

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APPENDICES

APPENDIX 1. (Pre-Post) Test

Part 1

-15 questions-

Look and read. Put a tick (✓) or a cross (X) in the box. For the crosses (X) write the correct words.

Examples:



This is a flower. ☑



This is a chair. (D ☒)

Questions

1. 

This is an eraser. ☐

2.  This is glue. ☐

3.  This is a ruler. ☐

4.  This is a pencil case. ☐

5.  These are scissors. ☐

6. 

This is a crayon. ☐

7.  These are pencil sharpeners. ☐

8.  This is a palette. ☐

9.  These are books. ☐

10.  This is a paper clip. ☐

11.  This is a hat. ☐

12.  This is an umbrella. ☐

13.  This is a kangaroo. ☐

14.  This is a stationary. ☐

15.  This is a cow. ☐

Part 2

-6 questions-

Look at the pictures. Look at the letters. Write the words.

Example:



B_A_S K_E T_B

A	B	L	L	B	T	E	K	A	S

A_L _L

1. 

_ _ _ _ _ _ _ _ _ _ _ _

P	Y	A	L

N	I	S	N	T	E

2. 

_ _ _ _ _ _ _ _ _ _

L	E	P	F	G	O	A	R

3. 

_ _ _ _ _ _ _ _

P	O	H	S	O	T	C	H	C

4. 

_ _ _ _ | N | D | H | A | P | G | I | N | R | S |

_ _ _ _ _

5. 

_ _ _ _ _ | B | N | D | E | | R | V | E | O |

_ _ _

6. 

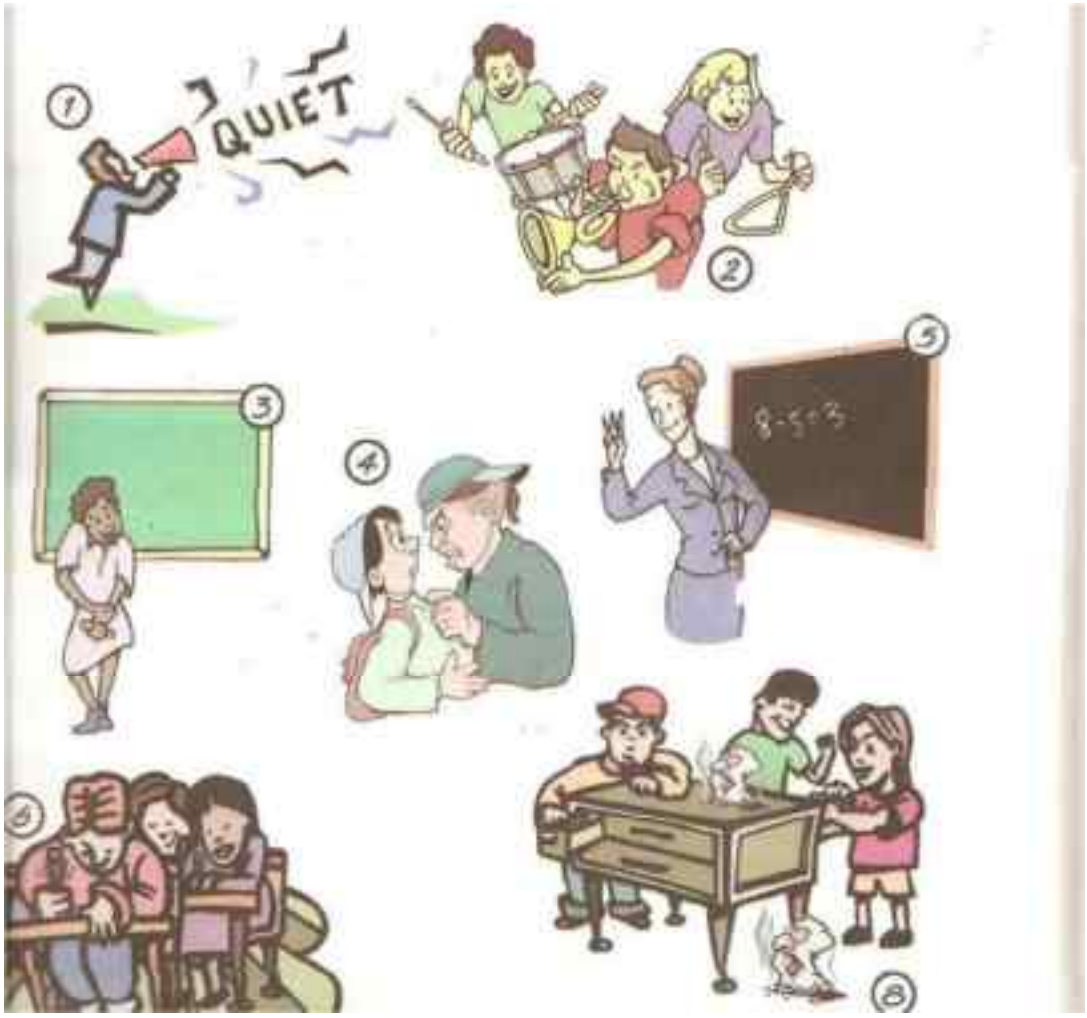
_ _ _ _ | T | F | I | L | | E | W | I | T | H | G |

_ _ _ _ _

Part 3

-7 questions-

Look at the pictures and match them with the sentences below.



1.	a. Don't fight.
2.	b. Keep the classroom tidy.
3.	c. Don't cheat in the exam.
4.	d. Don't make noise.
5.	e. Be quiet.
6.	f. Keep the board clean.
7.	g. Listen to the teacher carefully.

Part 4

-12 questions-

Look and read. Write True (T) or False (F)

Example:



She is writing.

…True……..

1. 

He is bringing a cup of water.

…….

2. 

He is putting his books into his school bag.

……..

3.  The teacher is giving a book to the student. …….

4.  He is thirsty. He needs a bottle of water. …….

5.  She is buying a T-shirt.

…….



6. The cat is jumping.

…….



7. He is catching the ball.

……..



8. The bird is flying.

……

9.  The cat is climbing up the tree. ……..

10.  He is riding a horse.

……..

11.  She is swimming.

…….

12.  He is hungry.

…….

APPENDIX 2. LESSON PLANS FOR TPRS VOCABULARY INSTRUCTION

1. Week LESSON PLAN

Title of lesson : School Life: Classroom Rules

Student Profile : 5th grade students

Skills to be emphasized : Speaking, Listening, Reading

Content Vocabulary

Be quiet!

Don't make noise!

Keep the board clean!

Don't fight!

Listen to the teacher!

Don't cheat in the exam

Keep the board clean!

Don't run in the class'

Objectives

- To learn classroom rules
- To learn new vocabulary and vocabulary chunks.
- To be able to use new vocabulary in their own lives.
- To guess the meaning of the sentences/ words from the context

Materials : Textbook, board,

Warm-up

- Introduce the topic of the lesson and ask the students to tell a few classroom rules in the native

language.

- Ask them why the rules are important
- Write the rules on the board one by one and translate them into Turkish.
- Pronounce the chunks and teach a gesture to signify each chunk. (e.g. : For the rule "Be Quiet", decrease your voice and put your index finger on your mouth and pronounce quietly)
- Explain the meaning of the chunk in English and why you choose this gesture. (e.g: Give an example of the picture of a nurse in the hospital.)

Practice the Vocabulary :

- Use Total Physical Response to teach the vocabulary; ask students to do the actions of the classroom rules. First you give the commands, then pick one student to do that.
- Model gestures. Delay modeling. And remove modeling.
- Model the action while modeling. Soon stop it and students are left to respond to the commands on their own.
- Rearrange the commands into new combinations (Listen to your desk carefully, Keep your shoes clean etc…)
- Give individual and group commands using the words or phrases: chain commands (give commands quickly), novel commands (make new combinations of actions), play commands (give

	silly commands like; Listen to your hand carefully, fight the board, keep the teacher clean, don't cheat on the board etc…), three ring circus (Ayşe make noise; Ali clean the board; Haluk, don't cheat, who is making noise? Is Haluk cheating?...) - Ask personalized questions using the vocabulary (Kadir, do you like making noise in the class?, Sevda, Do you like listening to the teacher?) - Read the mini-story involving new vocabulary (Dursun is a teacher. He loves his students very much. He goes to his class. But the students are making noise. He is upset.) Ask questions during the story and after it. Who is upset? Why? Who is Dursun? Who loves his students? What are the students doing? Ask different question for each sentence. - Partners practice vocabulary with gestures
Assess acquisition of vocabulary	- Eyes closed test - Picture to word Quiz - English to Turkish matching quiz

2. Week LESSON PLAN

Title of the Lesson : Classroom Rules

Student Profile : 5th Grade

Skills to be emphasized : Vocabulary, Listening, speaking

Objectives :

- To practice classroom rules
- To learn new vocabulary and vocabulary chunks.
- To be able to use new vocabulary on their own lives.
- To guess the meaning of the sentences/ words from the context

Materials : Lesson book, board

Warm-up : - Review the previous lesson

- Ask one or more students do the actions about the classroom rules.
- Write the new vocabulary on the board and translate them in to Turkish.
- Pronounce them and associate them with the gestures.
- Explain the meaning of the words in English and why you choose it.

Vocabulary : bring, put, and give, eraser, pencil case, raincoat, cap, scissors, and glue, crayon

Practice the Vocabulary : - Use TPR to teach the vocabulary; ask the students do the actions of the words. First you give the commands, and then pick one to do that.

- Model gestures, delay modeling and remove modeling.

- Rearrange the commands into new combinations. (Bring pencil case, give me a raincoat, put eraser on the scissors etc ….)
- Give individual and group commands using words or phrases: chain commands (give commands quickly), novel commands (make new combinations of actions), play commands, give silly commands like; give pencil case to the cap, put scissors on cap, bring eraser to the raincoat etc….), three ring circus (Ayça is putting raincoat, Nisanur is giving scissors to Gönül, Kadir is bringing cap to the teacher; who is putting raincoat, Is Nisanur giving scissors to Gönül? etc….)
- Ask personalized questions using vocabulary (Kezban, what color is your raincoat? , Furkan, Where is your scissors? Haluk, How much is your pencil?
- Read the mini-story involving new vocabulary; ask different and a few questions for a sentence. (Who is Tweety? What is Tweety?, Where are they? What are they doing?)
- Partners practice vocabulary with gestures

Assess acquisition of vocabulary

- Eyes closed test
- Picture to word Quiz
- English to Turkish matching quiz

3. WEEK LESSON PLAN

Title of the lesson : School Stores: Stationary Store

Student Profile : 5th Grade

Skills to be emphasized : Vocabulary, Listening, Speaking

Objectives :

- To learn new vocabulary and vocabulary chunks.
- To be able to use new vocabulary on their own lives.
- To guess the meaning of the sentences/ words from the context
- To learn words about stationary store

Materials : School book, stationary items (pencil sharpener, file folder, ruler, palette, crayon, bookcase, paper clips etc…)

Vocabulary : pencil sharpener, file folder, ruler, palette, , bookcase, paper clip, need, stationary, horse, kangaroo

Warm-up : -Ask them to put what they have in their school bag on their desk

- Ask if they know or remember any of the stationary items on the desk.
- Allow a few students say what they already know.
- Inform them they will learn the rest of stationary items.
- Write the new words on the board and show the stationary items.
- Pronounce them loudly

Practice the vocabulary :

- TPR to teach the vocabulary; first you give the commands and show the items then ask them to do the same
- Model the gestures, delay modeling and remove it.
- Give individual and group commands using words or phrases: chain commands (give commands quickly), novel commands (make new combinations of actions), play commands, give silly commands like; sit on the file folder, smile at the crayon, eat pencil sharpener etc… three ring circus (Seda, bring me pencil case, Doğanur put palette in your school bag, Sema, give me two rulers; Who is bringing pencilcase, Who is giving me two rulers? etc…
- Ask personalized questions using vocabulary (Selma; have you got a palette, Ayça, what color is your filefolder? ….
- Read the mini-sitiations involving new vocabulary (Ayşe is in the stationary store and she has 5 tl .She needs a pencil sharpener, two erasers and ten paper clips. A pencil sharpener is 2 tl……) ask a few questions for each sentence. Who is in the stationary store? Where is Ayşe. How much has she got? ……
- Read the mini-story "Helpful kangaroo". Ask questions during the story after every detail (How old is Nisa? How does she go to school? Where does she go by bus?).
- Partners practice vocabulary with gestures and showing the items

Assess acquisition of vocabulary

- Eyes closed test
- Picture to word Quiz
- English to Turkish matching quiz

4. WEEK LESSON PLAN

Title of lesson	Unit 5-Physical Education
Student Profile	5th grade students
Skills to be emphasized	Listening – Speaking –Reading
Vocabulary	play tennis, leapfrog, hopscotch, handspring, bend over, lift weight, swimming, ride a horse
Objectives	By the end of the lesson students should be able to: ➢ Learn new vocabulary and vocabulary chunks ➢ Be able to use new vocabulary in their own lives. ➢ guess the meaning of the sentences/ words from the context ➢ learn new words about physical education ➢ aware of the differences of physical education body movements
Materials	Computer, projector, board, school book, pictures,
Warm-up	1. revise the previous lesson 2. Ask if they remember the previous story. Help them make a few sentences from the story. 3. Tell them this leson's topic and ask what they do in the physical education lesson 4. Revise the vocabulary by miming the feeling and having them says the word.

Practice	TPR to teach the vocabulary; first you give the commands and show the items then ask them to do the same Model the gestures, delay modeling and remove it. Give individual and group commands using words or phrases: chain commands (give commands quickly), novel commands (make new combinations of actions), play commands, give silly commands like; sit on the file folder, smile at the crayon, eat pencil sharpener etc… three ring circus (Seda, leapfrog, Caner play hopscotch, Şevki do handspring etc…. Who is playing hopscotch, Who is leapfrogging? etc… Ask personalized questions using vocabulary (Selma; can you jump high?, Haluk, can you ride a bicycle? etc…) Read the story "Duello" involving new vocabulary Ask them a few and different questions about each detail. (Where are they?, Who are they? What are they doing?) Let them guess how they think the story ended. Elicit oral answers. Read the rest of the story. Ask questions to check comprehension e.g. Where is Selma? Does She like play tennis? Who is Furkan?) Turn back of the story if necessary.
Assess acquisition of vocabulary	- Eyes closed test - Picture to word Quiz - English to Turkish matching quiz

5. WEEK LESSON PLAN

Title of the Lesson : Classroom Rules

Student Profile : 5th Grade

Skills to be emphasized : Vocabulary, Listening, speaking

Objectives :

- Learn new vocabulary and vocabulary chunks
- Be able to use new vocabulary in their own lives.
- guess the meaning of the sentences/ words from the context
- To guess the meaning of the sentences/ words from the context
- Learn new vocabulary

Materials : Lesson book, board, computer, projector

Warm-up :

- Revise the previous lesson
- Ask if they remember the previous story. Help them make a few sentences from the story.
- Tell them this lesson's topic and write the new vocabulary on the board and translate them in to Turkish.
- Pronounce them and associate them with the gestures.
- Explain the meaning of the words in English and why you choose it.

Vocabulary : Hungry, Thirsty, Buy, Jump up high, Catch the ball throw the ball, Fly, Climb the tree, Hopscotch

Practice the Vocabulary : - Use TPR to teach the vocabulary; ask the students do the actions of the words. First you give the commands, and then pick one to do that.

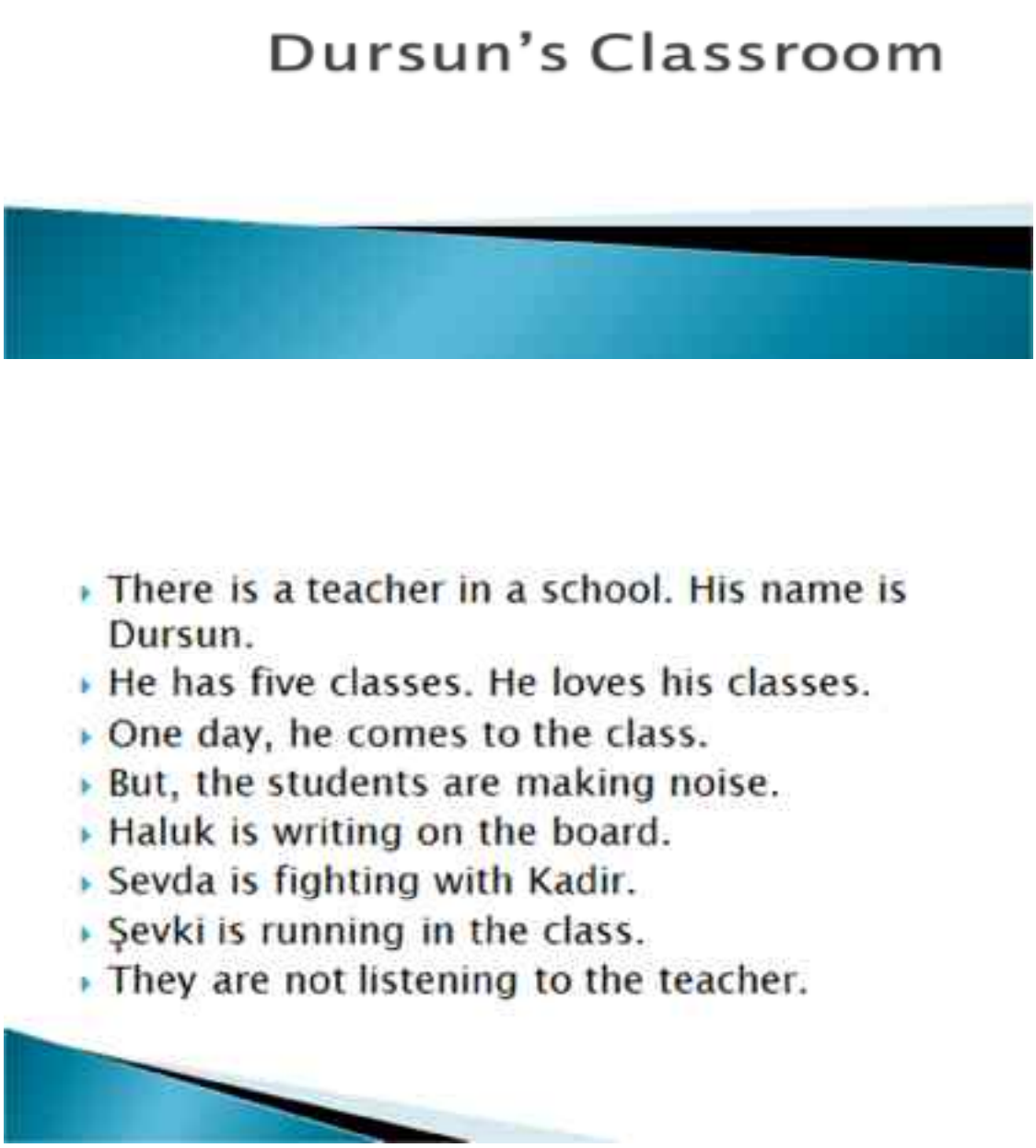
- Model gestures, delay modeling and remove modeling.
- Rearrange the commands into new combinations. (Bring pencil case, give me a raincoat, put eraser on the scissors etc ….)
- Give individual and group commands using words or phrases: chain commands (give commands quickly), novel commands (make new combinations of actions), play commands, give silly commands like; give pencil case to the cap, put scissors on cap, bring eraser to the raincoat etc….), three ring circus (Ayça is playing hopscotch, Nisanur is catching the ball, Kadir is jumping up high; who is catching the ball, Is Nisanur playing hopscotch? etc….)
- Ask personalized questions using vocabulary (Kezban, what color is your ball? , Furkan, are you hungry? Haluk, can a horse fly?
- Read The story "Parrot and Monkey" involving the new vocabulary; ask different and many questions (Where are they? When do they play hopscotch? What do they do at weekends? Who play hopscotch at weekends? etc…).
- Let them guess how they think the story ended. Elicit oral answers.
- Read the rest of the story. Ask questions to check comprehension.
- Turn back of the story if necessary.

Assess acquisition of vocabulary

- Eyes closed test
- Picture to word Quiz
- English to Turkish matching quiz

APPENDIX 3. SHORT STORIES

Story 1



- The teacher says: "Be quiet!"
- They don't listen
- He says to haluk "Keep the board clean"
- Haluk doesn't listen
- He says to Sevda "Don't fight"
- She doesn't listen
- He says to Şevki "Don't run in the class"
- He doesn't listen



- He says the class : "Don't make noise"
- They don't listen

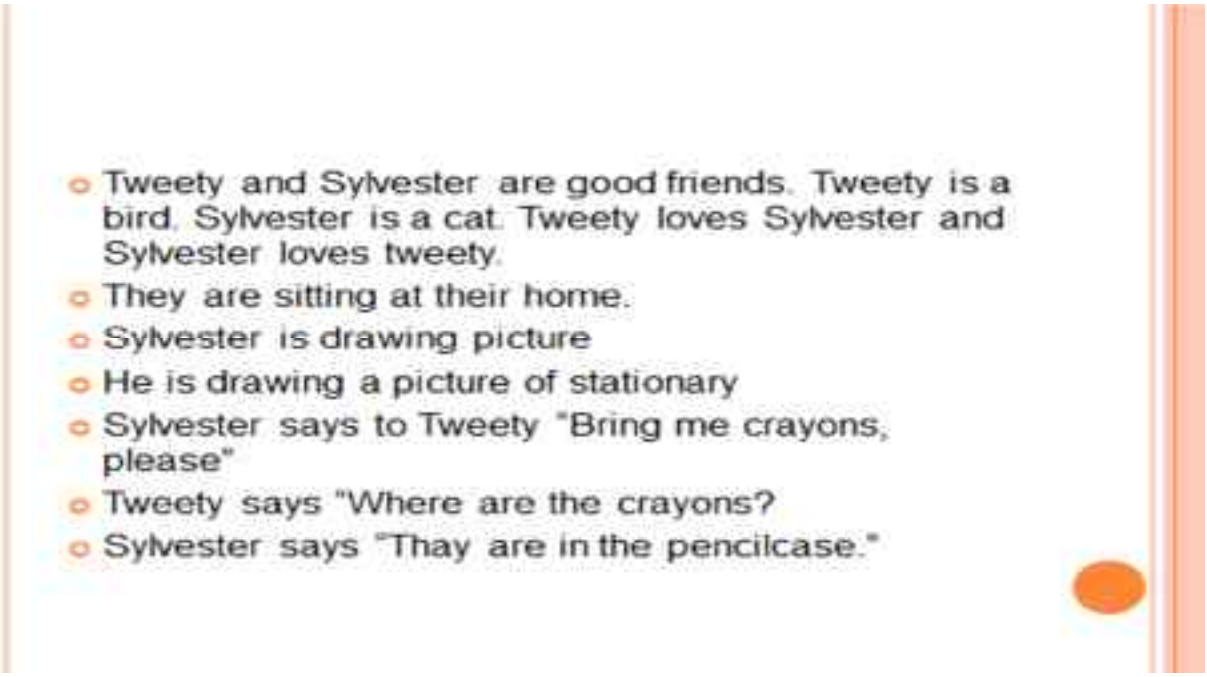


- He says "We have an exam"
- The students says "Ohhh, nooooooo"
- He says "Don't cheat in the exam"
- They don't listen
- Finally, the teacher is angry, and he shouts " Listen to the teacher"
- They listen ☺☺☺☺☺☺☺☺☺☺



Story 2


TWEETY AND SYLVESTER


Tweety and Sylvester are good friends. Tweety is a bird. Sylvester is a cat. Tweety loves Sylvester and Sylvester loves tweety.
They are sitting at their home.
Sylvester is drawing picture
He is drawing a picture of stationary
Sylvester says to Tweety "Bring me crayons, please"
Tweety says "Where are the crayons?
Sylvester says "Thay are in the pencilcase."

- Tweety brings the crayons
- Sylvester says "Give me my scissors"
- Tweety: Where are they?
- Sylvester: they are in the school bag.
- Tweety gives scissors to the cat.
- Sylvester: give me the glue

- Tweety gets excited
- Sylvester finish the picture and there is a bird and a cat in the picture
- Tweety is angry and asks: What is this?
- Sylvester : This is you and me in the park. And I am eating you!!1
- Tweety sart to fly and Sylvester runs after her☺

Story 3



There is a little girl.
She is very cute. Her name is Nisa Nur.
She is ten years old.
She is a kangroo.
She goes to school every morning.
She goes to school by car.
One day, she walks to school.



The school is near the forest.

She goes to forest.

She saw a horse.

His name is .....

He is sorry.

Nisanur ask: Why are you sorry?



I don't have a ruler. I lost it. I need a ruler.

Ok. Be quiet. Here you are. I am giving you my ruler.

The horse is happy. He says «thank you, thank you»

The horse goes to his school.

Nisanur walks to her school.



She sees a rabbit. Her name is Gönül.

Nisanur says: Why are you sorry?

Gönül says: I don't have file folder and palette. The teacher will get angry.

Nisanur. Ok. Be quiet. Here you are. I am giving you my file folder and my palette.

Gönül is happy. She says: «thank you, thank you!!!»



Nisanur walks to her school, Gönül walks to her school.

Nisanur sees a turtle. His name is Mehmet Ali.

He is sorry.

Nisanur ask:Why are you sorry?

He says: I don't have a paper clip and pencil sharpener. I need a paper clip and pencil sharpener.



She says: Ok. Be quiet. Here you are!.I am giving you my paper clip and my pencil sharpener.

Mehmet ali is happy and he goes to his school.

Nisanur comes to school. She opens her school bag and she sees it is empty.

She is sorry.



She says: Where is the stationary?

The teacher says : there is no stationary.

Nisanur says But I need pencil sharpener, file folder, ruler, palette and paper clip.

The teacher says: Ok. Be quiet. They are in the bookcase. I am giving them to you.

She says «thank you thank you» And Nisanur is happy😊😊😊😊😊😊😊😊😊😊😊



Story 4


DUELLO


There is a beautiful girl. Her name is Selma.
She lives in England.
She likes doing sports
After school, she play tennis near the river.

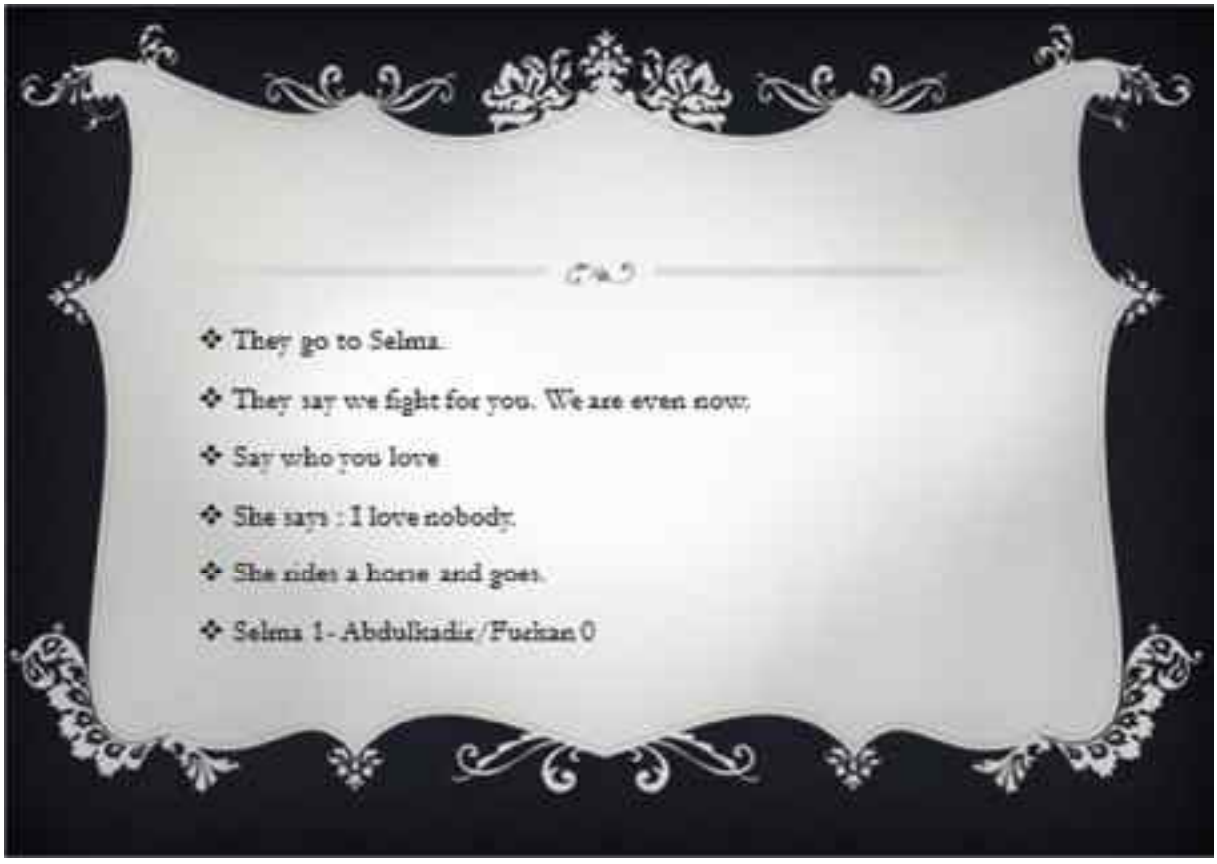

❖ There are two handsome boys; Abdulkadir and Furkan.
❖ They love Selma very much.
❖ Abdulkadir likes riding a horse; Furkan likes swimming.
❖ Abdulkadir doesn't like Furkan and Furkan doesn't like Abdulkadir.


❖ Abdulkadir and Furkan fight for Selma. Firstl liftweighting.
❖ Abdulkadir liftweights 100 kg but Furkan liftweights 95 kg
❖ Abdulkadir wins.
❖ 1-0


❖ Secondly,handspringing
❖ Abdulkadir handsprings 10 times but Furkan handsprings 12 times.
❖ Furkan wins
❖ 1-1


❖ Thirdly, hopscotch.
❖ They play hopscotch for two hours. And Abdulkadir wins
❖ 2-1


❖ Lastly; leapfrog
❖ They played leapfrog for 3 hours.
❖ Abdulkadir is tired and he sleeps
❖ Fuzkan wins 1-1


❖ They go to Selma.
❖ They say we fight for you. We are even now.
❖ Say who you love
❖ She says : I love nobody.
❖ She rides a horse and goes.
❖ Selma 1- Abdulkadir/Fuzkan 0

Story 5


Parrot and
Monkey


Parrot and monkey are good friends.
They like playing in the forest
They play hopscotch on saturdays and Sundays.
They play volleyball an Mondays


There are a lot of animals in the forest.
There are dangerous animals.
One day, they are playing volleyballand a big lion sees them.
Lion is hungry.


Parrot and monkey sees the lion and they throw the ball to the lion
The lion catches it
Parrot and monkey run
Lion is fast.
Parrot can fly and monkey can hop

- Parrot and monkey run, the lion runs
- Parrot and monkey are small but the lion is big.
- Parrot and monkey are thirsty.
- But lion is hungry.

- Monkey throws a stone but the lion runs
- Parrot throws a bottle but the lion catches.
- Monkey throws scissors but the lion catches
- Parrot throws a pencil but the lion catches.


Monkey jump up high and lion jump up high.
Monkey and parrot climb the tree but lion cannot climb the tree.
The lion is hungry and he cannot catch the monkey and parrot. He goes to his house.

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