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**THE IMPACT OF AUTHENTIC ANIMATED STORIES
ON YOUNG LEARNERS' VOCABULARY LEARNING
IN ELT CLASSES**

(YÜKSEK LİSANS TEZİ)

Danışman

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T. C.
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Yabancı Diller Eğitimi Anabilim/Anasanat Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 800710005 numaralı Burcu KAYA'nın hazırladığı "The Impact of Authentic Animated Stories on Young Learners' Vocabulary Learning in ELT Classes" konulu Yüksek Lisans Tez Çalışması ile ilgili tez savunma sınavı, /10/ 2011 günü - saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin (başarılı/başarısız) olduğuna (oybirliği/oy çokluğu) ile karar verilmiştir.

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ÖZET

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ÖZGÜN ANİMASYON HİKAYELERİNİN İNGİLİZCE ÖĞRENME ORTAMINDA ÇOCUKLARIN İNGİLİZCE KELİME ÖĞRENİMİNE OLAN ETKİSİ

Bu çalışmada, kelime öğretim materyali olarak özgün animasyon hikâyelerinin kullanımının, çocukların kelime öğrenimine olan etkisi, onların kelime testlerindeki başarıları temel alınarak incelenmiştir. Bu amaç doğrultusunda, deneysel bir araştırma yöntemi, Kocaeli'deki bir devlet ilköğretim okulundaki 55 dördüncü sınıf öğrencisine uygulanmış ve çalışma esnasında, bu iki gruba 42 hedef kelime öğretilmiştir. Çalışma dahilindeki aynı yaşlarda ve aynı seviyelerde İngilizce bilgisine sahip öğrenciler, biri kontrol diğeri deney grubu olmak üzere iki farklı gruba ayrılmışlardır. Çalışma süresince kontrol grubuna resimli kartlar, şarkılar ve ders kitabı gibi geleneksel materyallerle kelime öğretilirken, deney grubuna özgün animasyon hikâyeler aracılığıyla hedef kelimeler öğretilmiştir. İki gruba da aynı ön-test ve son testler uygulanmıştır. Çalışma sonunda, sonuçlar, özgün animasyon hikâyeler aracılığıyla kelime öğretiminin diğeri geleneksel materyaller ile kelime öğretimine göre daha iyi bir öğrenme sağladığını göstermiştir.

Anahtar Sözcükler:

İngilizce öğretimi, kelime öğretimi, çocuklar, özgün animasyon hikâyeler, bağlam içinde dil öğretimi

ABSTRACT

Yazar : Burcu KAYA
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THE IMPACT OF AUTHENTIC ANIMATED STORIES ON YOUNG LEARNERS' VOCABULARY LEARNING IN ELT CLASSES

In this paper, the role of using authentic animated stories as vocabulary teaching materials on young learners' vocabulary development in terms of their success in vocabulary tests was investigated. To achieve this goal, an experimental case study was performed on 55 fourth grade students at a state primary school in Kocaeli and 42 target words were taught during this study. The students were divided into two different groups-one was the control group and the other was the experimental group which were at the same age and had similar levels of English. While the control group was taught target vocabulary through traditional materials like flashcards, songs and course books, the experimental group was taught the new vocabulary through authentic animated stories. During this treatment, the same pre tests, immediate post tests and delayed post tests were applied to two groups. At the end of the study, the results showed that teaching vocabulary through authentic animated stories provided a better learning of vocabulary when it was compared to teaching vocabulary through traditional materials used in EFL classrooms.

Key Words:

Teaching English, teaching vocabulary, young learners, authentic animated stories, contextualized language instruction

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CHAPTER 1

INTRODUCTION

Despite the fact that vocabulary has always been neglected in the field of language teaching and learning, in recent years, there has been a revival of interest in its teaching and learning. Due to the recent availability of computer-aided researches of words and the development of more 'word-centred' new approaches like 'lexical approach', vocabulary acquisition has gained a vital role in language acquisition researches and Schmitt's (2000) general preceding idea that the vocabulary would take care of itself declined. Vocabulary acquisition is prior to acquire a language regardless of its being first, second or foreign (Decarrico 2001) and according to many vocabulary specialists, lexical competence is at the very heart of communicative competence which enables oneself to communicate successfully and appropriately (Coady and Huckin 1997 cited in Decarrico 2001).

Appreciating the importance of vocabulary teaching and learning, Decarrico (2001) suggests that new vocabulary should not be presented in isolation and should not be learned by simple rote memorization. Besides, she draws attention to the importance of presenting the vocabulary items in contexts that provide rich clues to get the meaning. Furthermore, Linse (2005) indicates that having different learning opportunities will help improve learners' overall language ability by improving their vocabulary. This means that for students, the main goal for language learning is to be word-savvy, to develop an understanding of how words work within the context of reading and writing, and to become excited about words as they learn to manipulate them in playful ways (Brand 2004 cited in Linse 2005). However, learning vocabulary may not mean the same for every learner and can differ from learner to learner according to their age, level of English and learning aims ...etc. For instance, teaching vocabulary to 'young learners' and 'adults' may represent different characteristics.

In an EFL class for adults, a text book, papers, the blackboard, an overhead projector and a little more than this may be adequate and effective for language teaching. However, in a children's class, almost all sort of materials are necessary to use

– magnets, hamsters, stuffed animals, art supplies or costumes (Peck 2001). According to Peck (2001), for children’s learning, activities need to be child centred and communication should be authentic. This is simply because children are listening and speaking about something that interests them, for their own reasons, and not merely because their teachers have asked them to do so. In addition to these, children are more likely to play with language than adults are and can be more effectively engaged in learning process through stories and games (Decarrico 2001).

Considering young learners’ way of learning holistically and indirectly, it is considered as useful and effective to use stories in young learner classrooms to enable their indirect implicit learning to get the meaning (Ellis & Brewster 1991; Garvie 1990). Indirect learning is a process that the learner’s mind is engaged with a task rather than the language formation and closely resembles to the way one acquires his/her first language (Halliwell 1992). Thus, through the use of stories in young learners’ classrooms, a meaningful atmosphere that makes them engage their minds to get the meaning is provided. Besides, stories containing beautiful and colourful pictures and that have engaging topics can motivate students to work on words and their meanings (Guthrie & Humenick 2004). For young learners, stories are fun, interesting and challenging (Halliwell 1992; Garvie 1990). Having these features, stories provide an invaluable motivating and positive learning environment for young learners and thus help them perform better by lower anxiety and a peaceful atmosphere. In accordance with this view, Krashen (1981) comments that since listening to a story is not traditionally associated with “learning”, the “affective filter” is considerably low. Therefore, through the use of stories, children may learn better than formal explicit way of teaching.

Furthermore, it can be stated that stories are invaluable medium for vocabulary development (Coyne, Mccoach and Kapp 2007). The vocabulary encountered in children’s books is more complex than in all of adult conversation (Hayes & Ahrens, 1988). However, considering the recent advances in technology, the necessity to present these stories in much suitable and effective ways through the use of technology came into being. According to Decarrico (2001), the use of computer programs that include the sounds of the words as well as illustrative pictures could provide great opportunities

for practice. Also, the use of animated stories via the use of technology could be another way of presenting useful audio-visual info and practice to young learners considering the lack of audio-visual material usage in Turkish EFL classes (Mersinligil 2002). Through the use of authentic animated stories in young learner classrooms, it would be possible to bring the real language in use to the classrooms in a contextualized meaningful way. In addition to this, they could be considered as great ways to introduce the culture of the target language. Also, they are much more effective than the written stories or stories that are told or read by a non-native teacher. This is due to the fact that they support the vocabulary introduced in a very powerful visual way and that they provide great examples of native language use, intonation and pronunciation. However, there are not enough studies on the effectiveness of ‘authentic animated stories’ that are mentioned in this study on young learners’ vocabulary gain in an EFL context. Therefore, the aim of this study was to find out the role of using authentic animated stories as vocabulary teaching materials on young learners’ vocabulary development in terms of their success in vocabulary tests. To achieve this aim, in this study, answers for the following questions below were sought:

1. Was there any change in young learners’ target vocabulary knowledge after the use of authentic animated stories as vocabulary teaching materials?
2. Was there any difference between the target vocabulary knowledge of young learners who were taught vocabulary through the use of authentic animated stories as vocabulary teaching materials and those who were not in terms of their success in learning vocabulary?

CHAPTER 2

LITERATURE REVIEW

This chapter aims to introduce the main concepts of this study by reviewing related literature in three main stages. Firstly, the concept of young learners, their main characteristics, their way of thinking and learning will be presented. Secondly, the concept of vocabulary through the importance of vocabulary knowledge, what it means to know a word and size of vocabulary knowledge that is needed will be covered. And finally, by presenting several techniques and activities including the use of stories and animation in Young Learner classrooms, the concept of ‘teaching vocabulary to Young Learners’ will be discussed.

2.1. YOUNG LEARNERS

2.1.1. Characteristics of Young Learners Comparing to Adults

According to Harmer (2003) the term ‘young children’ are the learners up to the ages of nine or ten and the learners above ten are called as ‘adolescents’ until they become adults. Brown (2001) offers a type of category in which he claims four to six years olds as ‘very young children’, twelve to thirteen as ‘prepubescent children’, twelve to eighteen as ‘teens or young adults’ and the rest is called as adults. In accordance with these specifications it is inevitable that there occur some differences between these stages of life and especially between children and adults.

Cameron (2001) mentions about children as they are often more enthusiastic and lively as learners. Children want to please the teacher rather than their peer group and they can immediately start performing a task or an activity even though they do not understand why or how. However, adult learners are mature, experienced and have completed their cognitive development. Adult learners know their priorities to learn a language and according to Clark (1990), different from young learners, adults have specific purposes to learn a foreign language such as getting a better job opportunity or for academic purposes. And if the adult learners’ expectations that are formed by their language learning aims are satisfied, they would devote themselves to the learning

process. Otherwise, they would simply leave the class and seek for other ways of learning (Hilles-Sutton 2001). This is because, according to Knowles (1976: 181), ‘a prime characteristic of adulthood is the need and capacity to be self-directing’. Since children have not already perceived these characteristics like adults, their reason for being less able to keep themselves motivated on tasks could simply be because they find the tasks difficult (Cameron 2001).

Furthermore, Cameron (2001) states that children do not find it easy to use language to talk about language; to be more specific, they do not have the same access as older learners to meta-language that teachers can use to explain about grammar or discourse. Thus, it can be proposed that young learners are inclined to learn in a meaningful and purposeful context that is similar to their mother tongue learning process. During this process, young learners tend to focus on the purpose and absorb the language subconsciously without focusing on the language itself. As a consequence, in a young learner EFL context, it can be asserted that it becomes prominent to provide a much more indirect language teaching atmosphere to young learners due to their inclination to indirect learning.

In addition to these, adult learners are psychologically vulnerable, perhaps in a way that children are not, precisely because they are adults and have already formed a strong sense of who they are (Hilles-Sutton 2001). Accordingly, Trosset (1986: 184) found out via her studies that ‘the process of learning a new language temporarily takes away people’s ability to talk, and the resultant sense of inadequacy leads them to experience shame.’ However, according to Cameron (2001), children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. Similarly, in his book, Halliwell (1992) states that children take great delight in talking.

Halliwell (1992) also identifies a well-established set of instincts, skills and characteristics of young learners. To begin with, it is commented that children have great skills to interpret meaning without necessarily understanding the individual words and this situation is proposed to be due to the effect of the first language learning process. During this process, intonation, gesture, facial expressions, actions and circumstances play a vital role to comprehend what the unknown words or phrases

mean. Then, this way of comprehending the language is subconsciously obtained to be used while learning a second or foreign language later in life. Therefore, it seems very important to make use of, develop and support this skill when teaching to young learners.

Another prominent characteristic of young learners proposed by Halliwell (1992) is their ability to create fun in what they do. Similarly, Clark (1990) points out that children get bored easily and express themselves as soon as they find the activities and tasks uninteresting and tedious. Through this, young learners make the language their own and thus create a powerful contribution to their learning.

To conclude, in this chapter, some of the prominent skills, instincts and characteristics of young learners were identified with a comparison to those of adult learners and the attention to the importance of taking into consideration to these characteristics in young learners' EFL classrooms tried to be drawn.

2.1.2. Developing the Four Language Skills of Young Learners

Over the last decades, the language teaching methodology has commonly been divided into 'the Four Skills': Listening, Speaking, Reading and Writing. Also, Grammar, Vocabulary and Phonology are added to this division (Cameron 2001). As well as others, in teaching to young learners, following a methodology integrating and developing all these language skills plays an important role in the success of language learning of children. Therefore, in this part, these four language skills and the ways and suggestions for the development of them will be described.

2.1.2.1 Listening

Listening is believed to be the main tool for young learners' acquiring the language. At the beginning stages of language learning, before learning to read, it is by listening that the learners have the most direct connection to the meaning in the new language. Via listening, learners have the opportunity to build awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills (Peterson 2001). Thus, whenever teachers of English speak English in the classroom, they provide a very useful opportunity for the students to

acquire the language and to absorb the sounds and patterns of the language in a natural context. (Slatterly & Willis, 2001)

For many linguists, listening is not considered as a passive activity and it is not meaningful to ask YLs to just listen and remember (Ellis & Brewster, 1991; Cameron; 2001; Slatterly & Willis; 2001). In this case, the vital thing is to be able to direct YLs' attention to specific aspects and to raise their confidence by ensuring that they are not expected to grasp every word.

2.1.2.2. Speaking

It is widely believed that speaking comes some time later than the listening skill (Cameron 2001; Halliwell 1992). This is maybe because it is not possible to produce sounds and meaningful sentences before being exposed to the language itself. However, since speaking is one of the central elements for the interaction and plays a crucial role in the production of the language learnt, it is highly need to be developed in young learners' language acquisition phase.

With an aim of this, activities for the development of speaking skills should be designed and applied in accordance with two leading principles. Firstly, meaning must be emphasised this is since if the language spoken cannot be understood, no learning takes place. Secondly, in order to learn the discourse skills, young learners need to participate in discourse as well as to build up knowledge and skills for participation (Cameron 2001).

2.1.2.3. Reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the printed words must be decoded (sounded out) and what is read must be comprehended. Thus, teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process (Linse 2005). Especially, at the very early stages of reading, it is very important to work on young learners' letter and word knowledge combining the reading at sentence level.

Cameron (2001) suggests teachers labelling the children's belongings, hanging colourful posters that include a lot of text, using written language for communication and reading aloud for creating a literate environment in the language classroom. Furthermore, Slatterly & Willis (2001) state some ways to support young learners development of reading, too; 'focusing on meaning, word recognition, making connection between familiar sounds and written words or phrases, naming the letters of the alphabet and predicting the pronunciation of a written word'.

2.1.2.4. Writing

Writing combines process and product. According to Linse (2005), this process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. However, the process mentioned covers some difficulties due to various factors. It is stated that young learners' not being able to make use of body language, intonation, tone, eye contact and all the other features that they use while trying to convey meaning via their oral productive performance limits young learners' development in writing (Halliwell 1992).

According to Cameron (2001), children who have become sufficient in producing letter shapes and spelling can be encouraged to write more gradually. To achieve this, children can be encouraged to choose and copy texts that they find interesting and asked to write a journal by giving them a regular five or ten minutes in class whatever they want without worrying about correct spellings or grammar.

2.2. VOCABULARY

2.2.1. How Important is Vocabulary Knowledge?

Vocabulary plays a fundamental role in language learning and fills the biggest part for conveying meaning in any language. Similarly, Wilkins summarises the importance of vocabulary as; 'Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed' (cited in Thornbury, 2002).

However, this view has gained importance in language learning and teaching field just within the last two decades. Previously, it was assumed that once students learned the structural frames, lexical items to fill the grammatical slots in the frames could be learned later, as needed (Decarrico 2001). Cameron (2001) explains the change of this picture as, in the last decades, it has started to be widely recognised that much important grammatical information is tied into words and therefore, learning words can take students a long way into grammar. Thus, for her, this has suggested that if a high priority to vocabulary development is given, vocabulary learning can serve as a stepping stone to learning and using grammar.

Furthermore, Karatay (2007) states that vocabulary knowledge highly affects gaining main four language skills (reading, writing, speaking and listening) and using these skills. Therefore, it can be assumed that without adequate vocabulary knowledge, it may not be possible to understand others, to be able to express oneself and to perform other similar tasks.

2.2.2. What It Means “Knowing a Word”

Nation (2001) states that due to the fact that words are not isolated units of language -but they fit into many interlocking systems and levels- there are many things to know about any particular word and many degrees of knowing. Knowing a word is not just to know its dictionary meaning (or meanings) – it also means to know the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions (Thornbury 2002). With this respect, Thornbury (2002) comments that knowing a word basically involves knowing: its **form** and its **meaning**.

Nation (2001) approaches this view with a wide respect and divides the lexical competence into three dimensions: size (or breadth), depth and fluency. According to him, size refers to the number of words known and this varies with different defining criteria for a word. Depth of vocabulary knowledge is what is known about that word and it may include a word's form, meaning, collocations etc. Lastly, fluency concerns about the use of the word known.

Furthermore, different aspects of vocabulary knowledge were proposed by various linguists. Receptive knowledge of a word could be one of them, which involves the understanding of a word when it is spoken/written and when it is compared to the productive knowledge of a word, which is the ability to produce the language forms by speaking and writing, it can be commented that the receptive knowledge is much shallower. In addition to these, using a word with the correct meaning (conceptual knowledge), using the word in a grammatically accurate way (grammatical knowledge), knowing which other words can be used with that word (collocational knowledge), using the word in the right situation (pragmatic knowledge) can all be considered as the aspects of word knowledge to be taken into consideration while teaching and learning vocabulary (Ellis and Sinclair 1990; Schmitt and Meara 1997; Richards 1976; Nation 1990 cited in Cameron 2001). However, it must be stated that it may not be always possible for learners to acquire all these aspects of word knowledge. Therefore, it is fundamental to teach vocabulary by introducing learners the new vocabulary in different contexts as much as possible.

2.3. TEACHING VOCABULARY TO YOUNG LEARNERS

As mentioned before, vocabulary development plays a fundamental role in learning a foreign or second language in various aspects. Similarly, Linse (2005) states that appropriate vocabulary instruction benefits language students, especially school-age learners.

According to the National Reading Panel's review (2000), there are five basic approaches to vocabulary instruction and it would be effective if they are used together. The vocabulary instruction should include the *indirect instruction* to provide learners great exposure to a wide range of reading materials and sometimes the use of *multimedia methods* to go beyond the text to include other media such as visual stimulus and the use of computer or sign language could be necessary and efficacious. Besides these, it would be useful to use *capacity methods* to be able to focus on making reading an automatic activity. Also, while teaching especially difficult words and words that are not part of learners' everyday experience, *explicit instruction* could be preferred to provide better learning for learners.

Furthermore, Linse (2005) suggests a number of principles that can be used when focusing on vocabulary development as part of an ESL or EFL program and can be applied to young learners at various stages of English-language development. She suggests emphasizing both direct and indirect teaching, giving students opportunities for deep processing (working with information at a high cognitive and/or personal level) of vocabulary items and presenting multiple exposures to new vocabulary items. She also emphasizes the importance of teaching students how to use context clues appropriately and having students keep vocabulary notebooks.

In addition to these useful principles, while teaching vocabulary to young learners, the effect of age should be kept in mind by teachers, too. The type of words that children are to learn may vary in accordance with the age. For example, while young learners at the age of five need very concrete vocabulary that they can handle or see, older learners can handle with much more abstract words that are not connected to their immediate experiences (Cameron 2001). Adding to this, age affects children's way of learning words. Whereas the very young learners will learn words as collections, older ones are much more able to make connections between the words they learn and to use the paradigmatic organisation of words and concepts as a help in vocabulary learning (Cameron 2001). Also, Cameron (2001) suggests teaching basic level words to younger children since these words are more likely to be appropriate for young learners. However, superordinate and subordinate vocabulary linked to basic level words can be much more appropriate for older ones.

Furthermore, Fisher and Blachnowicz (2005) emphasize the importance of **careful selection** of suitable words for planned teaching. Similarly, Duke and Moses (2003) suggest that for the careful selection of suitable words, key factors are how easily related they are to other words children know, and how much knowing the word will help them with the texts and experiences that they are likely to encounter in the future.

In addition to these, Cameron (2001) highlights the inadequacies of the text books in choosing the word, which results in failure to learn or forget a lot of the vocabulary that they meet in their early years and that is crucial for their future language

learning. According to her, this may result from the target vocabulary's not being sufficiently connected to learners' lives, rather than the lives that text book and syllabus writers think they should lead (Cameron 2001). Thus, she suggests three ways to enable children to access to the vocabulary beyond the text book (Cameron 2001). It is proposed to start from the topic of the text book unit but go further than the text book covers. Also, it would be beneficial and effective to ask learners directly what words they already know and what words they would like to learn in the foreign language. Another important way is to provide incidental learning of vocabulary through stories.

2.3.1. Vocabulary Teaching Techniques and Activities for Young Learners

Similar to other language skills, many teaching techniques and activities to teach vocabulary to young learners are used commonly. However, whatever techniques are used to teach vocabulary, there seems to be some basic learning steps to acquire words (Hatch and Brown, cited in Cameron 2001). Firstly, learners must be exposed to the new words and get a clear image, whether visual or auditory or both, for the forms of the new words. Then, this should be followed with learning the meaning of the words and making strong memory connections between the forms and the meaning of the words. The last and probably the most crucial step is to use the words.

For the first step, mostly text books are used by teachers. However, as mentioned in the previous part, teachers can increase the size of the vocabulary covered by text books with various techniques. With regard to providing a clear image and then meaning of the target vocabulary, many techniques were suggested by linguists. According to Nation (1990), this can be achieved by demonstration or pictures which include using an object, a cut-out figure or gesture; performing an action; showing photographs; using drawings or diagrams on the board or pictures from books. In addition to this, verbal explanation could be another way to provide learners the meaning of the target words (Nation 1990).

However, learning vocabulary does not only consist of comprehending the meaning of the new words as mentioned before. Cameron (2001: 84) describes this situation as below:

“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.”

The metaphor above explains briefly the continual process of vocabulary development in an effective way. As mentioned there, just presenting the vocabulary and meaning may not be enough to learn a word. The amount of mental work done by learners affects how well a new word is engraved in memory; the more learners have to think about a word and its meaning, the more likely they are to remember it (Cameron 2001). This is called deep processing and part of deep processing is having students establish connections between new words and their prior knowledge; simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies (Linse 2005).

Thus, to enable deep processing in vocabulary development, vocabulary should be presented in meaningful contexts. Grouping words according to different characteristics or attributes, relating words to the learners’ own lives, personalizing vocabulary lessons can be some activities suggested for deep processing (Linse 2005).

Besides these, the frequent use of various kinds of visuals like big colourful pictures, posters, drawings, flashcards, puppets, toys and real objects or dramatisations of the meanings through mime, facial expressions and gestures leads learners to guess meanings from contexts by the help of visual clues, which both prevent them from getting used to spoon feeding and thus again enable deep processing (Çakır 2004). Also, Çakır (2004) adds that the use of visual aids abundantly in the classroom activities makes learning memorable and fun- especially when large, colourful and amusing visuals are presented and the miming is exaggerated and funny.

Similarly, in recent years it is highly accepted that young learners learn through fun and games much easier and learning can be absorbed really well. This may be because while playing, they often do not realize they are learning or do not have to learn something just because it is in the curriculum. They simply enjoy it. Richard- Amato (1988) states that since games can lower anxiety, it makes the acquisition of input more

likely. Also, in the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218 cited in Uberman 1998). Thus, according to Huyen and Nga (2003) it is hard to deny the role of games in teaching and learning vocabulary. However, in their view, it is vital to choose suitable games in order to get the most benefit from vocabulary games. The main factors when choosing appropriate games can be; the level and the number of students, cultural context, timing, topic and the classroom settings.

Another important activity type that should be taken into consideration for vocabulary teaching is Total Physical Response activities since it enables the teacher to integrate the vocabulary teaching into teaching the four skills- listening, speaking, reading, and writing (Linse 2005). Also, listening activities play an important role on young learners' vocabulary and language development, too. This is because the first language acquisition is gained via listening during the early childhood. Thus, this situation could be valid for the second or foreign language acquisition, too. In this case, teacher talk can be a really effective source for acquiring foreign language. In order to be able to provide this in an enjoyable and effective way, hand puppets or toys could be used in the classroom.

Children enjoy repeating a word or an utterance. Many of them do not tire of practicing a repetitive and rhythmic text several times a day, many times a week (Peck 2001). Therefore, imitating and repetition can be considered as some of the other ways of vocabulary teaching to young learners provided via the use of songs, poems, chants and tongue twisters. In addition to this, since children need to move around, it can be very useful and efficacious to combine gesture and movement with songs, poems or chants mentioned above, with drama and stories (Peck 2001). Also, Total Physical Response can be used to provide movement to young learners since according to Asher (1969 cited in Peck 2001), it is the most well-known ESL approach involving movement.

According to Wright, Betteridge and Buckby (1984), there is a need for meaningfulness in language learning and the interpretation of meaningfulness is that the learners respond to the content in an exact way. This means if they are amused, angered, intrigued or surprised, the content is clearly meaningful for them. So, consequently, the

meaning of the language they listen to, read, speak and write will be more vivid experiences and therefore, better remembered. Çakır (2001), in order to enable meaningfulness, suggests and emphasizes the use of contextualized activities. According to Çakır (2001), the unknown language becomes more meaningful when contextualized than presented in a single sentence that has no facilitations for clearing the meaning. And one of the best ways for contextualising the target language and vocabulary is without any doubt the use of stories, since stories presented with different kinds of visuals and sometimes facilitated with dramatic activities, are great ways to provide children with a context for the language they are learning (Peck 2001).

2.3.2. The Use of Stories for Contextualisation of Vocabulary

It is commonly claimed that stories provide various benefits to young learners' language development (Garvie 1990). These benefits undoubtedly include the high growth of vocabulary. Cameron (2001: 163) explains the effect of stories used in young learner classrooms on vocabulary development as below:

“Because stories are designed to entertain, writers and tellers choose and use words with particular care to keep the audience interested. Stories may thus include unusual words, or words that have a strong phonological content, with interesting rhythms or sound that are onomatopoeic. The context created by the story, its predictable pattern of events and language, and pictures, all act to support listeners' understanding of unfamiliar words. Children will pick up words that enjoy and in this way, stories offer space for growth in vocabulary.”

Thus, in order to contextualize the target vocabulary and grammatical items to be taught, teachers can start the lessons with a story that will enable them to highlight the functional aspect of the target vocabulary and grammatical item before its form. Following an interactive presentation, several activities can guide students for learning the new items (Adair-Hauck et al, cited in Shrum & Glisan 1994). Repetitions of the vocabulary items guided by the teacher, TPR re-storytelling, word games, doing jigsaw puzzles of target vocabulary, gap filling through listening to the story again etc can be some of follow-up activities.

2.3.2.1. Authentic stories

There are many reasons for using authentic materials in EFL classrooms. But basically, we can state that via the use of authentic materials, teachers provide students with a high opportunity of experiencing the real language along with the rich cultural values of the target language.

Similarly, the use of authentic stories to contextualize the target language items could be very effective in young learner classrooms. This efficacy of authentic stories is highlighted by many scholars. Garvie (1990) comments that authentic stories are important tools to compensate the lack of exposure to English in the wider community and could be useful as a substitute for authentic texts in the classroom. Cameron (2001) with a similar view, states that “stories bring into the classroom texts that originate in the world outside”.

Besides these, since children experience a strong sense of achievement at having worked with a ‘real’ story, an authentic story can be very motivating for them (Ellis & Brewster 1991). However, this case may not always be the same. There may occur some deficiencies if the stories that will be presented in young learner classrooms are not selected well. It is stated that if the language of the stories used is above the level of pupils, they may turn into an incomprehensible and de-motivating piece of text for pupils (Ellis & Brewster 1991). According to Cameron (2001), a language teacher should consider some aspects in order to evaluate and choose stories for the language classrooms. Firstly, it should be decided whether real books or specially written ones will be used. Then, it is vital to consider the content whether it will engage the learners and whether the values and attitudes embodied in the story are acceptable. Lastly, it would be beneficial to examine the language used with respect to the balance of the dialogue and the narrative used, the way the language is used, the way the discourse organised and what new language used.

2.3.2.2. The use of technology and animations to present stories

According to many scholars, stories presented in an effective way are invaluable sources of target language since they provide an enjoyable and motivating atmosphere

for language learning. Cameron (2001) states that stories offer a whole imaginary world, created by language that children can enter and enjoy learning language as they go.

However, this case mentioned by Cameron (2001) is only possible when appropriate stories are presented in an effective way. Some strategies that are commonly used with an aim of offering an efficacious story presentation are the use of various visuals like flash cards, real objects, puppets, masks, drawings; the use of gestures, mimes, facial expressions and exaggerated tone of voice; the use of L1; the use of cassette or CD ...etc. But, when the developing world and growing technology are taken into consideration, these techniques and activities seem old-fashioned. According to Balbi (1997), media and new technology are becoming more and more part of our daily life and children are attracted by them and quickly familiarize themselves with their use at least at basic levels. She then adds that media and technology have a high potential for language learning as they rely on various dimensions (auditory dimension and visual dimension, context provided by the scene, lots of cues in proportion to language input etc) (Balbi 1997). In this case, the use of authentic animated stories that combines both audio and visual support for YLs with the help of technology can be very practical and interesting in YLs' learning English in an EFL context.

Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement (extracted from Wikipedia). Thus, they are perfect tools to catch the eyes of audience like children since they are moving, mostly colourful and enjoyable accompanying with exaggerated sounds and lively songs. Kristiansen (2001) states that everything looks neater when it is animated - the food looks better, the houses seem cosier and the people appear more attractive. According to her, this is because everything is exaggerated in animations and this is very useful when teaching English as a foreign language. Because sounds, that are mostly exaggerated in animations can elaborate upon visual stimuli by providing information about invisible structures, dynamic change and abstract concepts (Bishop and Cates 2011). Also, since animation draws attention to the important items in the verbal information, it serves as a mnemonic device and provides a framework for storing message information (Chan Lin 1998).

CHAPTER 3

METHODOLOGY

This chapter is devoted to the presentation of the overall design of the study conducted. Thus, in this chapter, a detailed frame for the subjects involved in the study, the procedure, data collection instruments and data analysis will be provided.

3.1. SUBJECTS

This is an experimental design study which aims at exploring the role of authentic animated stories on teaching and learning vocabulary to young learners in terms of their success in vocabulary development. In accordance with this aim, primary schools were considered as the ideal places to conduct this study and the study was implemented at a state primary school in Kocaeli. Two different groups of fourth grade students at the school were identified. One of the fourth grade classes was allocated to the control group-consisting of 27 students- and got the usual teaching of English that will be explained in details in the procedure part. The other fourth grade class was allocated as the experimental group-consisting of 28 students- and learnt the groups of words through authentic animated stories. Allocation of groups to experimental and control conditions was random.

The level of the students in both groups was beginner level since foreign language education officially begins at the fourth grade at state schools in Turkey. Both groups had 3 hours of English lessons per week and the materials for English learning comprised a text book and a workbook determined and delivered by the Ministry of Education. No other supplementary materials for English lessons were provided by the school.

3.2. PROCEDURE

According to Cameron (2001), stories representing holistic approaches to language teaching and learning, place a high premium on children's involvement with rich, authentic uses of the foreign language. Therefore, with a parallel view, in this

experimental study, authentic animated stories were used as a way of presenting vocabulary in a meaningful authentic context and so enabling an effective way of teaching target words.

However, to reach this aim, considering the importance of the evaluation of the quality and the language teaching potential of stories before using them in the classroom, some factors were taken into consideration while doing this. The consistency between the language level of young learners and the story; the relevant, interesting and enjoyable content; containing relevant and attractive visuals; containing good pronunciation features; the use of language; being authentic and representing positive attitudes to target language and culture could be some factors used while choosing appropriate stories to be used in young learners' EFL classroom.

In addition to these, specifically to this study, the stories which cover the vocabulary that were to be taught in the Ministry of Education's syllabus were chosen. The website <http://learnenglishkids.britishcouncil.org/en/> which is provided by the British Council for children was used as the source of the animated stories mentioned. 4 stories on 3 different subjects which were directly related to the curriculum were chosen and used from this website. First two stories; "What is that noise?" and "The twins' week" covered 20 vocabulary items under the subject of 'animals'. The third story titled as "Buzz and Bob's big adventure" covered 7 words which were 'the days of the week' and the last story, "The hungry dragon" consisted 15 target vocabulary items under the category of 'food'. The length of the stories was about 2 minutes for each.

As a part of the preparation stage of the treatment, the physical conditions of the school were checked and necessary equipments were supplied before the treatment since special equipments like overhead projector, computer and the internet access were required to enable the students to watch the animated stories.

The implementation of the study took 4 weeks. Before the treatment to experimental group, the same pre-test for the target vocabulary was implemented to both control and experimental group and the pre-test consisted of all 42 target words (see section 3 and Appendix I-1). A whole lesson i.e. 40 minutes was devoted to the application of the pre-test considering the number of the questions to be answered and the slight acquaintance of the students with answering English tests. During the

following 4 weeks, the same procedures for the experimental and control group were implemented. However, vocabulary teaching materials differed between the two groups. For the experimental group, the authentic animated stories were used solely as vocabulary teaching materials whereas for the control group, flashcards and a chant were used. After the sessions, the same immediate post tests were applied to both control and experimental group as a delayed post test (see section 3 and Appendix I-1). The delayed post test was implemented after a month interval. The aim was to determine whether there was a difference between the students who learnt the target vocabulary through authentic animated stories and those who did not with respect to their success in retaining vocabulary. Students were not informed about the delayed post test in order to prevent any attempt to work on the target words before the test. As in the pre-test a whole lesson was allocated, but, since students got accustomed to answering the testing version used, the delayed-post test took about 25 minutes for both groups.

Both control and experimental groups were taught by the same teacher. The teacher was at the same time the researcher in order to eliminate the variable in teacher instruction.

3.2.1. Procedure for the Experimental Group

3.2.1.1. The first week

In the first week, the first treatment with the animated stories started. To begin with, the first set of the target vocabulary consisting 7 words was presented via watching the animated story ‘What’s that noise?’ on the overhead projector (see Appendix II). At the first view of the story, there was no interruption and no text to enable the pupils to catch the interesting points in it and to enjoy the visuals and sounds. During the second view, subtitle was provided. Besides this, the story was interrupted whenever the new target vocabulary was encountered and through the visuals provided by the animated story and if not adequate through supplying more visuals or using pantomime, gestures, mimes and high intonation, new target vocabulary was taught. Then, pupils were provided with a third view of the story and they were encouraged to pronounce the words together with the story when encountered. No other items except target words were highlighted while watching the animated story.

After watching the story 3 times, the students were encouraged to retell the story with the help of the teacher. While retelling, pantomime, gestures, mimes and when necessary mother tongue were used to provide a better understanding of the story and therefore to help contextualising the vocabulary taught.

To practice the words covered, firstly an interactive exercise that was provided by the website of the animated story watched was done on the overhead projector (see Appendix III-1). The name of the interactive exercise was ‘Animal Maker’ and it included all 7 target words that were introduced by the animated story. The aim of the interactive exercise was to create crazy animals by using the clues given. It had 7 animal bodies without a head, a body and legs. The students were asked to find the correct body parts according to the clue provided for each body. For instance, if the clue is “I’ve got a lion’s head, a bird’s body and sheep’s legs”, the student must click on the button for head and find a lion’s head and do the same for other parts. Whenever all the parts of an animal are matched correctly, the next body is provided. This exercise was done together with the whole class. However, for each body, a different student was appointed to click on the button to change the pictures of the animal parts and whenever the correct animal part was encountered, the student was stopped by the whole class. This procedure was preferred considering the number of the students.

In addition to this exercise, a memory game was played. The students were divided into pairs and each pair was provided with 14 small pieces of paper. 7 of these pieces of paper had pictures of the animals covered by the animated story and the other seven had the names of these animals. The task was to match these pictures with the names by using their memory. The students were asked to put the pieces of papers on the table but the sides with the pictures and the names cannot be seen. Then, they were asked to open two of them for each turn until they found a pair. If there was no pair found in one turn, the cards were closed down again. The student who could match the most in each pair of students was the winner.

Finally, an immediate post test covering all 7 target words was applied (see Appendix I-2) and students were asked to match the pictures of the animals with the names provided. 10 minutes were allocated for the implementation of the first immediate-post test.

3.2.1.2. The second week

In the second week, the second set of the words under the category of animals was presented by using the second animated story titled as “The Twins’ Week” (see Appendix II). The second set of the target words covered 13 new words and the same presentation procedure with the first story was used while presenting the new vocabulary. Then the story was retold by the students with the help of the teacher as in the first week and while retelling, pantomime, gestures, mimes and when necessary mother tongue were used.

With the aim of providing further practice of the words presented, two interactive exercises were provided on the overhead projector (see Appendix III-2). The first one was ‘Monkey Squash- Zoo Animals’ and the aim was to type the correct names of the animals with the help of the clues. This exercise was performed by the whole class but for each animal name, a student was allocated to type the letter that the class members spoke out. The second interactive exercise was an interactive puzzle provided by the same website and the aim was to find the animal names hidden in the puzzle with the help of the clues (see Appendix III-3). The same procedure was followed with this exercise.

Besides these, the same memory game as in the second week was played. This time, 26 pieces of paper with 13 target words’ names and pictures were handed out to each pair of the students and the student who could match the most pictures and names was the winner.

Finally, an immediate post test covering all 13 target words was provided (see Appendix I-2) and students were asked to match the pictures of the animals with the names provided. 20 minutes were allocated for the implementation of the second immediate-post test.

3.2.1.3. The third week

In the third week, the third story titled ‘Buzz and Bob’s Big Adventure’ was shown and the third set of the target vocabulary consisting 7 words under the category of ‘the days of the week’ was presented (see Appendix II). The same presentation

procedure with the first story was used while presenting the new vocabulary. Then the story was retold by the students with the help of the teacher as in the first week and while retelling, pantomime, gestures, mimes and when necessary mother tongue were used.

After the animated story was retold, the interactive exercise provided by the website ‘Monkey Squash- Days of the Week’ was done by the whole class to practice the words learnt during the presentation of the story (see Appendix III-4). The same procedures with the second week’s interactive exercise session were followed to do this exercise. The whole class was integrated in the exercise. Following the interactive exercise, the exercises in the students’ book was done. The first exercise was a listening activity that students listened and repeated the days of the week while following the written version on the students’ book (see Appendix III-5). This exercise was repeated 2 times with a view to increasing the students’ awareness on pronunciation and spelling of the target words. In addition to the listening activity, a matching exercise was done (see Appendix III-5). The students were asked to match the pictures with the days and write the correct days under correct pictures.

Following these two exercises, a Yes/No game was played. In this game students were divided into pairs and each student was delivered pieces of paper that the days of the week were written on each one of them. One of the students was asked to chose one of the days and put it in the middle of the desk. Then the other student asked yes/no questions like ‘Is it Monday?’ to his/her partner till he/she found the correct day on the table. This was performed in turns and the one who could find the days with fewer questions was the winner of the game.

At the end of the treatment, an immediate post test for the 7 target words taught was implemented to the group (see Appendix I-2). Students were asked to put the days of the week into correct order. 10 minutes were allocated for the implementation of the third immediate-post test.

3.2.1.4. The fourth week

In the fourth week, the fourth story titled ‘The Hungry Dragon’ was shown and the fourth set of the target vocabulary consisting 15 words under the category of ‘the

food’ was presented (see Appendix II). The same presentation procedure with the first story was used while presenting the new vocabulary. Then the story was retold by the students with the help of the teacher as in the first week and while the story was being retold, pantomime, gestures, mimes and when necessary mother tongue were used.

Following the story, a worksheet that was provided by the website of the animated story as a follow-up activity was handed out to the students (see Appendix III-6). The worksheet included a matching exercise and a listen and write activity. After this exercise, an interactive spelling game about food was played. According to this game, students needed to click on the correct letters to type the name of the food that the clues described. A student was appointed for each question and the letters were told by the whole class.

At the end of the lesson, an immediate post test that was composed of 15 target words covered in the fourth week (see Appendix I-2). 25 minutes were allocated for the fourth immediate post test and students were asked to match the names of the food with the correct pictures.

3.2.2. Procedure for the Control Group

3.2.2.1. The first week

In the first week, the usual procedures that were used while presenting the target vocabulary in the fourth form were applied. The materials to introduce the target vocabulary differed from the experimental group. For the control group, the same 7 target words as the experimental group under the category of ‘animals’ were introduced via flashcards. The pictures of the animals were shown one by one and the names of the animals were told aloud by the teacher. Then, the students were asked to repeat after the teacher. After this repetition, the English names of the animals and their Turkish equivalences were written on the board and students were asked to write them on their notebooks.

To practice the target words, an interactive exercise that was used with the experimental group was performed and a memory game was played (see 3.2.1.1). The exercises were performed in the same way as in the experimental group.

After the first set of the words were practiced, an immediate post test were applied to the control group (see Appendix I-2). The test was the same with the experimental group and was composed of all 7 target words. 10 minutes were allocated for the application of the first immediate post test.

3.2.2.2. The second week

In the second week, the second set of the words under the category of ‘animals’ was introduced to the control group. The word list consisted of 13 target words and was introduced via flashcards. The same procedures with the first week were applied while presenting the target vocabulary (see 3.2.2.1). After the presentation of the vocabulary, some exercises were done to provide a better learning and to practice the target words. The same interactive exercises (Monkey Squash-Zoo Animals and interactive puzzle) and the memory game with the experimental group were applied and the same procedures were followed while performing the exercises (see 3.2.1.2).

Following the practice of the target words, an immediate post test consisting of 13 target words was applied and 20 minutes were allocated for the test (see Appendix I-2).

3.2.2.3. The third week

In the third week, the third set of the target words were introduced. The words consisted of 7 days of the week and introduced via the chant that the students’ book provided (see Appendix III-7). The students were asked to listen to the chant first without interruption and then asked to open the related page on their books that the text of the chant was provided. For the second repetition, the students were asked to follow the text and sing the chant with the teacher and the tape-recorder. This activity was repeated one more time and at the end of the last listening, the students’ attention was drawn on a specific part of the text that the days of the week were written. Then, the days of the week were written on the board with the Turkish equivalences by the teacher and students were asked to write them down on their notebooks.

After the presentation of the words, the same exercises and the game with the experimental group were used and the same procedures were followed (see 3.2.1.3).

Following the exercises, an immediate post test was applied and 10 minutes were allocated for the test (see Appendix I-2). The immediate post test was comprised of 7 days of the week and the students were asked to put the days in order.

3.2.2.4. The fourth week

In the fourth week, firstly 15 target words related to the subject ‘food’ were introduced. The presentation of the words was performed through flashcards and they were presented in the same way as in the first week (see 3.2.2.1). After the presentation, some exercises and games were applied to the control group to provide a better learning of the target words. The interactive spelling game that was played with the experimental group in the fourth week was also performed in the control group. The same procedures were applied to the control group while playing the game (see 3.2.1.4). In addition to the spelling game, a worksheet that had a puzzle and a matching exercise was handed out and students were asked to do the puzzle according to the clues provided and then, match the pictures with the names of the food.

After the exercises, the immediate post test for the last set of the target words was implemented and 25 minutes were allocated for the test (see Appendix I-2). The students were asked to match the pictures with the names of the food.

3.3. INSTRUMENTS

The matching tests were chosen in accordance with the general characteristics of children’s learning. The vocabulary checklists, translation and multiple choice tests were considered as inappropriate ways of vocabulary assessment when these characteristics were taken into account. According to Read (2000), using multiple choice items for the assessment of vocabulary take too much time to form and the test-takers’ performance depends considerably high on the choice of distracters. Furthermore, translation checklists seem to be too confusing and complex for young learners since they require too much productive knowledge of vocabulary including the right spelling of the words covered and the right equivalence of the target vocabulary which may result in various possible right answers to be scored subjectively.

The pre, immediate post and delayed post tests were comprised of the matching questions that were mentioned above (see Appendix I). The pre test and the delayed post test consisted of exactly the same questions with the same order of appearance on the sheet of paper. However, the immediate post test was divided into four parts and was implemented to both groups in four sessions due to the fact that the target vocabulary were covered in four weeks and the immediate post tests were applied exactly after each treatment session. However, it still consisted of the same pictures and the form.

The pre test consisting of 42 target vocabulary was implemented to each group a week before the treatment session. Neither of the two groups was informed about the test before and a whole lesson was devoted to the application of the test considering the number of the questions to be answered and the slight acquaintance of the students with answering English tests. The criteria for accepting a word as 'known' was to be able to write the correct name under the correct picture. However, slight spelling mistakes with one or two letters were accepted as correct answers (see Appendix IV). For instance, for the word 'parrot', a wrong spelling like 'parot' was accepted as a correct answer. The same criteria for accepting a word as 'known' was applied to the immediate post and delayed post tests as well.

The immediate post test was divided into four parts. In the first part, 7 target words under the category of 'animals' covered in the first week were asked to both groups and 10 minutes were allocated for the application of the first immediate post test. In the second part, the second set of the words under the category of 'animals' with 13 target words was covered and 20 minutes were allocated. In the third part, the days of the week were asked and 10 minutes were allocated and finally, in the fourth part, the last set of the target words under the category of 'food' with 15 words were asked and 25 minutes were allocated. All these tests were applied separately after each lesson but while analysing the scores in the SPSS program, for each student in both groups, the total scores of the four immediate post tests were used.

The delayed post test covering 42 target words and consisting exactly the same questions in the same order of appearance with the pre test were conducted to both experimental group and the control group. The same procedures were followed while

implementing the test in both groups. Students were not informed about the delayed post test in order to prevent any attempt to work on the target words before the test and a whole lesson was devoted to the application of the delayed post test.

3.4. DATA ANALYSIS

The same pre and post test instruments were applied to both groups. The scores obtained from these tests were entered to the data analysis programme called SPSS and analysed via it. T-test and when the dependent variable was not normally distributed Mann-Whitney U test analysis were applied to compare the scores and to rate the significance level of these scores. While testing for the normality of the data gathered, Shapiro-Wilk test was applied since the number of variables was under 30. Ak (2008) recommends using Shapiro-Wilk test when the number of the variables is under 30. After getting the test results for the normality, '0.05' significance level was taken into consideration while determining the normality rate between the scores to be analysed.

CHAPTER 4

RESULTS

This chapter presents the results of the study that is to explore the differences on young learners' target vocabulary knowledge after the use of authentic animated stories as vocabulary teaching materials. In accordance with this respect, in the first part of this chapter, the results of the experimental group were presented. This was done in three stages; firstly, the results of pre and immediate post tests; secondly, the results of immediate post and delayed post test and thirdly, the results of pre and delayed post tests were compared and presented. This procedure was followed in the second part of this chapter which was devoted to the results of the control group. And finally, at the third part of this section, the results and comparison of the experimental group and control group's pre, immediate post and delayed post tests were shown.

4.1. RESULTS OF THE EXPERIMENTAL GROUP

In this section, quantitative data gathered from the pre, immediate post and delayed post tests of the experimental group are explained. Table 4.1 presents the mean rank, sum of ranks, U and p values of the experimental group's test results. In the first part of the table pre and immediate post test results, in the second part, immediate post and delayed post test results and in the third part, pre and delayed post test results of the experimental group are compared.

Table 4.1. Comparison of the experimental group's pre and immediate post test scores; immediate post and delayed post test scores; and pre and delayed post test scores

GROUP	N	Mean Rank	Sum of Ranks	U	p
experimental group pre test	28	15,39	431,00	25,000	0,000
experimental group immediate post test	26	40,54	1054,00		
experimental group immediate post test	26	30,02	780,50	298,500	0,256
experimental group delayed post test	28	25,16	704,50		
experimental group pre test	28	16,00	448,00	42,000	0,000
experimental group delayed post test	28	41,00	1148,00		

When Table 4.1 presented above is analysed, firstly, the differences between the pre and immediate post test mean ranks of the experimental group can be seen (Experimental Group pre test: Mean Rank: 15,39 ; Experimental Group immediate post test: Mean Rank:40,54). Also, according to the Mann Whitney U test analysis, it can be found out that there is a statistically significant difference between the pre and immediate post test scores of the experimental group (U=25.00, $p < 0.05$). It can be further concluded that the experimental group developed their word knowledge after the treatment with the authentic animated stories.

However, when the immediate post and delayed post test mean ranks of the same group are analysed, some differences between the two tests are observed and it can be commented that the experimental group performed lower scores after a month interval (Experimental Group immediate post test: Mean Rank: 30,02 ; Experimental Group delayed post test: Mean Rank: 25,16). Nonetheless, this lower performance of the experimental group cannot be stated as statistically significant if the U and p values of the two tests are taken into consideration and it can be concluded that the forgetting rate of the experimental group is on a normal scale (U=298.50, $p > 0.05$).

Finally, pre and delayed post test analysis results of the experimental group are examined in order to check if there is still a significant difference between the scores gathered before and after the treatment despite the decline of the test scores after a month interval. According to the table above, it can be commented that there is still a significant difference between the pre test and delayed post test scores of the experimental group and the assumption that the experimental group developed their word knowledge after the treatment with the authentic animated stories can be doubtless accepted ($U=42.00$, $p<0.05$).

4.2. RESULTS OF THE CONTROL GROUP

In this section, quantitative data obtained from the control group's pre, immediate post and delayed post test results are explained. Table 4.2 shows the mean scores, standard deviations, t and p values of the control groups' test scores.

Table 4.2. Comparison of the control group's pre and immediate post test scores; immediate post and delayed post test scores; and pre and delayed post test scores

GROUP	N	Mean	Sd	df	t	p
control group pre test	27	17,85	6,74	52	-5,247	0,000
control group immediate post test	27	28,78	8,47			
control group immediate post test	27	28,78	8,47	52	1,852	0,700
control group delayed post test	27	24,33	9,16			
control group pre test	27	17,85	6,74	52	-2,963	0,005
control group delayed post test	27	24,33	9,16			

The table above is comprised of three sections. In the first section of the table, pre and immediate post test scores of the control group are compared and analysed and it can be found out that there are some differences between the mean scores of the pre

test and immediate post test results of the control group (Control Group pre test: M:17,85 SD:6,74 ; Control Group immediate post test: M: 28,78 SD: 8,47). Furthermore, the t-test results for the same tests reveal that there is a statistically significant difference between the two tests ($p < 0.05$). Therefore, it can be stated that the control group developed their vocabulary knowledge after the usual treatment applied.

In the second section of the table 4.2, similar to the experimental group, the immediate and delayed post test scores of the control group are analysed and compared. When the mean scores of the two tests are compared, some differences can be observed (Control Group immediate post test: M: 28,78 SD: 8,47; Control Group delayed post test: M: 24,33 SD: 9,16). However, according to the p value gathered from the t-test result of the tests, it is concluded that the difference between the immediate and delayed post test scores of the control group is not significant and forgetting rate of the control group is on an ordinary scale ($p > 0.05$).

Finally, in the third part, pre and delayed post test scores of the control group are analysed. According to the mean scores of the two tests mentioned, there seems a slight development after the usual treatment provided to the control group (Control group pre test: M:17,85 SD:6,74 ; Control Group delayed post test: M: 24,33 SD: 9,16). Nonetheless, the p value gathered through t-test analysis of the test scores reveals that there is still a statistically significant difference between two tests and therefore, the control group can be considered to develop their word knowledge after the treatment ($p < 0.05$).

4.3. COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS' PRE TEST, IMMEDIATE POST TEST AND DELAYED POST TEST SCORES

In this section, quantitative data gathered from the pre, immediate post and delayed post tests implemented to both experimental and control group with the same application procedures are presented. Table 4.3 shows the mean rank, sum of ranks, U and p values of the experimental and control groups' test results.

Table 4.3. Comparison of the Experimental and Control Groups' Pre Test, Immediate Post Test and Delayed Post Test Scores

	GROUP	N	Mean Rank	Sum of Ranks	U	p
PRE-TEST	Experimental	28	26,16	732,50	326,500	0,385
	Control	27	29,91	807,50		
IMMEDIATE POST TEST	Experimental	26	31,54	820,00	233,000	0,035
	Control	27	22,63	611,00		
DELAYED POST TEST	Experimental	28	33,88	948,50	213,500	0,006
	Control	27	21,91	591,50		

Table 4.3 above presents the results of the analysis in three parts. In the first part of the table, pre test scores of the experimental and control groups are presented and the differences between the mean ranks of the experimental and control groups' pre test scores can be seen (Experimental Group pre test: Mean Rank: 26,16 ; Control Group pre test: Mean Rank: 29,91). However, the results of the Mann Whitney U test analysis of the pre test scores reveal that there is statistically no significant difference between the two groups' pre test scores (U= 326.500, $p>0.05$). According to this finding, it can be further concluded that both groups had the same level of target vocabulary knowledge before the treatment.

However, when the immediate post test mean ranks of the experimental and control groups are analysed, a big difference between the two groups' mean ranks are observed (Experimental Group immediate post test: Mean Rank: 31,54 ; Control Group immediate post test: Mean Rank: 22,63). Similarly, Mann Whitney U test analysis of the immediate post test scores reveals that there is a statistically significant difference between the immediate post test scores of the experimental and control groups (U=233.000, $p<0.05$). This finding may lead to the assumption that the experimental

group performed better than the control group after the treatment with the authentic animated stories.

Finally, in the third part of the table, it is seen that the mean rank difference detected on the immediate post test results of both groups still exists (Experimental Group delayed post test: Mean Rank: 33,88; Control Group delayed post test: Mean Rank: 21,91). Furthermore, the U and p values of the test scores for both groups justifies that there is a statistically significant difference between the delayed post test scores of the experimental and control groups.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter presents the discussion of the results that were displayed in the preceding chapter, conclusions and limitations drawn from the study and suggestions for further research.

In this study, the main aim was to explore the impact of the authentic animated stories, which were used as vocabulary teaching materials, on young learners' vocabulary development in an EFL context. In line with this aim, four lesson plans that presented target vocabulary in a meaningful context via the use of authentic animated stories were formed and conducted in an EFL young learner classroom which was allocated as experimental group. Another four lesson plans that differed from the experimental group's with the vocabulary teaching materials were formed and implemented to another EFL young learner classroom called as control group. These two young learner classrooms had an equal size and level of English at the same state primary school and these four lesson plans covering 42 target words that were carefully chosen in accordance with the syllabus of the Ministry of Education were implemented on them. During the implementation phase pre tests, immediate post tests and delayed post tests were applied to these two groups of young learners in order to find possible answers to the research questions of this study.

5.1. DISCUSSION AND CONCLUSIONS ON THE RESULTS OF THE STUDY

5.1.1. Was There any Change in Young Learners' Target Vocabulary Knowledge After the Use of Authentic Animated Stories as Vocabulary Teaching Materials?

The answer for this research question can be found out by analysing the results of the experimental group provided in the previous section. With reference to the results of the pre and immediate post tests, it can be concluded that the experimental group

developed their word knowledge after the treatment. This finding can lead to a further fact that the use of authentic animated stories as vocabulary teaching materials in EFL young learner classrooms contributes to young learners' vocabulary development. Furthermore, after a month interval, the results show that there is no statistically significant decline of the scores and therefore, it can be stated that the words learnt through the authentic animated stories can be retained well despite a long time interval.

The reason for these positive findings may be children's good instinct for interpreting the sense or meaning of a situation or words in a story, a video, a conversation ...etc which is a very useful and necessary one when learning a language (Moon 2000). However, this may not be the only reason. Furthermore, the way of presenting a new vocabulary item through a story or a video that supports their instinct for this kind of interpreting the meaning or sense may also lead a high amount of mental work and thus affecting positively how well a new word is engraved in memory (Cameroon 2001). It is stated that simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary items into their personal vocabularies (Linse 2005). Also, the audio-visual atmosphere provided by an authentic animated story may cause the learning memorable as well as fun. Because, according to Çakır, the use of visual aids abundantly in the classroom makes learning memorable and fun (2004).

5.1.2. Was There any Difference Between the Target Vocabulary Knowledge of Young Learners Who Were Taught Vocabulary Through the Use of Authentic Animated Stories as Vocabulary Teaching Materials and Those Who Were Not in Terms of Their Success in Learning Vocabulary?

The overall results show that there is a statistically significant difference between the experimental and control groups' vocabulary development after the treatment. It can be reached to this view by comparing the results presented in previous chapter.

First of all, when the pre test results of both groups are compared, it can be commented that they both have a very similar level of target vocabulary knowledge. While the experimental group had 26,16 mean rank for the pre test, the control group

had 29,91 which showed a slight difference between the two groups' pre test results. Furthermore, the U and p values of the pre test scores justifies that there is not a significant difference between the experimental and control groups' target vocabulary knowledge before the treatment (U= 326.500, $p>0.05$).

However, the number of words known by the two groups before the treatment may be held as considerably high. This situation can be a cause of big effect of English used on TVs, internet ...etc that children have a close connection. Also, children's availability to different kinds of technological devices and target vocabulary's being high-frequency and concrete words can be other reasons for this. Nonetheless, insignificant difference between the experimental and control groups' pre test scores compensates this deficiency of the study.

With regard to exploring the differences on young learners' target vocabulary knowledge after the use of authentic animated stories as vocabulary teaching materials, at the first phase, it can be useful to examine the immediate post test results of the two groups. As seen in part 3 of the previous chapter, there are some differences between the test scores of the experimental and control groups after the treatment. The data gathered through the Mann Whitney U test analysis indicate that the experimental group performed statistically better than the control group after the treatment with the authentic animated stories. The findings may also lead to a further assumption that the authentic animated stories when used as vocabulary teaching materials help learning target vocabulary better than the usual vocabulary teaching materials like the flashcards, songs or the course books.

Similarly, there occurred some more differences in the delayed post test's mean ranks for the two groups. According to the Mann-Whitney U test analysis, this difference is statistically significant and thus, it can be concluded that teaching vocabulary through authentic animated stories leads better results in young learner classrooms in terms of success in learning vocabulary (U=213.500, $p<0.05$).

As mentioned above, the results show that the experimental group who were taught the target vocabulary through the use of authentic animated stories performed better than the control group who were not in terms of their success in vocabulary learning. Such a finding may be due to a number of reasons.

When the Turkish education system at state schools are taken into consideration, it can be observed that the subject students are used to explicit teaching and ordinary materials like the course book, whiteboard, tape recorders ...etc in many fields of education due to many reasons like lack of time, unequipped classrooms and heavy syllabus. Thus, having a language lesson in a fully audio-visual atmosphere can be undoubtedly very enjoyable, interesting and therefore memorable for a young learner classroom since it was their very first experience in such kind of teaching. Also, the world provided by the authentic animated stories may be highly eye-catching for them since it is moving, mostly colourful and fun with exaggerated sounds and lovely songs. Therefore, it has a high potential to draw attention to the important items like vocabulary in the verbal information, so serves as a mnemonic device and helps storing message information in an effective way (Chan Lin 1998).

In addition to this, having the characteristics mentioned above, the use of language teaching materials like authentic animated stories in this specific young learner classroom may have helped to create a language learning atmosphere that was free of any possible apprehension to language learning that the students haven't experienced before. Also, with the features of creating fun and joy in a language classroom, the authentic animated stories may have lowered the anxiety that the subject learners had towards learning English. Thus, as many researchers point out, lower anxiety may lead to success in learning like in this study. Because, it is suggested that anxiety and tension in a learning environment may cause failure in learning (Stevick 1980). Stevick (1980) comments that anxiety in a learning environment slows down the learners' performance. Also, while excessive or too low anxiety can limit the successful language learning process, lowered anxiety and inhibition may raise the meaningful input for learners (Brown 1984). Therefore, it can be concluded that the effect of authentic animated stories on inhibiting the anxiety and apprehension in the classrooms and thus, creating a favourable language teaching and learning environment may help the experimental group learners perform better than the control group that were taught vocabulary in a usual way with ordinary materials.

Furthermore, according to some researchers, in Turkish primary schools audio-visual materials and aids are not adequately used in English classes and learners have a

strong desire for the use of these audio-visual materials (Atak Damar 2004; Mersinligil 2002). The benefits of these kinds of materials and activities based on them like singing songs through watching video clips, watching cartoons and animated stories, learning grammar and vocabulary through slide shows, etc are countless. According to Halliwell (1992), seeing is central to understand the language and an integration of seeing and listening can be a basic source for language learning. In that case, authentic animated stories seem to be ideal for creating a learning atmosphere as Halliwell mentioned. According to Verdugo and Belmonte's study (2007), since they are visual, interactive and reiterative, the use of animated stories can be very beneficial in developing young learners' listening skills and understanding of spoken language. Also, Öz (2001; cited in Karatay 2007) comments that the more written texts and visual aids are used, the more words are gained by the students. Thus, authentic animated stories' power to create such a useful learning atmosphere as mentioned above may be another reason for the experimental groups' success in vocabulary learning in this study. This assumption may be held through the unrecorded personal experiences that the researcher had during the study. The differences in the teaching and learning atmospheres that both groups had were easily observable. The group that learnt the target vocabulary through the use of authentic animated stories were observed as very enthusiastic and curious about the things that they were going to learn. They had great fun and never got bored during the sessions with the authentic stories. Furthermore, they were observed to pronounce the target words better than the control group considering their learning the words from the authentic audio-visual stories that were dubbed by native speakers. However, the same atmosphere was not observed with the control group since they felt like having usual predictable teaching sessions. This may be due to the fact that they were used to having lessons with visuals like pictures on their course books or the larger ones provided by their teachers in other fields. In conclusion, it can be commented that the authentic animated stories' fulfilling the students' desire for the use of different kinds of audio-visual materials other than tape recorders and flashcards may be considered as one of the effect for its success in this study.

In addition to these, the authentic animated stories' great benefit to contextualize the target words covered can be considered as another issue for the success of the study

conducted. Contextualizing the target items while teaching has a prominent importance since natural language is always experienced in context when compared to the language presented in traditional language classrooms. Contextualization helps the target language and items to be meaningful to the students by introducing them in realistic settings. In accordance with this aspect of contextualization, the stories are considered as invaluable instruments for contextualizing the language instruction (Garvie 1990; Shrum & Glisan 1994; Cameroon 2001). According to Shrum and Glisan (1994), a story as a text may be experienced as an initial authentic context that is comprised of invaluable examples of natural structures and words. Similarly, in this study, the experimental group was exposed to the target vocabulary items in an authentic context provided by the four authentic animated stories. The contexts that the stories in were also very enjoyable and meaningful, which was necessary for an ideal teaching and learning atmosphere. However, the control group was provided the target words in a traditional way. They learnt the target words mostly from flashcards and a chant without any contextualization. Therefore, there was no meaningful and natural atmosphere while learning in contrast to the experimental group. Thus, when the results gathered from this study are taken into consideration, it can be commented that the authentic animated stories that provide the target language items with authentic meaningful contexts may help the learners perform better than the other ways of presenting language items like flashcards and chants.

On the whole, the present study reveals that the use of authentic animated stories as vocabulary teaching materials in EFL young learner classrooms leads to better performances in vocabulary learning in comparison to the classrooms with the use of other traditional materials like flashcards, songs and the course book as in this study.

5.2. IMPLICATIONS FOR PRACTICE

In this study, it is aimed at exploring the effects of authentic animated stories on young learners' vocabulary learning in terms of their success in an EFL context. The outcomes of the study reveal a number of implications for curriculum developers and language teachers.

One of the most significant implications that can be suggested according to this study is that it is vital and necessary to provide an audio-visual language learning atmosphere to young learners in meaningful contexts. Thus, authentic animated stories may be considered as very useful and crucial materials that enable language teachers to contextualize the subject matter like new vocabulary or grammar in an audio-visual atmosphere. Besides, providing great opportunities for language teachers to present and revise vocabulary and grammatical items in meaningful and enjoyable contexts, as explained in detail in part 4.2.1 of Chapter 2, authentic animated stories can also bring the real language into the classroom, which most language classrooms lack.

Another important point derived from this study is the necessity of using various materials and activities to provide a desirable vocabulary teaching atmosphere for young learners that is enjoyable, motivating, effective and memorable. Considering the rising importance of vocabulary in language teaching and learning field, vocabulary teaching does not mean just to give the meaning of the words and make the students memorize them. Now, it is crucial to provide and use various supplementary materials and activities suitable for young learners. Materials and activities that are especially visual or audio-visual, both attract the young learners' attention and make the language input contextualized, which helps the language learning and especially vocabulary learning to become permanent. In addition to these, integrating the technological devices into the classroom activities like watching animated stories and cartoons, watching video clips for learning a song or presenting vocabulary or grammar through slide shows can help the contextualization of the language input, support comprehension, create fun and motivation and so make the learning permanent.

5.3. LIMITATIONS OF THE STUDY

There have been some limitations of this study. First of all, the main limitation for this study was the time constraint. Since there was a limited time to conduct a research like this, it was not possible to lengthen the lesson plans to a longer period and to apply the treatment to a large number of students. If there would be more time allocated, it would be possible to provide enough encountering and repetition of target words for young learners that would affect the performance of the learners in a real way

and if the treatment could have been applied to a much larger group, the validity of the research could be higher.

Another limitation was about the evaluation. Since the study was applied to the fourth grade students that started language learning for the first time, it was not possible to provide various evaluation tools that involve different kinds of word knowledge questions. Only a matching test was to be applied considering their age and this caused to evaluate just the receptive knowledge of the vocabulary.

Furthermore, since the syllabus provided by the Ministry of Education had to be strictly followed, the animated stories were to be chosen according to this and this limited the researcher from choosing much appropriate and enjoyable stories and the words to be covered had to be high-frequency ones concerning the syllabus.

5.4. FURTHER RESEARCH

Since this study tried to explore the effects of authentic animated stories on only vocabulary development of young learners, it would be beneficial to widen the scope of this study and to try to investigate the role of authentic animated stories on other skills and fields of language learning such as listening, reading, grammar or to try to investigate the effect of these stories on young learners' attitudes towards language learning.

Another suggestion for further research could be to enlarge the size of the participants since the study had to be conducted to a very small group of young learners. Also, the measuring tools could be diversified, since only one kind of measuring tool may not be reliable for such kind of research.

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APPENDIX I

1- Word Test (Pre and Delayed Post Test)

AŞAĞIDAKİ RESİMLERİN ALTINA İSİMLERİ YERLEŞTİRİN!

SHARK - FROG - MONKEY - HAMSTER - CAT - RHINO - PARROT - HIPPO
- OCTOPUS - SHEEP - SNAKE - FISH - RABBIT - DOG - LION -
CROCODILE - KANGAROO - COW - BIRD - PANDA



GÜNLERİ DOĞRU ŞEKİLDE SIRALAYIN!

TUESDAY

1- _____

SATURDAY

2- _____

SUNDAY

3- _____

MONDAY

4- _____

WEDNESDAY

5- _____

FRIDAY

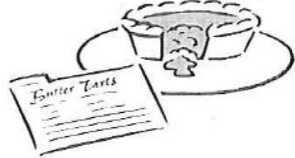
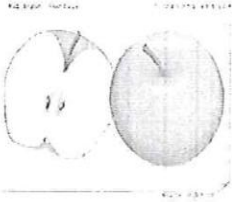
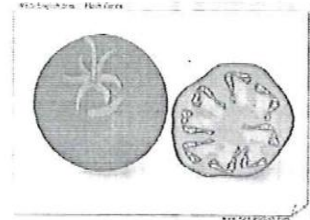
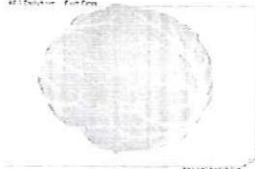
6- _____

THURSDAY

7- _____

Aşağıdaki kelimeleri uygun resimlerin altına yazınız!

apple cake cabbage sweet sausage meatball rice pudding
tomato grape bean chicken mushroom banana orange



2- Immediate Post Tests

First Immediate Post Test

AŞAĞIDAKİ RESİMLERİN ALTINA İSİMLERİ YERLEŞTİRİN!

LION – FISH – BIRD – MONKEY – DOG – COW – SHEEP



Second Immediate Post Test

AŞAĞIDAKİ RESİMLERİN ALTINA İSİMLERİ YERLEŞTİRİN!

SHARK – FROG – HAMSTER – CAT – RHINO – PARROT – HIPPO –
OCTOPUS – SNAKE – RABBIT – CROCODILE – KANGAROO – PANDA



Third Immediate Post Test

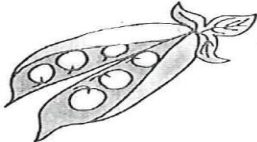
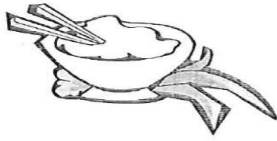
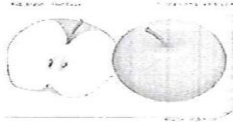
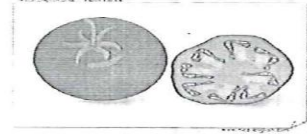
GÜNLERİ DOĞRU ŞEKİLDE SIRALAYIN

- | | |
|-----------|----------|
| TUESDAY | 1- _____ |
| SATURDAY | 2- _____ |
| SUNDAY | 3- _____ |
| MONDAY | 4- _____ |
| WEDNESDAY | 5- _____ |
| FRIDAY | 6- _____ |
| THURSDAY | 7- _____ |

Fourth Immediate Post Test

Aşağıdaki kelimeleri uygun resimlerin altına yazınız!

apple cake cabbage sweet sausage meatball rice pudding
tomato grape bean chicken mushroom banana orange



APPENDIX II

SCENES FROM THE AUTHENTIC ANIMATED STORIES

Source for all the animated stories and interactive exercises: British Council:
LearnEnglishKids : <http://learnenglishkids.britishcouncil.org/en/>

Example Scenes From The First Story – What is That Noise?

Target Words: Lion – Fish – Bird – Monkey – Dog – Cow - Sheep

What noise? | Learn...
learnenglishkids.britishcouncil.org/en/short-stories/whats-noise
The lion is trying to sleep. But somebody is making a noise! Who is it?
BRITISH COUNCIL LearnEnglish Kids
It's not the fish.
© British Council
Story developed by Cambridge English Online

The lion hears a lot of different noises in the story.

- What noises can you sometimes hear when you're trying to go to sleep?
- What noises do you like to hear?

What noise? | Learn...
learnenglishkids.britishcouncil.org/en/short-stories/whats-noise
The lion is trying to sleep. But somebody is making a noise! Who is it?
BRITISH COUNCIL LearnEnglish Kids
It must be the bird.
© British Council
Story developed by Cambridge English Online

The lion hears a lot of different noises in the story.

What noise? | Learn...
learnenglishkids.britishcouncil.org/en/short-stories/whats-noise
The lion is trying to sleep. But somebody is making a noise! Who is it?
BRITISH COUNCIL LearnEnglish Kids
It's not the monkey.
© British Council
Story developed by Cambridge English Online

The lion hears a lot of different noises in the story.

What noise? | Learn...
learnenglishkids.britishcouncil.org/en/short-stories/whats-noise
The lion is trying to sleep. But somebody is making a noise! Who is it?
BRITISH COUNCIL LearnEnglish Kids
It must be the dog.
© British Council
Story developed by Cambridge English Online

The lion hears a lot of different noises in the story.

What noise? | Learn...
learnenglishkids.britishcouncil.org/en/short-stories/whats-noise
The lion is trying to sleep. But somebody is making a noise! Who is it?
BRITISH COUNCIL LearnEnglish Kids
Is it the cow?
© British Council
Story developed by Cambridge English Online

The lion hears a lot of different noises in the story.

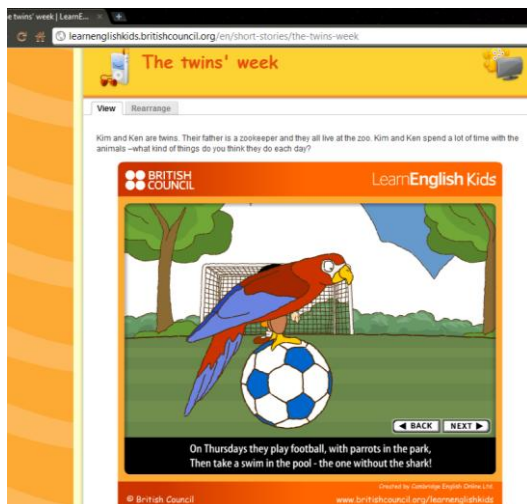
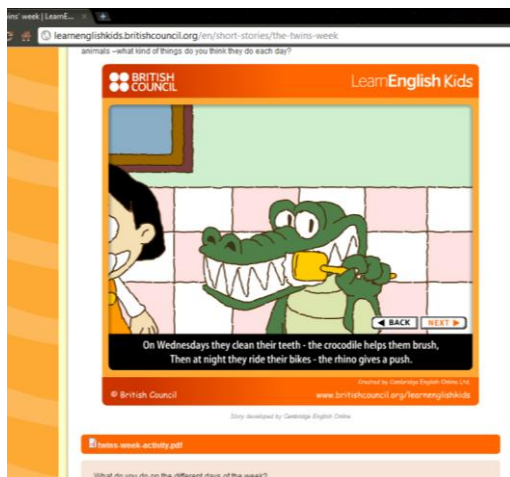
- What noises can you sometimes hear when you're trying to go to sleep?

What noise? | Learn...
learnenglishkids.britishcouncil.org/en/short-stories/whats-noise
The lion is trying to sleep. But somebody is making a noise! Who is it?
BRITISH COUNCIL LearnEnglish Kids
No, it's the sheep.
© British Council
Story developed by Cambridge English Online

The lion hears a lot of different noises in the story.

Example Scenes From The Second Story –The Twins’ Week

Target Words: Shark – Frog – Hamster – Cat – Rhino – Parrot – Hippo – Octopus – Snake – Rabbit – Crocodile – Kangaroo - Panda



Example Scenes From The Third Story – Buzz and Bob’s Big Adventure

Target Words: Monday – Tuesday – Wednesday – Thursday – Friday – Saturday -Sunday

leamenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure

view

Buzz and Bob are on holiday at an adventure camp. What sports do you think they will do there? Read the story and find out.

BRITISH COUNCIL LearnEnglish Kids

Monday - BMX
Tuesday - Rock climbing
Wednesday - Rafting
Thursday - Caving
Friday - Surfing
Saturday - Parachuting

READ

← BACK NEXT →

Buzz and Bob arrive at the camp. Buzz is very excited. 'Look, Bob! What shall we do first?'

© British Council

Written by Sue Clarke. Illustration by Cambridge English Online Ltd.
www.britishcouncil.org/learnenglishkids

Story by Sue Clarke | Illustration by Cambridge English Online

Print an activity to do with this story

leamenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure

view

Buzz and Bob are on holiday at an adventure camp. What sports do you think they will do there? Read the story and find out.

BRITISH COUNCIL LearnEnglish Kids

READ

← BACK NEXT →

On Monday they ride BMX bikes. 'Whee, this is great!' 'Be careful Bob!'

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Story by Sue Clarke | Illustration by Cambridge English Online

Print an activity to do with this story

leamenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure

view

Buzz and Bob are on holiday at an adventure camp. What sports do you think they will do there? Read the story and find out.

BRITISH COUNCIL LearnEnglish Kids

READ

← BACK NEXT →

On Tuesday they go rock climbing. 'Look out for the rocks, Bob!' 'Ouch!' Buzz helps Bob to the top.

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Story by Sue Clarke | Illustration by Cambridge English Online

Print an activity to do with this story

leamenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure

view

Buzz and Bob are on holiday at an adventure camp. What sports do you think they will do there? Read the story and find out.

BRITISH COUNCIL LearnEnglish Kids

READ

← BACK NEXT →

On Wednesday they go rafting. Bob is very scared. His face goes green. 'Come on Bob, this is great!'

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Story by Sue Clarke | Illustration by Cambridge English Online

Print an activity to do with this story

leamenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure

view

Buzz and Bob are on holiday at an adventure camp. What sports do you think they will do there? Read the story and find out.

BRITISH COUNCIL LearnEnglish Kids

READ

← BACK NEXT →

On Thursday Buzz and Bob go caving in an underground cave. There are lots of bats. 'It's dark in here! I don't like bats!'

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www.britishcouncil.org/learnenglishkids

Story by Sue Clarke | Illustration by Cambridge English Online

Print an activity to do with this story

leamenglishkids.britishcouncil.org/en/short-stories/buzz-and-bobs-big-adventure

view

Buzz and Bob are on holiday at an adventure camp. What sports do you think they will do there? Read the story and find out.

BRITISH COUNCIL LearnEnglish Kids

READ

← BACK NEXT →

On Friday they go surfing. They do surfing tricks. 'Look at me! I'm a great surfer!' 'Oh no, you're not!'

© British Council

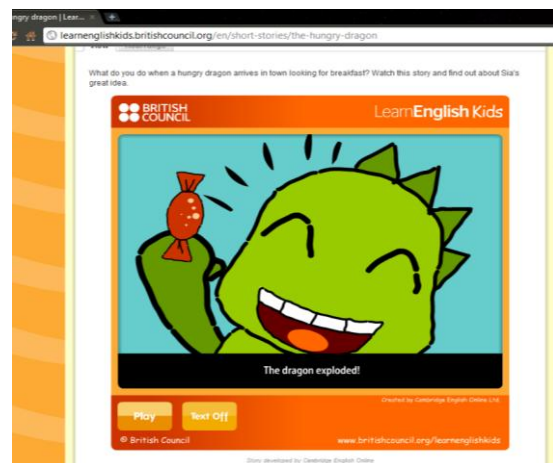
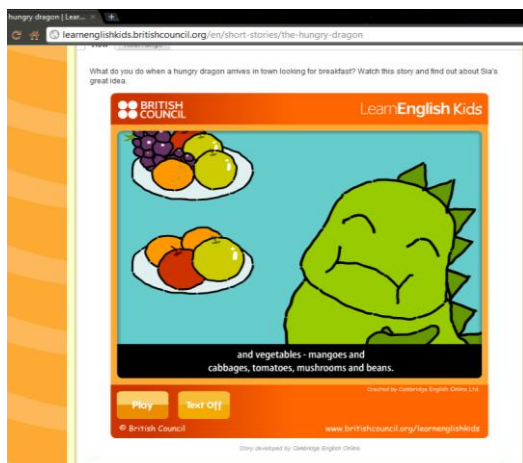
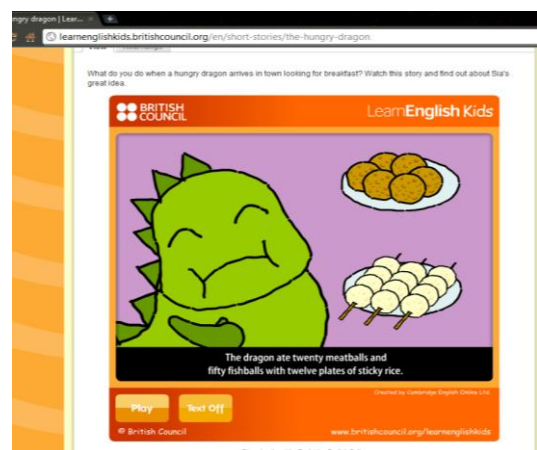
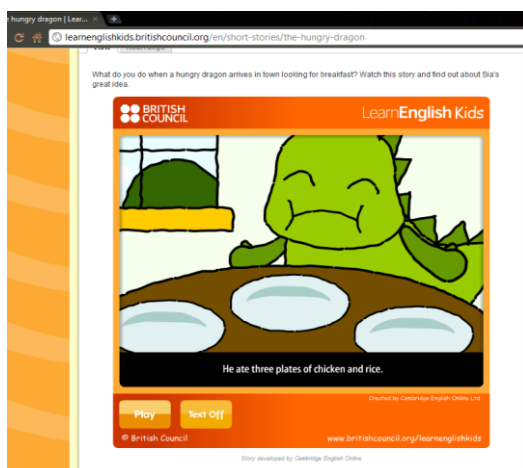
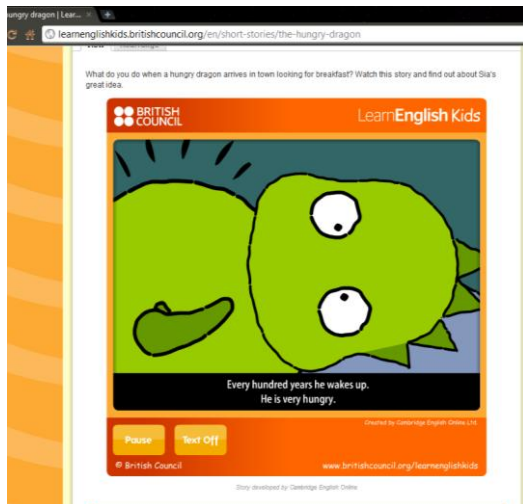
Written by Sue Clarke. Illustration by Cambridge English Online Ltd.
www.britishcouncil.org/learnenglishkids

Story by Sue Clarke | Illustration by Cambridge English Online

Print an activity to do with this story

Example Scenes From The Third Story – The Hungry Dragon

Target Words: Apple – Cake – Cabbage – Sweet – Sausage – Meatball – Rice – Pudding – Tomato – Grape – Bean – Chicken – Mushroom – Banana – Orange



APPENDIX III

EXERCISES PROVIDED AFTER STORIES

1- Scenes from 'Animal Maker'

Here are some mixed up animals. Can you read the clues and make these crazy creatures?



Here are some mixed up animals. Can you read the clues and make these crazy creatures?



are some mixed up animals. Can you read the clues and make these crazy creatures?



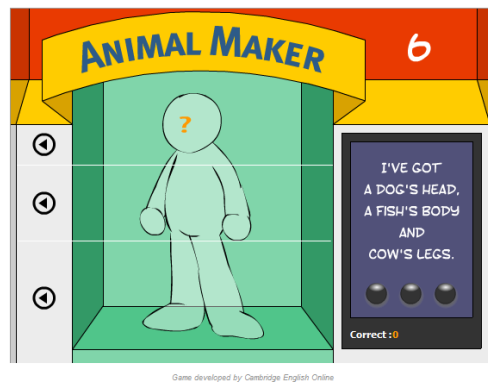
are some mixed up animals. Can you read the clues and make these crazy creatures?



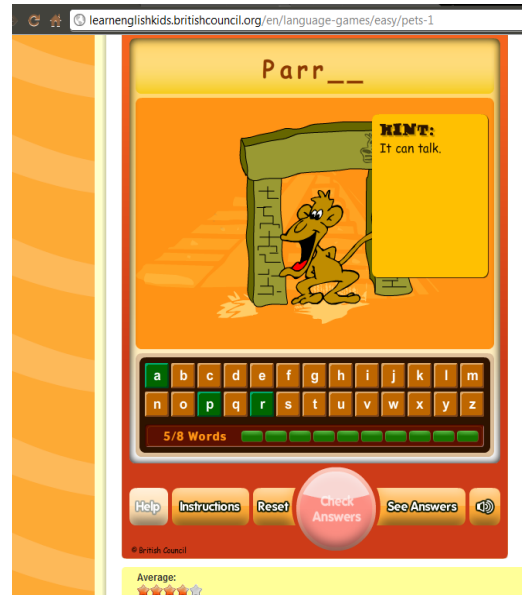
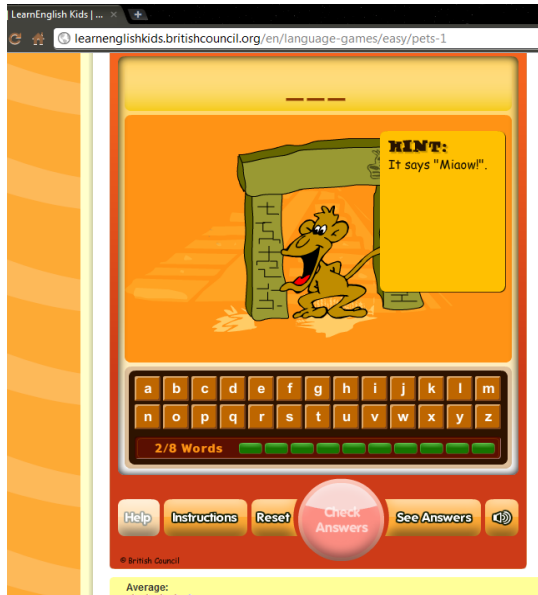
are some mixed up animals. Can you read the clues and make these crazy creatures?



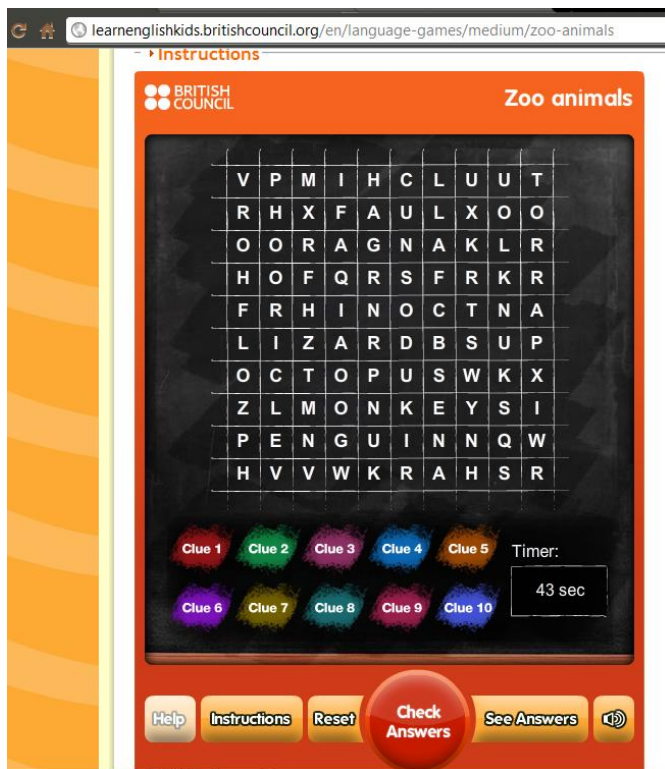
are some mixed up animals. Can you read the clues and make these crazy creatures?



2- Scenes from 'Monkey Squash- Animals'



3-Interactive Puzzle- Zoo Animals



4-Scenes from Monkey Squash- Days of the Week

learnenglishkids.britishcouncil.org/en/language-games/easy/days-the-week

BRITISH COUNCIL

Days of the week

Wed_e_d__

HINT:
This is the day after Tuesday.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

3/7 Words

Help Instructions Reset Check Answers See Answers

© British Council

learnenglishkids.britishcouncil.org/en/language-games/easy/days-the-week

BRITISH COUNCIL

Days of the week

Mon__

HINT:
This is the day after Sunday.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

1/7 Words

Help Instructions Reset Check Answers See Answers

© British Council

Average:

learnenglishkids.britishcouncil.org/en/language-games/easy/days-the-week

BRITISH COUNCIL

Days of the week

Tuesd__

HINT:
This is the day before Wednesday.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

2/7 Words

Help Instructions Reset Check Answers See Answers

© British Council

5- Listening and Matching Exercises - Days of the Week

8A Listen and repeat.



August 2009						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Sunday



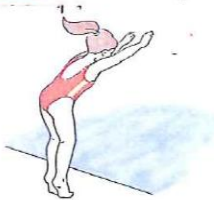
Monday



Tuesday



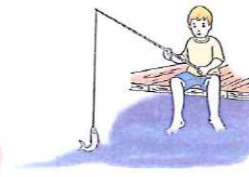
Wednesday



Thursday



Friday



Saturday

8B Look and write.



1) What day is it?
Today is Friday.



2) What day is it?



3) What day is it?



4) What day is it?



5) What day is it?



6) What day is it?

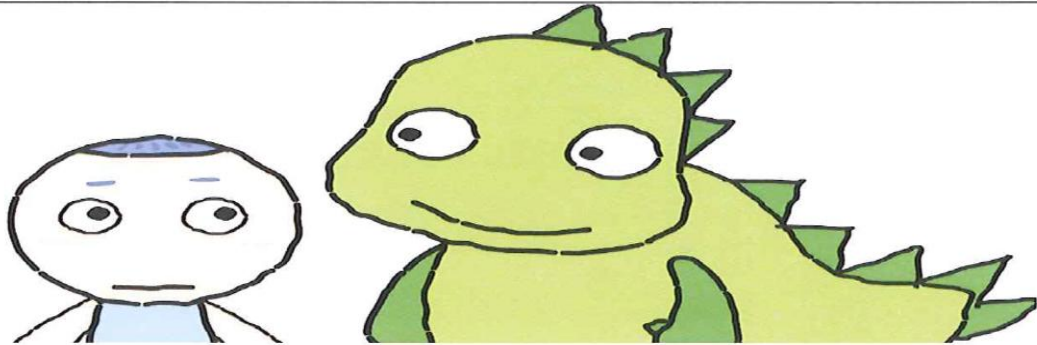


7) What day is it?

6 – Worksheet - Food



The Hungry Dragon



- 1) What did the dragon eat for breakfast? The dragon in the story was a very hungry dragon. Here are some of the things he ate.

First match the words and the numbers then write in the spaces below.

five	ten	twenty	fifty	twelve	six	one
1	6	5	10	50	12	20



_____ cakes



_____ puddings



_____ fishballs



_____ meatballs



_____ sausages



_____ sweet



_____ plates of noodles



_____ plates of sticky rice

- 2) Now write about the dragon's breakfast. Watch the story again and write the food words.

First he ate three plates of _____ and _____. Next he ate five plates of _____ and ten _____. In the restaurant he ate twenty _____ and fifty _____ and after that he ate six _____ and a _____. He ate everything in the shop and last of all he ate a _____.

- 3) Over to you. Make a poster. Draw and write about what you had for breakfast today.

7- Chant – Days of the Week

Every week has seven days

See how many you can say

Sunday Monday Tuesday

Wednesday Thursday Friday Saturday

What's today?

APPENDIX IV

Gökcan Albay

AŞAĞIDAKİ RESİMLERİN ALTINA İSİMLERİ YERLEŞTİRİN!

~~SHARK~~ - ~~FROG~~ - ~~MONKEY~~ - ~~HAMSTER~~ - ~~CAT~~ - ~~RHINO~~ - ~~PARROT~~ - ~~HIPPO~~
~~OCTOPUS~~ - ~~SHEEP~~ - ~~SNAKE~~ - ~~FISH~~ - ~~RABBIT~~ - ~~DOG~~ - ~~LION~~ - 19
CROCODILE - KANGAROO - COW - BIRD - PANDA

 Panda ✓	 Hippo ✓	 crocodile ✓	 Rhino ✓	 Parrot ✓
 Shark ✓	 Frog ✓	 octopus ✓	 Kangaroo ✓	 Monkey ✓
 hamster ✓	 Rabbit ✓	 Bird ✓	 Snake ✓	 Dog ✓
 Fish ✓	 Lion ✓	 Cow ✓	 Sheep ✓	 cat ✓

GÜNLERİ DOĞRU ŞEKİLDE SIRALAYIN!

TUESDAY	→ 1- Monday ✓
SATURDAY	→ 2- Tuesday ✓
SUNDAY	→ 3- Wednesday ✓
MONDAY	→ 4- Thursday ✓
WEDNESDAY	→ 5- Friday ✓
FRIDAY	→ 6- Sunday ✗
THURSDAY	→ 7- Saturday ✗

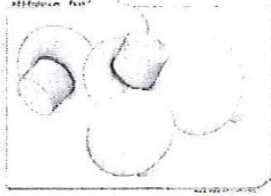
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Gürkan Albay

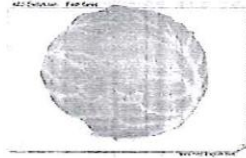
Aşağıdaki kelimeleri uygun resimlerin altına yazınız!

13

apple cake cabbage sweet sausage meatball rice pudding
tomato grape bean chicken mushroom banana orange



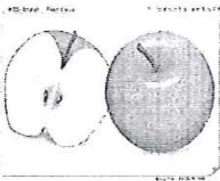
Mushroom



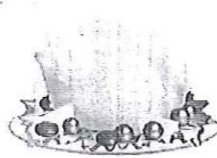
Cabbage



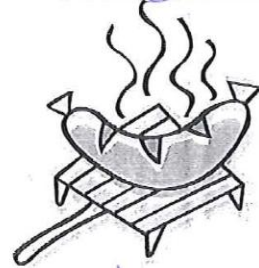
tomato



apple



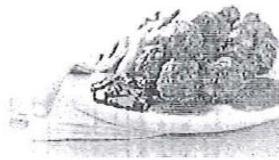
chicken



Sausage



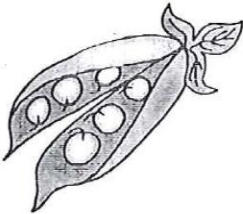
sweet



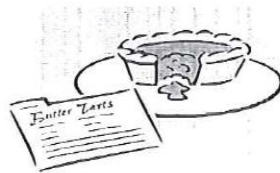
meatball



cake



bean



Pudding



Grape



banana

Orange

ÖZGEÇMİŞ (Burcu KAYA)			
Doğum Yeri ve Yılı	Bakırköy	16.09.1985	
Öğr.Gördüğü Kurumlar:	Başlama Yılı	Bitirme Yılı	Kurum Adı
Lise:	1999	2003	Aliğa Y.D.A Lisesi
Lisans:	2003	2007	Uludağ Üniversitesi
Yüksek Lisans:	2007	-	Uludağ Üniversitesi
Doktora:	-	-	-
Medeni Durum :	Bekar		
Bildiği Yabancı Diller ve Düzeyi:	İngilizce (Çok İyi)		Almanca (Başlangıç)
Çalıştığı Kurum(lar):	Başlama ve Ayrılma Tarihleri		Çalışılan Kurumun Adı
1.	2007	2008	Smartlingua Dil Merkezi
2.	2008	2009	Ht. St. Georgen a.d. Stiefing
3.	2009	2010	İğsaş İlköğretim Okulu
4.	2010	-	Kocaeli Valiliği AB Proj. Koor.Merk.
Yurtdışı Görevleri	Avusturya Ht. St. Georgen a.d. Stiefing - Comenius Asistanlığı		
Kullandığı Burslar	-		
Aldığı Ödüller:	-		
Üye Olduğu Bilimsel ve Mesleki Topluluklar :	-		
Editör veya Yayın Kurulu Üyelikleri :	-		
Yurt İçi ve Yurt Dışında katıldığı Projeler :	Science Education European Platform- (SEEP) Projesi Fairstart Projesi Understanding Dyslexia Phenomena at the Primary education (GATE) Projesi		
Katıldığı Yurt İçi ve Yurt Dışı Bilimsel Toplantılar:	-		
Yayımlanan Çalışmalar :	-		
Diğer:			
			17/08/2011 Burcu KAYA

ULUDAĞ ÜNİVERSİTESİ		
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU		
Yazar Adı Soyadı	Burcu KAYA	
Tez Adı	Özgün Animasyon Hikayelerinin İngilizce Öğrenme Ortamında Çocukların İngilizce Kelime Öğrenimine Olan Etkisi	
Enstitü	Eğitim Bilimleri	
Anabilim Dalı	Yabancı Diller Eğitimi	
Bilim Dalı	İngiliz Dili Eğitimi	
Tez Türü	Yüksek Lisans	
Tez Danışman(lar)ı	Yrd. Doç Dr. Derya YILMAZ	
Çoğaltma (Fotokopi Çekim) İzni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum	
	<input checked="" type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin %10 bölümünün fotokopi çekilmesine izin veriyorum	
	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum	
Yayımlama İzni	<input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin veriyorum	
	<input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum	
	1 yıl	<input type="checkbox"/>
	2 yıl	<input type="checkbox"/>
	3 yıl	<input type="checkbox"/>
	<input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin vermiyorum	
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	Tarih:	
	İmza:	