

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

USING STORY TELLING SUPPORTED BY NLP TECHNIQUES IN THE
TEACHING OF VOCABULARY TO YOUNG LEARNERS

M. A. THESIS

BY
Emel GÜLEÇ

Ankara
July, 2012

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

USING STORY TELLING SUPPORTED BY NLP TECHNIQUES IN THE
TEACHING OF VOCABULARY TO YOUNG LEARNERS

M. A. THESIS

BY
Emel GÜLEÇ

Supervisor: Asst. Prof. Dr. Gülşen DEMİR

Ankara
July, 2012

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Emel GÜLEÇ'in "Using Story Telling Supported By NLP Techniques In The Teaching Of Vocabulary To Young Learners" başlıklı tezi tarihinde jürimiz tarafından İngilizce Öğretmenliği Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

Ad Soyad

İmza

Başkan:

.....

Üye (Tez Danışmanı):.....

.....

Üye:

.....

Üye:

.....

Üye:

.....

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor Assist. Prof. Dr. Gülşen DEMİR, without whose assistance and guidance, this thesis would not have been possible. I am deeply indebted to her for her warm encouragement.

I would like to express my most sincere appreciation to my thesis jury committee.

I would like to send my very sincere thanks to my friend Gökhan Kayır for his help and valuable suggestions on the statistical analysis.

I really appreciate my dear friend, Serpil Erdoğan, whose encouragement was irreplaceable for me.

I owe a debt of gratitude to my husband Ayberk Güleç for his support and understanding throughout the study.

I am also thankful to the participants of this study for sincerely sharing their thoughts and emotions.

Most of all, I wish to express my heartfelt thanks to my mother and father Ayşe and Hasan Sarı and to my dear brothers İsa, Mustafa and Fatih Sarı without whose support I would have never been able to aspire for this level of education. Without their understanding and continuous support, I could have never completed this study.

ABSTRACT

USING STORY TELLING SUPPORTED BY NLP TECHNIQUES IN THE TEACHING OF VOCABULARY TO YOUNG LEARNERS

GÜLEÇ, Emel

Master's Thesis, English Language Teaching Program

Supervisor: Asist. Prof. Dr. Gülşen DEMİR

July – 2012, page 181

This specific study concerns itself with the teaching vocabulary to 4th grade students by using story telling and Neuro-Linguistic Programming (NLP) techniques to trigger their long term memories. In this respect, this study tries to find out the answers to the following questions:

- What are the attitudes of young learners towards English and vocabulary learning?
- Do NLP techniques and story telling activities enhance students' vocabulary knowledge?
- Does using story telling technique with NLP aids help students retrieve the vocabularies learned when needed?
- Does using story telling technique with NLP aids contribute to students' level of motivation, interest, enjoyment and pleasure towards vocabulary learning?

The purpose of the study is to help students to improve their vocabulary learning and retention skills. Another purpose of the study is to increase students' level of motivation, interest, enjoyment and pleasure towards vocabulary learning by offering meaningful and rich input. To this purpose, NLP techniques are integrated into the existing language syllabus through story telling activities.

First chapter of this study is introduction. It gives information about the background of the study, statement of the problem and purpose of the study. The second chapter presents an overview of literature, by giving information about young learners and their

characteristics, learning styles and the ways to teach vocabulary best. This chapter also emphasizes storytelling and NLP techniques. The third chapter explains the methodology in detail. The fourth chapter is the data analysis and discussion. In this chapter, the results of the pre and post tests are presented on tables and interpreted. Also, the results are discussed according to research questions and sub-problems. As for the fifth chapter, it provides a brief summary of the study. It also presents general implications and offers specific suggestions. Additionally, the study has appendices; the lesson plans and example of activities, complete forms of Attitude Questionnaire, Vocabulary Knowledge Scale, and Intrinsic Motivation Inventory.

As sources of data Vocabulary Knowledge Scale (VKS), Intrinsic Motivation Inventory (IMI) and Attitude Questionnaire were administered. The VKS were administered as pre-test and the post-test to examine the results of the applied tasks. The results showed that implemented story telling activities and NLP techniques were helpful for students to learn the target vocabulary items. Although the mentioned post test applied two weeks after the implementation, the students (except one student) highly remembered the target words, so it can be claimed that the implemented study was effective in students' putting the target words into their long term memory and retrieving them when needed. Also it was found that students' motivation was high after the applied techniques and activities.

Keywords: Story telling, Vocabulary teaching, Young learners, Neuro-Linguistic Programming, Long term memory.

ÖZET

GENÇ ÖĞRENCİLERİ KELİME ÖĞRETİMİNDE NÖRO LİNGÜİSTİK PROGRAMLAMA (NLP) TEKNİKLERİYLE DESTEKLENMİŞ HİKAYE ANLATIMI KULLANIM UYGULAMASI

GÜLEÇ, Emel

Yüksek Lisans Tezi , İngilizce Öğretmenliği Ana Bilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Gülşen DEMİR

Temmuz – 2012, sayfa 181

Bu çalışma dördüncü sınıf öğrencilerinin uzun süreli belleklerini tetiklemek amacıyla, Nöro-Linguistik Programlama (NLP) teknikleriyle hikaye anlatımı ile kelime öğretimi konusuyla ilgililenmektedir. Bu çalışmada aşağıda verilen şu sorulara yanıt aranmaktadır:

- Öğrencilerin İngilizce dersine ve kelime öğrenimine karşı tutumları nelerdir?
- NLP tekniklerinin ve hikaye anlatımı etkinliklerinin kullanımı öğrencilerin kelime bilgisini güçlendirir mi?
- NLP teknikleriyle desteklenmiş hikaye anlatımı etkinliklerinin kullanımı öğrencilere ihtiyaç duyduklarında öğrendikleri kelimeleri hatırlamalarında yardımcı olur mu?
- NLP teknikleriyle desteklenmiş hikaye anlatımı etkinlerinin kullanımı, öğrencilerin kelime öğrenmeye yönelik motivasyon, ilgi, zevk alma ve hoşnutluk düzeylerinin artmasına katkı sağlar mı?

Bu durum çalışmasının amacı öğrencilerin hatırlama yeteneklerini ve kelime öğrenmelerini geliştirmeye yardım etmektir. Çalışmanın bir diğer amacı ise zengin ve manalı girdiler sağlayarak, öğrencilerin kelime öğrenmeye yönelik motivasyon, ilgi, zevk alma ve hoşnutluk düzeylerini arttırmaktır. Bu amaçla hikaye anlatma yöntemi kullanılarak, mevcut müfredata NLP teknikleri de dahil edilmiştir.

Birinci bölüm giriş kısmıdır. Araştırmanın arka planı, problemin tanımlanması ve çalışmanın amacı hakkında bilgi vermektedir. İkinci kısım literatür taramasıdır. Genç öğrenciler, onların karakteristik özellikleri, öğrenme şekilleri ve onlara en iyi kelime öğretme yolları hakkında bilgi verir. Ayrıca hikaye anlatımı ve NLP tekniklerini vurgular. Üçüncü bölüm çalışmada kullanılan metodları detaylı bir şekilde açıklar. Dördüncü bölüm veri analizleri ve tartışma bölümüdür. Bu bölümde ön-test ve son-test sonuçları tablolarla gösterilmiş ve yorumlanmıştır. Ayrıca sonuçlar araştırma soruları ve alt problemlere göre tartışılmıştır. Beşinci bölüm araştırmanın kısa özetini verir. Bunun yanında bazı çıkarımlar sunar ve belirli önerilerde bulunur. Çalışmanın ek bölümü ise; ders planlarının, örnek etkinliklerinin, Kelime Bilgi Skalasının, Motivasyon Envanterinin ve Tutum Ölçeğinin tam formatını içermektedir.

Veri toplamak için, Kelime Bilgi Skalası, Motivasyon Envanteri, Tutum Ölçeği uygulanmıştır. Kelime Bilgi Skalası yapılan etkinliklerin sonucunu görmek için ön-test ve son-test olarak uygulanmıştır. Sonuçlar uygulanan hikaye anlatımı ve Nöro-Linguistik Programlama tekniklerinin bir öğrenci hariç, öğrencilerin hedef kelimeleri öğrenmelerinde etkili olduğunu göstermiştir. Son-test uygulamadan iki hafta sonra yapılmasına rağmen, hedef kelimeleri öğrenciler önemli ölçüde hatırlamışlardır. Bunun sonucu olarak yapılan çalışmaların, öğrencilerin hedef kelimeleri uzun süreli belleklerine yerleştirmelerinde ve gerektiğinde kullanabilmelerinde etkili olduğu savunulabilir. Ayrıca uygulamalardan sonra öğrencilerin motivasyonlarının oldukça yüksek olduğu görülmüştür.

Anahtar Kelimeler: Hikaye anlatımı, Kelime öğretimi, Genç öğrenciler, Nöro-Linguistik Programlama, Uzun süreli bellek

TABLE OF CONTENTS

APPROVAL OF THE JURY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
ÖZET	v
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
CHAPTER I – INTRODUCTION	1
1.1. Background to the Study	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study	6
1.4. Key Concepts	7
1.5. NLP’s Effect in Enhancing Long Term Memory of Young Learners is New.....	7
CHAPTER II – REVIEW OF LITERATURE	9
2.1. Introduction	9
2.2. Who are Young Learners of EFL?	9
2.2.1. How YLs Think and Learn?	10
2.2.1.1. Piaget – The Child As Active Learner	10
2.2.1.2. Vygotsky – The Child As Social Being.....	12
2.2.1.3. Bruner – Scaffolding and Routines	14
2.2.2. Characteristics of YLs and Implications for NLP	14
2.2.3. Activities and Materials for YLs	17
2.3. Story Telling to Young Learners	18
2.3.1. Why Use Stories?	20

2.3.2. Contextualizing Language Instruction Through Stories	22
2.3.3. Choosing the Right Story	24
2.3.4. Rich Vocabulary in Stories	25
2.4. The Role of Vocabulary in Second Language Learning Approaches	26
2.4.1. Historical Trends in Second Language Vocabulary Instruction	27
2.4.1.1. Grammar Translation Method	27
2.4.1.2. Reform Movement	28
2.4.1.3. The Direct Method	29
2.4.1.4. The Reading Method / Situational Language Teaching	29
2.4.1.5. The Audio-Lingual Method	30
2.4.1.6. The Communicative Language Teaching	32
2.4.2. Different Approaches to Vocabulary Teaching	32
2.4.3. The Role of Context in Vocabulary Learning	35
2.5. What is NLP ?	36
2.5.1. Short NLP History?	37
2.5.2. NLP in English Language Teaching	37
2.5.2.1. Four Key Principles of NLP and NLP Presuppositions	38
2.5.2.2. Some NLP Implications For Teaching	40
2.5.2.3. Core Concepts of NLP and Implications for Vocabulary Teaching.....	41
2.5.2.3.1. How People Experience the World	41
2.5.2.3.2. How People Represent the World	42
2.5.2.3.3. Outcomes : Knowing Where You are Going	42
2.5.2.3.4. Submodalities : Exploring Your Imagination	43
2.5.2.3.5. Anchoring : Recapturing Good Moments	43
2.5.2.3.6. Sensory Acuity : Noticing, not Assuming	43

2.5.2.3.7. Rapport : The Key Concept to Communication	43
2.5.2.4. Techniques in NLP	44
2.5.2.4.1. Break State	44
2.5.2.4.2. Relaxation Activities	44
2.5.2.4.3. Stress Busters	45
2.5.2.4.4. Guided Fantasies	45
2.5.2.4.5. Supressing the Silly Voices	45
2.5.2.4.6. Non-verbal Communication	46
2.5.2.4.7. Looking at Mandala	46
2.5.2.4.8. Doodling	46
2.5.2.4.9. Anchoring	46
2.5.2.4.10. Matching and Mirroring	46
2.6. Brain and Language Talent	47
2.6.1. Learning and Memory	48
2.6.1.1. Sensory Memory	48
2.6.1.2. Short Term Memory	48
2.6.1.3. Long Term Memory	49
2.6.1.3.1. The Development of Long Term Memory	49
2.6.1.3.1. The Development of Long Term Memory in Infancy	50
2.6.1.3.2. The Development of Long Term Memory in Early Childhood.....	50
2.6.1.3.3. The Development of Long Term Memory in Elementary School Years.....	51
CHAPTER III – METHODOLOGY.....	52
3.1. Introduction	52

3.2. Context of the Study	54
3.3. Setting and Participants	55
3.4. Procedure and Data Collection	55
3.4.1. Piloting	57
3.4.2. Attitude Questionnaire	58
3.4.3. Vocabulary Knowledge Scale (VKS) : Knowing the Meaning of Vocabualary Item.....	58
3.4.4. Intrinsic Motivation Inventory	59
3.5. Description of the Story Telling and NLP Activities	62
CHAPTER IV – DATA ANALYSIS AND DISCUSSION	72
4.1. Presentation	72
4.2. The Attitudes of the Students towards English Lesson and Vocabulary Learning	72
4.3. The Results of Pre-test and Post-test of Vocabulary Knowledge Scale	74
4.4. The Relationship Between Students’ Attitudes towards Vocabulary Learning and Their Pre / Post test Scores	82
4.5. The Relationship Between Students’ Attitude Questionnaire Scores, Motivation Scores and Their Pre / Post test Scores.....	82
4.6. Discussion	83
CHAPTER V – CONCLUSION AND SUGGESTION	87
5.1. Presentation	87
5.2. Summary of the Study	87
5.3. Limitations of the Study	91
5.4. Implications and Suggestions for the Teachers	92
REFERENCES	95

APPENDICES	106
------------------	-----

LIST OF TABLES

Table 1: Research Questions and Data Sources.....	57
Table 2: The Vocabulary Knowledge Scale	58
Table 3: Adopted VKS.....	59
Table 4: Adopted VKS 2.....	59
Table 5: Frequency Analysis of the Students' Answers for the Item 'I love English ...'	72
Table 6: Frequency Analysis of the Students' Answers for the Item ' While learning English, I have difficulty in...'	73
Table 7: Descriptive Statistics of Students' Attitudes towards Vocabulary Learning	73
Table 8: Frequency Analysis of the Students' Answers for the Item 'While I am learning vocabulary, I have difficulty in ...'	74
Table 9: Frequency Analysis of Pre-test and Post-test of VKS	75
Table 10: Independent Samples T-Test - The Results of Data Analysis About the Vocabulary Learning Rates of the Students' Who Think That They Have Difficulty and Who Think That They Have no Difficulty in Learning Vocabulary	82
Table 11 : Correlations	83

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Recently English has become one of the indispensable language of communication, trade and education in the global world. Due to its significant position, more and more people have started learning the mentioned global language in the world. Moreover, people also have their children learn this language and try hard to have their children get the effective language training. The widespread use of English all over the world as well as parental demands has led countries to adopt language instruction policies that involve much younger learners. Thus, in the last few decades young learners, their needs, methods and techniques that foster their learning gained importance in English Language Teaching (ELT).

The introduction of English to young learners have brought different demands with itself. Since young learners are different from adult learners in many respects, practises to teach them should also be different. Thus the need for new methods and techniques appropriate for young learners have arisen. While determining these suitable instructions for young learners, the way young learners think and learn as well as their characteristics should be taken into consideration. So, recent methods for young learners pay great attention to those issues. Rogoff (1998) states that cognitive and linguistic developmental processes are affected by the child's culture, family, and social setting, such as school, neighborhood, community, and many other environmental factors. That is, language development is intervened with social interaction and activities (Rogoff, 1998). So methods occurred lately in this field take culture, social settings and environment into consideration while teaching English to young learners. Rogoff (1998) thinks that processes and language use are indications of sociocultural influences because people in different social situations and cultural environments display differences in their thinking

and language. Thinking is not rigid or static but rather flexible and continuous and subject to dynamic changes. Thus, children's thinking and language acquisition may show differences according to their cultures. For this reason methods that have become popular lately focus on individual differences while teaching a language. Children's acquisition of knowledge and strategies occurs through maturation, formal education processes, life experiences, and interactions with adults and peers, which Vygotsky deemed scaffolding (Bjorklund, 2000; Rogoff, 1998; Vygotsky, 1986). With adult help, children can work and achieve at a higher level than they are able to think and act on their own. Children are constantly absorbing and learning from their formal and informal social interactions with people and sociocultural surroundings in their lives, experiences that directly influence their development. Keeping the children's these qualifications in mind, language teaching age has been reduced.

As many scholars state, young learners often learn indirectly and holistically rather than directly. (Halliwell, 1992; Cameron, 2001; Slatterly and Wills, 2001; Keedle, 1997). It means that young learners learn when their minds are busy with a task rather than they focus on a specific language structure (Halliwell, 1992). Halliwell (1992) claims that young learners pick up the knowledge embodied in meaningful context without paying special attention on language and grammar itself. Therefore according to Halliwell (1992), instead of teaching chunks isolatedly, in other words making use of rigorous grammatical analysis; presenting the language in a meaningful context is more helpful. Moreover in real life everything is also in context and thus, according to Halliwell (1992) and Brewster et al. (2002), the significant role of context in teaching English to young learners may be based on the fact that the natural language always occurs in context and any given utterances is embedded in ongoing discourse. In natural acquisition settings, the learners are exposed to a variety of vocabularies and structures in many different occasions where they get the meaning across easily (Halliwell, 1992; Brewster et al., 2002). Halliwell (1992) claims that young learners have the natural ability to grasp the meaning by using the contextual clues in their first language and they can follow the same procedure in learning a second language. In order to exploit this ability, language classrooms of young learners should include many opportunities that provide them with meaningful contextualized language presentation and practice.

According to Garvie (1990), stories are useful sources that could provide contextualization in teaching a foreign language. Likewise Wright (2000) claims that stories are invaluable tools for providing comprehensible input to young learners and they fit very well in a holistic and indirect type of instruction. Many scholars state that with the help of stories, young learners can learn unconsciously since they frequently learn holistically, indirectly rather than through explicit grammar and vocabulary teaching (Garvie, 1990; Ellis and Brewster, 1991; Brewster et al., 2002; Wright, 2000). Thus, stories are often claimed to bring many benefits to young learner classrooms, including language development (Wright, 1997; Garvie, 1990). Wright (2000) states that the power attributed to stories, which sometimes seems to move towards the mystical and magical, is probably generated by their links into poetics and literature in one direction and the warmth of early childhood experiences in another. Furthermore, with the storytelling in the centre, many other activities can be designed such as follow – up games, songs and integrated activities involving the four basic language skills (Brewster et al., 2002; Cameron, 2001; Garvie, 1990).

In addition, although it has not always received much attention in the area of foreign language acquisition research and practice, it is agreed that vocabulary has a central position in second language learning. Building up a useful vocabulary seems to be central to the learning of a foreign language at primary level. While opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities. Vocabulary has moved to centre stage in foreign language teaching in recent years, backed by substantial and increasing research (e.g. Carter and McCarthy 1988; Coady and Huckin 1997; Schmitt and Meara 1997; Singleton, 1999; Read, 2000). Also today, it is widely agreed that context greatly contributes to vocabulary learning regardless of the method to be followed and that vocabulary should be taught in context rather than in isolation or vocabulary lists (Nagy Herman and Anderson 1985). Thus, stories provide a rich meaningful context for vocabulary learning.

Moreover, different strategies and methods to vocabulary teaching have been suggested such as incidental learning that is believed to be useful for L2 learners (Coady, 1997a; Coady, 1997b) or intentional vocabulary learning which refers to memorizing straightforwardly term after term with their respective translations from a list. But nowadays it is agreed that context is necessary for vocabulary teaching and to enhance the long term memory.

To sum up, different strategies have been developed to help students learn the vocabulary items, put them in the the long term memory and retrieve them when needed. One of the satrategies is story telling activities that are supported by Neuro-Linguistic Programming (NLP) techniques that will be discussed in detail in the upcoming chapters. NLP has been described as ‘a complex set of beliefs, skills and behaviours that can help a person communicate more accurately, effectively and respectfully’ (Baker and Rinvolutri, 2005, p.4). NLP is not simply a language teaching method, but a holistic approach to intellectual and psychological potentials. NLP practitioners believe that if language teachers adopt and use the principles of NLP, they will become more effective teachers. Thus, the researcher in the study gets help from the story telling activities supported by NLP techniques to teach vocabulary permanently.

1.2. Statement of the Problem

In 1997, in public schools, the age of compulsory education of English as a foreign language (EFL) was lowered to 10 in Turkey (Tebliğler Dergisi, 1997). In primary schools, from the fourth grade to eighth grade students learn English. However in a number of studies, scholars have pointed out that there have been problems in teaching English to young learners in different areas including syllabus, course materials, teacher training methods and strategies used for young learners (İşpınar, 2005; Mersinligil, 2002; Aküzel, 2006; Yıldırım and Şeker, 2004).

In a study conducted by İşpınar (2005), it was shown that although the teachers could identify the needs of the young learners, they had problems in using the appropriate techniques and activities. Likewise Yıldırım and Şeker (2004) found that inspite of the warm and positive attitudes of teachers towards young learners, their techniques were not

appropriate for young learners' way of learning. In a similar study conducted by Mersinligil (2002), the activities in which students actively participated were not frequently used in young learners' classrooms since the teachers thought that it was difficult to cope with all the students at the same time. The teachers thought that there could be some chaos and too much noise. When it comes to the materials point, Aküzel (2006) showed that even though the teachers thought that supplementary materials were needed, they failed in using them. Likewise, Mersinligil (2002) concluded that visual and audial materials were not included in the lessons. Lastly there appeared some research findings illustrating the excessive use of mother tongue in foreign language classrooms (e.g., Mersinligil, 2002; Aküzel, 2006).

These mentioned problems may address a variety of aspects of teaching foreign language to young learners. However, there appears still a need to bring alternative methods young learners classrooms to foster their language learning.

Also, although vocabulary is known to be central to language and very important in language learning, not much attention is given to help students learn vocabulary. However, it is almost impossible to understand a written text without knowing the vocabularies it consists. Carter and McCarty (1988) state that not being able to understand the vocabularies one needs in a dialogue or in a text, is one of the most frustrating experience for language learners. Therefore, studies on vocabulary focus on the ways of understanding and managing this difficult process. Carter and McCarty (1988) claim that much of what is said nowadays on the teaching and learning of vocabulary has been around for a very long time; the history and development of vocabulary teaching is, therefore, not so much one of old insights leading to new; it is more a series of dominating ideologies or fashions that have succeeded one another and which sometimes come full circle. This is not to say there has been no progress in vocabulary teaching. In the field of language learning, approach to vocabulary learning has aroused much interest. Rivers (1983) claims that only a learner-centered vocabulary learning is possible:

Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and expressed in all manner of associations (visual, auditory, kinesthetic, tactile, olfactory if one wishes), but ultimately it is learned by the individual. As language teachers, we must arouse interest in words and a certain excitement in

personal development in this area...We can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way. (Rivers 1983, pp. 127-128)

Generally people believe that when they memorize a word from dictionary, the word has become a part of the learned lexicon. However, knowing a word is much more complex than just memorizing it (Rivers, 1983). Different complex mental processes occur in learners' minds from the time they meet a word to the time they use it productively (Rivers, 1983). Likewise, Slattely and Wills (2001) claim that young learners don't learn by memorizing, but they learn subconsciously just like they acquire their native language. Thus, stories are one of the invaluable sources for teachers since stories contextualize the language instruction by providing purposeful and comprehensible input.

Therefore, this study combines the attractiveness of story telling technique for young learners and the benefits of NLP for vocabulary learning and examines how it enhances their long term memory. Neuro-Linguistic Programming describes the fundamental dynamics between mind (neuro) and language (linguistic) and how their interplay affects student's body and behavior (programming) (Revel and Norman, 1997). NLP is a new trend in teaching a foreign language and this study will show the affects of story telling and NLP techniques in vocabulary teaching and enhancing the long term memory.

1.3. Purpose of the Study

In this case study, the researcher specifically wish to examine whether story telling techniques and NLP strategies help students enhance their vocabulary knowledge and help them retrieve the vocabulary items when needed. Moreover this study tries to find out if story telling activities supported by NLP techniques enhances students' long term memory and increasases their level of motivation.

The researcher studied with 4th grade elementary school students in Yaylapınar Neighbourhood, in Meram, Konya, Turkey. The researcher taught them some vocabulary

items via storytelling and NLP techniques. In this study, by implementing storytelling activities including NLP techniques, the researcher aims at

- defining students general attitudes towards English language in general and vocabulary learning in particular
- improving students vocabulary learning in English classes
- fostering the retention of vocabulary items taught and triggering the long term memory.
- increasing the motivation, enjoyment and pleasure level of students.

1.4. Key Concepts

Young Learners: Young learners are between 7-12 years old (Slatterly and Willis, 2001). Young learners who participated in this study were those at the age of 10.

Neurolinguistic Programming (NLP): NLP has been described as ‘a complex set of beliefs, skills and behaviours that can help a person communicate more accurately, effectively and respectfully’ (Baker and Rinvulcri 2005, p.4)

Long-term memory: Long-term memory (LTM) is memory that can last as little as a few days or as long as decades. (from http://en.wikipedia.org/wiki/Short-term_memory)

Short-term memory: Short-term memory (or "primary" or "active memory") is the capacity for holding a small amount of information in mind in an active, readily available state for a short period of time. (from http://en.wikipedia.org/wiki/Short-term_memory)

1.5. NLP's Effect in Enhancing Long Term Memory of Young Learners is New

There have been researches about vocabulary teaching to young learners through story telling but there haven't been any studies that pay special attention to NLP aids in this process. This study is different from other studies in that it combines NLP aids and vocabulary teaching activities through story telling to enhance the long term memory of students.

The abbreviations used in the present study are:

NLP: Neuro-Linguistic Programming.

EFL: English as a Foreign Language

ELT: English Language Teaching

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter deals with the definition of the young learners, their characteristics and the materials appropriate for them in teaching a language. In addition, the use of stories to teach vocabulary and the importance of stories are discussed. Moreover, the role of vocabulary in second language learning approaches, historical trends in second language vocabulary instruction and different approaches to vocabulary teaching are dealt with. Besides, Neuro-Linguistic Programming in teaching English, learning and memory issues are concerned as well in this chapter.

2.2. Who are Young Learners of EFL ?

Young learners are between 7-12 years old (Slatterly and Willis, 2001). Young learners who participated in this study were those at the age of 10. According to Cameron (2001), teaching a foreign language to young learners is really different from teaching adults as young learners are in a period of their lives in which they experience continuous physical and cognitive change. Some differences are immediately obvious: children are often more enthusiastic and lively as learners (Cameron, 2001). They want to please the teacher rather than their peer group. They are also willing to participate in an activity even when they don't quite understand why or how. However, when young learners find a task difficult, they are less motivated and lose interest easily. Cameron (2001) claims that it is not easy for children to use a foreign language because they are different from adult learners in that they meet the language the teacher uses. Children can get a more native-like accent since they seem less embarrassed than adults in talking in a new language. But the important thing is the details rather than these generalizations of different children, and of the skills involved in teaching them. It is necessary to find out what lies underneath as characteristic of children. Cameron (2001) continues to say that there occurs a need to adjust the way people think about the language they teach and the classroom activities they use since there are important

differences arising from the linguistic, psychological and social development of the learners. That is the main point in this study as the researcher uses different techniques with the support of story telling and NLP techniques to appeal the different types of learners so as to reach success.

Cameron (2001) states that young learners try to cope with the society they live in at primary school levels. Young learners' education is affected by this continuous change and growth. It is necessary to define the way young learners think and learn and their characteristics to reason how vocabulary learning and enhancing the long term memory for young learners might be influenced by children's cognitive, emotional, and social development,

2.2.1. How Young learners Think and Learn?

For centuries a great many scholars have put forward theories about the way children think and learn. However, just certain theories, mainly the ones formed by Piaget, Vygotsky and Bruner have become prominent in the past few decades and influenced contemporary education.

2.2.1.1. Piaget – The Child As Active Learner

In the field of instruction for young learners, children's cognitive development theory formed by Jean Piaget (1967, 1969, 1971) is accepted as one of the most detailed and important theories. Piaget investigated how young learners function in the world and how this influences their mental development. The child is seen as solving problems that are presented by the environment by continually interacting with the world around her / him. Learning occurs by taking action to solve problems. Piaget (1969) argues that as young learners meet concrete objects and continue to survive in the mind, they face the problems internally and take actions to solve them. In this way, thought is accepted as deriving from action; action is internalised, or carried out mentally in the imagination, thus in this way thinking develops. However, Vygotsky gives much more important role to language in cognitive development than Piaget does. For Piaget the development of the first thought is more fundamental to cognitive development than action.

Piaget is accepted to have revolutionized the study of child language and thought (Vygotsky, 1962). Piaget's theory (1971) is found informative about the growth of children's minds. In contrast to behaviourists by whom children are seen as a 'blank slate' who learn by reacting passively to different kinds of stimuli and positive or negative feedback, Piaget introduced a child as "actively constructing his or her own thinking in interaction with physical and social environment" (Brewster et al., 2002, p.29). Action and self-directed problem-solving is at the heart of learning and development according to Piaget (1971).

It can be taken from Piaget the very important idea of the child as an active learner and thinker, constructing his or her own knowledge from working with objects or ideas. Donaldson's work (1978) emphasizes the same point in explanation of him as "the child actively tries to make sense of the world . . . asks questions, . . . wants to know. . . Also from a very early stage, the child has purposes and intentions, he wants to do" (Donaldson 1978, p. 86).

Piaget (1971) also claims that children also seek out intentions and purposes in what they see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language. Realising that children are active 'sense-makers', but that their sense-making is limited by their experience, is a key to understanding how they respond to tasks and activities in the language classroom. Thus, the researcher tries to enrich their experience to sense-making and their responses to the tasks with the help of NLP and story telling techniques.

The concept of "readiness" which influences child education is another important contribution of this theory. According to Piaget (1971), when children are ready, they learn things naturally. For instance, they learn walking or talking in order following a natural time scale (Piaget 1971). Wood (1988) explains that in Piaget's theory there are some critical periods for learning something particular in children's development. Wood (1988) states that the important thing is the level that the children have reached that will allow them to understand and interpret what they have gone through although children learn through experiences they have had on their own. Concept of "readiness" has functioned as a basis for other new approaches to teaching foreign language to children. Depending on the ideas of Piaget, some educators like Schwebel and Raph (1973) ramified Piaget's concept of readiness and tried to form new

curricula. Thus the researcher in this study takes the students' readiness into consideration while carrying out the activities to raise the learning level to the top.

According to Piaget (1971), children's intellectual development go through a series of stages. Thus it is necessary for teachers to be aware of these stages so that they could understand the expected behaviours and actions of the learners according to their ages. Piaget (1971) alleged the three stages 'sensorimotor' (birth to 18 months approximately), 'concrete operational' (18 months to 11 years approximately), and 'formal operational' period (11 years onwards). Since this study focuses on the particular age group who are in their schooling years, it is necessary to elaborate on the basic cognitive features that children at this stage show with respect to Piaget's classification. According to Piaget (cited in Foley and Thompson, 2003), children between ages 7-11 are at stages of concrete operations and show some basic cognitive features:

Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Conversation of seven conceptual domains related to the learning of mathematics and science is demonstrated in number, length, liquid, mass, weight, area and volume. Operational thinking develops. Egocentric thought, private language or speech for oneself diminishes. (cited in Foley and Thompson, 2003, p. 30)

Piaget (1971) provided a more child-centered perspective, thus contributed a lot to child education. According to Cameron (2001) "realizing that children are active 'sense-makers', but their sense-making is limited by their experience, is key to understanding how they respond to tasks and activities in the foreign language classroom" (p.4). Cameron (2001) claims that the child is an "active learner and thinker, constructing his or her own knowledge from working with objects or ideas" (p.4) . Therefore, this idea can be taken as a fundamental principle from Piaget while designing curricula appropriate for young learners.

2.2.1.2. Vygotsky – The child As Social Being

Vygotsky (1962, 1978) also influenced child education. He paid attention on the individual or individual cognitive development. When a child is two years old, he / she acquires his / her first language and this generates a fundamental shift in cognitive development. Vygotsky (1962, 1978) states that language provides the child with a new

world, supplying new opportunities for doing things and for organizing information by the use of words as symbols.

Vygotsky's views of development are different from Piaget's views as the importance they give to language and to other people in the child's world is not the same. Cameron (2001) states that "Whereas for Piaget the child is an active learner alone in the world of objects, for Vygotsky the child is an active learner in a world full of other people" (p.6). Thus, in the intellectual growth of children, Vygotsky (1978) paid much attention on the role of adults through the intellectual growth of children. Vygotsky (1978) put forward the idea of zone of proximal development (ZPD) and defined it as "the distance between the actual development as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86). According to Vygotsky (1978) if a teacher wants to help a child in dealing with difficult or complex tasks, more adult guidance as well as cooperative classes is necessary. Thus the researcher in this study will be the guide with the activities prepared in the calssroom to help students learn better.

Moreover, 'internalisation' is another significant issue which is necessary in understanding foreign language learning processes. From Vygotsky's point of view "egocentric speech serves mental orientation, conscious understanding" and is "intimately and usefully connected with child's thinking" (1962, p. 133) and it later becomes the inner speech. Young children can often be heard talking to themselves and organizing themselves as they carry out tasks or play, in what is called private speech. As children get older they speak less and less aloud, and differentiate between social speech for others and 'inner speech', which continues to play an important role in regulating and controlling behaviour (Wertsch, 1985). Vygotsky (1962) thinks that the vocalization is the only that diminishes as the child grows up and he points out "the child's new faculty to 'think words' instead of pronouncing them" (p.135). According to Cameron (2001), once the students start using the language with the help of the teacher in a meaningful way, language is transformed and internalised to become part of the child's language skills. This study will help students to internalise the new learned vocabulary items with the help of NLP and story telling techniques and thus will enhance the long term memory.

2.2.1.3. Bruner- Scaffolding and Routines

Bruner is another important theorist who made contributions on how young learners think and learn. Bruner (1983, 1990) emphasizes the role of society in the cognitive development of students and sees the child as an active agent in his / her learning. For Bruner, language is the most important tool for cognitive growth, he has investigated how adults use language to mediate the world for children and help them to solve problems (Bruner 1983, 1990). Talk that supports a child in carrying out an activity has been labelled scaffolding (Wood, Bruner and Ross 1976). Bruner (1983, 1990) states that the adults should simplify the task, keep the child on track towards completing the task by reminding the child of what the goal is, point out what is important to do or show the child other ways of doing parts of the tasks, control the child's frustration during the task, demonstrate an idealised version of the task. Thus the researcher tries to achieve the same with NLP and story telling activities. She tries to help the students complete the tasks in learning vocabulary.

Moreover, Wood (1988) explains that Bruner's theory (1983, 1990) is somewhere between those of Piaget and Vygotsky as he Bruner grounded his theory in the language of information theory unlike Piaget (1971) and Vygotsky (1962). Bruner (1983) give importance on the way in which culture forms and transforms the child's development as well as the biological and evolutionary constraints on human intelligence but also stresses. Similar to Vygotsky, as a very important tool for cognitive growth, he laid stress on the role of language and communication.

In this section young learners' way of thinking and learning from the view of Piaget, Vygotsky and Bruner was summarized. However, their characteristics as well as their way of thinking and learning is important in young learners' education. Characteristics of young learners, which will be discussed below may provide more clues about the nature of their learning.

2.2.2. Characteristics of Young learners and Implications for NLP

Young learners have different characteristics from adult learners. So, while determining the way to teach them vocabulary items via story telling and NLP activities, it is necessary to take their way of learning and thinking into consideration.

According to some scholars, a very important characteristic of young learners is that they learn holistically and directly. (Halliwell, 1992; Cameron, 2001, Slatterly and Wills, 2001). It means that young learners' way of learning a second language should be similar to the way of their acquiring their own language. Because young learners cannot learn by focusing on a particular language structure or grammar, they learn when their minds are engaged with a task (Halliwell, 1992). Young learners learn a language in real life and natural context likewise in their mother tongue. According to Slatterly and Wills (2001), young learners "are not able to understand grammatical rules and explanations about language" (p.4). Cameron (2001) claims that this probably results from the fact that young learners still do not have the ways of thinking that is needed to cope with learning through explicit grammar teaching. Moreover, Cameron (2001) points out that young learners "don't have the same access as older learners to meta-language that teachers can use to explain vocabulary, grammar, or discourse" (p.1).

Slatterly and Wills (2001) state that adults are successful in learning languages through conscious and explicit process, however, young learners are successful in learning indirectly in meaningful contexts. Young learners are more inclined to holistic learning and this necessitates indirect learning methods by which they learn subconsciously (Slatterly and Wills, 2001). Therefore the importance of real contextualized language use and holistic teaching in young learners' language instruction is often emphasized (Halliwell, 1992; Cameron, 2001). Thus the researcher uses stories to bring real life and joy into the classroom. Halliwell (1992) proposes that

real tasks, that is to say worthwhile and interesting things to do which are not just language exercises, provide children with an occasion for real language use and let their subconscious mind work on the processing of language while their conscious mind is focused on the task. (Halliwell, 1992, p.6)

According to Scott Vtrebeg (1990) another important characteristics of young learners is that they use the contextual clues, guess from the context to get the meaning across. Halliwell (1992) claims that children are good at observation and getting the meaning from variety of sources. Thus it is necessary to appeal to the various senses of young learners by using plenty of materials and activities. So here NLP comes to the scene as it offers that every person has different representational system that means that everybody learn in different ways so it is necessary to adress various senses (Revel, J. and Norman, S., 1997).

Brewster et al. (2002) claim that young learners are also different from adult learners in that they need physical movement in the classroom because they need to dissipate their energy. Young learners love moving around and touching everything as they generally learn in this way. Thus, there should be appropriate methods for young learners in which they can physically and actively participate. So it is related with NLP as it says that different children have different preferred primary representational systems (how they perceive the world and learn) or learning styles. (Revel, J. and Norman, S., 1997). Thus, teachers should be aware of it and should appeal to different learning styles if they want to enrich the students' learning and enhance their long term memory.

Moreover, as some scholars claim (Wood, 1988; Slatterly and Wills, 2001), young learners' attention span is another characteristic of them which should be taken into consideration while determining the appropriate method for them. Because their attention span is very short, anything simple may distract their attention. So, NLP and story telling activities offer different activities that can increase the attention that will help students to focus on the language. As a result, it helps them to keep the learned vocabulary items in their minds better.

Furthermore, another characteristics of young learners is that they are enthusiastic and emotionally excitable (Cameron, 2001; Brewster et al., 2002). They are good risk takers and willing to participate in anything joyful for them. As Camron (2001) states, young learners “have a go in an activity even when they don't quite understand why or how” (p.1). Brewster et al., (2002) also claim that this characteristic of young learners make them goal experimenters. Teachers should encourage young learners' risk taking rather than discouraging them by constant correction. (Brewster et al., 2002). At this point teachers can get help from NLP. Teachers should know that they had better focus on the positive sides of students' learning instead of the negative sides that hinder their learning. As a result they can encourage the learners (Revel, J. and Norman, S., 1997).

Another characteristic of young learners is that they are imaginative and they like fantasy (Holderness, in Brumfit, 1991; Slatterly and Wills, 2001). Halliwell (1992) states that children are inclined to fantasy and imagination. Also, he points out that “children test out their versions of the world through fantasy and confirm how the world

actually is by imagining how it might be different (p.7). Holderness (in Brumfit et al., 1991) claims that children take greater risks than adults. Thus, teachers should try to find new activities to appeal to young learners. Halliwell (1992) states that plays and stories which include imagination and fantasy offer children safe situations in which they make sense of the world. Stories with NLP aids in language teaching may serve as invaluable tools that link fantasy and imagination with the child's real world and provide opportunities for children to make sense of everyday life.

2.2.3. Activities and Materials for Young learners

In teaching English to young learners, materials and activities have an effective role since they are useful devices for setting up a meaningful context (Halliwell, 1992). Also, if the materials are integrated under a theme, they are cohesive devices to link the activities.

Activities for young learners may have different features. Halliwell (1992) analyzes them according to their potential to involve the children. According to Halliwell (1992), the activities may have stirring or settling nature. Stirring activities stimulate and activate the students whereas the settling activities calm down them (Halliwell, 1992). Stirring activities such as games, songs, competitions wake the students up however settling activities such as colouring, listening, copying provide mental engagement as well. Some NLP activities that activate the both sides of the brain are also the examples of settling activities. Thus, in order to appeal to young learners, teachers need to include a lot of different kinds of activities and mingle a variety of stirring and settling activities (Brewster et al., 2002).

Another feature of activities for young learners is whether they engage students' minds or only keep them physically occupied. By getting help from NLP both can be achieved at the same time. For instance, while teaching vocabulary students can keep vocabulary items better in their mind with the help of concentration techniques, guided fantasies and thus engage their minds while they are already physically participating in the activities with the help of techniques that appeal to their representational systems.

Materials are another significant aspect in young learners' classroom. Scott and Ytreberg (1990) claim that materials are crucial in that they make the meaning and presentation clear. With the help of the materials, teachers may talk about present and

about any unidentified time, while they are contextualizing what they say. It is well accepted that young learners' comprehension is to some extent dependent on what they hear, see and experience in their immediate environment (Scott and Ytreberg, 1990). Therefore, by using the materials efficiently, teachers may make the abstract concepts more comprehensible for students. For instance, when students smell some perfume and they are smelling something, they will easily associate the meaning with the vocabulary and structure. Thus, materials can be seen as a way of providing concrete clues for young learners to grasp the meaning from the context. Also with authentic materials, teachers may create a real life like atmosphere in the classroom and students can be exposed to real language. With the help of authentic materials –materials from the real world- teacher will have more chance to set up a real atmosphere for language instruction where students will be engaged in real life situations. The researcher tries to enhance students' long term memory with the help of authentic materials used in the story telling activities.

To cut the long story short, materials and activities enhance the learning environment of young learners since they are crucial tools to contextualize the language instruction and make the concepts and target vocabulary items meaningful to students. Also, they are the best ways to bring the real world and diversity into the classroom. Yet, one main objective of teaching English to young learners that shouldn't be forgotten is language learning should assist the conceptual development of children (Brewster et al., 2002). Thus, story telling seems one of the best ways to achieve this.

2.3. Story Telling to Young Learners

Richard (1996) states that story telling is a kind of reading which requires children to be active participants in the construction of meaning. Children get fully involved while listening to a story and they also feel joy and satisfaction. Stories represent holistic approaches to language teaching and learning that place a high premium on children's involvement with rich, authentic uses of the foreign language (Wright, 1997; Garvie, 1990). Ghosn (2002) states that “a syllabus that is based or that draws heavily on authentic children's stories, provides a motivating medium for language learning while fostering the development of the thinking skills that are needed for L2 academic literacy” (p.56). Stories offer a whole imaginary world, created by language, that children can enter and enjoy, learning language as they go (Ghosn, 2002).

Themes begin from an overarching topic or idea that can branch out in many different directions, allowing children to pursue personal interests through the foreign language.

Stories bring texts into the classroom that originate in the world outside school; themes organize content and activity around ideas or topics that are broader than the organizing ideas in most day-to-day classroom language learning, and that might be found structuring events outside the classroom (Wright, 1997; Garvie, 1990).

Bringing the world into the classroom by using stories and theme creates different demands for the foreign language teacher. The teacher has to work from the theme or story to make the content accessible to learners and to construct activities that offer language learning opportunities, and in doing so, he / she needs many of the skills and language knowledge of text book writers. The researcher in this study will get help of the NLP techniques to make the content and vocabulary items accessible to students.

Moreover, stories are frequently claimed to bring many benefits to young learner classrooms, including language development (Wright ,1997; Garvie, 1990). The power attributed to stories, which sometimes seems to move towards the mystical and magical, is probably generated by their links into poetics and literature in one direction and the warmth of early childhood experiences in another (Bettelheim, 1976). Stories can serve as metaphors for society or for the deepest psyche (Bettelheim, 1976), and teacher-child story reading can be rich and intimate events that contrast sharply with the linear aridity of syllabuses and some course books (Garton and Pratt, 1998).

In addition, Wright and Hill (2008) argue that the importance of stories as a key element in personal growth is well established, and stories have long been an integral part of mother-tongue education, especially at primary level. The work of Rosen (1993) and Garvie (1990), among many others, bears eloquent witness to the importance accorded to 'story'.

Garton and Pratt (1998) claims that language teachers, generally tempted to regard the teaching of reading and listening only as a variety of comprehension activity but in doing so they sometimes discourage children from becoming "good" readers of English. Through using story telling in class, children develop a constructive and creative comprehension (Garton and Pratt, 1998). Since it is easy to create the real

context that students will be interested in and have fun with stories, it seems to be a good idea to teach vocabulary items with the help of the stories so that the student will be learning the vocabulary indirectly in real life contexts. With the help of NLP techniques, students' active participation and concentration can be achieved and it will be easy for them to put the learned vocabulary items in the long term memory.

2.3.1. Why Use Stories?

Hick (1990) claims that past studies show that as young as two years old, children can recount past events and describe present situations. Therefore, even at the earliest stages of language development, narrative skills are emerging (Hicks, 1990). Narrative talk during the preschool years shows that the linguistic environment of the child is a strong predictor of literacy development (Neuman & Dickinson, 2001). Conversation, especially with family members, provides a child with opportunities to improve vocabulary and grammar and to practice narrative structures (Piper, 2003). As children develop, their use of language, particularly, their expressive abilities increase (Piper, 2003).

Furthermore, Wigglesworth (1990) conducted a detailed study on storytelling. Wigglesworth maintains that children's narratives are not fully cohesive and organized until approximately age seven. This means that preschool-age children may not have yet developed the ability to tell well-organized stories and, thus, move from one topic to another without connection between topics. Younger children tend to stress actions more than fictional characters and leave out details on the interrelationship between ideas (Hudson and Shapiro, 1991; Wigglesworth, 1990). Consequently, young children's stories resemble more descriptions than stories (Hudson and Shapiro, 1991). Since story telling has somehow connections with the young learners way of life, it becomes easy for them to learn language items or more specifically vocabulary items in a familiar way with story telling. In addition, Inbar (1988) argues that choosing a story in the class, makes it easy for students to listen to as they enjoy , thus makes it easy for students to learn the aimed vocabulary items in the story they listen to. Also Hsiu Chih (2008) suggests that stories are a rich resource for EFL teachers to revise or introduce vocabulary and sentence structures in a memorable and meaningful context. Likewise, Scott and his colleagues (2004) found in their study that young learners learn better with topic, content and story-based materials. Similarly, Louika (2006) found in his

research that story activities in the classroom help students develop more positive attitudes towards second language.

In addition, in order to provide successful language learning, Pesola (1991) suggests that story telling is one of the most powerful tools for surrounding the young learners with language. Besides, story telling is a creative art form which has entertained and informed across centuries and cultures. According to Isbell (2002), many stories that work well with children include repetitive phrases, unique words and describing. These characteristics encourage students to join actively to repeat, chant, sing or even retell the story.

Moreover, Ghosan (2002) claims that

While the traditional, carefully structured materials might be appropriate in cases where the aim is to provide exposure and enrichment they may not be the best choice where the goal is to prepare children for English-medium instruction in the general curriculum. Traditional ELT materials may fail to provide adequate support for development of L2 academic literacy. Carefully selected children's literature, however, offers an alternative, motivating medium for foreign language acquisition. (Ghosan, 2002, p.37)

Ellis and Brewster (1991) give several reasons why teachers should use storybooks;

- Storybooks can enrich the pupils' learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language.
- Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world.
- Listening to stories in class is a shared social experience.
- Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced.
- Listening to stories develops the child's listening and concentrating skills.
- Stories create opportunities for developing continuity in children's learning (among others, school subjects across the curriculum) (Adapted from Ellis and Brewster, 1991, pp.1-2).

Similarly Ghosn (2002) offers four good reasons for using authentic literature in primary EFL classes.

- First, authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.
- Second, literature can contribute to language learning. It presents natural language, language at its finest, and can thus foster vocabulary development in context.
- Third, literature can promote academic literacy and thinking skills, and prepare children for the English-medium instruction
- Fourth, literature can function as a change agent: good literature deals with some aspects of the human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes. (Ghosn, 2002, p.57).

2.3.2. Contextualizing Language Instruction through Stories

The history of the importance of story telling dates back to James Ashler's work. Teaching Proficiency through Reading and Storytelling, formerly known as Total Physical Response Storytelling, or TPRS for short, is a method for teaching world languages (Ray, 2004). Blaine Ray created this method by combining James Asher's Total Physical Response system with personalized, often funny stories to help students apply the words learned (Ray, 2004). In addition, many writers such as Ellis and Brewster (1991), Ghosn (2002) and etc. have emphasized the importance of stories in YL education and elaborated on reasons why stories should play a central role in teaching a foreign language to children.

Stories are always in humans' lives. A number of scholars emphasized the importance of stories for people (Garvie, 1990; Rosen, 1985; Wright, 2000). Also, Wright (2000) claims that stories can be beneficial in language teaching to young learners since they are always hungry for stories. According to Garvie (1990) stories serve both to convey the nature of the language, its learning and teaching. Thus, she adds that stories should be treated as vehicles that help learners during the whole journey of learning.

Stories are crucial in contextualizing language instruction (Garvie, 1990; Ellis and Brewster, 1991). With the help of the stories young learners "get a real feel of the language and are introduced to language items and sentence constructions in a meaningful context" (Wright, 2000, p.5). Moreover, students are familiar with stories in their real life, thus, stories may be considered as invaluable tools to set up a meaningful

context for young learners. Garvie (1990) emphasizes the function of stories in teaching English to young learners;

It (story) helps to contextualize the items of the syllabus/course, offering a field of learning which is meaningful, interesting and motivating, while at the same time it covers the English work that has to be done. (Garvie, 1990, p.26)

Through stories, young learners learn subconsciously while they are trying to grasp the meaning because stories provide a real life like learning environment and acquisition rich environment (Krashen, 1981; Garvie, 1990). According to Krashen (1981), stories help to create comprehensible input for young learners and create ideal learning conditions. Thus stories should be included in young learners' classroom.

A great many scholars (Brewster et al., 2002; Cameron, 2001; Garvie, 1990; Wright, 2000) have emphasized that stories can be seen as a starting point for many other activities. Garvie (1990) claims that the syllabus of the target language, the follow up games, songs and other activities can be developed under a story theme. In this research NLP activities have been included to achieve the best while teaching vocabulary to young learners. Also Wright (2000) states that stories contextualize the language instruction as well as they provide space for communication through some follow up activities like speaking, writing, art and drama.

Another important reason for making stories an indispensable part of YL classrooms lies in the fact that stories may serve as a base for instruction which matches very well with the way children think and learn. In the previous sections, it has been discussed that language, thought and experience are crucially interrelated factors in the cognitive development of children. Piaget (1971) put forward that children are active 'sensemakers', but their sense-making is limited to their experience with physical and social environment; Vygotsky (1978) and Bruner (1983) also indicated that the child is an active agent in his/her learning and emphasized the role of language and society in the cognitive development of children. Stories have great potential to create contexts that offer rich resources which can nourish the cognitive growth of young learners (Garvie, 1990).

Thus, it can be concluded that imagination and fantasy that the stories provide are more than a matter of entertainment for children. Thus, NLP activities with guided

fantasy activities improve the imagination of the students. They more easily relate the learned items to the real world and remember better when they need those items.

There is also culture load in story telling. Culture load refers to the way language and culture are related and the amount of cultural knowledge required to comprehend meaning to participate in activity (Meyer, 2000). Students need to learn the words in English as well as the cultural background and need to learn words in context to understand the meaning.

2.3.3. Choosing the Right Story

Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Storytelling should be able to make the readers or children to read the story. According to Baker and Greene (1977), a good story has some characteristics of a good story such as:

- A single theme, clearly defined
- A well developed plot
- Style: vivid word pictures, pleasing sounds and rhythm
- Characterization
- Faithful to source
- Dramatic appeal
- Appropriateness to listeners (Baker and Green, 1977, pp.50-51)

Thus the teacher should pay attention to these characteristics of the story while choosing the correct one. Also According to Ersöz (2006) a teacher should chose a story which;

- will engage children within the first few lines the teacher feels is appropriate for children
- the children will understand well enough to enjoy
- offers the children a rich experience of language
- doesn't have long descriptive passages
- is right for the occasion in relation with other things you are doing with children
- the teacher feels s/he can tell well (Ersöz, 2006, p. 50).

Moreover almost as important as story telling itself are the follow-up activities after storytelling, such as story recall. Story recall allows children to reread the story and build their understanding. It helps children or learners develop concepts about words, print, and books as well as evaluating students current language levels (Morrow, 2000). This kind of practice is necessary for children to develop language proficiency. According to Richgels (2000), story recall provides children with the opportunity to reorganize the sequence of the events, to use the vocabulary of the story and to expand children's comprehension of the world as well. Moreover, story recall is both a research tool for it provides a large amount of data for researchers to gain insight into a reader's comprehension processes (Goodman, 1982) as well as an instructional strategy that can also enhance the development of vocabulary skills. Mason (2005) found in his study that students learn and recall the vocabulary items better when follow-up activities after the stories were implemented. Besides, Zaro and Salaberri (1995) claim that stories and follow-up activities based on stories help to develop an attitude of cooperation between learners

Thus, the the researcher pays attention to the mentioned items above while choosing the story. Also, she applies the appropriate follow up activities for the students to help them put the vocabulary items in the long term memory and retrieve it when needed.

2.3.4. Rich Vocabulary in Stories

Since stories are designed to entertain, writers and tellers choose vocabularies and use them 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 sounds that are onomatopoeic (Elley, 1989). The context created by the story, its predictable pattern of events and language, and pictures, all act to support listeners' understanding of unfamiliar words (Cameron, 2001). Children will pick up words that they enjoy and, in this way, stories offer space for growth in vocabulary.

Children's understanding of the lexis is very strongly supported by repetitive story frame, in which each episode has the same format, by the use of very familiar, easy words in narrative and in the dialogue of the real character alongside these familiar

words (Elley, 1989). Thus, it becomes easier for children to keep the vocabulary items in mind and with the help of NLP techniques that will increase the concentration and will be helpful in using the both sides of the brain and changing to think in new ways. Therefore, it could be possible to put the target vocabulary items into long term memory.

There is some evidence that some children can learn vocabulary from stories through listening i.e. ‘incidentally’. Elley (1989) carried out two studies with 10 and 11 years old first language users in New Zealand to investigate vocabulary gain from listening to stories, with and without teacher explanation of the new words. He found that word learning correlated significantly with the number of times the words were pictured, the helpfulness of cues to meaning in the texts, and the number of times, number of occurrences of a word in the story (between 6 and 12 encounters with a new word are needed for L1 users to remember it.) When story reading was accompanied by teacher explanations of new words through pictures, acting out meaning or verbal explanation, the vocabulary gain doubled, and the gain was still evident three months later. Interestingly, there was variation in vocabulary gain across the stories used in the study, so that the story itself seems to make a difference. Elley (1989) suggests that learner involvement with a story maybe what makes a difference, and lists the following as possible involvement factors in stories: humour, novelty, suspense, incongruity and vividness. Schouten-van Parreren (1989, 1992) also suggests that letting children choose the stories they want to hear may help maximize the learning that takes place.

As discussed above, story telling may be a better way to introduce vocabulary items since it offers real life situations and contextualized language. Thus, it is necessary to view the the role of learning vocabulary in a second language.

2.4. The Role of Vocabulary in Second Language Learning Approaches

There is a widespread agreement among language instructors that implicit or explicit lexical instruction is an integral part of any language program to the extent that it is practically impossible to teach any component of language without making use of lexical items. Edward et al. (1997) claim that “vocabulary is one of the important factor in all language teaching. Students must continually be learning words as they learn structure and as they practice sound system.” (p.147). Similarly Nation (2001) asserts;

Once a student has mastered the fundamental grammatical patterns of a language, his next task into master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live. (p. 6)

Also, according to Nation (1990) “giving attention to vocabulary is unavoidable. Even the most formal and communication directed approaches to language teaching must deal with needed vocabulary.” (p.2). Thus, although it has not always received much attention in the area of second language acquisition research and practice, it is agreed that vocabulary has a central position in language and is indispensable for the language learner. There have been some trends in teaching vocabulary of a second language and the most historical methods will be discussed below.

2.4.1. Historical Trends in Second Language Vocabulary Instruction

Since the era of Grammar Translation Method, the role of vocabulary teaching in second language instruction has always been viewed in different ways in various approaches. In this section the role of second language vocabulary teaching in different eras will be discussed.

2.4.1.1. Grammar Translation Method

The primary goals of this method were to prepare students to read and write classical materials and to pass standardized exams (Howatt, 1984; Rivers, 1981). Students were provided detailed explanations of grammar in their native languages, paradigms to memorize, and bilingual vocabulary lists to learn; these prepared them for the regular task of translating long passages of the classic. Lessons typically consisted of reading selection, two or three long columns of new vocabulary items with native-language equivalents, and a test (Rivers, 1981). Language skill was judged according to one's ability to analyze the syntactic structure, primarily to conjugate verbs (Rivers, 1981).

Students were exposed to a wide literary vocabulary (Rivers, 1981) that was selected according to its ability to illustrate grammatical rules, and direct vocabulary instruction was included only when a word illustrated a grammatical rule (Kelly, 1969). Kelly (1960) claims that when vocabulary difficulties were addressed at all, their

explanations depended largely on etymology. Latin and Greek roots or "primitives" were considered "the most accurate court of appeal on word meanings"; the ability to use etymology was respected as "one way of discovering truth" (Kelly, 1969, p. 30). Also Kelly (1969) states that the teaching of vocabulary was based on definition and etymology throughout the nineteenth century. During the period of Grammar Translation methodology, bilingual dictionaries became common as reference tools (Kelly, 1969).

In the mid-1800s, the primary objection to the method was the neglect of realistic, oral language. This objection had implications for the role of vocabulary in language instruction. For example, the Frenchman Francois Gouin (1892) emphasized the acquisition of specific terms, especially of action words that could be physically performed as they were used. Within these situations, "students would act out very detailed sequences of appropriate actions in relation to objects, stating aloud exactly what they were doing with what" (Rivers, 1983, p. 116). He introduced words in semantic fields in the interest of teaching a verb's collocations along with the verb, always emphasizing that "general terms are . . . terms of luxury, which the language can do upon necessity do without" (Gouin, 1892, in Rivers, 1983, p. 116)

Another challenge came from Prendergast (1864). He objected to archaic vocabulary lists. Since some lacking parts of Grammar Translation had been determined, another movement called Reform movement started.

2.4.1.2. The Reform Movement

The Reformers emphasized the primacy of spoken language and phonetic training. Fluency took on a new meaning: the ability to accurately pronounce a connected passage and to maintain associations between a stream of speech and the refer flits in the outside world (Howatt, 1984). The curriculum developed by Sweet is considered representative of the time (Howatt, 1984). Sweet insisted that previous reaction against Grammar Translation had failed because they were "based on insufficient knowledge of the science of language and because they were one sided" (Sweet, 1899/1964, p. 3). His system began with the *Mechanical Stage*, where students studied phonetics and transcription, continued to the *Grammatical Stage*, where they studied grammar and very basic vocabulary, and then to the *Idiomatic Stage*, where they

pursued vocabulary in greater depth (Sweet, 1899/1964). Stages four and five (*Literary* and *Archaic*) consisted of the study of philology and were reserved for university-level work. Sweet's lessons were based on carefully controlled spoken language in which lists of separated words and isolated sentences were avoided; only after thorough study of the complete text should grammar points or vocabulary items be isolated for instructional purposes.

According to the reformers although language is made up of words people do not speak in words, but in sentences. From a practical, as well as a scientific, point of view, the sentence is the unit of language, not the word (Sweet, 1899/1964). From a purely phonetic point of view "words do not exist" (Sweet, 1899/1964, p. 97). Perhaps the Reformers' most significant departure from the past in the vocabulary instruction was that words came to be associated with reality rather than with other words and syntactic patterns (Sweet, 1899/1964). In this approach Sweet (1899/1964) states that to this end, vocabulary was selected according to its simplicity and usefulness.

2.4.1.3. The Direct Method

Its name came from the priority of relating meaning directly with the target language without the step of translation (Richards and Rodgers, 1986). Everyday vocabulary and sentences were used in this method. Reading was taught throughout the course and was "developed through practice with speaking" (Larsen- Freeman, 1986). This method focuses generally on the teaching of everyday, useful vocabulary.

2.4.1.4. The Reading Method / Situational Language Teaching

The 1920s and 1930s saw the birth of the Reading Method in the United States and Situational Language Teaching in Great Britain (Rivers, 1981). The Reading Method was aimed primarily at the development of reading skills (Rivers, 1981). Similarly, in Great Britain, Michael West stressed the need to facilitate reading skill by improving vocabulary skills (West, 1930). Beginning with his thesis at Oxford in 1927 and continuing for more than forty years, he criticized direct methodologists for stressing the importance of speech without providing guidelines for selecting content (West, 1930).

According to the reading method the primary thing in learning a language is the acquisition of a vocabulary, and practice in using it (which is the same thing as 'acquiring') (Rivers, 1981). According to Michael West the problem is *what* vocabulary to teach and he claims that “none of the modern textbooks in common use in English schools have attempted to solve the problem” (1930, p. 514). He stated that foreign language learners did not have even a basic thousand-word vocabulary after three years of study, for three reasons: “(1) their time was spent on activities that were not helping them speak the language; (2) they were learning words that were not useful to them; and (3) they were not 'fully mastering' the words they were learning” (West, 1930, p. 511). West's recommendation was to use word-frequency lists as the basis for the selection and order of vocabulary in student materials. In 1930 he recommended the use of Thorndike's word-frequency list.

For the first time vocabulary was considered one of the most important aspects of second language learning and a priority was placed on developing a scientific and rational basis for selecting the vocabulary content of language courses. The research of Michael West led to the development of principles on vocabulary control; their attempts to introduce a scientific basis for vocabulary selection were the first efforts to establish principles of syllabus design in language teaching.

2.4.1.5. The Audio-Lingual Method

The audio-lingual method (or the structural approach, as it was called by its founders) was developed by American structural linguists during World War II (Richards and Rodgers, 1986). Fries (1945) described the new approach as a practical interpretation of the “principles of modern linguistic science” (Fries, 1945, p.5). This approach suggested that most problems experienced by foreign languages learners concern the conflict of different structural systems (Fries, 1945). With grammar or “structure” as its starting point and the belief that language learning is a process of habit formation, the audio-lingual method paid systematic attention to pronunciation and intensive oral drilling of basic sentence patterns (Fries, 1945). Fries (1945) explains that students were taught grammatical points through examples and drills rather than through analysis and memorization of the rules in this method. The course, as proposed by Fries, consisted of three months of intensive study of the essentials of English structure.

With the major object of language teaching being the acquisition of structural patterns, vocabulary items were selected according to simplicity and familiarity (Larsen-Freeman, 1986). New words were introduced through the drills but only enough words to make the drills possible (Larsen-Freeman, 1986). The assumption seemed to be that the structural frames could "fleshed out with words at a later stage when students were more certain of their lexical needs in particular situations" (Rivers, 1983, p.118).

Fries's emphasized the importance of vocabulary learning by quoting Edward Sapir: "The linguistic student should never make the mistake of identifying a language with its dictionary" (Fries, 1945, p. 38). Fries suspected that language learners oversimplified the role of isolated words and also he attributed the oversimplification of vocabulary issues to three false assumptions about the nature of language (1945). First, it is falsely assumed that words have exact equivalents in different languages; Fries argued that the only words that convey exactly the same meaning from one language to another are highly technical words (Fries, 1945). Second, it is assumed that a word is a single meaning unit; in fact, Fries pointed out that English words usually have from fifteen to twenty meanings (Fries, 1945). The third false assumption is that each word has a "basic" or "real" meaning and that all other meanings are either figurative or illegitimate (Fries, 1945). Fries spent a considerable amount of time in this introductory document arguing against these false assumptions and illustrating the fact that words are linguistic forms: "symbols that derive their whole content and their limitations of meaning from the situations in which they are used" (Fries, 1945, p. 43).

In this approach it was thus suggested that learning too much vocabulary early in the language learning process gives students a false sense of security (Rivers, 1968). Excessive vocabulary learning early in the course gives students the impression that the most important thing about learning a language is accumulating new words as equivalents for concepts which they can already express in their native languages (Rivers, 1968). Students often fail to realize that meaning is expressed in groups of words and in combinations of language segments, and that the meaning of an individual word is usually difficult to determine when it is separated from a context of this type (Rivers, 1968). Students are thus "unprepared to use the words they have learned as isolated units in any approximation to authentic communication" (Rivers, 1968/1981, p. 254). She recommended that new vocabulary be introduced first in high-interest oral

activities and that words reused extensively in order to aid long term retention (Rivers, 1968/1981). Likewise, in this study the researcher tries to help students put the learned vocabulary items into the long-term memory and retrieve it when needed by using story telling and NLP techniques.

2.4.1.6. The Communicative Language Teaching

One of the recent methods of language teaching is the Communicative Approach (CA) where the common concern is bringing language learners into closer contact with the target language by prioritising fluency over accuracy (Widdowson, 1978). In the 1970s educators started to question whether or not they were going in the right way. They observed that students could produce sentences but could not use them outside the classroom, thus it was noted that mastering linguistic structures was not sufficient for genuine communication. So, knowing the rules of linguistic usage did not mean that one could use the language (Widdowson, 1978). Widdowson (1978) claims that in order to communicate, communicative competence rather than linguistic competence was required. Another important aspect of this approach is that all the grammar and vocabulary, which is learned and exploited, grows naturally out of the range of functional and situational contexts that are part of the lessons (Widdowson, 1978). It was pointed out that the role of context in CA; the formal properties of language are never treated in isolation from use; language forms are always addressed within a communicative context. Likewise, in this study the vocabulary items are taught in context and story telling is the context of this study for young learners.

2.4.2. Different Approaches to Vocabulary Teaching

Word learning is a difficult problem. On one hand, young children could learn new words with few positive examples quickly and easily. On the other hand, word learning itself involves many complicated cognitive processes. For example, one needs to map a new label to an object and generalize the new label from one object to the entire category of the object (O'Malley et.al., 1985). Thus there have been different methods for vocabulary learning.

One method which is based on contextualisation is incidental vocabulary learning, which is a significant strategy in vocabulary learning (Nation, 2001). Nation

(2001) explains that incidental vocabulary learning refers to the learning which occurs without particular intention to focus on vocabulary items. Moreover Nation (2001) states that when students are engaged in language activities like reading and listening they develop vocabulary knowledge subconsciously.

Scholars believe that incidental vocabulary learning is beneficial for second language learners but when the time is limited, learning may be hindered (Coady, 1997a; Coady, 1997b). In terms of literary skills for academic study, natural incidental vocabulary learning may not be adequate for student with academic goals. Some vocabulary strategies have been suggested to make up for these limitations.

One way to learn vocabulary incidentally, which is also supported by many professionals, is inferring word meanings from contexts. Kruse (1987) suggests introducing vocabulary items in such a way eases the learners to infer or guess the meanings from the context or illustrations. According to Kruse (1987), students should be motivated to make guesses about word meanings. On the other hand, it is claimed that relatively little vocabulary learning occurs in guessing due to the little attention paid to the word form and meaning (Hunt and Beglar, 2001). Paribakht and Wesche (1997) support a similar view:

Guessing strategy, although justifiable for general reading practice and increasing reading speed, is not ideal for vocabulary enrichment over a limited instructional period. Only a few words may require more than passing attention and even the recognition knowledge of them may be sufficient in most cases (Paribakht and Wesche 1997, p. 196).

Moreover, another vocabulary learning strategy is intentional vocabulary learning. It refers to memorizing straightforwardly term after term with their translations from a list (Nation, 2001). Intentional learning is quick and therefore usually preferred by language learners, but it is also superficial. It is forgotten easily. Learners encounter vocabulary in an isolated form and remain incapable of using it correctly in context. Thus, as Nation (2001) claims, most vocabulary learning should occur incidentally, i.e. guessing from context, but a deliberate, intentional learning is also required but not just memorization isolatedly from the context.

On the other hand another strategy suggested is explicit instruction of vocabulary that means the teaching of vocabulary directly using various techniques, activities, e.g. fill-in-the blanks exercises, using the new word in a sentence, etc., and even direct memorization of certain highly frequent items (Coady, 1997a). The proponents of this approach to vocabulary teaching underline its necessity at an early stage of language acquisition (Coady, 1997a). Students who are beginners in L2 learning should learn the most frequent words in order that they can cope with the complex structures of the texts.

Gu and Johnson (1996) claim that there have been many researches on vocabulary learning strategies focusing on different methods and that have been categorized according to the level of their effect on retention. One of the most studied vocabulary learning strategies have been memory strategies (Gu and Johnson, 1996).

Mediation strategies are among the memory strategies and they involve the target word in some form of meaningful association. They come in two varieties as imagery mediation and semantic mediation and they are the examples of “deep” strategies (Gu and Johnson, 1996).

According to Gu and Johnson (1996) visualising a mental picture or image of the target language word is the main aspect of imagery mediation. Key Word Method is one of the most interesting variant of imagery mediation. It has two association stages. In the first stage, the student imagines or remembers a word in his / her native language which sounds similar with a target language word (Brown and Perry, 1991). However, in the second stage the student accesses an interactive image that is expected to be memorable containing both the keyword and its associated target language object (Brown and Perry, 1991)

Furthermore Gu and Johnson (1996) claim that there is another example of memory strategy called semantic mapping. It is a widely used method in vocabulary learning. The learner arranges the word in a picture. He / She puts the key concept at the top or at the centre and links the related words via lines or arrows. Svencoins and Kerst (2006) state that with the help of semantic mapping students can see the categories and their relationships. Also they can join in this process independently or in a group with teacher guidance (Swencoins and Kerst, 2006).

In addition to these different strategies for vocabulary teaching there are some more strategies to teaching the word meaning. Nation (1990) claims that words are labels for concepts and teaching word meaning is essentially teaching concepts for given words. Nation (1990) explains that there are several suggestions for teaching concepts. One of these concerns the presentation of *multiple positive examples* of the concept. Giving multiple positive examples is necessary because concept learning requires the abstraction of the important features of the concept and ignoring the unimportant ones, and to do this the learner has to see several examples and needs to identify what is common to them all and what is different (Nation, 1990). Nation's (1990) another recommendation is to use *negative examples* of a concept in addition to the positive examples. Negative examples are instances to which the word does not apply. Nation (1990) also recommends teaching *the underlying concept* in the case of words with several uses. Another issue involves *quick teaching* of a word's meaning, which teachers are sometimes engaged in when learners did not understand a word in another activity such as reading (Nation, 1990). Such words are not preplanned for teaching, they appear spontaneously, are usually not very important to learn and have to be dealt with quickly so that they should not interfere with the task. The most common ways of quick teaching are giving a translation or a synonym. (Nation, 1990). Similarly Naiman et al. (1978) state that there are some important techniques involved in vocabulary learning. They are as using a dictionary, writing down words, reviewing vocabulary records, using new vocabulary items, and various vocabulary games. (p.15)

However, this current study will indicate a new view in vocabulary teaching to young learners with story telling activities supported by NLP techniques to enhance and trigger students' long term memories.

2.4.3. The Role of Context in Vocabulary Learning

There have been different views and opinions about the importance of the teaching vocabulary in a second language instruction. However, while teaching vocabulary items of the target language, which method should be applied is still a matter of controversy and beyond debate.

According to Nagy and Anderson (1985) vocabulary should be taught in context rather than in isolation. Also, nowadays it is widely agreed that context greatly contributes to vocabulary learning regardless of the method to be followed.

The need for a context while teaching vocabulary is also underlined by Craik and Tulvig's Depth of Processing Hypothesis (Craik and Tulvig, 1975). Since meaningful contexts enable a more complex and deeper processing which leads to better retention of the lexical item, vocabulary items should be taught in context rather than in isolated word lists.

Similarly Krashen (1989) also believes that vocabulary presentation and practice should be carried out in context. According to Krashen's well-known *Input Hypothesis*, there is an internal language acquisition device, which must be accompanied by an essential external ingredient, comprehensible input, for language learning (Krashen, 1989). Context provides the mentioned comprehensible input in learning vocabulary.. Therefore, rather than in isolation vocabulary presentation and practice should be carried out in context.

Furthermore, Ooi and Kim –Seoh (1996) claim that context reveals as much information about the lexical item as possible and it eases the the way to vocabulary teaching by providing the necessary input.

In a similar line of thought, Nagy (1997) claims that vocabulary should be presented and practiced in context since context is important in vocabulary learning. Since word meaning may change from one context to another, it is necessary to present and practise vocabulary in context

However teaching the vocabulary in context may be better if supported by NLP aids in order to enhance students' long term memory. This paper shows the contributions of NLP aids and story telling activities for providing context in vocabulary teaching

2.5. What is NLP?

NLP has been described as “a complex set of beliefs, skills and behaviours that can help a person communicate more accurately, effectively and respectfully” (Baker

and Rinvolutri, 2005, p.4). Neurolinguistic Programming (NLP) is relatively new to language teaching. It was developed in the early 1970s by John Grinder and Richard Bandler who studied the patterns and beliefs of people who excelled (Revell and Norman, 1997).

2.5.1. Short NLP History

Neuro-Linguistic Programming (NLP) was developed at the University of California at Santa Cruz in the 1970's (Baker and Rinvolutri, 2005). Its founders and principal authors were Richard Bandler, a student of (initially) mathematics and computer science, and John Grinder, a professor of linguistics. The emergence of NLP happened between 1972 and 1981 (Revell and Norman, 1997). NLP has since achieved popularity as a method for communication and personal development. It is used by professional practitioners of many kinds as managers, trainers, sales people, market researchers, counsellors, consultants, medics, lawyers and more.

- ‘Neuro’ refers to the nervous system where our experiences are received and processed through our five senses.
 - ‘Linguistic’ represents the language that we use – both verbal and non-verbal, that shapes and reflects our experience of the world.
 - ‘Programming’ describes training ourselves to think, speak and act in new ways.
- (Revell and Norman 1997, p.14).

In short, NLP is about how to run the brain in a productive way to consistently achieve the results that people want.

2.5.2. NLP in English Language Teaching

NLP is not simply a language teaching method, but a holistic approach to intellectual and psychological potentials (Baker and Rinvolutri, 2005). NLP practitioners believe that if language teachers adopt and use the principles of NLP, they will become more effective teachers. As Revell and Norman comment, the assumptions on which NLP are based "need not be accepted as the absolute truth, but acting as if they were true can make a world of difference in your life and in your teaching" (Revell and Norman, 1997, p 15).

In language teaching, the appeal of NLP to some teachers stems from the fact that it offers a set of humanistic principles that provide either a new justification for

well-known techniques from the communicative or humanistic repertoire or a different interpretation of the role of the teacher and the learner, one in harmony with many learner-centered, person-centered views (Revell and Norman, 1997). Also, as Millroad (2004) argues, it works in the classroom and help students reach success when the teachers gain awareness in using NLP techniques in their classes. Likewise, Turnbury (2001) argues that if NLP works, it is liable to create a culture of independancy for students in the classroom. They feel themselves get rid of the burden of stress and learn beter in stress free environment.

2.5.2.1. Four Key Principles of NLP and NLP Presuppositions

Four key principles lie at the heart of NLP and a teacher should be aware of these principles if she wants to use NLP in her lessons appropriately to reach success (O'Connor and McDermott, 1996; Revell and Norman, 1997).

1. *Outcomes*: the goals or ends. NLP claims that knowing precisely what you want helps you achieve it. This principle can be expressed as "know what you want."
2. *Rapport*: a factor that is essential for effective communication - maximizing similarities and minimizing differences between people at unconscious level. This principle can be expressed as "Establish rapport with yourself and then with others."
3. *Sensory acuity*: noticing what another person is communicating, consciously and nonverbally. This can be expressed as "Use your senses. Look at, listen to, and feel what is actually happening."
4. *Flexibility*: doing things differently if what you are doing is not working: having a range of skills to do something else or something different. This can be expressed as "Keep changing what you do until you get what you want." (Revell and Norman 1997, p. 116)

Revell and Norman (1997) present thirteen presuppositions as well that guide application of NLP in language learning and other fields. The idea is that these principles become part of the belief system of the teacher and shape the way teaching is conducted no matter what method the teacher using. These presuppositions are:

1. Mind and body are interconnected: They are parts of the same system, and each affects the other.
2. The map is not the territory: We all have different maps of the world.
3. There is no failure, only feedback . . . and a renewed opportunity for success.

4. The map becomes the territory: What you believe to be true either is true or become true.
5. Knowing what you want helps you get it.
6. The resources we need are within us.
7. Communication is nonverbal as well as verbal.
8. The unconscious mind is benevolent.
9. Communication is unconscious as well as conscious.
10. All behavior has a positive intention.
11. The meaning of my communication is the response I get.
12. Modeling excellent behavior leads to excellence.
13. In any system, the element with the greatest flexibility will have the most influence on that system. (Revell and Norman, 1997, p. 117)

Revell and Norman (1997) seek to relate each of these principles to language teaching. Modeling is also central to NLP practice. Teachers are expected to model their teaching on expert teacher they most admire. Similarly, learners are expected to find successful models for that person they themselves are striving to become.

Revell and Norman (1997) argue that if someone wants to be an excellent teacher, it should be model of excellent teachers. They should look at what they do, how they act, what sort of relationship they have with their student and colleagues. Second, they should position them. Revell and Norman (1997) state:

As you learn techniques and strategies, put them into practice. Share modeling strategies with students. Set the project of modeling good learners. Encourage them to share and try out strategies they learn. If you want to speak a language like a native speaker, model native speakers". (Revell and Norman 1997, p. 116)

NLP language teachers make difference from other language teachers (Millroad, 2004). According to NLP, they seek to apply the principles in their teaching and this leads to different responses to many classroom events and processes.

Presuppositions guide the learning activities. So while teaching vocabulary, it is necessary to take these presuppositions into consideration so as to get the most help from NLP.

2.5.2.2. Some NLP Implications for Teaching

Neuro-Linguistic Programming is an attitude to life. It actually consists of underlying assumptions about how the mind works, how people act and communicate (Revell and Norman, 1997). NLP enhances the quality of people's lives, it helps people to clarify and reach their goals and interact effectively with other people (Millroad, 2004). Thus, it incorporates with many approaches such as management, sales and management, personal development and education (Revell and Norman, 1997). Since it has some connections with education, it should also have some implications for teaching.

As one of the assumptions, NLP tries to show the significance of the student in the classroom. Teacher is also important. However, this study shows that as long as a student is considered and respected as an individual in the classroom, success comes more easily. In Mastropieri and Scruggs 's studies (1991), it is proved that when teacher remembers a student's name which shows that the teacher considers the student as an individual and respects his / her personality, the success and interest rate of the students increases. Thus, the researcher in this study makes use of these implications of NLP for teaching.

Secondly, Alvin Toffler (1980) claims that people in the 21th century will be the litterates who will not be able to learn learning to learn. Just as Alvin Toffler, NLP also implies that learning is a shared responsibility between learners and the teacher and it is essential to teach the students learning to learn. The researcher in this study helps students learn how to learn by letting students know what they are doing, why they are doing and making them use their abilities to continue learning beyond the classroom.

Furthermore, NLP implies that there is not just one way to teach something (Revell and Norman, 1997). People experince the world through their five senses so the way they understand the world is different. It gives the idea that the students learn in different ways and a teacher can be effective in the classroom as long as he/she refers to different learning styles. Having this fact in mind, the researcher helps students remember the learned items better by contacting their way of learning and preparing different atmospheres that involve different ways of the students' experiencing the world.

In addition, Revell and Norman (1997) claim that people learn best when they have fun. Because of this reason, story telling is chosen for. Moreover, Revell and Norman (1997) add that mistakes show that students' are learning and teachers should help the students by preventing any worries in the learning situation, getting them to learn anything that helps them since practice makes perfect.

Lastly, Revell and Norman (1997) state that engaging the learner's intelligence and emotions and teaching through activities is better. It is preferred to elicit the information from the students rather than telling them directly, because when they form their own schema it is less possible for them to forget it, but more possible to put it to the long term memory. In addition, as Poying (2007) argues when students are given the opportunity of decision making for themselves, they appreciate the benefits of a more active engagement in learning English. Having this fact in mind, the researcher lets the students make their own desicions while learning and help them discover the meanings of the vocabulary items with the help of NLP and story telling techniques.

2.5.2.3. Core Concepts of NLP and Implications for Vocabulary Teaching

NLP have some core concepts. Teachers should understand these core concepts first to apply it on their teaching to help learners succeed. These concepts of NLP have some implications for vocabulary teaching as well. This part will explain some of the core concepts of NLP.

2.5.2.3.1. How People Experience the World

Revell and Norman (1997) claim that people experince the world through their five senses. The systems that people experince the world are called primary representational systems and they are Visual (people look and see), Auditory (people hear and listen), Kineasthetic (people feel externally, internally and feel movement), Olfactory (people smell things) and Gustatory (people taste) (Revell and Norman, 1997). They are called VAKOG in short (Revell and Norman, 1997).

The traditional classroom has focused primarily on writing and listening, which is suitable for people whose primary representational systems are visual and auditory. Kinaesthetic people were usually ignored. However, knowing about VAKOG, the researcher tries to appeal to all kinds of students who have different learning styles in

the classroom. In addition, the researcher uses different techniques while teaching vocabulary items to satisfy all of the students in the classroom.

2.5.2.3.2. How People Represent the World

Just like people use their senses to experience the world, they also use their senses to access information internally when they remember or imagine things. In NLP this is called the ‘lead system.’ Revell and Norman (1997) states that the preference in the lead system may or may not be the same as people have when they take in external information through their primary system. One can experience the external world in the same way with the internal world or in a different way. Some people use two or more systems at the same time and this is called ‘synaesthesia’ (Revell and Norman, 1997). There is also a third representational system that Revell and Norman (1997) mention. This is called reference system that is used for double check. This is the system that people use when somebody asks the question ‘Are you sure?’ The preferred reference system may be the same or different from the primary or lead system. However, no matter if it is same or not, the teacher should try to appeal to all the senses and will help them learn and remember better.

The researcher in this study uses different senses to help the students learn vocabulary items and uses different senses again to make the students remember the learned items by appealing to their reference systems. This is useful for the learners to retrieve the learned items from the long term memory that is what the researcher aims to achieve.

2.5.2.3.3. Outcomes: Knowing Where You Are Going.

Revell and Norman (1997) state that setting well-formed outcomes – one of the four pillars of NLP – is the crucial first step to achieve the aimed item. Thus, the teacher should help the students have some goals and achieve them. The researcher in this study dreams herself and encourages the students to dream. She helps them to break down big outcomes into smaller, more easily achievable ones especially in learning the aimed vocabulary items.

2.5.2.3.4. Submodalities: Exploring Your Imagination

Internal representational systems can be also called as ‘modalities’ and their differences and characteristic (sub-categories) are known as sub-modalities (Revell and Norman, 1997). People find differences in their own images depending on what they are thinking about. Thus, it is in the hands of teachers to help students change negative to positive by playing with the submodalities. With the help of this technique a teacher may teach students some vocabulary items such as opposites.

2.5.2.3.5. Anchoring: Recapturing Good Moments

As Revell and Norman (1997) state and like many things in NLP, anchoring is a way of making conscious and deliberate something that happens naturally. Anchoring is somehow making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a way of making people’s resources available to them when they need them (Revell and Norman, 1997).

Thus the researcher in this study tries to set up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed.

2.5.2.3.6. Sensory Acuity: Noticing , Not Assuming

Noticing something is different from interpreting or making assumption about what is noticed. It is concerned with noticing the non-verbal clues that people are communicating all the time (Revell and Norman, 1997). It is not right to assign a direct one-to-one meaning to every posture. NLP helps people become more sensitive to others. With this knowledge in mind, the researcher is alert to the non verbal signals that the students give and responds accordingly.

2.5.2.3.7. Rapport: The Key Concept to Communication

According to NLP rapport is the key to successful communication and to influence (Revell and Norman, 1997). According to Longman, it is ‘a harmonious or sympathetic relation or connection’ (Longman Dictionary of Contemporary English, 2003). It may also be defined as meeting someone at their map of the world. In

addition, Revell and Norman (1997) define it as maximising similarities and minimising differences between people at the non-conscious level.

If a teacher wants to influence his or her students he/she should know about the rapport. Once the teacher minimises the differences, s/he begins to influence students to gain the educational attainment in any subject. To achieve this, the researcher makes use of the rapport techniques known as matching and mirroring. Matching is doing the same thing with the same part of the body as the other person and mirroring is using the opposite side of your body as in mirror (Revell and Norman, 1997).

2.5.2.4. Techniques in NLP

This part consists of techniques that is used by the researcher in the study which will help students learn vocabulary more easily and retrieve them when needed. Some of the techniques are discussed here.

2.5.2.4.1. Break State

One's mind affects his body and one's body affects his mind (Revell and Norman, 1997). Mind and body are interconnected. If one's state of mind is good, he is physically good as well and if one feels his body better, his mind works better. Thus activating the body, activates the mind. To achieve this, break states can be used. There can be different versions of break states such as shaking hands, saying a tongue twister, counting backwards, stretching and yawning and etc. These activities will awaken students' bodies and minds thus they will be open to permanent learning.

2.5.2.4.2. Relaxation Activities

There are different kinds of relaxation activities. Some of them will be discussed in this part. One of them is minding the emotions (Revell and Norman, 1997). In this technique teacher lets the students imagine a chair in a funny and upset way at the same time and help the students achieve transfer unhappy moments to cheerful ones. This helps set up a positive atmosphere before starting to learn vocabulary items.

Second one is having a good worry (Revell and Norman, 1997). The researcher in this study have worry session in her lessons. Since worries hinder students' learning,

she spares some time for students to worry and in the other parts of the lesson there is no space to worry. Because students learn better in a happy atmosphere.

Another one is singing. Fora (2000) claims that singing is an easy way of memorizing something. According to Çakır (1999), the children are motivated by the music, by the variety of rhythms, by the instrumentation (guitar, contrabass, percussions), by the different voices involved (masculine, feminine, child, adult) and by the themes (boys/girls, circus, family, animals, etc.). Fora (2000) states that melody seems to act as a path or a cue to evoke the precise information students are trying to retrieve. Thus, the researcher in this study uses songs that include the aimed vocabulary items revised in it.

2.5.2.4.3. Stress Busters

It is a great way to counteract tiredness and boredom and to get students into a good learning state. It can be taking a warm bath, swimming, gardening, going for a walk, drawing, or breathing in and out etc. By doing this in the class, students relax and consciously let stress and tension go off body and mind.

2.5.2.4.4. Guided Fantasies

Revell and Norman (1997) claim that it is a good way to change the moods of the students. Also they assert that by letting students imagine different wonderful scenes, the teachers can calm their bodies and minds (Revell and Norman, 1997). Moreover, in guided fantasies, some learned vocabulary items can be repeated and this helps students remember it later better as they have experienced it in a positive atmosphere.

2.5.2.4.5. Suppressing the Silly Voices

Revell and Norman claim that there is no failure but just feedback in NLP (1997). When students make a mistake, it shows that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

2.5.2.4.6. Non-verbal Communication

It is a good way to awaken a tired class. Since communication is non-verbal as well as verbal, a teacher should teach the students by what s/he says as well as by what s/he does (Revell and Norman, 1997). With this technique students can mime some words or some adjectives and other students can guess it. It can be fun for students and funny moments are remembered better.

2.5.2.4.7. Looking at Mandala

In this technique students sit comfortably, fix their eyes in the centre of a mandala chart stare it for about three minutes. They do it daily gradually increasing the time up to seven-ten minutes (Revell and Norman, 1997). It is a good way to improve the ability to concentrate and find it easier to access ideas from non-conscious mind and information from long term memory.

2.5.2.4.8. Doodling

Doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When somebody is stuck for an answer to a problem or looking for creative innovation, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind (Revell and Norman, 1997). Thus, when students are stuck, the researcher let them doodle.

2.5.2.4.9. Anchoring

Anchoring is a way of making a deliberate connection between a state of mind and an 'anchor' (Revell and Norman, 1997). It is a way of making conscious and deliberate something that happens naturally (Revell and Norman, 1997). It is also a way of making resources available when needed. The researcher in this study forms some anchors in the class together with the students and help students remember the vocabulary items by using the anchors.

2.5.2.4.10. Matching and Mirroring

As discussed above matching is doing the same thing with the same part of body as the other person does and mirroring is using the opposite side of your body as in a mirror (Revell and Norman, 1997). It is also a good way to achieve concentration.

By using these techniques the researcher tries to minimise the differences between herself and her students as well as among the students themselves.

2.6. Brain and Language Talent

Multilinguality, bilingualism, polyglottism or simply, second language learning, has become a major issue of scientific investigation in the field of brain research, specifically speaking, cognitive neuroscience (Reiterer and Dogil, 2009). Of course, language is a function of the peculiar structure of the human brain (Reiterer and Dogil, 2009). Several areas of the brain have been identified with linguistic skills, such as producing and understanding speech. Furthermore, people with brain damage in specific areas have difficulties with very specific aspects of language, implying that it is a highly compartmentalized process (Mayberry et al., 2002). Moreover, Mayberry et al. (2002) state that human brains are functionally asymmetrical, concentrating many areas essential for speech production in one hemisphere. To understand how the brain works while acquiring a second language, within the past few years in the field of cognitive science research, imaging the "bilingual/multilingual" or "second language (L2) learning brain" has become increasingly popular, almost a mainstream research field in its own right (Mayberry et al., 2002). These researches also show how to use the brain to keep the learned language items permanently. Mayberry and his colleagues (2002) conducted a study to investigate the influence of very early language experience on later language ability. They provide insights into the intricate mechanisms that could bring about "talent" in learning languages, namely, the interdependence between early experience (nurture) and possible inborn qualities. Also vocabulary items have been tested by Breitenstein and colleagues (Breitenstein et al., 2005). Their findings indicated that on the one hand the successful acquisition of a new lexicon depends on correlated amplitude changes between the left hippocampus and neocortical regions and on the other hand that learning-related hippocampus activity is a stable marker of individual differences in the ability to acquire and master vocabularies. Thus, the researcher in this study took individual differences of the students into consideration and paid special attention to use the NLP techniques to help students use both sides of their brains.

2.6.1. Learning and Memory

Ebbinghaus (1913) states that memory has been investigated since the early days of psychology, but only in recent decades have psychologists reached a consensus about its structures and functions. There was even uncertainty over the division of memory into short term and long term components until early neuropsychological studies in the 1940s confirmed the distinction. Building on these findings, cognitive models of memory and information processing originated in the 1950s and evolved into the elaborate multi-component models (Simons and Spiers, 2003). According to this model information flows through several components as it travels from the environment to long-term memory and then from long-term memory into a behaviour or expression (Simons and Spiers, 2003). Incoming information passes through sensory memory, short term memory, and working memory before going to the long term memory stores (Simons and Spiers, 2003). Simon and Spiers (2003) claim that outgoing information is activated in long term memory before passing through working memory and being expressed behaviorally and along its course, the information is selected, manipulated, transformed, stored, retrieved, evaluated, and expressed. In memory terminology, the information is encoded, consolidated, stored, and retrieved (Simon and Spiers, 2010).

2.6.1.1. Sensory Memory

The first memory system to process and store incoming information is usually referred to as sensory memory (Atkinson and Shiffrin, 1968) but is also known as the sensory register. Sensory memory is not a specific brain or memory structure, but rather a stage of processing (Simons and Spiers, 2003). Atkinson and Shiffrin (1968) state that environmental stimuli that impinge on the human senses are perceived by the brain that are momentarily held in perceptual form. This perceptual information is available for a fraction of a second before it is overwritten by new incoming information (Atkinson and Shiffrin, 1968). The duration is barely long enough for attentional process to select input for further processing in short-term memory (Atkinson and Shiffrin, 1968).

2.6.1.2. Short Term Memory

Very little of the sensory information that is perceived and briefly stored actually reaches short-term memory (Simons and Spiers, 2003). Atkinson and Shiffrin (1968) claim that when humans are actively processing information, they can consciously

influence which incoming information is selected for further processing and storage by selectively attending to it. Thus attentional processes are crucial in learning and memory functions. If an individual wants to learn and remember information, she or he must first pay attention to it. (Dehn, 2010).

In short term memory, active processing of the input is possible or short term memory can just passively hold information (Atkinson and Shiffrin, 1968). Active processing consists mainly of rehearsal that serves to extend the retention interval. Without rehearsal, information will be lost from short term memory within a matter of seconds (Atkinson and Shiffrin, 1968). In addition, short term memory has a typical adult capacity of about seven items or chunks (Dehn, 2010). It is in the hand of the students and teachers to put these several items into the residency of long term memory with the help of NLP techniques.

2.6.1.3. Long Term Memory

There are actually three different types (or aspects or parts) of long-term memory. Episodic memory refers to people's ability to recall personal experiences from their pasts (Dehn, 2010). Semantic memory stores facts and generalized information (Dehn, 2010). It contains verbal information, concepts, rules, principles, and problem-solving skills. Atkinson and Shiffrin (1968) claim that while episodic memory stores information as images, semantic memory stores information in networks or schemata. Information is most easily stored in semantic memory when it is *meaningful* - that is, easily related to existing, well-established schemata (Dehn, 2010). Dehn (2010) also asserts that procedural memory refers to the ability to remember how to perform a task or to employ a strategy. The steps in various procedures are apparently stored in a series of steps, or stimulus-response pairings (Dehn, 2010).

2.6.1.3.1. The Development of Long Term Memory

As with other cognitive abilities, there is a developmental progression with long term memory. Moulin and Gathercole (2008) claim that older children and adolescents retain more information than younger children. In fact, there are consistent improvements in the amount retained from early childhood through the adolescent years (Howe and Brainerd, 1989). Moulin and Gathercole (2008) also believe that the causes of this substantial improvement in memory storage are many; more affective encoding,

quicker retrieval, and greater ability to store information for longer periods of time. According to the Pressley and Levin's findings (1980) when compared with older children (e.g., 12 years of age), younger children (e.g., 6 years of age) have retrieval deficiencies. The desired information seems to be stored but they have difficulty retrieving it without prompting (Pressley and Levin, 1980). Thus, Wright and Limond (2004) conclude that between the ages of 6 and 12, improved memory performance mainly results from more efficient retrieval processes. Continued improvement after the age of 12 is attributed to greater ability to encode more and more features of the incoming information (Wright and Limond, 2004). More effective encoding underlies concurrent improvements in consolidation and storage. Thus, the researcher in this study try to supply students with more environments where they can improve their encoding abilities with story telling and NLP activities.

2.6.1.3.1.1. Development of Long Term Memory in Infancy

According to Dehn (2010) infants are born with a remarkable capacity to encode and retain information. Infants recognize the sound of their mother's voice within hours and their mother's face within three to four days (Howe and Brainerd, 1989). Wright and Limond (2004) claim that long term memory functions and retention of information go on to develop rapidly in early infancy. Recognition memory is the first to emerge, appearing within the first days of postnatal life (de Haan, Mishkin, Baldeweg, and Vargha-Khadem, 2006). In addition, the biological factors that contribute to the early development of long-term memory include myelination, the growth of dendrites, and increase in synaptic functional within the first month or so of life (de Haan, Mishkin, Baldeweg, and Vargha-Khadem, 2006). Also, Bauer et al. (2007) claim that there are pronounced changes in the temporal lobe structure beginning late in the first year of life. Because these structures are involved in consolidation, the implication is that storage capabilities, not encoding or retrieval, are the major source of differences in long-term memory during infancy (Bauer et al., 2007). Although much remains to be learned about infants' memory development, the rudimentary functions of explicit memory seem to be in place by six month of age (Dehn, 2010).

2.6.1.3.1.2. Development of Long Term Memory in Early Childhood

Dehn (2010) states that although infants and preschoolers under the age of 5 can learn and remember events and information over relatively long periods of time, as

older children and adults they seldom remember much autobiographical information from the first few years of life. It means that their episodic memory develops slower. Because hippocampus does not mature fully until the fifth year of life (Temple and Richardson, 2006). Temple and Richardson (2006) claim that young children can learn facts about the world and acquire semantic knowledge, such as vocabulary, before they can consolidate and permanently store specific experiences better.

In addition to maturation of the necessary neurological structures, young children are developing knowledge and control of their memory functions (Ornstein, Gramer, and Coffman, 2010). They are also learning the utility of basic memory strategies. Thus, parents and teachers can nurture the child's refinement of memory functions, knowledge, and strategy use through social interactions focused on memory. The researcher in this study tries to manage these social interactions with the help of story telling activities and NLP techniques to help students develop memory strategy techniques at school.

2.6.1.3.1.3. Development of Long Term Memory in Elementary School Years

Temple and Richardson (2006) state that improvements in memory performance over the school years seem dependent on the growing use of strategies. Ornstein, Gramer, and Coffman (2010) claim that children become more proficient in the use of memory strategies as they grow older. In early elementary, spontaneous use of memory strategies is unlikely and the strategies are limited (Best and Ornstein, 1986). However, young children can use memory strategies effectively when they are directed to do so or when the materials elicit strategy use (Best and Ornstein, 1986). The researcher in the study directed the students with NLP techniques to use their memory strategies more efficiently. According to Temple and Richardson (2006), later years are easier for the students because the greatest gains in long term memory performance and functions occur during the late elementary school years. Increased knowledge, more organised memory representations, and effective strategy usage combine to produce a major developmental improvement in long-term memory performance (Temple and Richardson, 2006). Therefore, the researcher tries to achieve this mentioned effective combination for young learners to improve their long-term memory performance with the help of story telling activities and NLP techniques.

CHAPTER III

METHODOLOGY

3.1. Introduction

Case study methods involve examining a single event deeply. (http://en.wikipedia.org/wiki/case_study). According to Stake (1995) a case study tries to find out the complexity of a single event or instance.

Stake (1995) claims that people use case study, when it itself is a very special interest. Furthermore he adds that a case study is the study of a person, a small group, a single situation, or a specific "case". It involves extensive research, including documented evidence of a particular issue or situation, symptoms, reactions, affects of certain stimuli, and the conclusion reached following the study (Stake, 1995). Stake (1995) states that a case study may show a correlation between two factors, whether or not a causal relationship can also be proven.

According to Stake (1995) when using a case study the researcher explores in depth a programme, an event, an activity, a process, or one or more individuals. One can study a case when they look for the detail of interaction with its context. Case studies provide a systematic way of looking at events, collecting data, analyzing the data, and discussing the results (Stake, 1995). By this way the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. In case studies generalization could be possible when based on several studies of the same phenomenon (Stake, 1995).

The cases are bound by time and activity, and the researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995). In accordance with the nature of the case study method mentioned above, a number of instruments were implemented in this study, in order to collect data regarding students' learning vocabulary through NLP and story telling activities. The researcher aims to examine whether story telling technique involving NLP techniques help students to

enhance their vocabulary knowledge and help to retrieve when needed. The researcher aims to answer following questions:

- What are the attitudes of young learners towards English and vocabulary learning?
- Do NLP techniques and using story telling activities enhance students' vocabulary knowledge?
- Does story telling technique with NLP aids help students to retrieve the vocabularies learned when needed?
- Does story telling technique with NLP aids contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning?

In order to find answers to these research questions, the following five sub-problems were investigated and data was gathered and analysed to see the results of these sub-problems.

Sub-problem 1- What are the attitudes of young learners towards English and vocabulary learning?

Sub-problem 2- Is there a significant difference between the pre-test and post-test of the students who stated that they had difficulty in learning vocabulary and who stated that they had no difficulty in learning vocabulary?

Sub-problem 3- Is there a significant difference between attitude scores, the motivation scores and the pre tes-post test scores of the students?

Sub-problem 4- Was the implementation helpful for students? Does the implementation have any effects on the long term memory of the students?

So as to find answers to the questions above, this case study has focused on teaching vocabulary to the 4th grade primary school students in Yaylapınar Neighbourhood, in Meram, Konya.

This chapter is devoted to the presentation of the method of the study. It includes a description of the following; context of the study, setting and participants, procedure and

data collection, piloting, instruments for data collection, description of storytelling activities and NLP techniques that are used and the procedure followed will be presented.

3.2. Context of the Study

As mentioned above the study took place at a classroom containing students of 4th grade, in Meram Konya. The students who took part in the study are fourth grade students. Nearly all of their families moved from the smaller towns of Konya such as Hadim, Taşkent, Bozkır etc.. The families are more or less similar. They live in the slums of the city. Physical conditions where the application took place were not perfect. It had problems about heating and lacked in technological equipment.

The students are offered three hours of English classes in a week. Language learning materials in their school comprise course books determined by the National Ministry of Education. Supplementary materials or special facilities for English language learning are not currently available in their school. Students who completed the fourth grade of primary school period are expected to have the following linguistic competence levels (MEB 2006, p. 61). Students will

- Have a very basic range of simple expressions about personal details and needs of a concrete type.
- Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
- Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
- Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
- Spell his/her address, nationality and other personal details.
- Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
- Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. (MEB 2006, p. 61).

According to the American council (2004) on the teaching of foreign language proficiency guidelines the proficiency level of the participants could be named as *novice mid*. This means that they are able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. They comprehend some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The learners require long pauses for assimilation and periodically need repetition or a slower rate of speech. In addition, the learners are able to recognize the symbols of an alphabetic or syllabic writing system and a limited number of characters in a system that uses characters. The students can identify an increasing number of highly contextualized words and phrases. Moreover in these learners, oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Their vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. The learners' utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. When the learners speak, they may have some difficulty producing even the simplest utterances. The learners in this group are understood only with great difficulty. These students are able to copy or transcribe familiar words or phrases and reproduce some from memory. They have no practical communicative writing skills.

3.3. Setting and the Participants

The students who participated in the study are fourth grade students from Yaylapınar Neighbourhood, Meram Konya. There are 37 students in the study. They are 18 male and 19 female students. The researcher, who had been teaching the class for about 7 months, was their English teacher. The students, the researcher teaches, are already an existing group of students, so no random selection or any other statistical sampling method has been implemented. The students were 10 years old.

3.4. Procedure and Data Collection

Webster (1985) explains that research is examining a subject matter in order to add information to the existing knowledge. Within the scope of educational planning, many things are changing such as curriculum, textbook, methods and techniques in teaching.

These changes may sometimes be improvements to the already existing educational system whereas they may sometimes worsen it. Thus some researches need to be done in the education field.

Moreover, to conduct a study or a research there are two different techniques. One is the quantitative research techniques and the other one is the qualitative research techniques. The former has six different types called; historical research, descriptive research, correlational research, casual research, experimental research and lastly case study research (Fraenkal, J. R. and Wallen, N. E., 2006). As mentioned before, this research study is a case study. The latter one has four different methods. These are grounded theory, participant observation, non-participant observation and interviews (Savenye, W. C. and Robinson, R. S., 2005).

In this study quantitative data sources were used. Quantitative data were collected by Attitude Questionnaire, Vocabulary Knowledge Scale, and Intrinsic Motivation Inventory. Before the implementation of this study, the researcher got written permission from the students' parents. First of all, seven questions were asked to the students in order to learn about their general opinions about English lesson and vocabulary learning. Then attitude questionnaire was applied. Secondly, pre-test was applied in order to determine how many of the vocabularies the students already knew. The pre-test was Vocabulary Knowledge Scale. Then all the story telling activities supported by NLP activities have been applied to teach target vocabulary items. Two weeks after the implementation students took the post-test (VKS) without having been informed about the test earlier. This post test was to evaluate if the story telling and NLP activities had anything worthy in students retrieving the target vocabularies after two weeks. After all, Intrinsic Motivation Inventory was applied to see if students have been motivated or encouraged with the help of the story telling and NLP activities for vocabulary learning. Table I below depicts the research questions and relevant data collection methods.

Table 1: Research Questions and Data Sources

<i>Questions Guiding the Study</i>	<i>Data Sources</i>
1. What are the attitudes of young learners towards vocabulary learning?	Attitude questionnaire
2. Do NLP techniques and using story telling activities enhance students' vocabulary knowledge?	Vocabulary Knowledge Scale
3. Does using story telling technique with NLP aids help students to retrieve the vocabularies learned when needed?	Vocabulary Knowledge Scale
4. Does using story telling technique with NLP aids contribute to students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning?	Intrinsic Motivation Inventory

3.4.1. Piloting

Before the main implementation a pilot study has been carried out in order that story telling and NLP activities for vocabulary teaching could be piloted. The pilot study was conducted in the first term with the same students.

The aim of the pilot study was to help students become familiar with the story telling activities and NLP techniques as it was first time for them to encounter the mentioned techniques and activities. For the pilot study students learned some vocabulary items with the same story telling activities in different ways. Also some NLP techniques were introduced to students. By the help of the information gathered from the pilot study, the researcher determined some problems that students might come across during the actual implementation. For example, some vocabulary items were changed into meaningful ones. In addition, the instructions were made more clear and meaningful. Moreover, the researcher had the chance to observe her own story telling and introducing NLP activities. Thus, the researcher applied more easily understood NLP activities.

To cut the long story short, the pilot study provided the researcher with necessary information for implementing the study more efficiently.

3.4.2. Attitude Questionnaire

In this present study, first of all seven questions from Kütük were administered to gather background information on participants' attitudes towards English language learning in general and vocabulary learning in particular (Kütük, 2007). (See appendix B) The questionnaire was applied before the implementation period. Then the attitude questionnaire was applied. Taking the learners' age into consideration, some of the items in the attitude questionnaire was omitted after the piloting (See appendix B). When the reliability test was applied, it was seen that cronbach alpha parameter was .96. The result shows that the test was reliable (Büyüköztürk, 2010) .

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

Wesche and Paribakht's (1996) scale of vocabulary knowledge to measure the development was utilized in the study. This scale is one of the most commonly used Vocabulary Knowledge Scales (VKS), which specifies the stages of vocabulary acquisition from first exposure to output. To construct a practical instrument for the studies that are searching for the initial recognition and the use of the words is the particular aim of VKS, Paribakht and Wesche's original scale included performance items to elicit both perceived and demonstrated knowledge of specific vocabulary in written form (Wesche and Paribakht,1996). The scale ranges from indicating complete unfamiliarity through recognition of the target foreign language word, to an idea of the meaning indicating the ability to use the word in a sentence accurately (see Table II).

Table 2: The Vocabulary Knowledge Scale

I: I don't remember having seen this word before

II: I have seen this word before but I don't know what it means

III: I have seen this word before and I think it means _____ (synonym or translation)

IV: I know this word. It means _____ (synonym or translation)

V: I can use this word in a sentence. e.g.: _____ (if you do this section, please also do section IV)

Paribakht and Wesche's VKS is designed for adult language learners. Since this study was administered for young learners the original version was adapted for young learners. A pilot study was done with the same group of students. After that the original form of the scale was adopted by the researcher by taking the age and the cognitive level of the participants into consideration. First, taking into account the age and English level of participants, the instructions of the VKS were translated into the participant's first language and the sentences were simplified. Secondly, the original five-point scale was reduced to a three-point scale to make the scale more comprehensible for the participants. By this way the participants could differentiate the points on the scale more easily and this may result in more objective and valid measure of the participants' knowledge of vocabulary items. Also when the reliability test was applied, it was seen that cronbach alpha parameter was .89. The result shows that the test was reliable (Büyüköztürk, 2010) .

Table 3: Adopted VKS

English Version

I. I don't remember having seen this word before

II. I have seen this word before but I don't know what it means

III. I know this word. It means _____ (synonym or translation)

Table 4: Adopted VKS 2

Turkish Version

I. Bu kelimeyi daha önce hiç görmedim

II. Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum

III. Bu kelimenin anlamını biliyorum. Bu kelimenin eş anlamlısı veya Türkçe karşılığı şudur: _____

Moreover the target vocabulary items in the scale was not asked separately. The vocabularies were given in sentences on a separate sheet of paper to help students see the words in context. (See appendix C)

3.4.4. Intrinsic Motivation Inventory

Learners generally want to be proficient in actively using the foreign language. However, they come into a class with diverse motivations, attitudes and learning histories, which are said to be factors that influence their language learning process and achievement

in general, and specifically their preferences in teaching methods and learning activities (Barkhuizen, 1998; Dörnyei, 1994). In real world, motivation is highly valued because of its consequences where it mobilizes others to act (Ryan and Deci, 2000). Fisher (1990) states that educational psychologists point to three major sources of motivation in learning. The first one is learner's natural interest: intrinsic satisfaction, second one is teacher-institution-employment: extrinsic reward and the the last one is success in the task: combining satisfaction and reward (Fisher, 1990). The more the learning is intrinsically motivating, the more students will seek the knowledge for its own sake (Schweinle, Meyer, and Turner, 2006). Vansteenkiste, Simons, Lens, Sheldon and Deci (2004) reason that when individuals learn for the sake of intrinsically motivating purposes, there will be greater persistency and consequently, it facilitates learning process in long term.

Motivation has been demonstrated to be one of the main determinants of second language learning achievement in numerous studies (Crookes and Schmidt, 1991; Gardner & Smythe, 1975; Oxford & Shearin, 1994). Cohen and Dörnyei (2002) contend: "Motivation is often seen as the key learner variable because without it, nothing much happens" (p. 172). Also Ryan and Deci (2000) describe a motivated person as a person who is stimulated to do something. In another words, a motivated person will be energized or activated to be engaged in a task. Therefore, intrinsic motivation is described by both psychologists as moving to act because it is inherently interesting or enjoyable. Consequently, intrinsic motivation is worth being studied as both Ryan and Deci (2000) further added that intrinsic motivation, deriving from within the person or from the activity itself, positively affects behaviour, performance, and well being. Besides that, intrinsic motivation assessment is important as it is an indication that an intrinsically motivated person will do a particular task voluntarily and persistently without the influence of any external reward (Ryan and Deci, 2000). In sum, learning usually does not take place without motivation.

Considering the importance of intrinsic motivation in learning and the feedback that it will give about students' level of motivation, interest, enjoyment, pleasure towards vocabulary learning with the NLP techniques and story telling activities, the researcher used the Intrinsic Motivation Inventory (IMI) developed by Edward L. Deci, Richard M. Ryan and their collaborators in 1982.

The questions were translated into the participants' first language to make the scale more comprehensible by Kütük (2007). The researcher also conducted a pilot study. Also the scale was rephrased considering the feedback of the participants to prevent ambiguity for the items included in the scale by the researcher. (See appendix D)

3.5. Description of the Story Telling and NLP activities

Subject: Where is my mom?

Time: 80 min.

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

Vocabulary: night, happy, yard, butterfly, chick

Materials: Cd player, puzzles, worksheets, pictures, posters, masks, songs, brain gyms, guided fantasies, crayons

In class: As a **warm up** activity the teacher asks the students to draw an eight with their right, left and both hands respectively. It is a break state, an activity in NLP. It eases students' muscles and help them use their right and left brain at the same time. In the **pre-activity** the teacher lets the sts do the puzzles containing some scenes from the story. Then they try to guess the order of the scenes. Then they colour the handouts that the teacher gives them, a picture about the story. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story "Where is my mum?", the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story to check the order of the scenes they have made in the pre-activity. The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** sts sing a song and listen to a guided fantasy emphasizing the target vocabularies. Songs are stress busters as mentioned in NLP. Also sts listen to a guided fantasy as guided fantasies are important for sts' relaxation and remembering the words when they need by just anchoring with the images or feelings in their guided fantasy. Also they play memory games. Teacher tells the story again but making mistakes in some parts. When the teacher makes a mistake, students stand up and correct the teacher. It is a good activity for auditory and kinasthetic students and when they try to remember a word they use some anchors for help.

When students try to remember a word they use anchoring or doodling. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: Greedy Hippo

Time: 80 min.

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

Vocabulary: hippo, cow, jump, help, pull

Materials: Cd player, worksheets, pictures, posters, masks, songs, brain gyms, guided fantasies, scissors, glue, colourful sheets.

In class: As a **warm up** activity the teacher asks the students to breathe in and breathe out. It is a relaxation activity in NLP that helps the students get ready for the lesson. In the **pre-activity** sts listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “Greedy Hippo”, the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. Also the teacher pays attention to the representational systems of students and prepares activities according to it. In the **post activity** sts sing a song emphasizing the target vocabularies. After that sts listen to a guided fantasy since guided fantasies are important for sts’ relaxation and remembering the words when they need by just anchoring with the images or feelings in their guided fantasy. After that sts make some masks of the characters. Lastly the teacher does visual anchoring. Teacher sticks the picture of the words on the wall, asks the students look at them carefully. Then, students close their eyes and teacher takes out one picture each time. The sts try to guess the missing picture correctly. By this way sts relate the pictures and the place, picture and the word. By just looking at the empty place of that picture, they can remember the word, anchor it.

When students try to remember a word they use anchoring or doodling. Doodling will unleash the hidden symbolic powers of the unconscious mind. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: Clyde's Smile

Time: 80 min.

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

Vocabulary: smile, look, crocodile, elephant, frog.

Materials: Cd player, worksheets, pictures, posters, masks, songs, brain gymes, masks, crayons.

In class: As a **warm up** activity the teacher asks the students to draw an eight with their right, left and both hands respectively. It is a break state, an activity in NLP. It eases students' muscles and help them use their right and left brain at the same time. In the **pre-activity** the teacher shows some scenes of the story in the slides and in each scene there is one extra object, sts try to guess the extra objects in the slides. Sts just guess the extra object. Then they colour some pictures given by the teacher. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story "Clyde's Smile", the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** sts sing a song containing the target words. Songs are described as the stress busters in NLP. Also songs set a good rapport. Then teacher groups the students. In each group one of the students stands up and mimes one of the words that the teachers has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication in NLP. It is a good way to awaken students. Lastly, the teacher asks the sts to work in pairs. One of the students in the group says a word silently and the others read the lips of that person.

When students try to remember a word they use anchoring or doodling. Doodling will unleash the hidden symbolic powers of the unconscious mind. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: Lazy Bear

Time: 80 min.

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

Vocabulary: spring, forest, asleep, snore, warm

Materials: Cd player, worksheets, pictures, posters, masks, songs, masks, mandala chart, crayon.

In class: As a **warm up** activity the teacher delivers the mandala chart and asks sts to colour it. Later they stare it for some time. Sts sit comfortably, fix their eyes in the center of the chart, stare it for about three minutes. They do it gradually increasing the time up to seven-ten minutes. It is a good way to improve the ability to concentrate and find it easier to access ideas from non-conscious mind and information from the long term memory. In the **pre-activity** the teacher shows some scenes of the story in the slides and in each scene there is one extra object, sts try to guess the extra objects in the story. Sts just guess the extra object. After that they colour the picture of the some scenes of the story. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “The Lazy Bear”, the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scene, from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** teacher groups the students. In each group one of the students stands up and mimes one of the words that the teachers has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication. Then sts listen to and sing a song about the story containing the target vocabulary items. Lastly the teacher matches some gestures with some sentence from the story. She starts to tell the story again with gestures. When she carries out a wrong gesture belonging to a different sentence, students knock on the desk and corrects the teacher.

When students try to remember a word they use anchoring or doodling. Doodling will unleash the hidden symbolic powers of the unconscious mind. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: The Hungry Dragon

Time: 80 min.

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

Vocabulary: mountain, boy, hungry, sweet, eat.

Materials: Cd player, worksheets, pictures, posters, masks, masks, guided fantasies, glue, scissors, colourful sheet.

In class: As a **warm up** activity the teacher asks the sts to stand up, stretch and yawn. These activities will awaken sts' bodies and minds, thus they will be open to permanent learning. In the **pre-activity** the teacher lets the sts do the puzzles containing some scenes from the story. Then they try to guess the order of the scenes. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story "The Hungry Dragon", the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story to check the order of the scenes they have made in the pre-activity. The teacher asks the students to do the exercises such as filling the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** teacher groups the students. In each group one of the students stands up and mimes one of the words that the teachers has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication. Then sts listen to and sing a song containing the target vocabulary items. Then students make the finger puppets of the characters of the story. After that sts listen to a guided fantasy as guided fantasies are important for sts' relaxation and remembering the words when they need by just anchoring with the images or feelings in their guided fantasy. In addition, it is a good way of anchoring. With the help of guided fantasy students hear the vocabularies in context once more, they visualize and feel the vocabularies while they are relaxing.

When students try to remember a word they use anchoring or doodling. Doodling will unleash the hidden symbolic powers of the unconscious mind. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: Who is that noise?

Time: 80 min.

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

Vocabulary: lion, bark, monkey, make, bird.

Materials: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, crayons.

In class: As a **warm up** activity the teacher lets the sts imagine a chair in an upset and funny way at the same time and helps the students achieve transfer unhappy moments to cheerful ones. They play with their submodalities as well. This helps setting up a positive atmosphere before starting to learn vocabulary items. It is a relaxation activity in NLP called minding the emotions. In the **pre-activity** the teacher plays some sounds of some animals and students try to guess it. After this activity teacher groups the students and they mime some animals and make sounds of them. The others in the group tries to guess the animal. It a is a kind of non-verbal communication activity in NLP. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “Who is that noise?”, the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** teacher delivers some simple sentences including the target vocabulary items to the groups. They put the sentences into the correct order to summurize the story shortly and simply. They themselves stand in a line holding the right sentence in their hands so they order the sentences in the queue. Then students colour the pictures of a scene from the story. Later students listen to a song containing the target vocabulary items. Songs are described as the stress busters in NLP. Lastly the teacher constructs some anchors with the first letters of the words in the sentences of the story. She writes the first letters of the word for each sentence. The sentences are simple ones that summarize the story. When she writes the letter, she tells the sentence at the same time. After she writes all the letters, students try to guess the sentences. The the teacher deletes the first letters of the target words. This time students try to remember the missing letter and thus the word for that letter.

When students try to remember a word they use anchoring or doodling.

Subject: Why Anansi has thin legs?

Time: 80 min.

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

Vocabulary: leg, cook, wait, rabbit, smell.

Materials: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, glue, scissors, colourful sheet.

In class: As a **warm up** sts listen to the guided fantasy that the teacher reads to them. The guided fantasy is an NLP activity. It includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more, they visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the vocabulary items better just by visualising and trying to feel the vocabularies again when they need them. In the **pre-activity** the sts watch a video about the spider man, then they try to guess the story. Then they walk like a spider. It is a kind of nonverbal communication in NLP since they just mime how a spider walks. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “Why Anansi has thin legs?”, the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** teacher groups the students. In each group one of the students stands up and mimes one of the words that the teachers has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication in NLP. After that the students make the masks of some characters of the story. Then sts listen to and sing a song about the story containing the target vocabulary items. Also sts listen to a guided fantasy and relax. Guided fantasies are important for sts’ relaxation and remembering the words when they need by just anchoring with the images or feelings in their guided fantasy. With the help of guided fantasy students hear the vocabularies in context once more.

When students try to remember a word they use anchoring or doodling. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: My favourite clothes

Time: 80 min.

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

Vocabulary: jumper, slippers, grow, trousers, knit

Materials: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, crayons, pieces of clothes, needle, a rope, crayon.

In class: As a **warm up** teacher lets the students imagine a chair in a funny and upset way at the same time and help the students achieve transfer unhappy moments to cheerful ones. This helps setting up a positive atmosphere before starting to learn vocabulary items. It is a relaxation activity in NLP called minding the emotions. In the **pre-activity** the sts try to knit something with the objects the teacher provides. It is a good activity for kinaesthetic learners. After that students colour the picture of a scene of the story. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “My favourite clothes”, the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** She delivers some simple sentences including the target vocabulary items to the groups. They put the sentences into the correct order to summarize the story shortly and simply. They themselves stand in a line holding the right sentence in their hands so they order the sentences in the queue. Then students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport. Lastly teacher anchors each word with a mime while telling the story. Students do it together with the teacher. When the teacher mimes something the students tell the word that matches with that mime action. That is good for students who do not remember a word. They can just anchor it with the mime. Also it is good for kinaesthetic learners.

When students try to remember a word they use anchoring or doodling. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: Dark dark wood

Time: 80 min.

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

Vocabulary: house, cupboard, shelf, box, dark.

Materials: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, glue, scissors, colourful sheet.

In class: As a **warm up** Teacher asks the students to breathe in and then breathe out, breathe in and then breathe out. It is a relaxation activity in NLP and helps the students get ready for the lesson. In the **pre-activity** the sts listen to a song about the story containing the target vocabulary items. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story “Dark dark wood”, the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. By doing these activities the teacher emphasizes the target vocabulary items. In the **post activity** sts work in groups and reorder the pictures of the scenes in the story. After that students make the finger puppets of the characters of the story. Then the teacher asks the students to close their eyes and relax. They listen to the guided fantasy that the teacher reads to them. The guided fantasy is an NLP activity. It again includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more, they visualize and feel the vocabularies while they are relaxing at the same time. Lastly, teacher delivers students some sentences from the story and some pictures matching with that sentences. Students shuffle the pictures & sentences cards, lays them face down. The students one by one pick up a card then tries to find the matching picture or the sentence with that card by picking up another card. If they match, she/he can keep both of them but if not, she/he lays them face down and it is turn for another student. The pictures are anchors for the words. With this activity students can improve their memory skills.

When students try to remember a word they use anchoring or doodling. Doodling will unleash the hidden symbolic powers of the unconscious mind. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

Subject: One colourful world

Time: 80 min.

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

Vocabulary: blue, green, pink, hot, cold.

Materials: Cd player, worksheets, pictures, posters, masks, songs, crayons

In class: As a **warm up** the teacher asks the students to draw an eight with their right, left and both hands respectively. It is a break state, an activity in NLP. It eases students' muscles and help them use their right and left brain at the same time. In the **pre-activity** the sts listen to a song about the story containing the target vocabulary items. Then students colour a picture of a scene from the story. In the **while activity**, using the pictures and the masks, the teacher tells the story orally to the students using mimes, gestures, facial expression. According to the format of the story "One colourful world", the teacher asks the students to participate in the actions during the presentation of the story. The teacher retells the story with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. By doing these activities the teacher emphasizes the target vocabulary items. Also the teacher pays attention to the representational systems of the students while preparing the activities. In the **post activity** teacher groups the students. In each group one of the students stands up and mimes one of the words that the teachers has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication in NLP. It is a good way to awaken students. Then sts listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. Then teacher asks the students to work in pairs. One of the students in the group say a word silently the others read the lips of that person. It is again a kind of nonverbal communication in NLP

When students try to remember a word they use anchoring or doodling. Doodling will unleash the hidden symbolic powers of the unconscious mind. Also suppressing the silly voices and getting feedback are good ways to help the students get rid of the fear of making mistakes.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1. Presentation

In this research paper, 4th grade students' attitudes towards English lesson and vocabulary learning, the effects of the story telling and NLP techniques in vocabulary teaching and triggering the long term memory of the students and students' motivation levels have been analysed. To analyse the data Spss 13 Statistic Program was used. In order to judge the implementation as useful or not, the pre-test / post test difference scores were analysed. Also to depict the relationship between students' attitude scores, motivation scores and pre-test / post-test difference scores, Pearson Correlation Analysis was made. In order to find out if students' attitudes towards English had any effect on their learning, Independent samples t-test was applied. This section of the study provides the analysis of the research carried out according to the four research questions which this study is based on. Also, the results were interpreted and discussed on the basis of mentioned research questions and sub-problems.

4.2. The attitudes of the students towards English lesson and vocabulary learning

'What are the students' attitudes towards English lesson and vocabulary learning?' was the first sub-problem of this study. Thus in this part data analysis were carried out in order to see the students' attitudes towards English lesson and vocabulary learning. Seven questions were asked to students. This questionnaire was applied before the implementation of story telling and NLP activities.

Table 5 : Frequency Analysis of the students' answers for the item 'I love English ...'

	Frequency	Percent
Seviyorum	35	94.6
Mecburum	2	5.4

According to the applied attitude questionnaire, all of the students expressed that they love English lesson. Also 94.6 % of the students (N=35) stated that they love learning English, and 5.4% of the students (N=2) expressed that they learned English because they had to. In addition to these, all of the students think English as important as other lessons.

Table 6 : Frequency Analysis of the students' answers for the item ' While learning English, I have difficulty in...'

	Frequency	Percent
Okuma	6	16.2
Yazma	11	29.7
Kelime öğrenme	18	48.6
Konuşma	2	5.4

Students think that they had difficulty most in vocabulary learning and least in speaking. The results showed that 48.6% of the students (N=18) thought that they had difficulty in vocabulary learning, 29.7% of the students (N=11) thought they had difficulty in reading, and 5.4 % of them (N=2) thought they had difficulty in speaking.

Table 7 : Descriptive Statistics of Student's Attitudes towards Vocabulary Learning

	Zorlanıyorum		Zorlanmıyorum	
	Frequency	Percent	Frequency	Percent
Kelime Öğrenmekte	15	40.5	22	59.5
Kelimeleri Aklımda Tutarken	29	78.4	8	21.6

56.5% of the students (n=22) expressed that they had no difficulty in vocabulary learning whereas 40.5% of them (n=15) expressed that they had difficulty in vocabulary learning. Moreover 78.4% of the students (n=29) stated they had difficulty in keeping the vocabulary items in their mind but 21.6% of them (n=8) expressed that they easily kept the vocabulary items in their mind.

Table 8 : Frequency Analysis of the students' answers for the item 'While I am learning Vocabulary I have difficulty in ...'

	Frequency	Percent
Kelimeyi yazıyorum	7	18.9
Tekrar ediyorum	19	51.4
Okuyup ezberliyorum	11	29.7

18.9% of the students (n=7) asserted that they wrote the vocabularies to learn, 51.4% of the students (n=19) expressed that they revise the vocabularies, and 29.7% of them (n=11) stated that they memorized the vocabulary items in order to learn.

4.3. The results of Pre-test and Post-test of Vocabulary Knowledge Scale

'Was the implementation helpful and did it have any effects on the long term memory?' was the second sub-problem of the study. In order to find out the answer of the question, before the implementation a pre-test of Vocabulary Knowledge Scale was applied. The aim was to find out how many of the target vocabulary the students already knew. After the implementation of the story telling and NLP techniques post-test of VKS was applied. VKS was applied two weeks after the implementation. The researcher wanted to discover if the implemented techniques and activities helped students put the target vocabulary items into their long term memory and retrieve it when they needed.

Crosstabulation technique was used to collect data from the scores of pre-test and post-test. Questionnaire items in the horizontal position show the results of pre-test. The ones in the vertical position show the result of post-test. The numbers indicate the answers given to the questionnaire items.

Table 9 : Frequency Analysis of Pre-test and Post-test of VKS

Ön Test		Son Test		
Kelime		Hiç görmedim	Gördüm ama anlamını bilmiyorum	Anlamını biliyorum
Smile	Hiç görmedim	1	9	16
	Gördüm ama anlamını bilmiyorum	0	2	8
	Anlamını biliyorum	0	1	0
Look	Hiç görmedim	3	2	10
	Gördüm ama anlamını bilmiyorum	1	8	12
	Anlamını biliyorum	0	0	1
Crocodile	Hiç görmedim	6	11	14
	Gördüm ama anlamını bilmiyorum	0	2	4
	Anlamını biliyorum	-	-	-
Elephant	Hiç Görmedim	7	9	14
	gördüm ama anlamını bilmiyorum	1	4	2
	Anlamını biliyorum	-	-	-
Frog	hiç görmedim	1	3	25
	gördüm ama anlamını bilmiyorum	0	0	7
	Anlamını biliyorum	0	0	1
Butterfly	Hiç görmedim	4	9	17
	Gördüm ama anlamını bilmiyorum	2	3	1
	Anlamını biliyorum	0	1	0
Chick	Hiç görmedim	1	7	17
	Gördüm ama anlamını bilmiyorum	1	2	8
	Anlamını biliyorum	1	0	0
Night	Hiç görmedim	0	6	3
	Gördüm ama anlamını bilmiyorum	1	3	4
	Anlamını biliyorum	1	6	13
Happy	Hiç görmedim	2	12	11
	Gördüm ama anlamını bilmiyorum	1	8	2
	Anlamını biliyorum	0	1	0
Yard	Hiç görmedim	7	19	8
	Gördüm ama anlamını bilmiyorum	2	1	0
	Anlamını biliyorum	-	-	-
Hippo	Hiç Görmedim	2	4	22
	Gördüm ama anlamını bilmiyorum	2	2	5
	Anlamını biliyorum	-	-	-

Ön Test		Son Test		
Kelime		Hiç görmedim	Gördüm ama anlamını bilmiyorum	Anlamını biliyorum
Cow	Hiç görmedim	5	11	10
	Gördüm ama anlamını bilmiyorum	3	4	2
	Anlamını biliyorum	0	2	0
Jump	Hiç görmedim	6	13	7
	Gördüm ama anlamını bilmiyorum	1	6	3
	Anlamını biliyorum	0	0	1
Help	Hiç görmedim	4	13	12
	Gördüm ama anlamını bilmiyorum	1	1	2
	Anlamını biliyorum	1	2	1
Pull	Hiç görmedim	4	19	8
	Gördüm ama anlamını bilmiyorum	2	3	1
	Anlamını biliyorum	-	-	-
Jumper	Hiç görmedim	1	5	4
	Gördüm ama anlamını bilmiyorum	3	2	2
	Anlamını biliyorum	2	5	13
Slippers	Hiç görmedim	8	9	10
	Gördüm ama anlamını bilmiyorum	1	3	0
	Anlamını biliyorum	1	4	1
Grow	Hiç görmedim	11	12	9
	Gördüm ama anlamını bilmiyorum	0	3	1
	Anlamını biliyorum	0	1	0
Trousers	Hiç görmedim	2	4	10
	Gördüm ama anlamını bilmiyorum	1	1	4
	Anlamını biliyorum	1	3	11
Knit	Hiç görmedim	10	14	7
	Gördüm ama anlamını bilmiyorum	0	4	1
	Anlamını biliyorum	0	1	0
Spring	Hiç görmedim	8	12	8
	Gördüm ama anlamını bilmiyorum	0	7	1
	Anlamını biliyorum	0	1	0
Forest	Hiç görmedim	8	12	8
	Gördüm ama anlamını bilmiyorum	0	7	1
	Anlamını biliyorum	0	1	0

Ön Test		Son Test		
Kelime		Hiç görmedim	Gördüm ama anlamını bilmiyorum	Anlamını biliyorum
Asleep	Hiç görmedim	11	9	12
	Gördüm ama anlamını bilmiyorum	2	2	0
	Anlamını biliyorum	0	1	0
Snore	Hiç görmedim	10	13	8
	Gördüm ama anlamını bilmiyorum	3	2	0
	Anlamını biliyorum	0	1	0
Warm	Hiç görmedim	7	20	5
	Gördüm ama anlamını bilmiyorum	3	1	0
	Anlamını biliyorum	0	1	0
Lion	Hiç görmedim	5	12	13
	Gördüm ama anlamını bilmiyorum	0	2	4
	Anlamını biliyorum	1	0	0
Bark	Hiç görmedim	5	17	4
	Gördüm ama anlamını bilmiyorum	2	6	2
	Anlamını biliyorum	0	1	0
Monkey	Hiç görmedim	2	11	18
	Gördüm ama anlamını bilmiyorum	0	1	5
	Anlamını biliyorum	-	-	-
Make	Hiç görmedim	9	18	4
	Gördüm ama anlamını bilmiyorum	1	4	1
	Anlamını biliyorum	-	-	-
Bird	Hiç görmedim	3	11	20
	Gördüm ama anlamını bilmiyorum	0	1	2
	Anlamını biliyorum	-	-	-
House	Hiç görmedim	2	14	14
	Gördüm ama anlamını bilmiyorum	1	2	4
	Anlamını biliyorum	-	-	-
Cupboard	Hiç görmedim	4	9	20
	Gördüm ama anlamını bilmiyorum	0	1	2
	Anlamını biliyorum	0	0	1
Shelf	Hiç görmedim	5	22	6
	Gördüm ama anlamını bilmiyorum	1	1	1
	Anlamını biliyorum	0	0	1

Ön Test		Son Test		
Kelime		Hiç görmedim	Gördüm ama anlamını bilmiyorum	Anlamını biliyorum
Box	Hiç görmedim	2	8	15
	Gördüm ama anlamını bilmiyorum	1	3	6
	Anlamını biliyorum	0	0	2
Dark	Hiç görmedim	3	17	3
	Gördüm ama anlamını bilmiyorum	4	4	4
	Anlamını biliyorum	1	0	1
Blue	Hiç görmedim	4	8	-
	Gördüm ama anlamını bilmiyorum	1	11	-
	Anlamını biliyorum	0	13	-
Green	Hiç görmedim	0	3	9
	Gördüm ama anlamını bilmiyorum	0	1	9
	Anlamını biliyorum	1	1	13
Pink	Hiç görmedim	0	1	11
	Gördüm ama anlamını bilmiyorum	0	3	11
	Anlamını biliyorum	1	1	9
Hot	Hiç görmedim	9	12	9
	Gördüm ama anlamını bilmiyorum	0	4	3
	Anlamını biliyorum	-	-	-
Cold	Hiç görmedim	11	15	6
	Gördüm ama anlamını bilmiyorum	0	2	2
	Anlamını biliyorum	0	1	0
Mountain	Hiç görmedim	7	23	4
	Gördüm ama anlamını bilmiyorum	0	1	2
	Anlamını biliyorum	-	-	-
Boy	Hiç görmedim	1	6	20
	Gördüm ama anlamını bilmiyorum	0	3	5
	Anlamını biliyorum	0	0	2
Hungry	Hiç görmedim	7	13	11
	Gördüm ama anlamını bilmiyorum	0	6	0
	Anlamını biliyorum	-	-	-
Sweet	Hiç görmedim	8	17	7
	Gördüm ama anlamını bilmiyorum	2	3	0
	Anlamını biliyorum	-	-	-

Ön Test		Son Test		
Kelime		Hiç görmedim	Gördüm ama anlamını bilmiyorum	Anlamını biliyorum
Eat	Hiç görmedim	6	15	9
	Gördüm ama anlamını bilmiyorum	2	3	1
	Anlamını biliyorum	0	0	1
Leg	Hiç görmedim	2	7	22
	Gördüm ama anlamını bilmiyorum	0	3	1
	Anlamını biliyorum	0	1	1
Cook	Hiç görmedim	7	20	4
	gördüm ama anlamını bilmiyorum	0	4	1
	Anlamını biliyorum	0	1	0
Wait	Hiç görmedim	8	20	5
	Gördüm ama anlamını bilmiyorum	2	2	0
	Anlamını biliyorum	-	-	-
Rabbit	Hiç görmedim	1	5	25
	Gördüm ama anlamını bilmiyorum	0	0	4
	Anlamını biliyorum	0	0	2
Smell	Hiç görmedim	2	14	14
	Gördüm ama anlamını bilmiyorum	1	3	2
	Anlamını biliyorum	0	0	1

When the students' pre-test / post-test difference scores were analysed, it was seen that just one student's score didn't increase, none of the students' scores decreased. However, 36 students' scores increased. According to the results of the pre-test and post-test, it can be concluded that implemented story telling activities and NLP techniques highly helped the students learn the vocabulary items, put them in their long term memory and retrieve it when they needed. Because although the post test applied two weeks after the implementation, the students' scores increased, it can be concluded that the implementation was effective in triggering their long term memory.

Just some of the vocabulary items will be discussed here in terms of their being interesting. First one is the word 'smile'. In the pre-test 26 of the students uttered that they didn't know the word, 10 of them expressed that they knew the word but didn't remember its meaning, just one of them said that she / he knew the word. But in the post-test just 1 of the students expressed that he / she didn't know the meaning of the word, 12 of them expressed that they knew the word but didn't remember its meaning and 24 of the students

said that they knew the word. This showed that the implemented techniques worked in putting the target vocabulary items in the long term of students.

Secondly, for the word 'rabbit' in the pretest, 31 of the students uttered that they didn't know the word, 4 of them expressed that they knew the word but didn't remember its meaning, just 2 of them said that they knew the word. But in the post-test just 1 of the students expressed that he / she didn't know the meaning of the word, 5 of them expressed that they knew the word but didn't remember its meaning and 31 of the students said that they knew the word. According to these results it can be claimed that with the help of story telling and NLP techniques, the level of students' vocabulary knowledge highly increased. Since the students answered this post test two weeks after the implementation, it is clear that they put the new words in their long term memories successfully..

Thirdly, for the word 'frog' in the pretest, 29 of the students uttered that they didn't know the word, 7 of them expressed that they knew the word but didn't remember its meaning, just 1 of them said that she / he knew the word. But in the post-test just 1 of the students expressed that he / she didn't know the meaning of the word, 3 of them expressed that they knew the word but didn't remember its meaning and 33 of the students said that they knew the word. It is again clear that the implementation was succesful in teaching the target words to students.

However, there were also some words that students have difficulty in remembering. For example for the word 'yard' in the pretest, 34 of the students uttered that they didn't know the word, 3 of them expressed that they knew the word but didn't remember its meaning, none of them said that they knew the word. But in the post-test just 9 of the students expressed that they didn't know the meaning of the word, 20 of them expressed that they knew the word but didn't remember its meaning and 8 of the students said that they knew the word. Also for the word 'mountain' in the pretest, 34 of the students uttered that they didn't know the word before, 3 of them expressed that they knew the word but didn't remember its meaning, none of them said that they knew the word. But in the post-test just 7 of the students expressed that he / she didn't know the meaning of the word, 24 of them expressed that they knew the word but didn't remember its meaning and 6 of the students said that they knew the word. It can be concluded that students had some difficulty in retrieving these words. There was still an increase in the number of students that learned these words but not enough. For the word 'yard' 20 students and for the word

‘mountain’ 24 students said that they knew the word but didn’t know its meaning. This means that students couldn’t anchor these words or they were not repeated enough in the activities for the students.

Furthermore, there were some words that the students didn’t even remember seeing it. For instance for the word ‘wait’ in the pretest, 33 of the students uttered that they didn’t know the word, 4 of them expressed that they knew the word but didn’t remember its meaning, none of them said that they knew the word. But in the post-test just 10 of the students expressed that they didn’t know the meaning of the word, 22 of them expressed that they knew the word but didn’t remember its meaning and 5 of the students said that they knew the word. Also for the word ‘asleep’ in the pretest, 32 of the students uttered that they didn’t know the word, 4 of them expressed that they knew the word but didn’t remember its meaning, just 1 of them said that she / he knew the word. But in the post-test just 13 of the students expressed that they didn’t know the meaning of the word, 12 of them expressed that they knew the word but didn’t remember its meaning and 12 of the students said that they knew the word. It can be concluded that these mentioned words didn’t draw students’ attention or they didn’t have fun while learning. For the word ‘wait’, in the post test 10 students expressed that they didn’t even remember the word and just 5 students said they knew the word. Similarly, for the word ‘asleep’ 13 students had no idea about the word. Thus, it can be said that these words were a bit higher than the students’ level of interest so they had difficulty in learning it.

Lastly, the most interesting part of the results of pre and post tests is that there were some students who expressed that they knew a particular word but in the post test they expressed that they didn’t knew the word. For the word ‘lion’ in the pretest, just 1 student expressed that he / she knew the meaning of that word. However in the post test the student expressed that he / she didn’t know the meaning of the word. One reason can be that the students answered that item of the pre-test insincerely or the student just relaized that he / she actually didn’t know the word in the post test. Likewise for the word ‘jumper’, 20 students expressed that they knew the meaning of the word in the pre-test. But in the post test 2 of these students expressed that they didn’t know the meaning of the word, 5 of them expressed that they knew the word but didn’t remember its meaning and 13 of these students said that they knew the word. Again most probably some of these students didn’t

answer the pre-test sincerely. Another probability is that in the post-test some of them decided that they didn't know the word or they knew it but didn't remember it.

To sum up, although there are a few exceptions, the results of the pre-test and post-test of the Vocabulary Knowledge Scale showed that the story telling activities and NLP techniques together helped the students learn the target words. These activities and techniques also triggered their long term memory since students were able to retrieve the words from their long term memory after two weeks when they needed it.

4.4. The Relationship Between Students' Attitudes towards Vocabulary Learning and Their Pre / Post test Scores

'Is there a significant difference between the pre-test and post-test of the students who stated that they had difficulty in learning vocabulary and who stated that they had no difficulty in learning vocabulary?' was the third sub-problem of this study. It was found that there was no significant difference between the students who expressed they had difficulty in learning vocabulary and who stated that they had no difficulty in learning vocabulary. In other words, students' vocabulary learning after the implementation shows no difference according to their attitudes towards vocabulary learning ($t_{(35)} = 1.3$ $p > .05$).

Table 10 : Independent Samples T-Test - The Results of Data Analysis About the Vocabulary Learning Rates of the Students' Who Think that They Have Difficulty and Who Think that They Have no Difficulty in Learning Vocabulary

	N	$\bar{X}$	Ss	Sd	t	p
Zorlanıyorum	15	40.26	22.11	35	-1.36	.18
Zorlanmıyorum	22	50.36	22.12			

4.5. The Relationship Between Students' Attitude Questionnaire Scores, Motivation Scores and Their Pre / Post test Scores

'Is there a significant difference between attitude scores, the motivation scores and the pre tes-post test scores of the students?' was the fourth sub-problem of the study. After the analysis of the data, there appeared that there is no significant difference between

attitude scores, the motivation scores and the pre test – post test scores of the students. There is a positive but low-rated relationship between these mentioned items. When discussed separately, it can be claimed that there is a positive but low rated relationship between students' motivation scores and pre-test / post-test difference scores. This low-rated relationship means that the level of students' motivation has a positive effect on their learning; however, there is not a significant relationship ($r = .24$). Moreover, there is not a significant difference between students' attitude scores and pre-test / post-test difference scores ($r = .23$). However, their relationship is low-rated but in a positive way. There is also a positive but low-rated relationship between students motivation scores and attitude scores, but there is not a significant relationship between them ($r = .31$).

Table 11 : Correlations

		Fark	Tutum
Fark	Pearson Correlation		.23
	Sig. (2-tailed)		.15
Motivation scale	Pearson Correlation	.24	.31
	Sig. (2-tailed)	.13	.05

4.6. Discussion

The present study shows the effect of story telling supported by NLP techniques in teaching vocabulary to 4th grade students and triggering their long term memory. To this purpose, students' attitude questionnaire scores, pre-test and post-test scores and intrinsic motivation scale scores were analysed statistically. The relationship between all these scores were also mentioned. Moreover, the pre-test and post-test results of Vocabulary Knowledge Scale were compared.

A number of scholars such as Sun (2004); McGrath and Ruth (2004); Alterio (2000); Mason (2005); Brett, Rothlein and Hurley (1996) conducted studies and their findings supported the benefits of storytelling activities. Similarly, Loukia (2006) claims that a story-based framework of teaching and learning can become a very powerful tool in the hands of a teacher. Thus, he conducted a study and found that a well-organized story session can intrigue the students and make them want to explore many features of the

language (Loukia, 2006). Similarly, Gorsuch (2010) found in his study on Vietnamese English learners that an assisted repeated story telling treatment of moderate length and intensity had positive effects on Vietnamese English learners' reading fluency and comprehension. Likewise, Lopez (2006) conducted a study that showed that using stories develops critical thinking, selfmonitoring, strategic flexibility, and fruitful peer interaction.

Furthermore, Scott and his colleagues (2004) found in their study that young learners learn better with topic, content and story-based materials. Likewise, Loukia (2006) found in his research that story activities in the classroom help students develop more positive attitudes towards second language. It was observed also in the present study that students enjoyed themselves while learning with story telling activities and they were positive towards learning.

Moreover, there are studies which indicate the fact that the development of vocabulary and syntactic complexity in language are more advanced in children who are frequently exposed to a variety of stories (Speaker, 2000; Allison and Watson, 1994; Roney, 1989; Philips (2003); McGrath and Taylor, 2004). Likewise, McGrath and Taylor (2004) state that young children who have been exposed to a variety of stories on a consistent basis exhibit improved listening skills, vocabulary development and increased ability to organize narrative thought. In addition to these confirmations, the increases in attention span, listening skills, accuracy of recall, sequencing ability and fluency in writing have also been documented. Similarly, the present study showed that students' attention span and accuracy of recall increased with the help of story telling activities.

In addition, there are studies which proved the importance of context in vocabulary learning. Oxford and Scarcella (1994) observe that while decontextualized learning (word lists) may help students memorize vocabulary for tests, students are likely to rapidly forget words memorized from lists. McCarthy (1990) argues that a word learned in a meaningful context is best assimilated and remembered. Thus story telling was used in the present study to contextualize the vocabulary learning and it helped students learn the vocabulary items easier.

Similarly, Xin (2010) found in his study that similar to adults, young children extract the meaning of the word from the context in which this word is presented. Also, Zimmerman (1997) evidently demonstrated that vocabulary instruction and incidental

vocabulary learning from context are useful adjuncts to each other. Likewise, Joe (1998) found out that the process of reading, listening and retelling a story promotes vocabulary learning and that experiment in tasks requiring reading and recall without explicitly focusing on vocabulary can facilitate the acquisition of vocabulary. In the present study, story telling activities and NLP techniques were the context for teaching the target vocabulary items. The mentioned activities and techniques enhanced the vocabulary learning as shown in the results.

Laufer's study (1998) also proves that vocabulary learning from context led to much vocabulary learning. But, he emphasizes the need for a follow-up task to reinforce retention and vocabulary use. Likewise, Mason (2005) conducted a study. In his study he taught vocabulary to two groups of young learners with story telling activities. In the control group he taught vocabulary just with retelling the story but in the experimental group he used some follow-up activities as well. The results showed that the students who learned vocabularies with follow-up activities scored better. Also Elley (1989) carried out two studies with 10 and 11 years old first language users in New Zealand to investigate vocabulary gain from listening to stories, with and without teacher explanation of the new words. He found that word learning correlated significantly with the number of times the words was pictured, the helpfulness of cues to meaning in the texts, and, the number of occurrences of a word in the story (between 6 and 12 encounters with a new word are needed for L1 users to remember it.) When story reading was accompanied by teacher explanations of new words through pictures, acting out meaning or verbal explanation, the vocabulary gain doubled, and the gain was still evident three months later. The researcher in the present study also used some follow-up activities, pictures and miming to help students put the target words in their long term memory and the results showed that it helped.

Moreover, the researcher used songs in the implementation and it helped students to learn and remember better. Just like the researcher, Mora (2000) found that singing is an easy way of memorizing something and melody seems to act as a path or a cue to evoke the precise information someone is trying to retrieve. Also song set up a good rapport. It minimizes the differences and maximizes the similarities among students and between students and teacher and thus, helps learning.

Furthermore, Millroad (2004) argues using NLP works in the classroom and helps students reach success when the teachers gain awareness in using NLP techniques in their classes. He conducted a study of teacher trainer workshops to enhance teachers' awareness of NLP in classroom discourse. The results showed that after the teachers realized the positive effects of NLP and used it in their classroom, learners' self-esteem improved, better involvement in the classroom procedures was achieved and students' motivation increased. Likewise, Turnbury (2001) argues that if NLP works it is liable to create a culture of independency for students in the classroom. They feel themselves get rid of the burden of stress thus learn better in stress free environment. Similarly, since the present study showed that the implemented activities helped students gain the intended vocabulary items, it can be claimed that NLP had a positive effect in teaching vocabulary to young learners and in triggering their long term memory.

Besides, Gardner (1985), recognized that motivation has a pervasive influence on learning a foreign language. Also, Amrine (2003) found that when students are motivated, their retention of vocabulary is higher. In the present study it was found that there is a positive but low rated relationship between students' motivation scores and pre-test / post-test difference scores. This low-rated relationship means that the level of students' motivation has a positive effect on their learning; however, there is not a significant relationship between them.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Presentation

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

5.2. Summary of the Study

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

To begin with, this study focuses on young learners and informs about their characteristics and the materials appropriate for them in teaching a language and vocabulary. Young learners are very different from adult learner. Young learners are enthusiastic and lively (Cameron, 2001). They want to please their teacher. They lose interest easily. Moreover, young learners are less embarrassed than adults in speaking a new language; in other words, they have no worry of making mistakes. Also, Cameron (2001) states language in use carries cues to meaning that may not be noticed. Development can be seen as internalizing from social interaction. Children's foreign language learning depends on what they experience. It is more than a way of exchanging information and extending ideas, it is their means of reaching out and connecting with other people. It can be stated that the language used actively by students can be learned much more effectively. Young learners need to experience the foreign language in the classroom and they can learn a foreign language efficiently when students deal with various tasks such as songs, games, art-craft activities, role play, stories, brain gyms etc. Thus, in this study different activities were used to teach vocabulary.

As Slattery and Willis state (2001), young learners do not learn but acquire language and they do this action subconsciously. Stories are the most valuable resources that teachers have and they propose students a world of supported meaning that they can

relate to. Stories can be used to practice four skills that teachers desire to improve in English language teaching.

Slattery and Willis (2001), say children love stories. They:

- are always eager to listen to stories
- know how stories work
- want to understand what is happening
- can enjoy hearing stories in English when they start English lessons
- enjoy looking at storybooks by themselves
- can reread stories they like when they can read in English themselves.

(Slattery and Willis, 2001, p. 97)

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

Stories allow children to symbolize, fantasize, and imagine in relation to prior or unconscious experiences (McLaughlin, Blanchard, and Osanai, 1995). In addition, story telling allows for the expression of language competence and provides the opportunity for individual interpretation and creativity (Slattery and Willis, 2001). Also, having a lesson with a story may put the students at ease and allow them to understand something concrete before going on to the related abstract concept and later recall information, which stimulates young learners' imagination and creativity. Moreover, using storytelling text as a method in learning process, the students were not only required to remember each words, but also expected to master in understanding whole meaning based on the context (Loukia, 2006). Therefore, the vocabulary knowledge also influences someone's skill when she/he learns a language, especially reading skill. Furthermore, children who memorize stories in the form of nursery rhymes at an early age become some of the best readers as they get older (Loukia, 2006). Children who read and are read to develop a sense of language, and often a love of language and make sense of those skills they need in order to read. Children who hear stories on a regular basis usually develop good reading and language skills that will be a benefit all through their lives (Loukia, 2006). Thus, the researcher used story telling activities for young learners to contextualize the vocabulary learning and to let the students have fun while learning.

It is agreed that vocabulary has a central position in language and is indispensable for the language learner although it has not always received much attention in the area of second language acquisition research and practice. The role of vocabulary in language teaching has always been viewed from various perspectives in approaches since the era of Grammar Translation Method up to the present day. As Carter and Mc Carthy (1988, p.39) mention an old proverb stating “what is new is not true and what is true is not new” is particularly related to the history of vocabulary teaching. Problems aroused by words and understanding their meaning have interested linguists, philosophers and pedagogues for centuries (Carter and Mc Carthy, 1988). Nation (1993) claims that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on. That is to say, vocabulary learning is important in language learning.

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

- having sources for encountering new words
- getting a clear image, whether visual or auditory or both, for the forms of the new words;
- learning the meaning of the words;
- making a strong memory connection between the forms and meanings of the words;
- using the words. (Hatch and Brown, 1995, p.372)

So the learning of new words is a process that continuous but that changes in nature as it continues. Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again. Stories used in this study serve this purpose. They set a good, real and meaningful context for young learners and words that were intended to be learnt were repeated a lot in the stories. Also, students used the target words while telling the stories.

Moreover, Neuro-Linguistic Programming is an attitude to life (Millroad, 2004). Millroad (2004) claims that NLP enhances the quality of people's lives, it helps people to clarify and reach their goals and interact effectively with other people. In teaching, NLP emphasizes the significance of the students as well as the teacher in the classroom because

NLP respects the human life. When the students are respected as emotional individuals, they become more successful in expressing themselves and in learning. Also NLP suggests that students have different ways of experiencing the world and representing it in their minds (Revell and Norman, 1997). Thus, the researcher uses different methods to appeal to students. Moreover, NLP implies that learning to learn is essential and so the researcher tries to teach how to learn. Furthermore, people learn best when they have fun. Because of this reason, story telling is chosen for students since it is more fun for young learners. Lastly, it is stated that engaging the learner's intelligence and emotions and teaching through activities is better (Revell and Norman, 1997). For this reason the researcher preferred to elicit the information from the students rather than telling them directly.

Besides NLP is said to encourage English language teachers to come up with ways to deliver the programmes and supply even more variety in (their) teaching styles. (Tompkins in Baker, 2005). So NLP helps teachers "see things from the other point of view" and to realise that one's own way of thinking, speaking, and acting. Although it seems so natural and obvious, it is not necessarily shared by the students.

Considering all these above, the present study has been conducted to show how teaching vocabulary to young learners via story telling and NLP techniques can trigger students' long term memory. The research was carried out in a classroom with 37 fourth grade students from Yaylapınar Neighbourhood in Meram, Konya. First of all, seven questions were asked to students to gain data about their attitudes towards English lessons and vocabulary learning in general. Then, a more detailed attitude questionnaire was applied. After that, pre-test of VKS was implemented to have information about the students' pre-knowledge about the vocabulary items. Later, about a ten-week-implementation was carried out to teach the target vocabulary items with story telling activities and NLP techniques. Two weeks after the implementation, pos-test was administered. The aim was to see if story telling and NLP techniques together helped students put the target vocabulary items in their long term memory and retrieve it when they needed. Because of this reason the post-test was carried out after two weeks of the implementation to collect data about students' retention. After that, motivation scale was implemented to see if the story telling supported by NLP techniques increased the motivation, enjoyment and pleasure level of students.

The results showed that the implemented story telling activities and NLP techniques highly helped the students learn the vocabulary items, put them in their long term memory and retrieve it when they needed. Because although the post test applied two weeks after the implementation, the students' scores increased and it can be concluded that the implementation was effective in triggering their long term memory. When the students' pre-test / post-test difference scores were analysed, it was seen that just one student's score didn't increase, none of the students' scores decreased. However, 36 students' scores increased. Moreover, according to the applied attitude questionnaire, nearly all of the students had positive attitudes towards learning English and they had most difficulty in learning vocabulary. Furthermore, students' vocabulary learning after the implementation showed no difference according to their attitudes towards vocabulary learning. In addition, there appeared no significant difference between attitude scores, the motivation scores and the pre test – post test scores of the students. There was a positive but low-rated relationship between these mentioned items. It can be concluded that the level of students' motivation had a positive effect on their learning; however, there was not a significant relationship between their motivation scores and their pre-test / post test difference scores.

5.3. Limitations of the Study

The findings of the present study reveals the contribution of implementing story telling activities involving NLP techniques to vocabulary learning and retrieving. Despite these findings, the limitation of the study should be considered.

First of all, the sample size of the study was small. Conducting the study with a larger sample size would permit a greater certainty about the findings. Also gender, social and economical conditions of the participants were not considered. The implementation was carried out after the school not to fall back from the curriculum. Because of this reason, students were always tired when they attended this study after six lessons. Also, the technological devices in the classroom such as a projector were not always available in the classroom, so the researcher couldn't get help from it all through the study. Moreover, there was a heating problem in the classroom where the study was implemented. That was a disadvantage as it affected students in a bad way. Lastly, since the implementation lasted a long time (about ten weeks), a few of the students missed a few courses. It would have been more reliable if none of the students had missed the courses.

5.4. Implications and Suggestions for the Teachers

Language learners are generally faced with the need to have a sufficient level of vocabulary and to be equipped with the necessary information to be able to use them productively; thus, vocabulary teaching is a great concern for them. Teaching words interactively and in context may help to give learners insights into the word system in English even though no course of instruction could possibly furnish all the insight that a student would need in order to successfully learn and use every target vocabulary item. Since foreign language learners would probably not acquire the language on their own and improve their understanding of accuracy as well as semantic and sociological appropriateness of words in this system, teachers need to investigate how they can teach vocabulary items most effectively and find out the possible problems. This needs to be the concern of all foreign educators.

First of all to achieve vocabulary teaching, this study suggests using story telling activities to help the students learn the vocabulary items in context. As this study also implies, story telling has always been regarded as an aid in teaching and it is crucial in foreign language learning process. Ghosn (2002) offers four good reasons for using authentic literature in primary EFL classes.

- First authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.
- Second literature can contribute to language learning. It presents natural language, language at its finest, and can thus foster vocabulary development in context.
- Third literature can promote academic literacy and thinking skills, and prepare children for the English-medium instruction
- Fourth literature can function as a change agent: good literature deals with some aspects of the human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes. (Ghosn, 2002, p.57).

Similary, Saberri and Zaro (1995) explain that stories are meaningful to the learners and lead to greater learner involvement. Also, Gerngrose and Puchta (1996) mention that “children learn by what they see, hear and do” (p.5). So, teachers should help the learners with the comprehension of the story by acting out the story characters, using visual aids

and NLP techniques. Thus, the teaching the vocabulary items with the help of story telling and NLP aids won't be a challenge.

Furthermore, story telling has somehow connections with the young learners way of life and, it becomes easy for them to learn language items or more specifically vocabulary items in a familiar way with story telling. Since the teachers should appeal to students, it is easy with story telling to teach vocabularies as it has something in common with students' lives.

In addition, stories bring the world into the classroom. Using stories and themes creates different demands for the foreign language teacher. The teacher has to work from the theme or story to make the content and target words accessible to learners and to construct activities that offer language learning opportunities, and in doing so needs many of the skills. The teacher should be a good storyteller. She / he should be able to choose the appropriate story and activities for the students. At this point, teachers can get help from NLP since it takes the individual differences into consideration and it offers some activities that can appeal to all the students just as the researcher did in this study.

Moreover, using story telling in class helps children develop a constructive and creative comprehension (Garton and Pratt, 1998). With the help of stories, it is much easier to create real life like atmosphere that students will be interested in and in which they will have fun. In such an environment students can learn the target vocabulary items better. Also, it links the fantasy and imagination just like NLP because guided fantasies in NLP help to set up a relaxing, positive atmosphere as well. Since vocabulary items are repeated both in stories and guided fantasies, students learn more easily. Moreover, with the help of NLP techniques, active participation can be succeeded as well. Thus, teachers should create an authentic teaching and learning environment which will draw students' attention. Also, NLP is good for setting up a perfect concentration. Teachers should encourage the concentrated students to be active participants in a real life like learning environment through story telling activities and NLP techniques.

Furthermore, NLP itself has some implications for learning a foreign language and vocabulary teaching. Firstly, students experience the world and represent it in their mind in different ways. Thus, while teaching vocabulary teachers try to appeal to all the students

way of experiencing and representing the world, so the permanent learning of vocabulary can be achieved.

Secondly, teachers should let the students have some outcomes and encourage them to achieve their outcomes while learning vocabulary. He / she should help the students break down big outcomes into smaller, more easily achievable ones especially in learning the aimed vocabulary items.

Moreover, it is in the hands of teachers to help students change negative to positive by playing with the submodalities. With the help of NLP techniques (playing with the submodalities), a teacher may teach students some vocabulary items such as opposites.

Also, teachers should try to set up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. Anchoring is somehow making deliberate connection between a state of mind and an 'anchor', so that people can recall the state of mind simply by triggering the anchor. (Revell and Norman, 1997).

Lastly, if a teacher wants to influence his or her students he / she should get help from the rapport. Once the teacher minimises the differences, he / she begins to influence students to gain the educational attainment in any subject. Thus, the teachers can teach the target vocabulary items if they have a good rapport with the students.

To sum up, it can be claimed that vocabulary items can be taught better with the help of story telling and NLP techniques because with these techniques and activities teachers can present the new vocabulary items in meaningful and interesting teaching environment. Students have fun while learning something enjoyable and something similar to their ways of lives. Also with the help of anchoring and guided fantasies students retrieve the vocabulary items better when they need it. Thus, it can be claimed as well that these techniques trigger and enhance the students' long term memories. Teachers may be more successful in teaching vocabulary if they prefer these mentioned techniques.

LIST OF REFERENCE

- Aküz el, G. (2006). İlköğretim 4-8. sınıflarda yabancı dil öğretimindeki başarısızlık nedenlerinin incelenmesi. *MA Thesis*. Çukurova University The Institute of Social Sciences, Adana, Turkey.
- Allison, D. T., & Watson, J. A. (1994). The significance of adult storybook reading styles on the development of young children's emergent reading. *Journal of Reading*, 34(1), 57-72.
- Alterio, M. (2000). *Using storytelling to enhance student learning*. Retrieved July 10, 2006 from [http://www.otagopolytechnic.ac.nz/fileadmin/Corporate/PDFs/Study Here/](http://www.otagopolytechnic.ac.nz/fileadmin/Corporate/PDFs/StudyHere/)
- American Council for the Teaching of Foreign Languages (2004). Retrieved in February 11, 2006 from <http://www.sil.org/lingualinks/languagelearning/>
- Amrine, S. (2003). The effect of Motivation Level on Retention of Information Encoded Using the Keyword Method. *M.A. Thesis*. Marietta College, Ohio, The U.S.A.
- Alvin Toffler, (1980). *The Third Wave*. Bantam Books.
- Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: a proposed system and its control processes. In K.W. Spence (ed.), *The Psychology of motivation and learning*. Advances in Research and Theory, 2, 89-95. New York: Academic Press.
- Baker, A., & Greene, E. (1977). *Storytelling : art and technique*. New York, NY: R. R. Bowker.
- Baker, J. (2005). *Shaping a Training Course for Teachers through NLP – An interview with Penny Tompkins and James Lawley*. www.cleanlanguage.co.uk
- Baker, J., & Rinvoluceri, M. (2005). Neuro-Linguistic Programming. *English Teaching Professional*, 37, 4-6.
- Bauer, P. J., DeBoer, T., & Lukowski, A. F. (2007). In the Language of multiple memory systems. In: Oakes, L.M., & Bauer, P.J. editors. *Short and long-term memory in infancy and early childhood*. New York : Oxford University Press. pp. 240-270.
- Best, D. L., & Ornstein, P. A. (1986). Children's generation and communication of mnemonic organizational strategies. *Developmental Psychology*, 22, 845-853.
- Bjorklund, D. F. (2000). *Children's Thinking: Developmental function and individual differences* (third edition). Belmont, CA: Wadsworth.
- Barkhuizen, G. P. (1998). Discovering learners' perceptions of ESL classroom teaching / learning activities in a South African context. *TESOL Quarterly*, 32 (1), 85-108.
- Breitenstein, C., Jansen, A., Deppe, M., Foerster, A. F., Sommer, J., Wolbers, T., Knecht, S. (2005). Hippocampus activity differentiates good from poor learners of a novel lexicon. *NeuroImage*, 25, 958-968.

- Brett, A., Rothlein, L., & Hurley, M. (1996). Vocabulary acquisition from listening to stories and explanation of target words. *The Elementary School Journal*, 96, 4-12. Retrieved June13, 2006 from <http://www.nclrc.org/thinkaloud.html>
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide*. England: Pearson Education Limited.
- Brown, T. S., & Perry, F. L. (1991). A comparison of three learning strategies for ESL vocabulary acquisition. *TESOL Quarterly*, 25, 655-70.
- Bruno Bettelheim. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Random House
- Bruner, J. S. (1983). Child's talk: *Learning to use language*. Oxford: Oxford University Press.
- Bruner, J. S. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Büyüköztürk, Ş. (2010). *Sosyal Bilimler İçin Veri Analizi Kitabı. İstatistik, Araştırma Deseni, Spss Uygulamaları ve Yorum*. Ankara: Pegem Yayınları.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Carter, R., & T. McCarthy. (1988). *Vocabulary and language teaching*. New York: Longman.
- Coady, J. (1997a). *L2 vocabulary acquisition: A synthesis of the research*. In J. Coady & T. Huckin (Eds.). *Second language vocabulary acquisition. A rationale for pedagogy*. pp. 273-290. Cambridge: Cambridge University Press.
- Coady, J. (1997b). *L2 vocabulary acquisition through extensive reading*. In J. Coady & T. Huckin (Eds.). *Second language vocabulary acquisition. A rationale for pedagogy*. pp. 225-237. Cambridge: Cambridge University Press
- Donaldson, M. (1978), *Children's minds*. London: Fontana
- Craik, F., Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology*, 104, 268-94.
- Crookers, G., & Schmidt R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41 (4), 469-512.
- Çakır, İ. (2004). Designing activities for young learners in EFL classrooms. *G.Ü. Gazi Eğitim Fakültesi Dergisi*, 24 (3)
- De Haan, M. Mishkin, M. Baldeweg, T., & Vargha-Khadem, F. (2006). Human memory development and its dysfunction after early hippocampal injury. *Trends Neurosci*, 29, 374-381.
- Deci, E. L., & Ryan, R. M. (1982). Intrinsic motivation inventory. Retrieved in March 11, 2007, from <http://www.psych.rochester.edu/SDT/measures/intrins.html>

- Dehn, M. J. (2010). *Long term problems in children and adolescents: Assesment and intervention, and effective instruction*. Hoboken, NJ : Wiley.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dörnyei, Z., Cohen, A., D. (2002). Focus on the Language Learner: Motivation, Styles, and Strategies. In *An Introduction to Applied Linguistics*, edited by Norbert Schmitt. pp. 170–190. London: Arnold.
- Ebbinghaus, H. (1913). *Memory: A contribution to experimental psychology* (Trans. H. Ruyer & C. E. Bussenius). New York: Teachers College, Columbia University. (Original German work published 1885).
- Edward, D. A., & Rebecca M., V. (1997). *Classroom Technique. Foreign Language and English as a Second Language*. New York: Harcout Brave Javanovich.
- Elley, W. (1989). Vocabulary Acquisition from Listening to Stories. *Reading Research Quarterly*, 24 (2), 174-187
- Ellis, G., & Brewster, J. (1991). *The storytelling handbook for primary teachers*. London: Penguin.
- Ersöz, A. (2006). *Teaching English to Young Learners*. Ankara: Kozan Ofset.
- Fisher, R., (1990). *Teaching Children to Think*. Cheltenham: Stanley Thornes (Publishers) Ltd.
- Foley, J., & Thompson, L. (2003). *Language learning: A lifelong process*. London and New York: Edward Arnold.
- Fora, C. M. (2000). Foreign Language Acquisition and Melody Singing. *ELT Journal*. 54 (2).
- Frankeal, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (sixth edition). New York: McGraw-Hill International Edition.
- Fries, C. (1945). *Teaching and Learning English as a Foreign Language*. Michigan: University of Michigan Press, Ann Arbor.
- Garton, A. & Pratt, C. (1998). *Learning to be literate: The development of spoken and written language*. Oxford, UK and Malden, Mass : Blackwell.
- Gardner. R. C., & Smythe, P. C. (1975). Motivation and second language acquisition. *Canadian Modern Language Review*, 31, 218-230.
- Gardner, R., C. (1985). *Social Psychology and Second Language Learning: The role of attitudes and motivation*. London: Edward Arnold.

- Garvie, E. (1990). *Story as vehicle*. Clevedon, UK: Multilingual Matters.
- Gerngrose, R. M., & H. Puchta (1997). *Do and Understand 50 Action Stories for Young Learners*. England: Longman.
- Ghosn, I., (2002). Four Good Reasons To Use Literature In Primary School. *ELT Journal*, 56 (2).
- Gorsuch, G. (2010). Developing reading fluency and comprehension using repeated reading: Evidence from longitudinal student reports. *Language Teaching Research*, 14(1), 27-59.
- Gu, Y., & Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. *Language Learning*, 46 (4), 643-79.
- Halliwell, S. (1992). *Teaching English in the primary classroom*. New York: Longman.
- Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge University Press: Cambridge.
- Hicks, D. (1990). *Narrative skills and literacy learning*. ERIC Document Reproduction Service No. ED 335 731
- Holderness, J. (1991). Activity-based teaching: Approaches to topic-centred work. In C. Brumfit, J. Moon, and R. Tongue (Eds.) *Teaching English to children: From practice to principle*. pp. 8-32. London: Collins ELT.
- Howe, M. L., & Brainerd, C. J. (1989). Development of Children's Long Term Retention. *Developmental Psychology*, 9, 301-340.
- Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Hsiu-Chih, S. (2008). The value of English picture story books. *ELT Journal*, 62 (1).
- Hunt, A., Beglar, D. (2001). Current research and practice in teaching vocabulary. *The Language Teacher Online*, 22 (01). Retrieved February 22, 2006, from the World Wide Web: <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/98/jan/hunt.html>
- Inbar, O. (1988) . The effect of text and question type on achievement in EFL listening comprehension . *English Teachers' Journal*, 37: 45-8.
- Isbell, R. (2002). Telling and retelling stories: Learning language and literacy. *Young Children*, 57(2), 26-30.
- İşpınar, D. (2005). A study on teachers' view about ELT for young learners. *MA Thesis*. Çukurova University The Institute of Social Sciences, Adana, Turkey.
- Kedde, J. (1997). The Inbetweens. *Teaching English Spring*, 5, OUP. 15-19.

- Kelly, L. G. (1969). *25 centuries of language teaching*. Rowley, MA: Newbury House.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis. *The Modern Language Journal*, 73(4), 440-464.
- Kruse, A. F. (1987). *Vocabulary in context*. In Methodology in TESOL. pp. 312-17. Ed. Michael H. Long. New York: Newbury House Publishers.
- Kütük, R. (2007). Hafıza geliştiren görsel imgeleme kelime öğrenme stratejisi ve hikaye anlatımı uygulamalarının söckük öğrenimine ve hatırlanmasına etkileri. *MA Thesis*. Çukurova University The Institute of Educational Sciences, Adana, Turkey.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Laufer, B. (1998). The development of active and passive vocabulary in a second language: Same or different?. *Applied Linguistics*, 12, 255-271.
- Loukia, N. (2006). Teaching Young Learners Through Stories: The Development Of A Handy Parallel Syllabus. *The Reading Matrix*, 6 (1).
- Longman Dictionary of Contemporary English. (2003). London: Longman.
- Lopez, B., S. (1996). Using stories to develop interpretive processes. *ELT Journal Volume*, 50 (1).
- Mason, B. (2005). Vocabulary acquisition through storytelling. *TexTESOL*. Retrieved in March, 2006, from <http://www.nclrc.org/thinkaloud.html>
- Mason, B. (2005). Vocabulary Acquisition through Storytelling. *TexTESOL III Newsletter*, 3-5.
- Mastropieri, M. A., & Scruggs, T. E. (1991). *Teaching students ways to remember: Strategies for learning mnemonically*. Cambridge, MA: Brookline Books.
- Mayberry, R. I., Lock, E., & Kazmi, H. (2002). Linguistic ability and early language exposure. *Nature*. 417, 38.
- McCarthy, J. (1990). *An example for natural language understanding and the AI problems it raises*. In John McCarthy, Formalizing common sense. pp. 70-76. Norwood, NJ: Ablex.
- McGrath, K., Deborah, T., & Ruth, K. (2004). *Storytelling enhancing language acquisition in young children*. Retrieved June13, 2006 from <http://www.findarticles/mi>.
- McGrath, K., Taylor, D., & Kamen, R. (2004). Storytelling: Enhancing language acquisition in young children. *Education*, 125, 3-14.

- McLaughlin, B., Blanchard, A. G., & Osanai, Y. (1995). *Assessing language development in bilingual preschool children*. Washington, DC: The George Washington University, National Clearinghouse for Bilingual Education. (ED 388 088).
- M.E.B. (2006). *İngilizce Programı: 4-8*. Ankara: Milli Eğitim Bakanlığı.
- Mersinligil, G. (2002). Evaluation of the English language curriculum for the fourth and fifth grade students in elementary education: (A Sample of Adana 96 province). *PhD Thesis*. Firat University. The Institute of Social Sciences, Elazığ, Turkey.
- Meyer, L. (2000). Barriers to meaningful instruction for English learners. *Theory into Practice*, 39, 228-236.
- Millroad, R. (2004). The role of NLP in teacher's classroom discourse. *ELT Journal*, 58 (1).
- Mora, C., F. (2000). Foreign Language Acquisition and Melody Singing. *ELT Journal Volume*, 54 (2).
- Moulin, C. J. A., & Gathercole, S .E. (2008). Memory changes across the lifespan. In: Cohen, G., & Conway, M. A. (Eds), *Memory in the real world*. (3rd ed), pp. 306-326. Psychology Press: Hove.
- Nagy, W. (1997). On the role of context in first and second language vocabulary learning. In N. Schmitt & Mc Carthy (Eds.), *Vocabulary: Description, acquisition and pedagogy*. pp.64-83. Cambridge: Cambridge University Press.
- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253.
- Naiman, N., Fröhlich, M., Stern, H., & Todesco, A. (1978), *The Good Language Learner. Research in Education*. Toronto: The Ontario Institute for Studies in Education.
- Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. Boston: Heinle & Heinle.
- Nation, I.S.P. (1993) Sixteen principles of language teaching. In *Of Pavlova, Poetry and Paradigms: Essays in Honour of Harry Orsman* L. Bauer and C. Franzen (eds.), 209-224.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*: Cambridge University Press.
- Neuman, S. B. & Dickinson, D. K. (Eds.). (2001). *Handbook of early literacy research*. New York: Guilford Press.
- O'Connor, J., & Ian, M. (1996). *Principles of NLP*. London, UK: Thorsons.

- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L. and Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35 (1), 21-46.
- Ooi, D., & Kim-Seoh, J. L. (1996). Vocabulary teaching: looking behind the word. *ELT Journal*, 50(1), 52-58.
- Ornstein, P. A., Grammer, J. K., & Coffman, J. L. (2010). Teachers' "mnemonic style" and the development of skilled memory. In H.S. Waters & W. Schneider (Eds.), *Metacognition, strategy use, and instruction*. pp. 23-53. New York: Guilford Publications.
- Oxford, R., L., & Scarcella, R., C. (1994). Second language vocabulary learning among adults: State of the art in vocabulary instruction. *System*, 22, 231-243.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78, 12-28
- Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. In J.Coady, J., & Huckin, T. (Eds.). (1997). *Second language vocabulary acquisition*. Cambridge: Cambridge University Press.
- Pesola, C. A., (1991). Culture in the Elementary School Foreign Language Classroom. *Foreign Language Annals*, 24 (4), 331-346.
- Phillips, S. (1993). *Young learners*. Oxford: Oxford University Press.
- Piaget, J. (1967). *Six psychological studies*. London University Press: London.
- Piaget, J. (1971). *Structuralism*. London: Routledge & Kegan Paul Ltd.
- Piaget, J., & Inhelder, B. (1969). *The Psychology of the child*. London: Routledge & Kegan Paul Ltd.
- Piper, T. (2003). *Language and Learning: The home and school years*, Third Edition. Upper Saddle River, N.J. : Merrill / Prentice Hall.
- Po-ying, C. (2007). How students react to the power and responsibility of being decision makers in their own learning. *Language Learning Research*, 11(2), 225-241.
- Prendergast, T. (1864). *The Mastery of Languages: or, The Art of Speaking Foreign Tongues Idiomatically*. London: Richard Bently
- Pressley, M., Levin, J. R., & McCormic, C.B. (1980). Young children's learning of foreign language of vocabulary: A sentence variation of the keyword method. *Contemporary Educational Psychology*. 5, 22-29.
- Ray, B. (2004). *Look, I Can Talk series*. Los Gatos, CA: Sky Oaks Productions, Inc.

- Read, J. (2000). *Assesing vocabulary*. Cambridge: Cambridge University Press.
- Revell, J., and S. Norman. (1997). *In Your Hands: NLP in ELT*. London: Saffire Press.
- Reiter, S., & Dogil, G. (2009). *Language talent and brain activity*. Trends in Applied Linguistics 1. Mount de Gruyter: Berlin-New York.
- Richard, A., & Patricia, A. (1996). *Making It Happen: Interaction in the Second Language Classroom: From Theory to Practice*. 2 nd ed. New York : Longman
- Richards, J. C., & T. S. Rodgers (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rivers, W. M. (1968/ 1981). *Teaching foreign language skills* (2nd ed.). Chicago: University of Chicago Press
- Rivers, W. M. (1981). *Teaching foreign language skills* (2nd ed). Chicago: University of Chicago Press.
- Rivers, W. M. (1983). *Communicating naturally in a second language: Theory and Practice in language teaching*. Cambridge: Cambridge University Press.
- Rogoff, B. (1998). Cognition as a collaborative process. In W. Damon, D. Kuhn, & R. S. Siegler (Eds.). *Handbook of child Psychology*, 2, 679-729. Toronto: John Wiley & Sons.
- Roney, R. (1989). Back to the basics with storytelling. *The Reading Teacher*, 42, 520-523
- Rosen, H. (1985). *Stories and meanings*. Sheffield : NATE
- Rosen, H. (1993). *Stories and meanings*. Sheffield : National Association for the Teaching of English.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68–78.
- Salaberri, S., & Zaro, J. (1995). *Storytelling*. Retrieved on September 2, 2010 from the World Wide Web <http://www.the-bus-stop.net/Training/StorytellingEnglish.pdf>
- Savenye, W. C., & Robinson, R. S., (2005). Using qualitative research methods in higher education. *Journal of Computing in Higher Education*, 16 (2), 419-420.
- Singleton, D. (1999). *Exploring the second language mental lexicon*. Cambridge: Cambridge University Press.
- Schmitt, N., & Meara, P. M. (1997). Researching vocabulary through a word knowledge framework word associations and verbal suffixes. *Studies in Second Language Acquisition*, 19, 17-35.

- Schoutan-van Parreren, C. (1989). Vocabulary learning through reading: Which conditions should be met when presenting words in text?. *AILA Review*, 6, 75-85
- Schoutan-van Parreren, C. (1992). Individual differences in vocabulary acquisition: A qualitative experiment in the first phase of secondary education. In P. Arnaud & H. Bejoint (eds.), *Vocabulary and Applied Linguistics*. pp. 94-101. Basingstoke: Macmillan.
- Schwebel, M., & Raph, J. (1973), *Piaget in the classroom*. New York: Basic Books.
- Schweinle, A., Meyer, D., & Turner, J. (2006). Striking the right balance: Students' motivation and affect in elementary mathematics. *Journal of Educational Research*, 99 (5), 271-293.
- Scott, C., Thoghdha, M., Smowton, D., Grid, B., & Williams, M. (2004). Primary Courses. *ELT Journal*, 58 (3).
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to children*. Great Britain: Longman.
- Shapiro, L. R., & Hudson, J. A. (1991). Tell me a make believe story: Coherence and cohesion in young children's picture-elicited narratives. *Developmental Psychology*, 27, 960-974.
- Short term memory from Wikipedia, the free encyclopedia from http://en.wikipedia.org/wiki/Short-term_memory
- Simons, J. S., & Spiers, H. J. (2003). Prefrontal and medial temporal lobe interactions in long-term memory. *Nat Rev Neurosci*, 4(8):637-48
- Slatterly, M., & Willis, J. (2001). *English for primary teachers*. Hong Kong: Oxford University Press.
- Speaker, K. (2000). The art of storytelling: A collegiate connection to professional development schools. *Education*, 121(1), 184-87.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Sun, Y. (2004). Using storytelling in Primary ELT. *Sino-US English teaching*. 1, 10. Retrieved in February 12, 2006 from <http://www.linguist.org.cn/doc/su200410/su20041015.doc>
- Svenconis, D. J., & Kerst, S. (2006). Investigating The Teaching of Second Language Vocabulary Through Semantic Mapping In a Hypertext Environment. *CALICO Journal*, 12 (2&3), 33-57.
- Sweet, H. (1899 / 1964). *The Practical study of languages. Language and Language Learning Series*. London: Oxford University Press.
- Tebiğler Dergisi, 2481/1997. National Ministry of Education, Turkey.

- Temple, C. M., & Richardson, P. (2006). Developmental amnesia: Fractionation of developing memory systems. *Cognitive Neuropsychology*, 42, 764-781.
- Turnburry, S. (2001). The unbearable lightness of EFL. *ELT Journal*, 55 (4).
- Xin, Y., B., S. (2010). Word Learning in Context. *M. A. Thesis*. The Ohio State University Graduate Program in Psychology, Ohio, The U.S.A.
- Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004). Motivation learning, performance and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personality and Social Psychology*, 87, 246-260.
- Vygotsky, L. S. (1962). *Thought and language*. (E.Hanfmann & G. Vakar Trans.). Massachusetts: Massachusetts Institute of Technology.
- Vygotsky, L. S. (1978). *Mind in Society: the development of higher psychological processes*. Massachusetts: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and Language*. Cambridge, MA: MIT Press.
- Webster, M. (1985). *Webster's ninth collegiate dictionary*. London: Meriam-Webster Inc.
- Wertsch, J. V. (1985). *Cultural, Communication, and Cognition: Vygotskian Perspectives*. Cambridge University Press.
- Wesche, M., & Paribakht, T. S. (1996). Assessing Second Language Vocabulary Knowledge: Depth versus breadth. *The Canadian Modern Language Review*, 53 (1), 13-40.
- West, M. (1930). Speaking-Vocabulary in Foreign Language. *The Modern Language Journal*, 14 (7), 509-521.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Wigglesworth, G. (1997). Children's individual approaches to the organization of narrative. *Journal of Child Language*, 24, 279-300.
- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.
- Wood, D. (1988). *How children think and learn*. Oxford: Blackwell Publishing.
- Wright, I., & Limond, J. (2004). A developmental framework for memory rehabilitation in children. *Pediatric Rehabilitation*, 7, 85-96.
- Wright, A. (1997). *Creating Stories with Children*. Oxford: Oxford University Press.
- Wright, A. (2000). *Storytelling with children*. Hong Kong: Oxford University Press.

Wright, A. and Hill, D. A. (2008). Writing Stories: Developing Language Skills through Story Making. *ELT Journal*, 63 (4).

Yıldırım, R., & Şeker, M. (2004). An investigation into Turkish teachers' awareness of teaching English to young learners. *Proceedings of the first introduction language learning conference*. pp. 565-576. Universiti Sains, Malaysia.

Zaro, J., & S. Salaberri. (1995). *Storytelling*. Oxford: Heinemann.

Zimmerman, C., B. (1997). Historical trends in second language vocabulary instruction. In *Second language vocabulary acquisition*, pp. 5–19. Eds. J. Coady and T. Huckin. New York: Cambridge University Press.

APPENDICES

APPENDIX A

AN EXAMPLE OF STORY AND NLP BASED LESSON PLAN AND ACTIVITIES

STORY 1 – WHERE IS MY MUM?

It was a warm day in spring. A baby chick Bee-bee was playing in the yard. Then Bee-bee saw a butterfly. Bee- bee wanted to play with the butterfly. Bee-bee ran after the beautiful butterfly all day. Suddenly the beautiful butterfly disappeared and Bee-bee was too far away from the house. Bee-bee was trying to find her mom.

On the way she met a dog and asked

“ Hello dog. Did you see my Mom?”

“ No, I am sorry.” The dog said.

Bee-bee met a frog and she asked

“ Hello frog. Did you see my Mom?”

“ No, I am sorry.” Said the frog.

Bee-bee met a cow and she asked

“ Hello cow. Did you see my Mom?”

“ No, I am sorry.” Said the cow.

The night came, Bee-bee was hungry and afraid of the dark. “ Mom I miss you” said Bee-bee and fell asleep.

Next mornig Bee-bee woke up and heard her mom’s voice. “Cock-a-doodle-doo Cock-a-doodle-doo” It was Bee-bee’s mother.

“Mommy” said Bee-bee and finally Bee-bee found her mother. And she was very happy.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGTH OF THE LESSON: 80 minutes

MATERIALS: Cd player, puzzles, worksheets, pictures, posters, masks, songs, story, crayons.

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: night, happy, yard, butterfly, chick

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable.
- To ease their muscles.
- To make students ready and active for the lesson.
- To make students use their right and left brain at the same time.

Materials: Brain gym

Grouping: Whole class

Timing: 5 minutes

The teacher comes to the class and asks students how they are. Then s/he tells them they will have a very enjoyable lesson. S/he asks the students to draw an eight with their right hands first. S/he explains the reason of the activity. S/he tells them that it will ease their muscles and help them use their right and left brain at the same time. They do it for two seconds. Then, they do it with their left hand for two seconds. Lastly, they do with both hand for two seconds. It is a break state, an activity in NLP.

PRE-ACTIVITY:

Aims of the stage:

- To increase students' attention..

- To motivate students.
- To make an introduction to the topic.
- To create fun.

Materials: Pictures, puzzles, crayons

Grouping: 4 groups, whole class

Timing: 15 minutes

The teacher asks if they would like to play another game and then s/he delivers small envelopes and asks the student to form groups with their friends who have the same colour cards. In the envelopes there are the puzzle pieces. They are some scenes from the story. They form the puzzle in groups. Different groups have different pictures. After everybody finishes they order the pictures. They just guess the order and then they will check it in the while activity. Then, they colour the handouts that the teacher gives them, a picture of a scene from the story.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them more to guess these vocabulary items' meanings.
- To create fun.

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: happy, yard, night, butterfly, chick

The teacher brings the pictures of the story activities to the class. She sets the scene appropriate for the story. Using the pictures the teacher tells the story orally to the students. S/he also uses mimes, gestures and facial expression. According to the format of the story "Where is mom?", the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of

some scenes from the story and asks the students to retell the story and to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. While doing these activities the teacher emphasizes the target vocabulary items, by showing the pictures and miming them. Also, the teacher pays attention to the representational systems of students and prepares activities according to it. S/he prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes the VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items
- To give them the chance to use vocabulary items in context
- To create fun

Materials: Pictures, songs, guided fantasies

Grouping: whole class, groups

Timing: 20 minutes

Students work in groups. One of the students in each group mimes the word and the other groups guess. It is a non-verbal communication activity of NLP. Then they listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs, students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items; thus, they use the target vocabulary items in context unconsciously.

After that the teacher asks the students to close their eyes and relax. They listen to the guided fantasy that teacher reads to them. The guided fantasy is an NLP activity. It again includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more. They visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the

vocabulary items better just by visualising and trying to feel the vocabularies again when they need them.

Lastly, the teacher asks the students to stand up when they hear something wrong. The teacher tells the story again but making mistakes in some parts. When the teacher makes a mistake students stand up and correct the teacher. It is a good activity for auditory and kinaesthetic students.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, teacher uses some techniques to help students remember the target word.

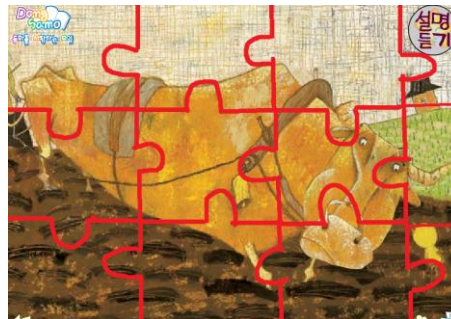
Anchoring is a way of making deliberate connection between a state of mind and an 'anchor' so that people can recall the state of mind simply by triggering the anchor. It is a way of making people's resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, "there is no failure, only feedback" in NLP. When students make a mistake, it shows signs that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

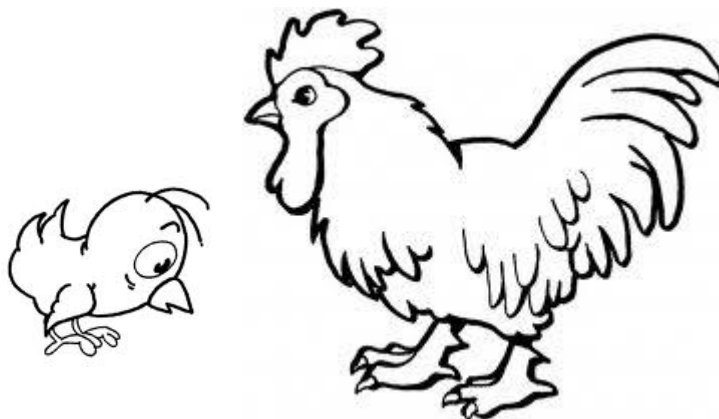
Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When the student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember.

I- PRE- ACTIVITY EXERCISES

A. Completing the puzzles and guessing the correct order

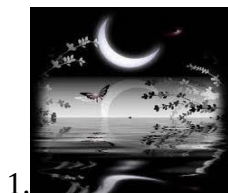


B. Colouring – Art Craft Activity



II- WHILE ACTIVITY

A. MATCH THE WORDS WITH THE PICTURES BELOW



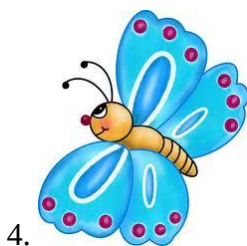
A. YARD



B. BUTTERFLY



C. NIGHT



D. CHICK



E. HAPPY

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

B. FILL IN THE BLANKS WITH THE CORRECT WORDS BELOW

1. The baby chick plays in the

A. House



B. Yard



2. The baby chick is , when she sees her mother.

A. Sad



B. Happy

3



3. The comes and there are stars.

A. Night



B. Morning

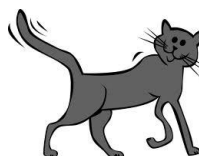


4. The baby plays in the yard.

A. Chick



B. Cat



5. Bee Bee runs after a

A. Rabbit



B. Butterfly



III. POST ACTIVITY EXERCISES

A. SONG

The baby **chick** asks

Hello dog, hello dog

Where is my mum?

I can't find my mother

Please take me to mum.

The baby chick asks

Hello frog, hello frog

Where is my mum?

I can't find my mother

Please take me to mum.

The baby chick asks

Hello **butterfly**, hello butterfly

Where is my mum?

I can't find my mother

Please take me to mum.

The **night** comes

The **yard** is dark

Bee bee's mum comes

Bee bee is **happy**.

B. GUIDED FANTASY

"Now sit upright. Your hands rest on your knees. Take a deep breath and let it out. Try to relax and gently close your eyes.

Imagine you are in the **yard** and watching the baby **chick** Bee Bee. She wants to play with the butterfly and runs after the **butterfly**. But she is lost. She can't find her mum. She asks the dog, frog and cow but they don't know where her mum is. Then the **night** comes and she is afraid of the dark. Now think of positive ways and please help Bee Bee. Take the baby chick Bee Bee to her mum. Now smile. Because you are a hero, superman. You helped Bee Bee and you are **happy**. Open your eyes slowly and come back to the class."

STORY 2 – GREEDY HIPPO

There was a greedy hippo. He ate everything in sight. Hippo was selfish. He ate everybody's food. He ate the cat's, the dog's, the cow's food. He was very very rude. One morning after breakfast he jumped into the lake. One big splash and he was stuck. That was a big mistake. The hippo sank deeper. Then he began to shout.

“Help! Please help! I am sinking. Won't somebody pull me out?”

The animals pulled and pulled as hard as they were able. Hippo learnt his lesson and thanked the animals. He was so sorry because he was rude to them but they were polite. He left the town and there was no trouble for the animals.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, puzzles, worksheets, pictures, posters, masks, songs, Story, brain gyms, guided fantasy, scissors, glue, colourful sheets

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: hippo, cow, jump, help, pull

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable
- To ease their muscles
- To make students ready and active for the lesson

Materials: Brain gym

Grouping: Whole class

Timing: 5 minutes

The teacher comes to the class and asks students how they are. Then s/he tells them they will have a very enjoyable lesson. The teacher asks the students to breathe in and then breathe out, breathe in and then breathe out. It is a relaxation activity in NLP and helps the students get ready for the lesson.

PRE-ACTIVITY:

Aims of the stage:

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To have fun.

Materials: songs

Grouping: Whole class

Timing: 15 minutes

Students then listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also songs contain the target vocabulary items; thus, they use the target vocabulary items in context unconsciously.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items' meanings.
- To create fun.

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: jump, hippo, help, pull, cow

The teacher brings the pictures of the story activities into class. She sets the scene appropriate for the story. With the help of the teacher tells the story orally to the students using mimes, gestures and facial expression. According to the format of the story “Greedy Hippo”, the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher also asks them students to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. She also shows the pictures and mimes them. The teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story and put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, guided fantasies, scissors, glu, colourful sheets.

Grouping: whole class, groups

Timing: 20 minutes

Students work in groups and reorder the pictures of the scenes in the story. Then the teacher asks the students to close their eyes and relax. They listen to the guided fantasy that the teacher reads to them. The guided fantasy is an NLP activity. It again includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more, they visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the vocabulary items better just

by visualising and trying to feel the vocabularies again when they need them. After that, students make some masks of the characters.

Lastly, the teacher does visual anchoring. S/he sticks the pictures of the words on the wall, asks the students look at them carefully. Then, they close their eyes and the teacher takes out one picture each time. The students try to guess the missing picture correctly. By this way students relate the pictures to the place, picture to the word. By just looking at the empty place of that picture, they can remember the word, and anchor it.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, the teacher uses some techniques to help them students remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a way of making people’s resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it means that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When the student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus when students are stuck, the teacher lets them doodle and then remember.

STORY 3 – CLYDE’S SMILE

This is Clyde Crocodile. He has a big toothy smile. One morning Clyde looked into the river and one of his tooth fell into the river. He couldn’t find his tooth.

Then he saw an elephant.

“ Elephant have you seen my tooth?” said Clyde.

“ No, but I will help you” said the elephant.

Crocodile and elephant searched along the river but they couldn’t find. Then they met a hippo.

“ Hippo have you seen my tooth?” said Clyde.

“ No, but I will help you” said the hippo.

Crocodile, elephant and hippo searched along the river but they couldn’t find. Then they met a monkey.

“ Monkey have you seen my tooth?” said Clyde.

“ No, but I will help you” said the monkey

Crocodile, elephant, hippo and monkey searched along the river but they couldn’t find. Then a frog came running and said.

“ I have been trying to catch up with you crocodile. Is this what you are looking for?”

Crocodile was very happy and he hugged his friends and said “ Thanks for all your help. Friends like you brought me a smile to my face.”

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, puzzles, worksheets, pictures, posters, masks, songs, brain gyms, guided fantasies, crayons.

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY : smile, look, elephant, crocodile, frog

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable.
- To ease their muscles.
- To make students ready and active for the lesson.
- To make students use their right and left brain at the same time.

Materials: Brain gym

Grouping: Whole class

Timing: 5 minutes

The teacher comes to the class and asks students how they are. Then, s/he tells them they will have a very enjoyable lesson. The teacher asks the students to write their names in the air with their right hands first. S/he explains the reason of the activity. S/he tells them that it will ease their muscles and help them use their right and left brain at the same time. They do it for two minutes. Then, they do it with their left hand for two minutes. Lastly, they do it with both hands for two seconds. It is a break state, an activity in NLP.

PRE-ACTIVITY:

Aims of the stage:

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun

Materials: Pictures, slide show, crayons

Grouping: 4 groups, whole class

Timing: 15 minutes

The teacher asks if they would like to play another game and then s/he plays the slides. In the slides some scenes from the story is shown and in each scene there is one extra object. Students try to guess the extra objects in the story. They just guess and then they will check it in the while activity. Then, they colour a picture which is a scene from the story.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them more to guess these vocabulary items' meanings.
- To create fun.

Materials:. Worksheet, pictures, masks

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: smile, crocodile, look, elephant, frog

The teacher brings the pictures of the story activities to the class. She sets the scene appropriate for the story. With the help of the pictures the teacher tells the story orally to the students using mimes, gestures and facial expression. According to the format of the story “Clyde’s smile”, the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as matching, filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. She also shows the pictures and mimes them. Moreover, the teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story better and put the target vocabulary

items into long term memory. The teacher takes the VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun..

Materials: Pictures, songs, guided fantasies.

Grouping: whole class, groups

Timing: 20 minutes

The teacher groups the students. In each group one of the students stands up and mimes one of the words that the teacher has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication in NLP. It is a good way to awaken students. It is also a good activity for kinaesthetic students.

After miming, students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items; thus, they use the target vocabulary items in context unconsciously.

Then, teacher asks the students to work in pairs. One of the students in the group says a word silently and the others read the lips of that person. It is again a kind of nonverbal communication mentioned in NLP

In addition, when students cannot remember a word or they make mistakes in retrieving the word, the teacher uses some techniques to help them remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a

way of making people's resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, "there is no failure, only feedback" in NLP. The mistakes students make are the signs of the fact that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say to them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus when students are stuck, teacher lets them doodle and then remember.

STORY 4 – LAZY BEAR

It is spring in the forest. The snow has gone. Leaves are growing. And the animals are waking up. Bruno the bear is still asleep. He doesn't know that it is spring. Listen, Bruno is snoring.

Now it is summer. It is warm and the animals are having lots of fun. But where is Bruno? Bruno is still asleep. He doesn't know that it is summer.

Now it is autumn. The leaves are turning red, yellow and orange. The animals are getting ready for the winter. But where is Bruno? Bruno is still asleep. He doesn't know that it is autumn.

Now it is winter. You can't see the animals. They are all asleep in their warm houses. But where is Bruno?

“What a nice long sleep. Snow! It is winter, I am alone!” he said. He was very sad.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, songs, masks, mandala chart, crayons.

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: spring, forest, asleep, snore, warm

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable.
- To make students use their right and left brain at the same time.

Materials: Mandala chart

Grouping: Whole class

Timing: 5 minutes

The teacher comes to the class and greets them. Then, s/he tells them they will have a very enjoyable lesson. After that, the teacher delivers the mandala chart and asks students to colour it. Later they stare at it for some time. In this technique students sit comfortably, fix their eyes in the centre of a mandala chart, stare at it for about three minutes. They do it daily gradually increasing the time up to seven-ten minutes. It is a good way to improve the ability to concentrate and have an easier access to ideas in non-conscious mind and information in long term memory.

PRE-ACTIVITY:

Aims of the stage:

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun.

Materials: Pictures, slide show, crayons

Grouping: 4 groups, whole class

Timing: 15 minutes

The teacher asks if they would like to play another game. Then, s/he shows the slides. In the slides some scenes of the story are shown and in each scene there is one extra object and students try to guess the extra objects in the story. They just guess and then they will check it in the while activity. After that, they colour the picture of some scenes from the story.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.

- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items' meanings.
- To create fun.

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: spring, forest, asleep, snore, warm

The teacher brings the pictures of the story activities to the class. She sets the scene appropriate for the story. Using the pictures the teacher tells the story orally to the students. S/he also uses mimes, gestures and facial expression. According to the format of the story “The Lazy Bear”, the teacher asks the students to participate in doing the actions during the presentation of the story. The teacher retells the story together with the students together. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. She also shows the pictures and mimes them. Also, the teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and to put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, songs, guided fantasies.

Grouping: whole class, groups

Timing: 20 minutes

The teacher groups the students. In each group one of the students stands up and mimes one of the words that the teacher has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication in NLP. It is a good way to awaken students. It is also a good activity for kinaesthetic students.

After miming, students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items thus they use the target vocabulary items in context unconsciously.

Lastly, the teacher matches some gestures with some sentences from the story. She starts to tell the story again with gestures. When she makes a wrong gesture belonging to a different sentence, students knock on the desk and correct the teacher by making the right gesture. It is a good activity for auditory and kinaesthetic students. Also, it is a good way of anchoring.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, teacher uses some techniques to help them remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a way of making people’s resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it shows that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that

say them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember.

STORY 5 – THE HUNGRY DRAGON

Deep in the mountains lived a dragon. Every hundred years he wakes up. He is very hungry.

“I want some breakfast” he said. He went down the mountain to the village. He saw a boy.
“ Yum a boy for breakfast.”

“ Don’t eat me” said Sia. “ I will give you some food.” Sia took the dragon to his house. He ate three plates of chicken and rice.

“I am still hungry” said Dragon.

Sia gave the dragon more food.

He ate five plates of noodles and ten sausages. He was still hungry. They went to the restaurant. Dragon ate twenty meatballs, fifty fish, eight plates of rice. After that he ate six puddings and a cake. He was still hungry. They went to the shop. Dragon ate all the fruits and vegetables. He was still a bit hungry. Sia looked in his pocket. There was one sweet. He gave the sweet to the dragon. The dragon exploded.

“Hooray” shouted Sia. “ The dragon is gone” “No more boys for breakfast”

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, masks, guided fantasies, scissors, glue, colourful sheets

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: mountain, boy, hungry, sweet, eat

WARM UP:

Aims of the stage:

- To relax students.

- To help students feel comfortable.
- To ease their muscles.
- To make students ready and active for the lesson.
- To make students use their right and left brain at the same time.

Materials: Break State

Grouping: Whole class

Timing: 5 minutes

The teacher comes to the class and asks students how they are. Then, s/he tells them they will have a very enjoyable lesson. The teacher asks the students to stand up, stretch and yawn. These activities will awaken students' bodies and minds at the same time and thus, they will be open to permanent learning.

PRE-ACTIVITY:

Aims of the stage:

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun

Materials: Pictures, puzzles

Grouping: 4 groups, whole class

Timing: 15 minutes

The teacher asks if they would like to play another game and then s/he delivers small envelopes. S/he asks the students to form groups with their friends who have the same colour cards. In the envelopes there are the puzzle pieces. They are some scenes from the story. They form the puzzles in groups. Different groups have different pictures. After everybody finishes they order the pictures. They just guess the order and then they will check it in the while activity.

WHILE ACTIVITY:**Aims of the stage:**

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items' meanings.
- To create fun.

Materials: Worksheet**Grouping:** Whole class**Timing:** 40 minutes**Vocabulary items:** mountain, boy, hungry, sweet, eat

The teacher brings the pictures of the story activities to the class. She sets the scene appropriate for the story. With the help of the pictures the teacher tells the story orally to the students. S/he also uses mimes, gestures and facial expression. According to the format of the story "The hungry dragon", the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks them to retell the story. The teacher also wants them to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. S/he also clarifies their meaning by showing the pictures and miming them. The teacher pays attention to the representational systems of students and prepares activities according to it. S/he prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:**Aims of the stage:**

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.

- To create fun.

Materials: Pictures, songs, guided fantasies, colourful sheets, glue, scissors.

Grouping: Whole class, groups

Timing: 20 minutes

Students work in groups. One of the students in each group mime the word and the other groups guess. It is a non-verbal communication activity of NLP. Then, students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items and thus they use the target vocabulary items in context unconsciously. Then, students make the finger puppets of the characters in the story. It is a good activity for kinaesthetic students.

After that, the teacher asks the students to close their eyes and relax. They listen to the guided fantasy that the teacher reads to them. The guided fantasy is an NLP activity. It again includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more, and they visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the vocabulary items better just by visualising and trying to feel the vocabularies again when they need them.

Lastly, the teacher gives a blank sheet of paper and some pictures for each student. The teacher reads some sentences from the story and the students stick the related picture on the sheet according to the order the teacher tells. It is good for visual, auditory and kinaesthetic learners.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, s/he uses some techniques to help them remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an 'anchor' so that people can recall the state of mind simply by triggering the anchor. It is a way of making people's resources available to them when they need them (Revell and

Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it signifies the fact that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember.

STORY 6 – WHO IS THAT NOISE?

“Tweet tweet”

“ Who is making that tweet? I am trying to sleep.” Said the father lion.

“ It is not the fish” said the baby lion. “It must be the bird.” “Shhh”

“Woof woof”

“Who is making that bark?” said the lion

“It is coming from the park” said the baby lion. “ It is not the monkey. It must be the dog.”

“Shhh.”

“Baa baa”

“Who is making that baa?” said the lion.

“They can’t be far” said the baby lion. “ Is it the cow? No, it is the sheep.” “Shhh”

“ZZZZZZ”

“Now who is making that noise” said the baby lion. “ The bird? The dog? The sheep? The fish? The cow? The monkey? ” “No, he is dady, he is fast asleep”

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, crayons

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: lion, bark, monkey, make, bird

WARM UP :**Aims of the stage:**

- To relax students.
- To help students feel comfortable.
- To ease their muscles.
- To make students ready and active for the lesson.
- To make students use their right and left brain at the same time.

Materials: Brain gym**Grouping:** Whole class**Timing:** 5 minutes

The teacher lets the students imagine a chair in a funny and upset way at the same time and helps the students transfer unhappy moments to cheerful ones. They play with their submodalities as well. This helps to set up a positive atmosphere before starting to learn vocabulary items. It is a relaxation activity in NLP called minding the emotions.

PRE-ACTIVITY:**Aims of the stage:**

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun.

Materials: Sounds of animals**Grouping:** 4 groups, whole class**Timing:** 15 minutes

The teacher asks if they would like to play another game and then she plays sounds of some animals and students try to guess it. After this activity, the teacher groups the students and they mime some animals and make sounds of them. The others in the group

try to guess the animal. It is a kind of non-verbal communication activity of NLP. Then students colour the pictures of a scene from the story.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items
- To give them the chance to see the vocabulary items in context
- To help them guess these vocabulary items' meanings
- To create

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: lion, bark, monkey, make, bird

The teacher brings the pictures of the story activities to the class. S/he sets the scene appropriate for the story. With the help of the pictures, the teacher tells the story orally to the students. S/he also clarifies their meaning through mimes, gestures and facial expression. According to the format of the story "Who is that noise?", the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher also wants the students to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items, by showing the pictures and miming them. Also, the teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:**Aims of the stage:**

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, songs, guided fantasies, worksheets.

Grouping: whole class, groups

Timing: 20 minutes

The teacher again groups the students. S/he delivers some simple sentences including the target vocabulary items to the groups. They put the sentences into the correct order to summarize the story shortly and simply. They themselves stand in a line holding the right sentence in their hands, so in the queue they order the sentences. It is a good activity for kinaesthetic students.

After that, students match the pictures with the correct sentences. But, they do it on the wall in groups again. It is good for visual and kinaesthetic learners.

Later students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items and thus they use the target vocabulary items in context unconsciously.

Lastly, the teacher constructs some anchors with the first letters of the words in the sentences of the story. She writes the first letters of the word for each sentence. The sentences are the simple ones that summarizes the story. When she writes the letter, she tells the sentence at the same time. After she writes all the letters, students try to guess the sentences. The teacher deletes the first letters of the target words. This time students try to

remember the missing letter and thus the word for that letter. It is again a good way of anchoring.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, the teacher uses some techniques to help students remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a way of making people’s resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it shows that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember.

STORY 7 – WHY ANANSI HAS THIN LEGS?

Anansi has got eight legs. A big head and a very fat body. Anansi loves eating. Rabbit is Anansi's friend. He is cooking greens in his pot.

"Mmmm I can smell greens" said Anansi.

"They are not ready. Why don't you stay and wait" said the rabbit.

"No I can't stay. But I got an idea" said Anansi. "Pull the web when the greens are ready and I will come"

"Ok. Anansi" said the rabbit.

On the way Anansi saw his other friends. They were cooking beans.

"Mmmm I can smell beans" said Anansi.

"They are not ready. Why don't you stay and wait" said his friends.

"No I can't stay. But I got an idea" said Anansi. "Pull the web when the beans are ready and I will come"

"Ok. Anansi" said his friends.

On the way Anansi saw his other friend. He was cooking sweet potatoes.

"Mmmm I can smell sweet potatoes" said Anansi.

"They are not ready. Why don't you stay and wait" said his friend.

"No I can't stay. But I got an idea" said Anansi. "Pull the web when sweet potatoes are ready and I will come"

"Ok. Anansi" said his friend.

When Anansi arrives at the river all his eight legs are tied with webs. All the food is ready and the animals pull the webs.

Anansi falls over and his legs get thinner and thinner.

“That was not a good idea after all. Look at my thin legs. Maybe there is some food at home.” said Anansi and went his home.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, glue, scissors, colourful sheet

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: leg, cook, wait, rabbit, smell

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable.
- To make students ready for the lesson.
- To make students use their right and left brain at the same time.
- To set up an anchor for the students.

Materials: Guided fantasy

Grouping: Whole class

Timing: 5 minutes

The teacher asks the students to close their eyes and relax. They listen to the guided fantasy that the teacher reads to them. The guided fantasy is an NLP activity. It includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more. They visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the vocabulary items better just by visualising and trying to feel the vocabularies again when they need them. Also when the teacher uses the target word “smell” at the happiest part of the story she puffs a perfume. The students smell it while they feel themselves happy. Thus, students make a

connection with that perfume, happy moment and the word “smell”. In the following parts of the lesson whenever the teacher puffs out the perfume, students make a connection with the word and they remember the word. Anchoring helps the students retrieve the words from their long term memory when they need it by just remembering the happy moment.

PRE-ACTIVITY:

Aims of the stage:

- To increase students’ attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun

Materials: Video show, relaxation activity

Grouping: Whole class

Timing: 15 minutes

The teacher lets the students watch a video about spider man. Then, they try to guess how many legs a spider has. Later, they compare the spiderman with an original spider. They agree that it is different. After that, the teacher asks the students what can be special about Anansi and with his legs. They will find the answers for their guesses in the while activity. In addition, she/he asks the students to walk like a spider. With the help of this activity students feel themselves relaxed. Also it is a kind of nonverbal communication since students just mime how a spider walks. It is a good way to awaken students. It is also a good activity for kinaesthetic students.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items’ meanings.
- To create fun.

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: leg, cook, wait, rabbit, smell

The teacher brings the pictures of the story activities to the class. She sets the scene appropriate for the story. Using the pictures the teacher tells the story orally to the students. S/he also uses mimes, gestures, and facial expression. According to the format of the story “Why Anansi has thin legs?”, the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story and to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. While doing these activities the teacher emphasizes the target vocabulary items, by showing the pictures and miming them. Also, the teacher pays attention to the representational systems of students and prepares activities according to it. S/he prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes the VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, songs, guided fantasies, glue, scissors, colourful sheet.

Grouping: whole class, groups

Timing: 20 minutes

Students work in groups. One of the students in each group mimes the word and the other groups guess. It is a non-verbal communication activity of NLP. Then they listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also songs set a good rapport as students sing the song at the same

time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items; thus, they use the target vocabulary items in context unconsciously. Then students make the masks of the characters of the story.

After that, the teacher asks the students to close their eyes and relax. They listen to the guided fantasy that teacher reads to them. The guided fantasy is an NLP activity. It again includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more. They visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the vocabulary items better just by visualising and trying to feel the vocabularies again when they need them.

Lastly, the teacher puts the pictures of the target words on the wall. S/he gives each word a number and writes near it. S/he asks the students to look at the pictures carefully. Then s/he takes all the pictures out. A volunteer comes to the board. The teacher puts one of the pictures on the wall. If the students can tell the word correctly, s/he puts the point or number of that picture that s/he wrote before for that picture. If the students can tell all the words correctly they get all the points of the pictures. Then, it goes on with the other volunteers as well. It is also a way of anchoring. Students remember the words with the numbers as anchors.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, teacher uses some techniques to help students remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an 'anchor' so that people can recall the state of mind simply by triggering the anchor. It is a way of making people's resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it shows that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember.

STORY 8 – MY FAVOURITE CLOTHES

“What are you doing mum?” says Tom.

“I am taking your old clothes to the charity shop” says his mum.

“Wait, they still fit me. Look. Grandma knitted this jumper for me. It is my favourite. The slippers are still ok though. Peter bought me these for my birthday. Ok. Well the trousers are fine. I got these for Christmas.” says Tom.

“Yes. Christmas 2002.” says his mum.

“Oh why did I grow so much? I love these clothes. OK You can take them.” says Tom.

Five minutes later Tom’s mum comes back.

She says “I didn’t take the clothes to the shop.”

“Why not?” asks Tom.

“On the way I found someone who needed some new clothes. Your teddy bear.” says his mum.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, crayons, pieces of clothes, needle, a rope.

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: jumper, slippers, grow, trousers, knit

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable.

- To ease their muscles.
- To make students ready and active for the lesson.
- To make students use their right and left brain at the same time.

Materials: Brain gym

Grouping: Whole class

Timing: 5 minutes

The teacher lets the students imagine a chair in a funny and upset way at the same time and helps the students transfer unhappy moments to cheerful ones. This helps them set up a positive atmosphere before starting to learn vocabulary items. It is a relaxation activity in NLP called minding the emotions.

PRE-ACTIVITY:

Aims of the stage:

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun

Materials: Pictures, pieces of clothes, needle, a rope, crayons

Grouping: 4 groups, whole class

Timing: 15 minutes

The teacher asks if they would like to play another game and then he delivers small envelopes and asks the students to form groups with their friends who have the same coloured cards. In the envelopes there are the pieces of clothes, some rope and a needle. They try to knit the pieces, so that they could form a clothing item. Then, students colour a scene from the story.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.

- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items' meanings.
- To create fun.

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: jumper, slippers, grow, trousers, knit

The teacher brings the pictures of the story activities into class. She sets the scene appropriate for the story. With the help of the pictures, the teacher tells the story orally to the students using mimes, gestures and facial expression. According to the format of the story "My Favourite Clothes", the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher also asks them to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. She also shows the pictures and mimes them. Also the teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, songs, guided fantasies, worksheets.

Grouping: whole class, groups

Timing: 20 minutes

The teacher again groups the students. S/he delivers some simple sentences including the target vocabulary items to the groups. They put the sentences into the correct order to summarize the story shortly and simply. They themselves stand in a line holding the right sentence in their hands, so in the queue they order the sentences. It is a good activity for kinaesthetic students.

After that, students match the pictures with the correct sentence. But they do it on the wall in groups again. It is good for visual and kinaesthetic learners.

Then, students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also, songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items thus they use the target vocabulary items in context unconsciously.

Lastly, the teacher anchors each word with a mime while telling the story. Students do it together with teacher. When the teacher mimes something, the students tell the word that matches with that mime action. That is good for students who do not remember a word. They can just anchor it with the mime. Also it is good for kinaesthetic students.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, the teacher uses some techniques to help students remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a way of making people’s resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it means that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, the teacher lets them doodle and then remember.

STORY 9 – DARK DARK WOOD

In the dark dark wood there was a dark dark house. And in the dark dark house there was a dark dark room. And in the dark dark room there was a dark dark cupboard. And in the dark dark cupboard there was a dark dark shelf . On the dark dark shelf there was a dark dark box. And in the dark dark box there was a GHOST. “Hoo-Hoo-Hoo-Haa-Haa-Boo”.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGHT OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, songs, guided fantasies, glue, scissors, colourful sheet.

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: house, cupboard, shelf, box, dark

WARM UP:

Aims of the stage:

- To relax students.
- To help students feel comfortable.
- To ease their muscles.
- To make students ready and active for the lesson.

Materials: Brain gym

Grouping: Whole class

Timing: 5 minutes

The teacher comes to the class and greets them. Then, s/he tells them they will have a very enjoyable lesson. Teacher asks the students to breathe in and then breathe out, breathe in and then breathe out. It is a relaxation activity in NLP and helps the students get ready for the lesson.

PRE-ACTIVITY:**Aims of the stage:**

- To increase students' attention..
- To motivate students.
- To make an introduction to the topic.
- To create fun.

Materials:. Song**Grouping:** Whole class**Timing:** 15 minutes

Then, the students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also, songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items thus they use the target vocabulary items in context unconsciously.

WHILE ACTIVITY:**Aims of the stage:**

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items' meanings.
- To create fun enjoy themselves.

Materials:. Worksheet**Grouping:** Whole class**Timing:** 40 minutes**Vocabulary items:** dark, house, shelf, box, dark

The teacher brings the pictures of the story activities to the class. S/he sets the scene appropriate for the story. With the help of the pictures the teacher tells the story

orally to the students using mimes, gestures and facial expression. According to the format of the story “Dark Dark Wood”, the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. She also shows the pictures and mimes them. Moreover, the teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:

Aims of the stage:

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, guided fantasies, glue, scissors, colourful sheet.

Grouping: whole class, groups

Timing: 20 minutes

Students work in groups and reorder the pictures of the scenes in the story. After that, they make the finger puppets of the characters of the story. Then, the teacher asks the students to close their eyes and relax. They listen to the guided fantasy that the teacher reads to them. The guided fantasy is an NLP activity. It again includes the target vocabulary items. With the help of guided fantasy students hear the vocabularies in context once more. They visualize and feel the vocabularies while they are relaxing at the same time. Therefore, this activity helps students remember the vocabulary items better just by visualising and trying to feel the vocabularies again when they need them.

Lastly, the teacher delivers students some sentence from the story and some pictures matching with that sentences. Students suffles the pictures & sentences cards, lays them face down. The students one by one pick up a card then try to find the matching picture or the sencece with that card by picking up another card. If they match they can keep both of them but if not, they lay them face down and it is turn for another student. The pictures are anchors for the sentences. With this activity students can improve their memory skills.

In addition, when students cannot remember a word or they make mistakes in retrieving the word, the teacher uses some techniques to help students remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an 'anchor' so that people can recall the state of mind simply by triggering the anchor. It is a way of making people's resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, "there is no failure, only feedback" in NLP. When students make a mistake, it showss that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say them they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember.

STORY 10 – ONE COLOURFUL WORLD

This is Billy and Splodge. Billy and Splodge are in a spaceship. They are looking for animals in space.

Splodge sees a planet. Everything on this planet is red. “Look at this forest. The trees are red, the leaves are red. But, there aren’t any animals here” he says.

Splodge sees another planet. Everything on this planet is yellow. “The sky is yellow, the clouds are yellow, the volcano is yellow. But, there aren’t any animals here” he says.

Splodge sees another planet. Everything on this planet is pink. “The sea is pink, the plants are pink. But, there aren’t any animals here” he says.

Splodge sees another planet. Everything on this planet is blue. “The planet is very hot. The sun is blue, the desert is blue. But, there aren’t any animals here” he says.

Splodge sees another planet. Everything on this planet is green. “The planet is very cold. The clouds are green and the snow is green. But, there aren’t any animals here” he says.

Then Billy says “ There aren’t any animals in the space. Let’s go home.”

Splodge sees another planet. It is planet Earth. The sky is blue, the sun is yellow, the grass is green, and the flowers are red and pink. And there are a lot of animals.

LEVEL OF THE LEARNERS: Beginner

AGE OF THE LEARNERS: 11

LENGTH OF THE LESSON: 80 minutes

MATERIALS: Cd player, worksheets, pictures, posters, masks, songs, crayons.

SKILLS: Writing, Speaking, Listening, Reading

VOCABULARY: blue, green, pink, hot, cold

WARM UP:**Aims of the stage:**

- To relax students.
- To help students feel comfortable.
- To ease their muscles.
- To make students ready and active for the lesson.
- To make students use their right and left brain at the same time.

Materials: Brain gym**Grouping:** Whole class**Timing:** 5 minutes

The teacher comes to the class and greets them. Then, s/he tells them they will have a very enjoyable lesson. The teacher asks the students to write their names in the air with their right hands first. S/he explains the reason of the activity. S/he tells them that it will ease their muscles and help them use their right and left brain at the same time. They do it for two minutes. Then, they do it with their left hand for two minutes. Lastly, they do with both hand for one minute. It is a break state, an activity in NLP.

PRE-ACTIVITY:**Aims of the stage:**

- To increase students' attention.
- To motivate students.
- To make an introduction to the topic.
- To create fun.

Materials: Song, crayons**Grouping:** 4 groups, whole class**Timing:** 15 minutes

Students listen to a song about the story containing the target vocabulary. Songs set good rapport because the students listen to the song and sing it together. It maximizes the

similarities and minimizes the differences. Then, students colour the picture of a scene from the story. It is a good activity for kinaesthetic students.

WHILE ACTIVITY:

Aims of the stage:

- To teach some vocabulary items.
- To give them the chance to see the vocabulary items in context.
- To help them guess these vocabulary items' meanings.
- To create fun.

Materials: Worksheet

Grouping: Whole class

Timing: 40 minutes

Vocabulary items: smile, crocodile, look, elephant, frog

The teacher brings the pictures of the story activities to the class. S/he sets the scene appropriate for the story. Using the pictures the teacher tells the story orally to the students. She also uses mimes, gestures and facial expression. According to the format of the story “One colourful World ”, the teacher asks the students to do the actions during the presentation of the story. The teacher retells the story together with the students. She shows pictures of some scenes from the story and asks the students to retell the story. The teacher asks the students to do the exercises such as filling in the blanks, putting the story into right order, telling the picture of the stories. By doing these activities the teacher emphasizes the target vocabulary items. She also shows the pictures and mimes them. Also, the teacher pays attention to the representational systems of students and prepares activities according to it. She prepares different activities for visual, auditory and kinaesthetic students to help them understand the story more easily and put the target vocabulary items into long term memory. The teacher takes VAKOG and representational systems in NLP into consideration.

POST ACTIVITY:**Aims of the stage:**

- To practice vocabulary items.
- To give them the chance to use vocabulary items in context.
- To create fun.

Materials: Pictures, songs, guided fantasies.

Grouping: whole class, groups

Timing: 20 minutes

The teacher groups the students. In each group one of the students stands up and mimes one the words that the teacher has handed out. The others in the group try to guess the meaning of the word. It is a kind of nonverbal communication in NLP. It is a good way to awaken students. It is also a good activity for kinaesthetic students.

After miming, students listen to a song about the story containing the target vocabulary items. Songs are described as the stress busters in NLP. Also, songs set a good rapport as students sing the song at the same time, it minimizes the differences between students and maximizes the similarities. With the help of songs students feel more stress-free and they are more open to learn. Also, songs contain the target vocabulary items thus they use the target vocabulary items in context unconsciously.

Then, the teacher asks the students to work in pairs. One of the students in the group says a word silently the others read the lips of that person. It is again a kind of nonverbal communication in NLP

In addition, when students cannot remember a word or they make mistakes in retrieving the word, the teacher uses some techniques to help remember the target word.

Anchoring is a way of making deliberate connection between a state of mind and an ‘anchor’ so that people can recall the state of mind simply by triggering the anchor. It is a way of making people’s resources available to them when they need them (Revell and Norman, 1997). The teacher sets up some anchors to help students remember the learned vocabulary items as the anchors trigger the memories that will help students retrieve the

information needed. When the students cannot remember a word, they remember the anchor and then the word.

Moreover, “there is no failure, only feedback” in NLP. When students make a mistake, it shows that they are learning and they need constructive feedback to learn (Revell and Norman, 1997). Suppressing the silly voices is a good way to help the students get rid of the fear of making mistakes. It offers thinking the silly voices in their minds that say they they will not be successful just as a small crazy cartoon characters and this will help them not take what silly voices say seriously.

Also, doodling allows the unconscious mind to render in symbolic expression. Symbols have universal as well as personal meaning. When a student is stuck for an answer to a problem or cannot remember a word when needed, the technique of doodling will unleash the hidden symbolic powers of the unconscious mind. Thus, when students are stuck, teacher lets them doodle and then remember

APPENDIX B**SEVEN ASKED QUESTIONS TO STUDENTS**

Sevgili öğrenciler,

Aşağıda sizler için bazı sorular vardır. Lütfen soruları dikkatlice okuyarak sizin için uygun olan seçeneği işaretleyiniz.

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

(Kütük, 2007, p.)

Sevgili öğrenciler,

Aşağıda sizler için bazı sorular vardır. Lütfen soruları dikkatlice okuyunuz. Verilerin ifadeye hiç katılmıyorsanız “1” i, katılmıyorsanız “2”yi, fikrim yok diyorsanız “3”ü, katılıyorsanız “4”ü, tamamen katılıyorsanız “5”i işaretleyiniz.

İNGİLİZCE TUTUM ÖLÇEĞİ

- | | | |
|---------------------|----------------|------------------------|
| 1. Hiç katılmıyorum | 3. Fikrim yok | |
| 2. Katılmıyorum | 4. Katılıyorum | 5. Tamamen katılıyorum |

1. İngilizce’ye ilgi duymuyorum.

1() 2() 3() 4() 5()

2. Zorunlu olmasam İngilizce’ye çalışmazdım.

1() 2() 3() 4() 5()

3. Öğretmen ve arkadaşlarımla ders dışında İngilizce konuşmam.

1() 2() 3() 4() 5()

4. Yabancı dilimi daha iyi bir seviyeye getirmek için İngilizce konuşulan bir ülkeye gitmek isterim.

1() 2() 3() 4() 5()

5. İngilizce derslerinde eğlenmem.

1() 2() 3() 4() 5()

6. İngilizce bilen bir yabancı ile karşılaştığımda konuşmak istemem.

1() 2() 3() 4() 5()

7. Zorunlu olduğum için İngilizce çalışıyorum.

1() 2() 3() 4() 5()

8. Meslek hayatında İngilizce bilmek bireye gerekli değildir.

1() 2() 3() 4() 5()

9. Anlamını bilmediğim bir İngilizce sözcük ile karşılaştığımda anlamını araştırıp öğrenirim.

1() 2() 3() 4() 5()

10. Tv’ deki İngilizce yayınların (dizi, film) tümünü anlamasam bile izlerim.

1() 2() 3() 4() 5()

11. Kitapçılardaki İngilizce yayınlar dikkatimi çeker.

1() 2() 3() 4() 5()

12. Anlamını bilmediğim bir İngilizce sözcük ile karşılaştığımda anlamını öğrenmeye çalışırım.

1() 2() 3() 4() 5()

13. İngilizce ile ilgilenmek hoşuma gidiyor.

1() 2() 3() 4() 5()

14. İngilizce'nin meslek hayatında gerekli olduğuna inanmıyorum.

1() 2() 3() 4() 5()

15. İngilizceyi geliştirmek için yurtdışına çıkmanın gerekli olduğuna inanmıyorum.

1() 2() 3() 4() 5()

16. İngilizce ödevlerimi yapmak dışında, zamanımın bir kısmını İngilizce ilgili işlerle geçiririm.

1() 2() 3() 4() 5()

17. İngilizce derslerinden zevk alırım.

1() 2() 3() 4() 5()

18. Kitapçılardaki İngilizce yayınlarla ilgilenmem.

1() 2() 3() 4() 5()

19. Her fırsatta İngilizce konuşmaya çalışırım.

1() 2() 3() 4() 5()

20. İngilizce ödevlerim dışında zamanımı İngilizce ile ilgilenerek geçirmem.

1() 2() 3() 4() 5()

21. İngilizce olarak yayınlanan TV programlarını (dizi, film) hiç izlemem.

1() 2() 3() 4() 5()

APPENDIX C

VOCABULARY KNOWLEDGE SCALE (VKS)

Sevgili öğrenciler ;

Bu çalışmada sizden aşağıda verilen kelimeler ile ilgili bazı soruları yanıtlamanız beklenmektedir. Lütfen her kelimeyi ve ilgili cümleyi okuduktan sonra size uygun olan ifadeyi seçiniz ve işaretleyiniz. Her kelimeyi birbirinden bağımsız değerlendiriniz. Kelimelerin anlamlarını tahmin ederken, sizlere ekte verilmiş olan cümlelerden yardım alabilirsiniz.

		Bu kelimeyi daha önce hiç görmedim	Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum	Bu kelimenin karşılığını ya da eş anlamlısını yazabilirim.
1.	Smile			
2.	Look			
3.	Crocodile			
4.	Elephant			
5.	Frog			
6.	Butterfly			
7.	Chick			
8.	Night			
9.	Happy			
10.	Yard			
11.	Hippo			
12.	Cow			
13.	Jump			
14.	Help			
15.	Pull			
16.	Jumper			
17.	Slippers			
18.	Grow			
19.	Trousers			
20.	Knit			
21.	Spring			
22.	Forest			
23.	Asleep			
24.	Snore			
25.	Warm			
26.	Lion			
27.	Bark			
28.	Monkey			
29.	Make			
30.	Bird			
31.	House			

32.	Cupboard			
33.	Shelf			
34.	Box			
35.	Dark			
36.	Blue			
37.	Green			
38.	Pink			
39.	Hot			
40.	Cold			
41.	Mountain			
42.	Boy			
43.	Hungry			
44.	Sweet			
45.	Eat			
46.	Leg			
47.	Cook			
48.	Wait			
49.	Rabbit			
50.	Smell			

Ek:

SENTENCES FOR THE WORDS

1. Crocodile has a big toothy **smile**.
2. "Let's **look** into the river" said the frog.
3. **Crocodile** is happy, he found his teeth.
4. **Elephant** is a very big animal. He is crocodile's friend.
5. **Frog** finds crocodile's tooth and gives it to crocodile.
6. Bee bee wants to play with the beautiful **butterfly**.
7. The baby **chick** Bee bee likes her mother.
8. The **night** comes and Bee bee sees the stars.
9. Bee bee is **happy** with her mum.
10. Bee bee, the baby chick plays in the **yard**.
11. **Hippo** is fat and always hungry.
12. **Cow** gives food to hippo.
13. Hippo **jumps** into the river but can't swim.
14. Cow, cat and dog **help** hippo.
15. The animals **pull** the hippo from the river.
16. Tom's **jumper** is small.
17. Tom's **slippers** are too small.
18. Tom **grows** quickly.
19. Tom's **trousers** are short.
20. Tom's grandmother **knits** jumper.
21. **Spring** comes and flowers are everywhere.
22. Animals live in the **forest**.
23. The bear is **asleep** during all winter.
24. The bear **snore**s when he is asleep.
25. The weather is **warm** in spring.
26. The **lion** is angry with monkeys.

27. The dogs **bark** very loudly.
28. **Monkeys** are afraid of lion.
29. Animals **make** noises.
30. **Birds** fly over the trees.
31. There is a **house** in the dark forest.
32. There is a **cupboard** in the house.
33. There is a **shelf** in the cupboard.
34. There is a **box** on the shelf.
35. The forest is **dark** at night.
36. There is a **blue** planet in the space.
37. There is a **green** planet in the space.
38. Everything is **pink** on the pink planet.
39. The weather is **hot** in summer.
40. The weather is **cold** in winter.
41. The monster comes from the **mountain**.
42. The **boy** gives food to the monster.
43. The monster is always **hungry**.
44. The boy gives **sweet** to the monster.
45. The monster **eats** the sweet.
46. Spider has thin **legs**.
47. Spider's friends **cook** meals.
48. Rabbit says “ **Wait** for the meal ! ”
49. **Rabbit** pulls the net.
50. The meal **smells** delicious.

APPENDIX D

INTRINSIC MOTIVATION INVENTORY (IMI)

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

(Kütük, 2007 p.59)

ADOPTED IMI

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

(Kütük, 2007 p.60)