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A CASE STUDY ON THE IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING VOCABULARY TO YOUNG LEARNERS

THESIS BY

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I dedicated this Master thesis to My Wife, **Banu**
to my understanding son, **Emin**
and to my lovely daughter, **Berra**

04.06.2015
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ÖZET

ÇOCUKLARA KELİME ÖĞRETİMİNDE DİL VE İÇERİK BÜTÜNLEŞİK ÖĞRENME UYGULAMALARI ÜZERİNE BİR VAKA ÇALIŞMASI

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Günümüzde çocuklara İngilizce öğretimi programlarına olan ilgi hızlı bir şekilde artmakta ve be nedenle birçok veli çocuklarına daha iyi eğitim fırsatı sunmak istemekte bunun bir sonucu olarak yabancı dil öğretimi daha erken yaşlara kadar inmektedir. Bu ilgi okul, dil kursları ve eğitimcileri daha yeni bilgi ve becerilere ulaşmak zorunda bırakmaktadır. "Dil ve İçerik Bütünleşik Öğrenme" yönteminin yaklaşık 15 yıldır Avrupa'da bir çok okulda erken yaşta yabancı dil öğrenimini etkin hale getirmek için kullanıldığı görülmektedir. Araştırmalar "Dil ve İçerik Bütünleşik Öğrenme" nin yabancı dil öğreniminde etkin ve önemli sonuçlara ulaştığını doğrulamaktadır. Bu konuda Coyle, Holmes and King, 2009 "Dil ve İçerik Bütünleşik Öğrenme"nin okul çağındaki çocukların yabancı dil öğrenimine ilgi, isteklendirme ve kelime bilgilerini artıran bir yöntem olduğu görüşünü savunmaktadır. Türkiye bağlamında, çocuklara etkin pedagojik yaklaşımlar yoluyla İngilizce öğretimi halen çözülmeyi bekleyen konular arasındadır.

Bu araştırmanın amacı, Adana, Özel Burç Vural Ortaokulu 5. sınıflarda, "Dil ve İçerik Bütünleşik Öğrenme" uygulaması ile çocukların kelime öğrenimine nasıl gerçekleştiğini ortaya çıkarmaktır. Bu çalışmada veri toplama araçları olarak Kelime Bilgisi Ölçeği, Sınıf Gözlemleri ve resmi olmayan görüşmeler kullanılmıştır. Sonuçlar içerik analizi ve yinelenmiş ölçümler için varyans analizi (ANOVA) ile değerlendirilmiştir. Elde edilen veriler uygulamanın olumlu sonuçlarını bize göstermiştir.

Anahtar Kelimeler: Çocuklara Yabancı Dil Öğretimi, Dil ve İçerik Bütünleşik Öğrenme, Kelime Öğretimi.

ABSTRACT

A CASE STUDY ON THE IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING VOCABULARY TO YOUNG LEARNERS

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Interest in teaching English to young learners has been persistently growing for some years. This is a promptly growing demand for it to be taught at even younger ages by parents who want to prepare their children with the best educational advantages. This arising interest in teaching young learners offers the schools, language courses and teachers' to find out new and special skills or approaches that has never been used before. As Content and Language Integrated Learning (hereafter referred to as CLIL) has been carried out in schools in European countries more than 15 years in order to promote learning a foreign language from the early ages. And it's already been identified as an effective teaching approach in the area of foreign language teaching. CLIL has been seen as a means of improving knowledge of vocabulary and competence in foreign language learning and teaching, and of renewing interest and motivation among school children (Coyle, Holmes and King, 2009). In Turkey's context, teaching a foreign language to young learners with the help of effective pedagogical methods is still among the difficult and stimulating tasks to be met.

The aim of this case study is to explore the implementation of CLIL on vocabulary learning process of young language learners who were attending the 5th grade at Private Burç Vural Primary School in Adana. In this study Vocabulary Knowledge Scale, Classroom Observation Checklist and informal interviews were used as data collection tools. The results were discussed by content analysis and One Way Repeated Measures of ANOVA. The Findings present the contribution of the research study.

Key Words: Young learners, CLIL, Teaching Vocabulary.

ABBREVIATIONS

CEFR : Common European Framework of Reference for Languages
CLIL : Content and Language Integrated Learning
EFL : English as a foreign language
EU : European Union
FL : Foreign Language
FLL : Foreign Language Learning
IATEFL : International Association of Teacher of English as a Foreign Language
ICT : Information and Communications Technology
L1 : First Language
L2 : Second language
M : Mean
MT : Mother Tongue
N : Number of the students in the sample
P : Degree of Significance
PE : Physical Education
SLA : Second Language Acquisition
T : Standard Deviation
T : t-value
TPR : Total Physical Response
VKS : Vocabulary Knowledge Scale
YL : Young Learner

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

At present time, European educational systems are attaching increasing importance to foreign language learning (hereafter referred as FLL), since it is necessary to educate multilingual, multicultural citizens in a context where the linguistic consequences of globalization are progressively more evident (Lasagabaster, 2008). In line with this reason the issue has been under research for sometimes. The inevitable breakthrough of new ways and approaches to educational system are always making the people excited about its contribution to the life of learners at schools. As a consequence of being new and trend the implementation of Content and Language Integrated Learning (hereafter referred to as CLIL) is becoming commonplace throughout Europe, as this approach is believed to significantly improve language performance in the target language without having to devote extra time to its explicit teaching. Through CLIL students can pick up a FL in an environment that resembles naturalistic learning, similar to the one that children have when acquiring their mother tongue. What CLIL can offer, is a real-life situation for language development that builds on other forms of learning. This natural use of language can boost motivation towards learning languages. It is this genuineness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and content subject learning (Marsh, 2000). Broadly speaking, there are very optimistic ideas concerning CLIL implementation in European countries.

CLIL may be a way forward for language learning in Turkey, where English has been the pivotal subject in the curriculum for some time. There is already a history of content based teaching and learning of mathematics and science in private high schools, while English medium universities currently proliferate. As Turkey remains committed to membership of the EU, there have been some specific researches on the beneficial sides of CLIL approach. Altınkamış, T. (2009) is one of them and he did a research on *A case study on the relation between CLIL and motivation in language learning*

however there is not a study on the implementation of CLIL in teaching vocabulary to young learners so the researcher chose to do his study on this area.

'In Turkey many people leave school being able to use very little or none of English which they spent so many hours of learning and so much money. For many of them those hours spent in language lessons, was not either easy or successful. And for some, the investment of time and effort in language classrooms has had more disappointing results as they find it difficult to use the language actively, as a means for communication in everyday situations' (Türkiye Ekonomi Politikaları Araştırma Vakfı, 2012). Under the shade of all these realities of Turkey, teaching foreign languages to children has always been one of the priorities of Ministry of Education since then; researches have often reported that many challenges are yet to be overcome to reach the desired outcomes. Recently, the Ministry of National Education has decided to raise the quality of the foreign language educational program by starting English Curriculum from the first graders at state schools. CLIL, the acronym, Content and Language Integrated Learning describes the situation where students are studying the content curriculum through the media of a foreign language (Mehisto, Marsh, Frigols 2008: 12). As a modern approach to language teaching, which rather favors the learners' potential than the teacher input, CLIL "certainly raises the level of motivation and encourages students to use language in a meaningful way" (Kolodziejska, Simpson, 2000:11).

CLIL "is not solely a form of language learning. It is an educational approach which is content-driven, and this is a fundamental reason why it has emerged as an educational phenomenon which complements both content and language learning, and is within the domain of each. CLIL is not simply education *in* an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies" (Coyle, Hood, Marsh, 2010). This model of teaching language and subject matter has attracted the people's attention all around the European countries and has been put into practice by many of them. To make their dream come true CLIL was accepted by the European Member countries and has been carried out in member countries by 2010 (MEB, 2006). In this context the implementation of CLIL (Content and Language Integrated Learning) courses are becoming common point

through the Europe, because this approach is believed to improve significantly overall language competence in the target language.

CLIL has spread its roots in Western Europe, particularly Scandinavia, to many countries in Europe and some other continents. As Turkey tries to be a member of the European Union, and dealing with several new regulations in many areas like university studies, medical, law, social, cultural parts of life and if we still want to take a place in European Union, we have to follow these new trends. Especially teacher of English need to consider about providing sufficient time for lesson preparation, providing opportunities for children to experiment with their new language, and providing plenty of opportunities to practice and use the language in different contexts (Moon , 2000).

Essentially it is CLIL if you are doing a task and your learners are working through the medium of a foreign language at the same time with science as they are carrying out an experiment the teacher does the thing in language which requires the task and knowledge and that language has a great role to a precise understanding of the subject matter. As languages are acquired most successfully when they are learned for communicative purposes in a meaningful and social situation, CLIL is a great chance to catch this opportunity. In recent 2010s, CLIL has been under study to find out its effectiveness in language teaching by some course books' publisher all around the world. These course book publishers have been aware of the fruitful results and have published books which are designed up to the date, based on the principles of more effective language teaching methods and approaches, including specially CLIL sections. In some part of their units a short passage that is named CLIL, are placed. Unfortunately, these CLIL parts or units haven't been understood by many of teachers and students in Turkey. After having several discussions with those teachers they wanted to be informed about CLIL, which is usually defined by language specialists as subject teaching through a foreign language and refers to any dual-focused educational context.

The main aim in a typical CLIL classroom is to introduce the students to new ideas and contents in curriculum subjects with instructions being given in a foreign language. As Coyle, Hood, Marsh state CLIL is not simply education in an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies"(Coyle, Hood, Marsh, 2010).

We know that CLIL helps us to;

I. Introduce greater cultural context (Ackerl, 2007)
II. Prepare the learners for being international
III. Enhance the school life (Zarobe, 2007)
IV. Makes better language ability (Ackerl, 2007)
V. Prepare for life (Hunter and Reider, 2007)
VI. Develop teaching attitudes (Beineman, 2009)
VII. Verify methods of classroom teaching (Hunter and Reider, 2007)
VIII. Increase learners motivation towards the lessons (Coyle, 2007)

This approach involves learning subjects such as history, geography or others, through a supplemental language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the young learners a positive attitude towards themselves as language learners. What CLIL can offer to young learners, is a natural situation for language development. This natural language usage can raise a young learner's motivation and desire towards learning languages. Young learners enjoy different learning styles, which mean that some specific kind of language teaching methods might fit some, but not all. For instance, some young learners prefer learning the language, but others enjoy learning by using the language. With this chance, CLIL can give more and better opportunities to develop young learners' language skills in foreign language classes.

CLIL gives young learners some opportunities to use a language naturally, in a way that they forget the language and try to focus on the target topic. It is often done through saving some time for learning subjects through another language. In CLIL the learning of language and other subjects is mixed in one way or another. This

means that in the class there are two main aims, one related to the subject, topic, or theme, and one linked to the language. This is why CLIL is sometimes called dual-focused education. In other words, CLIL provides plenty of opportunities for vocabulary learning; the kind of learning which occurs when the learners' attention is focused on something different from what is being taught.

1.2. Statement of the Problem

In Turkey, both state and private schools have been tried various foreign language teaching approaches in EFL settings and the students' success in language learning has been criticized for many years. The reason for that is learners have very limited vocabulary and word phrases that left after eight or nine years of foreign language education.

However in some countries, in Europe the situation is vice versa. For instance 56 percent of people in European countries could have a conversation in a language other than their L1 and 28 percent could master two other languages, for a remarkable 44 percent communication in a language other than their mother tongue is highly implausible (European Commission, 2004c). When it is searched we meet CLIL as a leading actor. It represents the best context for young learners with new knowledge in a significant way. Arousing children's desire to learning and considerable amount of creativity in applying a teaching, therefore, CLIL is a perfect foundation for young learners to enjoy the lessons during 40 minutes.

1.3. Purpose of the Study

The aim of this study is to investigate how young learners experience the implementation of CLIL modules at the primary level during my fifth grade students' language learning processes at Private Burç Vural Primary School in Adana, Turkey. This study also aims to find out the effect of CLIL on students' vocabulary learning and retention. Another issue of our query is to explore the attitudes of young learners towards the CLIL activities used in this study to teach vocabulary. With the help of this research, we intent to contribute to the related literature about developing students'

vocabulary learning by showing how young learners experience the implementation of CLIL modules at the primary level in line with the results of this study.

1.4. Research Questions

In our study, the implementation of CLIL is our independent and the level of young learners retrieving vocabulary items taught, is dependent variable. In order to draw the framework first issue of our query is the attitudes of young learners to vocabulary acquiring. The questions guiding our study are as follows:

I. What are the contributions of CLIL to students' vocabulary learning?

II. Does the implementation of CLIL help the young learners to retrieve the vocabulary knowledge?

III. How does the implementation of CLIL effect young learners' motivation and interest in learning vocabulary?

With this study, we aim to provide useful insights to the field of vocabulary teaching in terms of teaching strategies and CLIL implementations in Turkey.

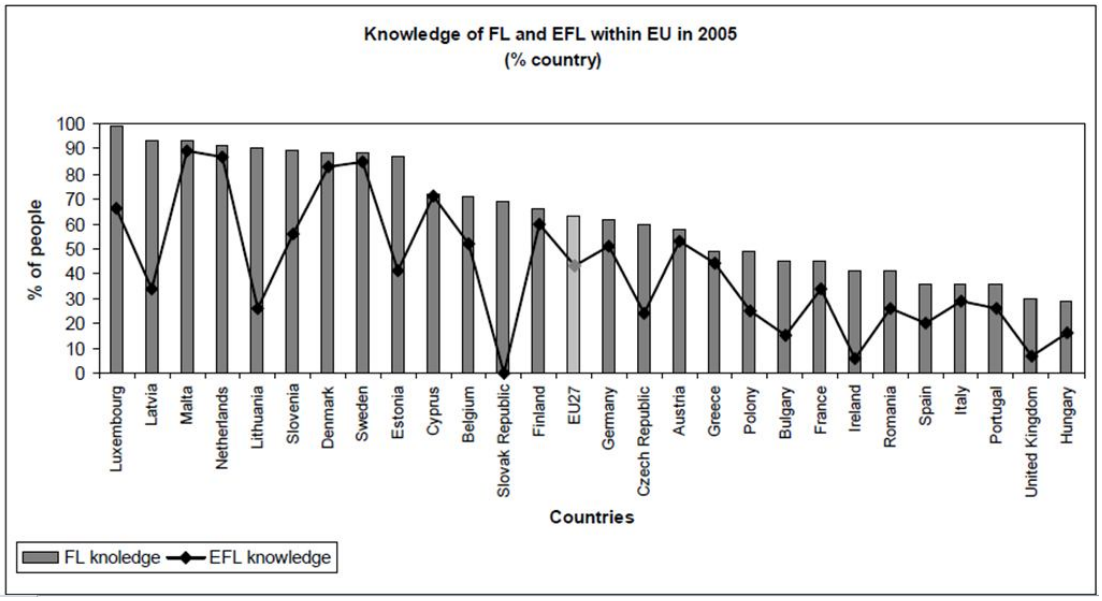
CHAPTER II

2.1. LITERATURE REVIEW

2.1. Introduction

For the last decades best practice in teaching and learning foreign languages has evolved from emphasis on grammar and translation to those emphasize form and function in the present day. During this time there has been many scientific researchers conducted to search for better, comfortable and everlasting results. To put it simply, knowledge of a language has pragmatic competence as a person has both knowledge and skills for actively using the given language. Since those times, there have been many discussions on how and when languages are taught and learnt best. In 1990s European commission made suggestion that all school leavers should have ability at least in their mother tongue and a target language. Figure 1 below displays the knowledge of English as foreign language in some of the European Countries.

Figure 1. FL. European Commission, (2005). Europeans and Languages. Special Euro barometer 237- Wave 63.4- TNS Opinion & Social.



Since 1990, an increasing attention paid to young learners in many countries all around the world. And teaching a foreign language to young learners has a trendy increase. For that reason the certain elements of a foreign language can be integrated into many other school subjects. For instance, Musical education as a school subject is specific for its motivating contents and provides many possibilities to learn more target language. And the methodology to fulfill this work has been appropriate for it; young learners learn by doing. As Music and PE classes have the power to form a specific relationship with students - teachers and will certainly affect their emotions and their mood. A CLIL class is very demanding in terms of taking into consideration young learners' previous experience, age, and the level of subject knowledge. For that reason the researcher will try to demonstrate the possibilities of integrating some of the subject matters' content with the English language to teach young learners.

Coyle and Marsh [32, 33] state that there is a theoretical basis which complies with the idea that CLIL boosts risk-taking, problem solving, vocabulary learning skills, grammatical awareness, attitudes, linguistic spontaneity (talk), and addresses gender issues in motivation. In line with this, Dalton-Puffer, underline the certain language competence aspects benefit more from CLIL. This approach is currently implemented in differing ways depending on the age-range and location of learners. It is most commonly realized by teachers of foreign languages and those of other subjects provide

"language showers" for 8-10 year olds (involving 30 minutes to one hour exposure per day);

"language encounters" for 10-14 year olds (involving experiential blocks of some 40 hours before or parallel to formal language instruction;

"dual-focused learning" for 14-19 year olds in academic streams (involving some 5-10 hours per week); or

"Competence building" for 16-19 year olds in vocational education and training.

CLIL has been under observation to be sure about its efficiency in teaching foreign languages for some years. In this sub-chapter, the researcher is aimed to revise the related literature about how YLs deal with the vocabulary learning within the CLIL implementation.

2.2. Who is a young learner?

There are many definitions for YLs. These descriptions are focused mainly on how they handle with foreign languages learning. Piaget clarifies four universal stages of development. He thinks that all the children go through these stages. There are various age groups to work with children. That's why, a teacher is supposed to know certain teaching methods, teaching styles and use various materials (Pinter 2006: 6-7).

According to Cameron's idea there are some special distinctions among young learners and adults. She states that "children are more enthusiastic and lively as learners." (Cameron 2001: 1).They feel deep need for motivation and often enjoy pleasing the teacher. They also need to be interested in activities. It is very difficult for them to learn a foreign language as they are not socially, psychologically or linguistically developed (Cameron 2001:1).

In comparison with adult, young learners need to focus on some basic stages of their "development, learning certain rules, behavior, certain habits and making friends" and some other. (Cameron 2001: 1) Sarah Phillips concerns the physical side, claiming that *"children need to develop balance, spatial awareness"* (Phillips 1993: 6) and use muscles in order to draw, to write and to dress by themselves.

They also need to behave in the society, to become aware of themselves in relations to other and not to be aggressive. These rules are "a part of hidden curriculum" as it is defined by Ministries of Education." Phillips says about children that they need to *'learn how to learn'* (Phillips 1993: 6). The teachers should prepare children to use certain materials to gain information, to be able to acquire skills and independence so that they can continue in the process of learning onwards (Phillips 1993: 6). Cameron expresses that *'a well-prepared lesson with appropriate activities is more successful than the demands of the next text-book unit'* (Cameron 2001: 1). The teacher should be

interested in the whole classroom, the pupils and their needs (Cameron 2001: 1). The young learners, from the point of developmental psychology, Sarah Phillips define that, *young learners* to be *'children from the first year of formal schooling to eleven or twelve years of age'* (Phillips 1993: 5).

In comparison with all the definitions of young learners explained above, Scott and Ytreberg express a term *'an average child'* (Scott, Ytreberg 1990: 1). That means there are children at the age of seven to thirteen years old. In relation with this, there are some characteristics of young learners. These characteristics help to define an average child. The characteristics of young learners;

- *"They can talk about what they are doing"* (Scott, Ytreberg 1990: 2).

- *"They can tell you about what they have done or heard"* (Scott, Ytreberg 1990: 2).

- *"They can plan activities"* (Scott, Ytreberg 1990: 3).

- *"They can argue for something and tell you why they think what they think"* (Scott,Ytreberg 1990: 3).

- *"They can use logical reasoning"* (Scott, Ytreberg 1990: 3).

- *"They can use their vivid imaginations"* (Scott, Ytreberg 1990: 3).

- *"They can use a wide range of intonation patterns in their mother tongue"* (Scott,Ytreberg 1990: 3) .

- *"They can understand direct human interaction"* (Scott, Ytreberg 1990: 3).

These examples of characteristics are the clues to understand how to teach young learners and which of approaches we should follow. It is very important for the teacher to choose sensitive way to meet the children´s needs and he has to prepare the lessons well from the beginning till the end. When teaching young learners, teachers should keep in mind different aspects concerning their age, interest, level of language, intelligence, time, material and classroom atmosphere.

While teaching young learners one has to definitely use visuals, teaching through situations and context, teaching through fun and games. In a lesson of any topic, teacher has to know that the topic should be supported visually; through big colorful pictures, posters, drawings or flashcards, puppets, toys and real objects or by dramatizing the meaning through mime, facial expression or gestures. As, Moon (2000:3) expresses that learning at the early age is connected to motivation, listening and repeating, imitating the teacher, interactive work in positive atmosphere and translating into mother tongue.

Klein (1993:14) underlines that since it is almost impossible to cater to the interest of about 25 young individuals, the teacher has to be creative in selecting interesting activities, and must provide a great variety of them. Bearing all this in mind, foreign language teachers should focus on the fact that young learners as well as teachers need to be motivated to learn. Moon (2000:3) points out that, young learners (YL) learn a foreign language through being motivated;

- By listening and repeating.

- By imitating the teacher.

- By doing and interacting with each other in an atmosphere of trust and acceptance.

Furthermore, children of that age are able to understand the situation and use the language even they do not know about grammatical rules. Their attention and concentration span is very limited. In fact they like to play and are very positive and enthusiastic about learning. This is why TPR (total physical response) approach is great tool while learning a second language (Scott, Ytreberg 1990: 2-3). The list below shows general characteristics and language development of a young learner according to Wendy and Ytreberg (1990)

- *"Their basic concepts are formed. They have decided views of the world"* (Scott,Ytreberg 1990: 3).

- *"They can tell the difference between fact and fiction"* (Scott, Ytreberg 1990: 3).

- *"They ask questions all the time"* (Scott, Ytreberg 1990: 4).

- *"They rely on the spoken word as well as the physical world to convey and understand meaning"* (Scott, Ytreberg 1990: 4).

- *"They are able to make some decisions about their own learning"* (Scott, Ytreberg 1990: 4).

Concerning language development, eight to ten year old have basic elements of the language in place and, also, they are able to use their mother tongue. "*The children understand abstracts, symbols and they can generalize and systematize"*(Scott, Ytreberg 1990: 4). To use different activities in class has a great impact on learners. Especially, YLs enjoy learning activities which encourage them to explore new things, stimulating, motivating and interesting. YLs learn by doing, by being actively involved in their learning. It causes them to create opportunity to use their imagination and creativity.

2.2.1. How does a young learner acquire the language?

There are many scientific researches on how human being learns languages, which helps us to get idea about the role of 'acquiring language' in relation to 'learning language'. Young learners can be very good at *acquiring* languages when they are used at home, and this is one reason why people sometimes think that we learn languages best when we are very young. Learning language successfully can happen when learners have the opportunity to receive instruction together with the experience of real-life situations. The other reason why YLs seem so good at picking up language is often to do with the *naturalness* of the environment around them. That's why a language classroom should be a rarely natural place, where learners go through the process of sounds, structures or acquiring vocabulary with the help of realia. Children feel need to imitate the language they hear around even they are not able to pronounce the words correctly. This is one way how YLs acquire the languages.

The other scientist, Phillips(2001) highlights that the activities should be clear enough and simple so that YLs can understand what they are expected to do. Secondly, activities for YLs could be designed in such a way that children might be involved actively as much as possible. It is well known that children learn easily and more

quickly if an activity requires physical involvement. They develop children's self-confidence. It is important to bear in mind that YLs learn better if they feel safe, secure and satisfied in a pleasant atmosphere of the classroom.

"Learning is an increase of the range of meanings that are available to an individual" (Harding-Esch, Riley 2003: 20). In brief, the emphasis is put on meaningful activities. *"Learning is the product of motivation and opportunity"* (Harding-Esch, Riley 2003: 20) and that means both motivation and opportunity are needed when learning. The last point describes the language to be *"a social phenomenon"* (Harding-Esch, Riley 2003:20) and a conception that *"language learning is therefore a social activity"* (Harding-Esch, Riley 2003: 20) that include various aspects of language use.

Even though there may be differences in how the brain works as a child grows older and becomes an adult, a key issue in 'acquiring languages relates to the opportunities we have for learning languages. This is where CLIL can be of interest. One reason why YLs seem so good at acquiring language is often to do with the *naturalness* of the environment around them. According to Cameron (2001) some differences are very clear; young learners are lively as learners, they have the aim of pleasing the teacher. They frequently seem less problematic than the adults in terms of talking in a foreign language and it helps them to acquire the language in a more native like accent. However it is too difficult to motivate YLs on the task they find difficult.

What CLIL can offer to YLs, is a natural situation for language development which builds on other forms of learning. This natural use of language can boost a young learner's motivation and *hunger* towards learning languages. It is this *naturalness* which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning.

2.3. Vocabulary teaching strategies

In second language learning, vocabulary could be defined as the main and challenging area. Teachers often stress the way to learn better and comfortably. However the learners feel frustrated because of the heavy load of vocabulary that they

have to keep in mind. Therefore several researches have been conducted on how to manage vocabulary teaching process.

Indeed better vocabulary teaching and learner centered approach goes hand in hand since the underlying idea behind the strategy is to create independent learner. According to Rubin (1987) a strategy needs to:

- Involve choice
- Be complex
- Require knowledge and benefit from training
- Increase the efficiency of vocabulary learning and usage

"By presentation we mean those pre-planned lesson stages in which learners are taught pre-selected vocabulary items." (Thornbury, 2002, p 75) First of all, the teacher need to decide how many words could be presented in a lesson. This is closely connected with several factors:

- The level of the pupils – beginners, intermediate etc.
- Their familiarity with the words – have they come across these words or are they completely new?
- Words difficulty – are the words abstract, are they easily pronounced, can we find similar words in the learner´s native language etc.?
- Can the words be easily demonstrated?
- Shall we use realia or anything that the pupils can become familiar with?
- Can pictures be used to elicit vocabulary?

After the teacher chooses what items to teach, he or she should follow certain guidelines. In my opinion, a number of techniques can be adopted to present new vocabulary items. Some techniques are more popular and more often used than others. It depends on the teacher which techniques he or she decides to use but always the effectiveness of teaching could be considered. The child needs to learn how far to extend the concept of a cat. "In other word, acquiring a vocabulary requires not only labeling but also categorizing skills" (Thornbury, 2002, p18).

I think every teacher tends to use and prefers some techniques that he or she finds interesting. And of course there are techniques that we as teachers try to avoid. There are techniques that are particularly appropriate for certain types of words – for example actions can be explained through pantomime. Another factor that is worth of considering is the age of the learners. Younger ones react quite well when we show them concrete illustrations, the older ones can manage pretty well abstract explanations or even definitions.

The presentation of new vocabulary can be classified for example according to verbal and visual techniques. Among visual techniques we can find videos, flashcards, wall charts, posters, blackboard drawings, several realia that teachers can hold up or point to. Mime, action and gestures can be used especially for explaining actions and times. Learners can label pictures or objects or perform an action. "The meaning of a word is primarily what it refers to in the real world, its denotation" (Ur, 1996, p 61).

Rubin (1987) states that vocabulary learning strategies are process by which information is obtained, stored, retrieved and used when necessary.

To summarize this, knowing the word and understanding its meaning go hand in hand. And, it is easier to remember concrete words like a chair or a dog than abstract words. YLs often put words together with what they can see, hear or with what they can touch. So this case study implements CLIL activities and expect valuable contribution to vocabulary acquisition process and retention in YLs classes.

2.4. Teaching methods

Anytime the teachers need to bear in mind the learning styles and strategies and according to those findings he/she should arrange a lesson. For this reason the teaching methods are very necessary, too. There could be some differences between the children of the same age. It is important to get an idea about the children and arrange the lessons up to their level of interest and need so that the teaching could be more lively and effective.

Concerning a foreign language acquisition, Phillips states a general rule based on the statement "the younger the children are, the more holistic learners they will be" (Phillips 1993: 7). Motivating the children is very important. Afterwards, they consider learning a foreign language to be a game – "an imitation" of certain voices and noises (Phillips 1993: 7).

Phillips states that useful activities suitable for teaching children a foreign language are those that include for example "coloring, simple repetitive stories, cutting, sticking, and speaking activities" (Phillips 1993: 7). All the activities that are planned to be applied in classroom could be somehow connected with all four language skills – reading, speaking, writing and listening. While learning a foreign language children are able to evaluate the activities and also be able to get a feedback. At the beginning they can use just smile faces that can help the teacher to evaluate and think about the lessons as well as the preparations (Phillips 1993: 7-13). As for the classroom organization use notebooks and folders because they help the children to organize their work and see their progress during the period of classes (Phillips 1993: 10-11).

2.5. Second language acquisition (SLA)

In this subchapter the researcher expresses the definitions of the subject terms to make clear meaning and understanding.

2.5.1. *"Mother Tongue:*

- *the language learnt from the mother,*
- *the first language learnt, irrespective of „from whom",*
- *the stronger language at any time of life,*
- *the „mother tongue" of the area or country,*
- *the language most used by a person,*
- *the language to which a person has the more positive attitude and affection"* (Baker, Jones 1998) .

2.5.2. *"**Second Language:***

- *the second language learnt (chronologically),*
- *the weaker language,*
- *a language that is not the „mother tongue",*
- *the less used language"* (Baker, Jones 1998) .

2.5.3. *"**Foreign Language:** A language taught in school which is normally used as a means of instruction within the country, in the community or in bureaucracy"* (Baker, Jones 1998).

2.5.4. *"**Second Language Acquisition (SLA):** The psychological and social processes underlying the development of proficiency in a second language"* (Nunan 1999). *"The learning of another language after the first language has been learnt. The usage of this term does not differentiate among learning situations"*(Gass, Salinker 2008).

2.5.5. *"**Language Acquisition:** The process of acquiring a first or second language. Some linguists distinguish between language acquisition and "language learning" of a second language, using the former to describe the informal development of a person's second language, and the latter to describe the process of formal study of a second language. Other linguists maintain that no clear distinction can be made between informal acquisition and formal learning"*(Baker, Jones 1998).

2.6. CLIL (Content and Language Integrated Learning)

2.6.1. What is CLIL?

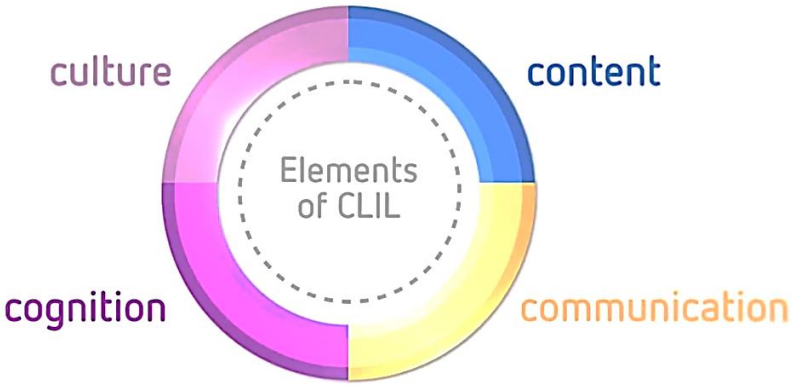
There are some definitions for the term CLIL. According to Pokrivčáková (2007) the term has been used since 1996 and explains that CLIL *"an integration of teaching the content of a subject (i.e. mathematics) with teaching a second language"* (Pokrivčáková 2007: 7).

The second language is a kind of a tool for teaching the content. In other words, a teacher using the CLIL method in teaching is supposed to know both content as well as the second language. It has been defined such as *"teaching through the second language rather that teaching in the second language"*(Pokrivčáková 2007: 10-11).

Another definition by Coyle, Hood and Marsh (2010) describes the term as *"it is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language."* It means there is a focus *"not only on content and not only on language"* (Coyle, Hood and Marsh 2010: 1). Then, the authors Coyle, Hood and Marsh explain an additional language to be often a learner's *"foreign language,"* but it may also be *"a second language or some form of heritage or community language"* (Coyle, Hood and Marsh 2010: 1-2). CLIL covers many educational approaches. It is *"an umbrella term"* (Mehisto, Marsh, Frigols 2008: 12) for the approaches. These include *"immersion, bilingual education, multilingual education, language showers, enriched language programs"* and many others. Also, it can be considered to be an opportunity to *"develop a second language in different intensity"* (Mehisto, Marsh, Frigols 2008: 12).

Now it is obvious that CLIL concentrates on both the content of subjects and language. But, there is one more element to be mentioned. The authors Mehisto, Marsh and Frigols claim it is important to add *"a third element"* that follows the content and language in the CLIL theory. (Mehisto, Marsh, Frigols 2008: 12) It is the development of learning skills. These skills support both content and language goals. All these three CLIL-related goals need to be connected in a larger context. Parents of children who are taught in the CLIL programs would like the children to develop the first language perfectly, to know the second language and also as the content on a very good level. However, this is not possible. That is why there are certain conditions. *"Content and Language Integrated Learning (CLIL) is a general expression used to refer to any teaching of a non-language subject through the medium of a second or foreign language. The non-language content is developed through the foreign language and the foreign language is developed through the non-language content"* (Daly, C., G. McGrath; taken from Janík 2005: 84). It strengthens the intercultural knowledge and helps to develop intercultural communication skills (Daly, C., G. McGrath; taken from Janík 2005: 84).

Figure 2. The Elements of CLIL Coyle, Hood and Marsh (2010) p. 11-29



2.6.2. Why to imply CLIL in YLs classes?

It is believed the language can help to the global growth as the world has been *"interconnected by the exchange of information and knowledge"* (Mehisto, Marsh, Frigols 2008: 10). For the last twenty years, there have been linguistic demands on midstream education caused by globalization. People in today's Europe are trying to *"increase European cohesion and competitiveness"* (Mehisto, Marsh, Frigols 2008: 10-11). Language education is the most important from any other subject learning. As the world is integrated, so the integrated learning is viewed as a modern form of educational delivery. The learner should be equipped with knowledge and skills suitable for the global age. There is an interesting fact about the increasing demand to know the language as the world will be even more influenced by technologies (Mehisto, Marsh, Frigols 2008: 10-11).

Language teachers in CLIL programs have a very important and also difficult job to do. They have to know the language as well as the content of the subjects on a sufficient level. They are supposed to reinforce both topics. Dealing with this integration, there is a dual focus that needs to be mentioned:

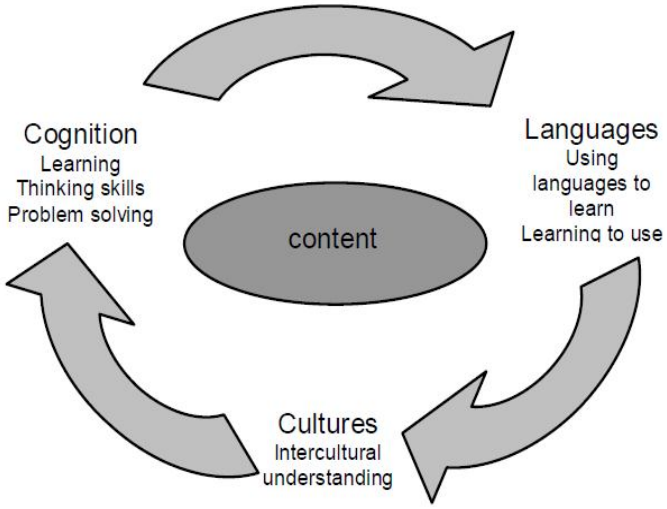
1) *"Language learning is included in content classes (eg, maths, history, geography, science, etc.)"* (Mehisto, Marsh, Frigols 2008: 11). It means that certain subjects are taught in the second language. To understand the information, the teachers can make use of the CLIL strategies concerning, for example, charts, diagrams, drawings and some other.

2) *"Content from subjects is used in language-learning classes"* (Mehisto, Marsh, Frigols 2008: 11). It is based on the cooperation of the teachers – language teachers work together with teachers of other subjects and work together on vocabulary, terminology and texts of certain subjects.

To answer the question above 'Why to imply CLIL in YLs?' from another point of view, the answer is the learners get used to the second language and do not hesitate to use it. At the beginning they can have problems but they disappear after several lessons or months. One of the reasons for this fact is, that if *"pupils lack the needed word or expression,"* it is given to him or her right away (Mehisto, Marsh, Frigols 2008: 32). Broadly speaking, the aims of CLIL are to improve both the learners' knowledge and skills in a subject, and their language skills in the language the subject is taught through. Language is used as the medium for learning subject content, and subject content is used as a resource for learning the language. More precise aims for CLIL are often specified in terms of Do Coyle's 'four Cs':

1. ***Communication:*** improving overall target language competence
2. ***Content:*** learning the knowledge and skills of the subject
3. ***Culture:*** building intercultural knowledge and understanding
4. ***Cognition:*** developing thinking skills

Figure 3. Coyle's four (Coyle, 2007) p. 11-29

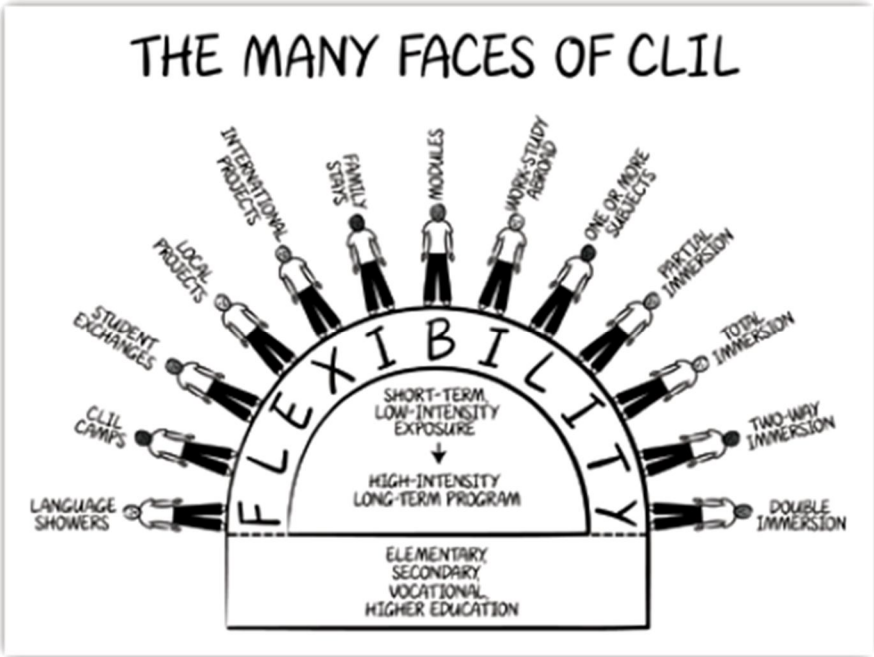


This diagram shows that in CLIL the content or subject matter is at the heart of what is taught. It determines what thinking skills, what language and what aspects of cultural understanding the teacher aim to teach.

2.6.3. Faces of CLIL

CLIL is performed in some various ways. If the class sings a song in music lesson, explore the scientific information in science lesson or play games in PE lessons in English language during the 30 minutes it is named language showers. Each type of CLIL lesson has efficient results and it is understood that a CLIL lesson can improve a young learner's hunger, willingness and capability to learn both English, and other subject content at the same time and place. CLIL has some faces which are flexible in order to meet the requirements of the learning environment and its characteristics. The term faces, we mean the different implementations of CLIL. Figure 3 below shows some of CLIL faces.

Figure 4. The Many Faces of CLIL (Mehisto, Marsh, &Frigols, 2008)



CLIL implementations could be reinforced by attending both foreign language teachers and content teachers. Some of CLIL faces are as following;

"***Language Shower***" main aim is to make the young learners be aware of other languages and get them ready for future language learning by using CLIL language for 30 minutes or one hour a day.

"***CLIL Camp***" some groups of students comes together for the purpose of experiencing a second-language environment, having fun, getting motivated to continue second-language study and getting inspired to continue studying the CLIL language.

"***International Projects***" students from different countries exchange their ideas and findings, study and discuss on a project network.

"***Total Early Immersion***" only the immersion language is used at first. After a few years with the immersion language, the first language is used in half of the curriculum. The goals in this type are being fluent in a second language, developing the first and the second language equally and appreciating the cultures of both their own language and the immersion language.

2.6.4. CLIL Dimensions

CLIL is known to have five dimensions such as culture, environment, language, content and learning. All dimensions are inter-related so more than one dimension could be focused in real-life CLIL implementations. In this section, brief information will be given about the five dimensions of CLIL (Marsh, Maljers&Hartiala 2001).

2.6.4.1. The Culture Dimension

Global mobility and European integration has made the concept of Intercultural education popular in the recent years. In this dimension, tackling problems of racism and prejudice becomes the purpose of CLIL. The learners build self-confidence about communicating with foreigners by the help of CLIL. CLIL provides learners the opportunity of 'learn by doing'. CLIL is used to facilitate to increase contact between regions and communities and to teach about neighboring countries.

2.6.4.2. The Environment Dimension

This type of CLIL can be offered to the learners who have possibility to work or study in a foreign language. Schools that plan to enhance their profiles and look for new means of education can benefit this CLIL dimension. This face of CLIL focuses on the future study or work involving different languages.

2.6.4.3. The Language Dimension

The language dimension focuses on the overall target language competence and aims to develop four skills, reading, and writing, speaking and listening in the target language. It can be used to solve the problem of having knowledge of a language, but not having the ability to use the language in authentic ways. It also helps the learners to deepen the awareness of both mother tongue and target language. This can also be called as 'language showers" which is involved in young learners teaching by the help of games and activities. European Union supports intercultural projects among the member or the candidate countries for European integration purpose. Here we can talk about this focus when getting the learners ready to accept visitors from other countries.

2.6.4.4. The Content Dimension

This dimension is particularly important in activating interest in trans-national or cross-linguistic working life. It offers some opportunities to study content through different perspectives which help learners broaden their horizons through critical thinking. Same content can be presented in different ways and perspectives in the curricula of different countries. Some topics have international terminologies that are not in the learner's mother tongue, using the target language through CLIL helps learners to understand the subject and its key terminology. In the process of European Integration, people will probably have chances and opportunities to work or study in different languages in different countries.

2.6.4.5 The Learning Dimension

CLIL can be defined as a set of methodologies. Implementation of CLIL can result in collaboration between the teachers because they need to adapt their methods and classroom practices. Low exposure CLIL programs may create alternative means and goals for learners because they focus on providing non-threatening and supportive atmospheres where learners feel more comfortable and become more motivated. CLIL provides alternative ways of approaching language learning by offering application of

diverse learning methods that can result in offering opportunities for use of individual styles and strategies.

2.6.5. CLIL methodology

Scaffolding is one of the core features of CLIL methodology: They are namely *"Multiple focuses, Safe and enriching learning environment, Authenticity, Active learning and Scaffolding"* (Mehisto, Marsh, Frigols 2008:29). I would like to describe them in brief to realize the differences between them.

"Multiple focus" is about supporting language learning in content classes, also supporting content learning in language classes, integrating several subjects and organizing learning through cross-curricular themes and projects (Mehisto, Marsh, Frigols 2008: 29).

"Safe and enriching learning environment is connected with using routine activities and discourse, displaying language and content throughout the classroom, building student confidence to experiment with language and content and increasing students‟ language awareness**"**(Mehisto, Marsh, Frigols 2008: 29).

"Authenticity" includes letting the students ask for the language help they need, making a regular connection between learning and the students,, lives, using current materials from the media and other sources or connecting with other speakers of the CLIL language (Mehisto, Marsh, Frigols 2008: 29).

"Active learning" favors peer co-operative work, students communicating more than the teacher, teachers acting as facilitators, students evaluate progress in achieving learning outcomes or students help set content, language and learning skills outcomes (Mehisto, Marsh, Frigols 2008: 29).

CLIL methodology is an important factor influencing the whole process of CLIL program. As most young children have a short attention span, it is up to the teacher to change the activities in his/her opinion and needs. The CLIL program could be included in the lessons after the pupils know at least the basic words in the CLIL language and then they can deepen their knowledge. As it is mentioned below, there are three categories to be developed. They are *"Language, Content and Learning skills"* (Mehisto, Marsh, Frigols 2008: 36).

Concerning the language, the CLIL language is developed. Its knowledge can be practiced in various ways, such as practicing the date, days of the week, months of the year, the weather, colors, numbers, greetings and many others. The content includes for example identification of the key areas of the school or using a calendar. Furthermore, the pupils check and develop the listening skills as the teacher says the instructions in the CLIL language that can be connected with development of learning skills (Mehisto, Marsh, Frigols 2008: 34-36).

One of the activities to develop all three sections is *"The calendar"* (Mehisto, Marsh, Frigols 2008: 37). It can be done in the morning circle as well. The pupils learn the words concerning the calendar. They develop cognition, content, community as well as community. Concerning cognition, the pupils develop thinking skills; in content they develop dates and the concept of time. In communication they learn new words and phrases and use and develop listening, speaking and reading skills. The last, community is a great tool to build self-confidence in the morning "school family" circle. The teacher teaches the pupils *"days of the week, dates and also words concerning the assignment of the time"* (Mehisto, Marsh, Frigols 2008: 36-38).

Another activity includes *"The weather"* (Mehisto, Marsh, Frigols 2008: 38). The main aim of this activity is to revise words connected with the weather. The teacher can give the pupils various pictures (cut out of magazines, printed from the Internet or some drawings) and the pupils are supposed to describe the weather. The sentences or phrases can be brief and short. Again, this activity can take place in the morning circle and can be held as a routine. (Mehisto, Marsh, Frigols 2008: 38) This activity is closely

connected with weather and clothing that is based on *"dressing up a bear."* (Mehisto, Marsh, Frigols 2008: 39-40)

There is a picture of a bear and several pieces of clothes and the pupils are supposed to change the clothes of the bear according to the weather. At the beginning they can be given various prompts, such as;

- *"Should the bear put on a winter coat today?*
- *No.*
- *Should the bear put on a jacket today?*
- *Yes.*
- *Who will put the jacket on the bear?"*

There are many activities including the CLIL language and it is more or less up to the teacher in individual classroom if he/she applies them or not. It is important to thing about the activities and the atmosphere in every classroom as well as thinking about various situations. All in all, the teacher should follow certain routines and carry out the plans constantly and consistently. This subchapter is closely connected with activities that are based or at least linked up with CLIL that are described below in the section called CLIL-style Activities (Mehisto, Marsh, Frigols 2008: 38-40). Furthermore, it is possible to relate the CLIL methodology to the classroom climate as it can be one of the factors influencing CLIL. There should be certain rules or classroom norms connected with work in the classroom as well as behavior. The classroom environment should incline the pupils to feel comfortable. The atmosphere is very important for pupils as well as teachers. The pupils should get used to work in pairs, in groups of four or five students, in bigger groups but also as a whole class. Of course, they should learn to work independently, too. It makes life easier to have certain rules in this division of the pupils as it saves time, at least. Another rule can be formed concerning the concentration of the pupils in the classroom. They should be taught to listen to each other. There are some more rules.

However, it is advisable to mention that these rules should be placed on a poster on the wall in the classroom so that everybody can see it. Some of the rules are aimed mainly to younger learners. In any case, these rules can be mentioned in the CLIL

language as the pupils can add some pictures and signs (Mehisto, Marsh, Frigols 2008: 172-174).

2.6.6. CLIL Implementations in European Countries

The following countries are applying the CLIL approach at schools: Austria, Belgium, Hungary, Ireland and Spain. Here are some of the CLIL implementation samples around the Europe to give us some piece of mind to create a picture of the issue that we are trying to analyze.

Belgium: *three official languages; Dutch, French and German*

- Teachers (need the knowledge of a foreign language and another subject; both involve the knowledge of teaching

- Bilingual education as well as CLIL in certain parts other country

- Some difficulties with the choice of the CLIL language

- 2 separated educational systems; one for the French speaking and one for the Flemish

- A view on CLIL in Belgium is considered to be pedagogical approach other than a uniform model that can easily be applied to Brussels"(Janík 2005: 77-81).

Hungary: *the teachers share their experiences with each other; the language teachers with the teachers of other subjects.*

- CLIL provides the opportunity to learn the jargon of the subject, the students practice thinking in the foreign language (that makes it easier to understand a foreign language without translation of the students" thoughts), and then there are discussions during which the students acquire fluency and develop the communication strategies and skills. This discussion seems to be one of the most effective and successful technique in CLIL.

- There might be some problems with a reform of the teacher training or with the requirements of the National Curriculum (Janík 2005: 81-84).

Spain: *"language used as a tool in CLIL*

- Helps to develop students" knowledge of a subject as well as the CLIL language, this process accelerates the students' learning

- It is beneficial for students gifted for languages

- Communication competence as well as motivation is strengthened

- A step towards European integration (the European Union)

- the advantage of CLIL; it helps and supports the international cooperation, the globalization, the effect of the Internet" (Janík 2005: 88-90).

2.6.7. Materials used in CLIL lessons

In terms of teachers, CLIL is not a great workload as they need to be conscious of the knowledge of the foreign language and the subject content. All in all, they must deal with the shortage of materials. Each lesson has to be planned consistently and the activities have to be well prepared and meet to the needs of learners.

As there are few books prepared with CLIL lessons, the teachers of both subject and language must come together to work as a team and cooperate with the other schools' teaching stuff via internet. This meetings aim can be learners centered and they have to be aware of the level of learners' language and age. There are differences between pupils aged 8 years and 13 years. *"The lessons must be appropriate to every grade"*(Mehisto, Marsh, Frigols 2008: 22).

As it has been stated above it is worth of arranging some meetings for teachers at schools and get experienced and find common issues to discuss and find suitable solution for them. As the teaching staff gets used to CLIL approach and its activity diversity it would be much easier to adopt their lessons to CLIL ones.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this study, as a research method, the case study design was adapted. As Nisbet and Watt (1984) defined it, a case study is a specific instance that is frequently designed to illustrate a more general principle. Case study causes researchers to get a holistic view of issues and can provide a picture of them since many sources of evidence were used. Stake (1995) claims that we use case study, when we search for detail of interaction with its context. Case study supply us with a planned way of seeing the issues, collecting the date, analyzing date and discussing the results afterwards. By this way we obtain a sharpened understanding of why the instance happened as it did, and what might be more important to search for more extensively in the next research. In a typical case study, generalizations could be possible when based on several studies of the same event.

In present study, the researcher was the language teacher so the case study design was appropriate for this study as the researcher was integrated in the case. By doing so, we aim to find out how young learners experience the implementation of CLIL modules at the primary level and to see its contribution to students' vocabulary learning and examine the results according to retention rates. To this end, we integrated CLIL activities to the curriculum of our fifth graders' primary school English course book.

3.2. Context of the Study

Private Burç Vural Primary School is situated in the western part of Adana. The students live in the different sites of neighborhood and they travel to school by school buses every morning. The families' economic and social standards are high. Mostly there are busy with industry or business. The school is new and modern. All the classes are equipped with the latest technological devices and tools. Total of 450 students studied in Private Burç Vural Primary School during the 2014-2015 educational year in

which this study was conducted. The fifth grade students who the researcher carried out this case study consisted of 48 students. The students are offered thirteen hours of English in a week. This new intensive foreign language course was regulated by the Minister of education in 2013. And at the end of the educational year the course learners are expected to have A1 linguistics levels (MEB 2006, p.89).

The students will be able to;

- Give 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 the particular concrete situation.
- Show only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

Our language learning environment is characterized by the following communicative features;

- Communication is carried out in English as much as possible.
- Communication is focused on the creation of real meaning.
- Students listen and speak just as they would in a target language community.
- Students use their developing English skills in every aspect of learning.
- Students are continuously exposed to English through audio and visual materials.
- Enjoyment of language learning is fostered through activities such as arts and crafts, TPR, and drama.
- Students develop high motivation for learning by completing challenging, yet achievable activities.
- Students produce materials to share with the rest of the school and the outside world.

In CLIL classes, content teachers present their topics using a foreign language during a class or for shorter times. But, it is also common in CLIL classes to see a language teacher presenting a subject matter from other disciplines in language lessons. When this happens, there should be cooperation between the content and language teachers. In this case study, the researcher has been teacher of English of case study group for a year presented topics from other disciplines in the English lessons. The researcher got some help and ideas from subject teachers and other English teachers while designing CLIL activities.

3.3. Participants

This case study was carried out at Private Burç Vural Primary School, Adana, during first and second semesters of 2014/2015 Educational Year. The participants were fifty (25 female and 25 male students) fifth grade students. They have been studying English since they started to primary school that means 4 or 5 years. Most of them are able to communicate and express their needs in English. Their success at four language skills is good enough to have content learning in CLIL activities. One of the students is an immigrant from Syria. So she has to learn both Turkish and English at the same time. All the students regularly came to school and participated in the activities carried out by the researcher. The class that had already been taught by the researcher was taken as the study group. So no random selection or any other statistical sampling method has been implemented. Therefore, the sampling was done for convenience. The ages of the participants ranged from 11 to 12 and they all spoke Turkish as their mother tongue.

3.4. Data Sources

In the present case study both qualitative and quantitative date sources were used. The quantitative data was collected by Vocabulary Knowledge Scale. To gather the detailed information about the students' ideas on CLIL activities used classroom observations were made by using a checklist throughout the class period. Also informal interviews were conducted with students for triangulation purpose.

Table 1. Research Questions and The date Sources

Questions guiding the study	Methods and Sources of Date
1- What are the contributions of CLIL to students' vocabulary learning?	Informal Interviews Vocabulary Knowledge Scale
2- Does the implementation of CLIL help the young learners to retrieve the vocabulary knowledge?	Vocabulary Knowledge Scale Informal Interviews
3- How does the implementation of CLIL effect young learners' motivation and interest in learning vocabulary?	Classroom Observation Checklist Informal Interviews

3.4.1. Vocabulary Knowledge Scale (VKS)

The measure of foreign language vocabulary knowledge, VKS, first developed by the researchers Paribakth and Wesche (1996). They aimed to construct a particular instrument for the studies searching for initial recognition and the use of words. Paribakth and Wesche designed this scale for adults. Table 3 below presents the original version of VKS.

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 is.
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)

As we aim to apply it to young learners we used the one that was adopted by Derin (2002) by taking the age and cognitive development of the participants in to the consideration. It was first simplified and then translated into the learner's mother tongue to make it more understandable. Table 3 presents this modified version. This VKS was applied in 2 week lessons in the classrooms together with the whole class. And the students were informed about the aim of the VKS as they feel anxious about the mark they get after the VKS.

Table 3. Adapted Vocabulary Knowledge Scale (English version)

a. I don't remember having seen this word before
b. I have seen this word before but I don't know its meaning.
c. I have seen this word before and I know its meaning.

Please write the synonym or the Turkish translation of the word _____

Please use the word in an English sentence. _____

Table 4. Adapted Vocabulary Knowledge Scale (Turkish version)

a) Bu kelimeyi daha önce hiç görmedim.
b) Bu kelimeyi daha önce gördüm ama anlamını bilmiyorum.
c) Bu kelimeyi daha önce gördüm ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da Türkçe karşılığını yazın.

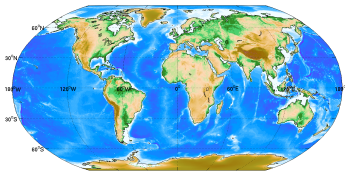
_____

Lütfen bu kelimeyi cümlede kullanınız.

_____

The researcher changed the last item in the VKS considering the age of the participants. By doing so he put multiple choices with some pictures together with asking Turkish meaning of the vocabulary list instead of asking students to use the word in a sentence. A sample VKS item used in this study was given below.

Table 5. Adapted Vocabulary Knowledge Scale (Sample)

‘REGION’
a) Bu kelimeyi daha önce hiç duymadım.
b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.
Lütfen bu kelimenin eş anlamlısını ya da
Türkçe karşılığını yazın _____ .
Bu kelimeyi anlatan doğru resmi seçin;
a) b) c)
  

3.4.2. Classroom Observation Checklist

As, Selinger and Shohamy (1989) put forward observations allow us to study of a phenomenon at close range with many of the contextual variable present. In line with this, we prepared a classroom observation checklist to get an idea about the participants’ motivation. This observation checklist was used six times, once in two weeks to observe the learners in classroom. We aimed to see the learners’ attitudes towards the classroom activities in CLIL and its contribution to motivation (See Appendix 1).

To obtain a form of checklist items, first a comprehensive review of motivation related literature was done. Later, the themes appeared in the studies related with motivation were identified. Followings are the related information:

- Self-learning: students' responsibility on their own learning.
- Self-determination: the degree to which human behaviors are volitional or self-determined.
- Self-confidence: students' own evaluations about themselves and their abilities.
- Self-starter: students' participating the tasks by themselves without expecting prompt from the teacher.
- Pleasure: students' gain from an activity that affords enjoyment.
- Willingness to participate: students' willingness and readiness to join the activities
- Attentiveness: students' being alert and paying attention
- Subject Matter Competence (Language Competence): students' quality of being adequate.

As stated above the researcher prepared a classroom observation checklist with related items concerning the participants' motivation during the implementations of CLIL activities. This observation checklist was aimed to be used six times, once in two weeks to check the learners' interest in classroom. He aimed to check the learners' attitudes towards the classroom activities in CLIL and its contribution to motivation. By doing this check list the researcher aimed to search an answer for the research question number 3 which is about the effect of CLIL in young learners' motivation and interest in vocabulary learning. He made some observations during and after the lessons' and between the break times' talks then he recorded the changes and developments regarding the specific items in the checklist.

3.4.3. Informal Interviews

As, Ekmekçi (1999) defines the term interview, to collect personal opinions of the participants on some issues in concerning. It is frequently used in case studies. Because these interview implementations gave chance to both the researchers and the participants to share their ideas and feelings. We implied the interviews to elicit the learners' opinions about our CLIL activities. The students were randomly selected. The interviews were done with the students during the lunch break times after each CLIL activities. The interviews took place in school library where they could feel relaxed and do not feel panic as if they are being assessed. The interview questions were open ended and they took about 7 minutes. In order for the language not to be a barrier, the students were asked the questions in Turkish and they responded in Turkish too. Below Table 3 displays the questions translated into Turkish and applied in the implementation period.

Table 6. Informal Interview Questions (English Version)

INFORMAL INTERVIEW QUESTIONS
1. What are your ideas and feelings about the CLIL activities we have been doing in classroom?
2. Do you think the CLIL activities we have been doing are useful for your vocabulary learning?
3. Do you think the CLIL activities we have been doing make your learning easy and fun?
4. When you try to remember a word, do you think that the CLIL activities help you a lot?

Table 7. Informal Interview Questions (Turkish Version)

Öğrenci Görüşme soruları
1) İşlemekte olduğumuz İçerik ve Dil Bütünleşik Öğrenme tabanlı ders işleyişi ile ilgili olarak duygu ve düşüncelerin nelerdir?
2) İşlemekte olduğumuz İçerik ve Dil Bütünleşik Öğrenme etkinlikleri senin kelime öğrenimine faydalı olduğunu düşünüyor musun?
3) İşlemekte olduğumuz İçerik ve Dil Bütünleşik Öğrenme etkinlikleri senin öğrenmeni daha eğlenceli ve kolay hale getirdiğini düşünüyor musun?
4) Öğrendiğin kelimeleri hatırlamaya çalıştığında İçerik ve Dil Bütünleşik Öğrenme etkinliklerinin sana faydası olduğunu düşünüyor musun?

3.5. The Description of CLIL activities

During the implementation period, the CLIL activities were integrated into the existing syllabus. The researcher designed totally five activity packs about various contents, such as art, science, music, social studies, and PE. As Halliwell (1992) claims, the children's capability for indirect learning, and subconscious indirect learning help young learners internalize a new language and encourages spontaneous and more fluent use. By the help of the presentation of the content, language was practiced and presented unconditionally. In CLIL classes, as the students' minds are busy with the subject matter, they acquire the vocabulary indirectly together with language like their mother tongue. With the help of CLIL, the students get more revealed to the language and they have chance to incorporate within themselves the new language through the

content. Also, young language learners need input that is presented through variety of sources. The learners benefit from CLIL activity packs because both the language and the content inputs were given in different ways. The learners use the language to learn content and they also learn content to use the language.

In the present case study, the CLIL teacher was a language teacher, namely, the researcher himself. Co-operation among the content and language teachers play a vital role in CLIL implementation. Therefore, the researcher was always in touch with the classroom teacher of subject matter. They decided on the activities and worksheets together considering the students' both linguistic and content abilities. The general objectives were to talk about the content in the target language.

In the first two weeks, "**HEALTHY LIFE**", from the scope of science and technology course, was the subject matter of the activities designed. We aimed to study together with the class, teaching how to classify the food as healthy and unhealthy, lead a healthy life and understand that a healthy diet consists of eating right food and in the right amount was aimed while expressing one's feelings and illnesses. The details and the classroom procedure are presented below.

WEEK 1, 2

HEALTHY LIFE

Subject **:** Healthy Life

Time **:** 80 mins (2 lessons in total)

Content/Language Ratio **:** balanced

Content Objectives **:** To think about how to live a healthy life.

To classify the food as healthy and unhealthy

Language Objectives **:** to express past actions, to express one's feelings and illnesses.

Target Vocabulary **:** food chain, fat, dairy, protein, fruit and Vegetable, carbohydrates, meat, sweet, meal,

Materials **:** A story called 'A hungry Caterpillar', worksheets, postcards, Videos about healthy food around the world and food chain.

Procedure **:** The teacher begins the lesson with a question to have a brainstorming in class. He encourages the class to think about food or drink which begins with the letter e.g., *A: apple; B: biscuit, bread, banana; S: spaghetti, salad,* etc.

He asks the class to pronounce the words correctly after him. The teacher explains in L1 or L2 that some food is good for us and some food is not very good. He shows the class one of the pictures of food and asks if this food is good for you, e.g.,

- *What's this? An apple! Yes, it's an apple.*
- *Is it good for you?* (With happy face)
- When a student says *Good!*
- The teacher says, *Yes, Apples are good for us!*

He continues to explain in L1 or L2 that ice cream and pizza are OK if we eat them once or twice a week. If we eat them every day they are bad for us. The teacher writes a *healthy diet* on the board and draws a diagram and writes *every day*, *3 or 4 days* and *1 or 2 days* in the three sections. He gets a photo of a doctor or a nurse and shows it to the class and puts it up on the board and explains that they are going to talk about a good, healthy diet. The teacher hands out a list of food and drinks and asks the class to categorize them according to weather they are health or not. The teacher

encourages the class to look at the food diagram and make sentences about their diet using *I eat (pizza) (3) days a week. And he* writes some of their sentences on the board.

The teacher states that '*It is important that a healthy diet consists of eating the right kinds of food and in the right amounts. The food pyramid is a tool to illustrate this.'*

After having seen the pyramid he asks some questions;

1. Sweet and fats are very good.	*True*	*false*
2. We don't need to eat fruit every day.	*True*	*false*
3 . We need three to five portions of vegetable.	*True*	*false*
4. Bread and butter are in the same group.	*True*	*false*
5. Apples and broccoli are in the same group.	*True*	*false*

The teacher shares a worksheet about ***My Body Needs*** with the student to let them understand what to eat for what reason. The teacher let the students watch the video What Foods the World Eats, Hungry Planet, Nutrition Natalie from the web-site : http://www.youtube.com/watch?v=ClvLhNUz3X8. The teacher shows the children a picture of a caterpillar and puts it up on the board. He elicits some information from the children about the picture by asking;

- *What's this?* *It is a caterpillar*
- *Is it hungry?* *Yes, it is.*

He explains that they are going to read a story about a caterpillar. Later they talk about its diet weather it was right or wrong. And they discuss about the moral of story. The teacher assigns the class to make a large food pyramid for a wall chart. Students glue some pictures of food in the correct segments of the pyramid and show it for several days to draw the other students' attention to right food and right amount.

"Knowing Our Region" was the content of the third and fourth weeks. Students practiced "Making simple inquires" and learned "Talking about locations" while studying to learn more about their country and regions. The scope was "Social Studies".

WEEK 3, 4

KNOWING OUR REGION

Subject : Knowing our Region

Time : 80 mins (2 lessons in total)

Content/Language Ratio : balanced

Content Objectives : to learn more about their country and its regions

to talk about cities and their famous sides.

Language Objectives : to talk about locations of cities

Target Vocabulary : region, population, climate, famous for, map, east, west, north, south , mountain, lake, valley, river

Materials : worksheets, maps, postcards, videos about geographic features

Procedure : The teacher starts the lesson by showing some pictures and asks students to say the meaning of them in English. Later he explains the geographic features by showing pictures and encourages his students to repeat the words after him.He points to Turkey on the world map. He states that it is in the north side of the world. The teacher draws the student's attention to the topic by presenting a map of Turkey and asks them some related questions. He hands out the form called '***Let's Know more about Turkey***.'

1- How many regions are there in Turkey?

a) 6

b) 7

c) 5

He raises some questions about directions to teach the class the directions.

1- In which direction the sun rises?
2- In which direction the sun sets?

He indicates the direction on the map and draws a compass and tells;

East is your right side. West is your left side.

North is your top side. South is your bottom side.

The teacher explains the class the reason for dividing the country into 7 regions. He presents the map of Mediterranean Region and names the cities in the region. He hands out the form called '***My Region ID***.'

THE MEDITERANEAN REGION

1-It is in the …….. of Turkey

a) west

b) north

c) south

The teacher talks about the map of famous figures all around Turkey and he narrows down the topic and draws the student's attention to the Mediterranean Region and its important points. Later he gives the students the hand-outs and asks them to answer the following questions;

LET'S KNOW MORE ABOUT OUR CITY

1- Adana is famous for its……..

a) cars

b) valley

c) lake

The teacher presents to the class a PowerPoint with geographical features like: *Mountain, lake, river, valley* The teacher let the students watch the related video from the web-site : http://www.youtube.com/watch?v=0f3sX9lK4pU

The teacher writes some general sentences on the board and wants students to take notes;

- *We live in Adana in Turkey. There are seven regions in Turkey.*
- *They are Marmara Region, Black Sea Region, Eastern Anatolia Region, South-Eastern Anatolia Region, Mediterranean Region, Central Anatolia Region and Aegean Region.*
- *There are eight cities in the Mediterranean Region.*
- *They are Isparta, Burdur, Antalya, Mersin, Adana, Osmaniye, Hatay and Kahramanmaraş.*

Later he encourages his students to talk about some names for geographical structures around them.

- *The Toros mountains are high.*
- *Seyhan and Ceyhan rivers are long.*
- *Adana is a big valley.*

As a home task the teacher asks the students to prepare a map of Mediterranean region by showing the cities and geographical features in the region and present it in the class on either power point or a card.

The next week the subject matter was Art and the class was expected to talk about "Games for Kids" in the fifth and sixth weeks by using "Simple Instructions and some shapes". We know the characteristics of the young learners that they are fond of

art and craft activities. So drawing and painting in colorful way and finally cutting-pasting all the crafts were also integrated into this activity.

WEEK 5, 6

GAMES FOR KIDS

Subject : Games for Kids

Time : 80 mins (2 lessons in total)

Content/Language Ratio : balanced

Content Objectives : to be familiar with basic techniques of origami

To able to improve their motor skills through

the spatial manipulation of paper.

To be able to make an introduction of geometric figures.

Language Objectives : To be able to name some adjectives.

To be able to name animals and their characteristics.

Target Vocabulary : step, fold, dotted, cut, glue, draw, triangle,

square, piece, flatten , in half

Materials : worksheets, some origami, postcards, videos about

easy animal origami samples from Japan.

Procedure : The teacher bring a sample origami made animal figures and tries to get his or her student to be interested in the work by asking them to say the animals and definition of the art branch to make them . Then he explains the origami by showing pictures and encourages his students to repeat the word after him. The teacher starts his conversation by asking what animals the students know in English. He shows

some pictures of animals and asks them to name them and later on he asks about their favourite animals. After they discussed their favourite animals the teacher write the animals in the pictures and raises an interest about animals and their common charecters like;

1- Wolf hungry
2- Goat stubborn
3- Bee hardworking

He continues to question the animals by asking ;

4- Lion brave
5- Fox clever

He shows a drawing to get an idea about how to do your own origami in steps easily. He awakenes an interest about the art. The teacher asks the student's to get out a blank colourful sheet of paper and some other drawing materials. He explains the class that they are going to make an origami of a fox.The teacher gives the basic instructions;

Key phrases needed:

- This means …….
- First step……..…….
- Second step…….…….
- Third step…….…….
- Finally……

  He reads out the steps and encourages the students to follow them;

- The first step ;
- The second step ;
- The third and fourth steps ;
- The fifth and the sixth steps ;
- The seventh and the last steps ;

The teacher let the students watch the related videos from the web-site: http://www.youtube.com/easyorigamiroosterinstructions. He gives the class an extra task about how to do an origami of a rooster by following the comments of video related with some general sentences on the board. Later he encourages his students to make an origami show in the school corridor united with the origami done by the class students. The teacher prepares a poster about animal characteristics and hangs it on the board to let the students see them for a few days to memorize the words.

On the seventh and eighth weeks of our CLIL implementation, the range area was changed from "Art" into "Music". The students were supposed to be able to make an introduction of rhythms and learn more about different musical instruments as well as they are wanted to be able to name some words and to say what we do every day as practicing 'The Present Simple Tense'.

WEEK 7, 8

DAILY ROUTINE

Subject	**:** Daily Routine
Time	**:** 80 mins (2 lessons in total)
Content/Language Ratio	**:** balanced
Content Objectives	**:** To be able to make an introduction of rhythms. To be able to learn more about different musical instruments.
Language Objectives	**:** To be able to name some words. To be able to say what we do every day 'The Present Simple Tense'.

Target Vocabulary **:** wake up, brush teeth, comb hair, early, up and down, get dressed, take bath, eat breakfast, go to school

Materials **:** worksheets, slide, postcards, videos about daily routines activities.

Procedure **:** The teacher starts the lesson with some flash card by asking the class to say the words in the flashcard and tries to get his students to be interested in the lesson by asking them to say the words after him.

Secondly, he challenges the class to memorize the words on the flashcard and say them without the teacher's help. Thirdly, he asks some of the students to come to the board to play a game called 'Name it'. Next, he puts the flashcards on the board and asks the rest of the class to put the morning routines photos in order.

He continues to question the word by asking the class ;

- What do you do after you get up ?
- What do you do before you eat breakfast?

The teacher lets his students play a game on the smart board to make the things clear for the slow learners. He explains the class that they are going to learn a song related with the words they have just learnt in the class. The teacher plays the song video and asks the class to follow the order and rhythm;

For the second time the teacher encourages his students to join the song while playing. To learn the song by heart the teacher hands out a worksheet and lets the students follow the lyrics from it. On the worksheet there are some missing words so the class will remember and fill in the blank while they are listening to the song. The teacher let the students watch the related videos from the web-site: https://www.youtube.com/watch?v=Lm2MsyCADCg. He gives the class a home task to prepare my morning routines poster and to hang it on the classroom walls.

The activity pack's focus, on the 9th and 10th weeks, was "Physical education". This time the students were wanted to talk about how to follow the rules in games and how to control the ball while playing football or volleyball. In terms of language target they were expected to be able to express their ability and inability, to understand and make simple commands and to understand a simple speech about physical exercises and games.

WEEK 9, 10

FITNESS

Subject **:** Fitness

Time **:** 80 mins (2 lessons in total)

Content/Language Ratio **:** balanced

Content Objectives **:** To be able to categorize the games as indoors and outdoors.

To be able to know how to follow the rules in games.

To be able to know how to control the ball.

Language Objectives **:** To be able to express one's ability and inability.

To be able to understand and make simple command.

To be able to understand a simple speech about physical exercises and games.

Target Vocabulary **:** get fit, roller blade, skate board, enjoy, push up, chin up, sit up, jogging, indoor games, outdoor games

Materials **:** Worksheets, postcards, glue, scissors, a basketball and a football and internet connection for some videos about games around the world.

Procedure **:** The teacher starts the lesson by asking the students to line up and count the class in line position. For warm up exercises the teacher plays a piece of rhythmic music and encourages the class to follow the commands by looking at the teacher and partners. The animal exercises;

e.g., *Show me how a monkey walks*

Show me how a snake moves

Show me how a rabbit jumps

Show me how a lion walks etc.

For a second type of exercise he explains in L1 or L2 that some exercises are really good for muscles and body. He shows the class some of the sports materials and exercise tools and asks them to follow the commands.

e.g., *Let's sit up! (5 times)*

Let's push up! (3 times)

Let's chin up! (2 times)

The teacher talks the class about the reasons for doing exercises in daily life in L1 or L2 if necessary. Later he draws their attention how to be fit by showing them a worksheet and asks them to give some examples. The teacher shows the sports flashcards *(play football, play tennis, ride a bike, play basketball, rollerblade, and skateboard)* and say the words aloud. He gets the children to repeat. Later he hands out the worksheet and explains that the children have to match the pictures to the sports.

The children match the pictures and the labels with the correct spaces in the big rectangle.

He checks that they have done this correctly and then gets them to glue the pictures and the labels in place. When they have glued the pictures and the labels, the teacher encourages the class to write a true sentence about themselves in worksheet using the structure *I can ... but I can't ...* and draw pictures in the rectangles to illustrate the sentence they have written below. The teacher starts a brainstorming about indoor and outdoor games by giving right feedback.

He asks them to remember all the football words they know. He lets the students watch football training video from the BBC web-site and listen to the words they listed before like ball, corner, pass, dribble, fault , penalty :

http:www.bbc.co.uk/schools/gcsebitesize/pe/video/football/control.firsttouchrev1.shtml

He gives out the worksheet, lets pupils read the questions without answering yet. Later he lets pupils check/look up any unknown vocabulary in the questions. The teacher plays the video again. Pupils answer the questions while watching. He checks the answers by playing the video and stopping before and after the answer to the question is given.

The answers are: 1.b, 2.c, 3.a, 4.b, 5.b, 6.c. For the final practice, he suggests the class playing football by saying 'Let's play football outside'. The implementation period took ten weeks during which the necessary data was collected through classroom observations, VKS and informal interviews. In the next chapters, these data will be analyzed and discussed.

CHAPTER IV

4. RESULTS

4.1. Introduction

In this section, we intent to examine the data and present the results of findings in order to draw a general picture of profile and analyze the data obtained from VKS, classroom observation checklist results and informal interviews addressing our research questions.

4.2. The Results of Vocabulary Knowledge Scale (VKS)

The first research question that the researcher put forward was whether teaching vocabulary using CLIL approach enhances the young learners' vocabulary learning and also retention. To answer to the first research question, the researcher obtained the data by using VKS tests once in two weeks for a period of three months. The researcher aimed to obtain two kinds of data from these VKS tests.

1. Knowledge about students' awareness and comprehension of the vocabulary items.
2. Actual knowledge about target vocabulary.

The questions of the VKS tests consisted of the topics from the previous weeks. Each week the content of the test was enlarged by adding new words from the new subject matter. Therefore the students were expected to display the knowledge of vocabulary items both the present and the past lessons.

According to Derin (2002) there are two parts in VKS tests. The first questions give data for students' comprehension about the target word list. By checking the comprehension of the students' there could be some variations in their level of vocabulary knowledge. To get an idea about students' vocabulary knowledge level score, the first question stands for score of 1 and the second question is for score of 2 and the third question is for score of 3.

To assess the vocabulary comprehension level of the students' VKS scores were calculated separately for three of the scales;

a) I don't remember having seen this word before
b) I have seen this word before, but I don't know its meaning
c) I have seen this word before, and I know its meaning

Table 8 displays that the mean of 'a', option in VKS was lower than the option 'b' and 'c' which means (a=,4615< b=2,1282< c=7,4614). These results prove that the implementation has some positive effects even at the first one. As expected in the research, the mean of 'a' options has a regular decrease in second, third and fourth tests.

Table 8. Descriptive statistics of ‘a’, ‘b’, ‘c’ options

		N	Mean	Std. Dev.	Minimum	Maximum
a	VKS I	48	,4615	,49594	,00	4,00
	VKS II	48	,0513	,03346	,00	1,00
	VKS III	48	,0256	,16013	,00	1,00
	VKS IV	48	,0256	,16013	,00	1,00
b	VKS I	48	2,1282	,29443	,00	7,00
	VKS II	48	2,3333	,26848	,00	6,00
	VKS III	48	1,7436	,12776	,00	6,00
	VKS IV	48	1,5641	,16088	,00	6,00
c	VKS I	48	7,4615	,18664	2,00	10,00
	VKS II	48	7,6154	,78645	4,00	10,00
	VKS III	48	8,2308	,72385	5,00	10,00
	VKS IV	48	8,4103	,82925	3,00	10,00

In the second VKS test, although there was a decrease of mean of ‘a’ the mean of ‘b’ increased however it has a trend of decrease in the third and fourth test. It is because of the regular increase of mean of ‘c’ scores. (b=2,1282<b=2,3333>b=1,7436<b=1,5641).

To discover the differences in the students’ comprehensions of vocabulary gaining, the data gathered from VKS was put to one way repeated measures analysis of ANOVA with all levels of VKS tests.

Table 9. ANOVA table of comprehensions scores

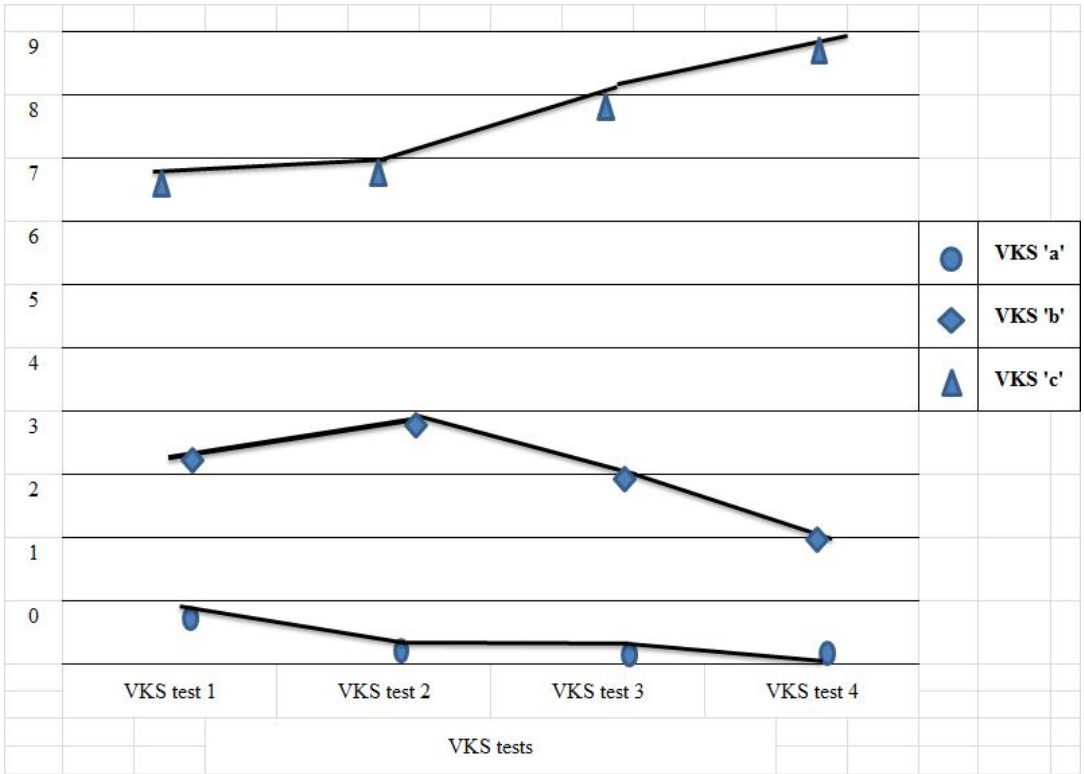
		Sum of Squares	df	Mean Square	F	P
a	Between subjects	11,397	38	,300	6,736	,001
	Within subjects	5,359	3	1,786		
	Error	30,341	114	,264		
	Total	46,897	155	_		
b	Between subjects	359,231	38	9,453	3,834	,001
	Within subjects	14,439	3	4,830		
	Error	140,831	114	1,235		
	Total	514,481	155	_		
c	Between subjects	436,474	38	,300	6,756	,001
	Within subjects	24,942	3	8,314		
	Error	134,838	114	1,446		
	Total	596,254	155	_		

As it is observed form Table 9 there was a meaningful effect of implementation on scale ‘a’ scores (F=6,736,p<01), scale ‘b’ scores (F=3,834,p<05), and ‘c’ scores (F=6,756,p<,01).

This shows that while the VKS I’s ‘a’ scores is not considerable different from the VKS II’s ‘a’ scores, a considerable difference was seen among the ‘a’ scores of VKS I and VKS III. This shows us that there is a steady decrease from the beginning till the end of the study. Figure 4 demonstrates the decrease in scores of ‘a’ throughout this

study. This considerable decrease in this study infers that the students benefited from the current study implementation and it concludes that the students either got used to or gained a considerable amount of vocabulary. As Figure 4 is analyzed, it is easy to observe that ‘a’ scores at retention VKS application is at zero level which means none of the participants chose the option ‘a’. At this decrease of ‘a’ scores reflected as an increase in scores of ‘b’. In later applications the identical analyses of scores ‘b’ showed that scores of ‘b’ of VKS II are considerably different from that of VKS III and VKS IV. Similar to ‘a’ option results are obtained in ‘b’ option by less students.

Figure 5. Mean scores of 'a', 'b' and 'c' options in tests.



As it can be easily observed in Figure 4 there is a simultaneous decrease in ‘a’ and ‘b’ scores during the implementation period. The decrease in ‘b’ scores is reflected as in ‘c’ scores, the most wanted option throughout the scale. There is a negative relationship that can be directly seen in Figure 4**.** There is a high level of ‘b’ scores in

VKS I, and II, however the ‘c’ scores of VKS I and II are decreasing synchronously. This relationship in ‘a’ and ‘b’ scores in VKS III and VKS IV is not the same as in VKS I and II.

Although there is a considerable difference between the tests scores, there is a steady increase in scores of ‘c’. These scores are clarified as regular increase of the students’ success in gaining and retrieving the vocabulary that was aimed to teach. The last part of VKS included multiple choice types of questions using visuals. The students were asked to choose the right visual that matches the meaning of the vocabulary items.

The actual scores of the participants in this part are also calculated with respect to number of right answers to the pictured questions. Table 10 shows the descriptive statistics for actual scores. Ac can be seen clearly, the students’ scores increased as result of implementation (beginning from actual score = 7,4615 to 8,4103). And this increase which is in mean score kept on progressively in the other tests during the study.

Table 10. Actual scores

	N	Mean	Std. Dev.	Minimum	Maximum
VKS I	48	7,4615	2,79594	2,00	10,00
VKS II	48	7,6154	1,23346	1,00	10,00
VKS III	48	8,2308	1,14013	1,00	10,00
VKS IV	48	8,4103	1,15013	1,00	10,00

Correspondingly, the analysis of the actual score, one way measures analysis is applied and Bonferroni method was conducted for post comparisons. The results of

ANOVA analysis in Table 11 displayed that there was a considerable effect of implementation on the actual scores of students (F=5,451,p<,01).

Table 11 ANOVA summary of actual scores

	Sum of Squares	df.	Mean Square	F	P
Between subjects	406,474	38	10,697	5,451	,001
Within subjects	24,942	3	8,314		
Error	164,808	114	1,446		
Total	596,224	155	_		

4.3. The Results of the Classroom Observation Checklists

Selinger and Shohamy states that the main advantages of using observation checklists for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviors (Selinger and Shohamy, 1989).

To observe the participants' behaviors connected to motivation, the researcher kept the checklist once in two weeks for a period of 3 months. The researcher drew a picture of students' behaviors in the table given below. These items on this table were observed during the period of implementation.

Table 12. Results of Observation Checklists

		Self-learning	Self-determination	Self-confidence	Self-starter	Pleasure	Willingness to participate	Attentiveness	Subject matter competence
WEEK 2	Good						✓		
	Medium		✓	✓		✓		✓	✓
	Poor	✓			✓				
WEEK 4	Good					✓	✓	✓	
	Medium		✓	✓	✓				✓
	Poor	✓							
WEEK 6	Good		✓	✓		✓	✓	✓	✓
	Medium	✓			✓				
	Poor								
WEEK 8	Good		✓	✓	✓	✓	✓	✓	✓
	Medium	✓							
	Poor								
WEEK 10	Good	✓	✓	✓	✓	✓	✓	✓	✓
	Medium								
	Poor								

This report of observation checklists shown in Table 12 above displays that the participants' behaviors changed in a positive way as the weeks passed. In two weeks' time, he observed that the students had some problems in items, like self-learning and self-starter, which require a more personal contribution from the students. This can be because of lack of an adaptation process in the new kind of activities as they were at the very beginning of the implementation process. As the time passed, the situation began to change and showed us some positive data. As a first change, the students began to be more sensible to be responsible for their learning process and were eager to take role in the implementation period.

Each participant showed effort in learning the subject even some of the passive students tried to do their best in learning process. Moreover it was observed that a great majority of students felt themselves able to participate in the activities without any hesitation. The students showed a great effort in trying to display their ability in both content and the language. They obviously appraised themselves and competed to put their confidence forth. At the beginning of implementation, the participants were observant enough to take part in activities willingly. Everything seemed positive in terms of the students' taking great joy while they were busy with the activities. At the beginning of the implementation, as expected in CLIL approach, the students wanted to give answer in L1 and to show their effort and pleasure in having the lesson in a foreign language in content learning. As the time passed, they got used to what was happing around them and they seemed easy and calm in using the L2 to show their ability in content learning.

The implementation started to make them feel pleased and even they felt more comfortable to have the CLIL activities as if it was like any other lessons. It was not difficult to see their joy in their eyes and growing motivation to accomplish their aims in both learning the language integrated with the content and the content integrated with the language.

Eventually, relying on the observations during our lessons, we can summarize that there was an increasing motivation throughout the period of CLIL implementation from the beginning till the end.

4.4. The Results of the Informal Interviews Content Analysis

Throughout the implementation of this case study, the participants seemed very eager to share their opinions, feelings, and joy about the CLIL activities after each implementation. To provide valuable and correct data from the students, the researcher put a great effort during the informal interviews to make them feel in a friendly talking atmosphere during the conversations. The qualitative data gathered through the interviews were analyzed thematically in line with the interview questions. That is, each question in the interview was analyzed separately. First the researcher read the whole answer thoroughly to get familiar with the responses and then identified the recurring themes emerged in the answers. The first interview questions related with the attitudes of learners towards CLIL activities. At the very first week, the participants showed a little bit confused and hesitation to share their ideas about the implementation. Some of the participants were puzzled about whether they were studying English or any other subjects like music, art, physical education science or social studies.

However they seemed that they were taking joy from what was happening in the lesson. Here is one the pupil's expression about how he felt during the music activity 'I wish the teacher would continue to teach us many of trendy pop songs'. Some other students thought that they were studying only the content not the language. One of the students state that 'Sometimes I can't distinguish whether we are in Science lesson or English'. At the end of the implementation when they were questioned about what they were learning they thought that they generally responded about the content, not the language. 'Teacher we learned some more about our region. Do you want me to tell you what Adana region is famous for?' But the majority of the participants were already aware of the fact that the teacher trying to use English to teach the subject matter. In a short of time, the number of participants who recognized the fact that they were learning

content and at the same time improving their English, was getting more and more. Some of the female participants were very pleased to play a game outside the class in English not a typical one that they are used to play 'Why don't we sometimes come to the playground to learn and play the games English kids play'. Soon they were able to express themselves in English better. They were excited about the activities and tried to show their knowledge during the break times. Often they go to other English teachers and share what they learned in CLIL activities and expressed their joy like 'Today we learned how to make a penguin in an origami activity, Look at it, do you think that it is nice'.

The second and the fourth questions in the interview were about the usefulness of CLIL in vocabulary learning and retention. The students expressed how much the English lessons helped them during their social studies, science and other subject matters that they already studied in CLIL implementation. Even sometimes it happened vice versa, in CLIL implementation, the students who were competing with each other to tell what they had learned before in English classes.

Some of the findings from the interviews are as following;

- CLIL activities made them feel curious
- CLIL activities made the English lessons more fun and easy to speak
- CLIL activities are very great tools to be engaged in classroom during the 40 minutes.
- CLIL activities helped the slow learner to arise interest to learn some language
- By the help of these CLIL activities they learned more vocabulary in a short of time without difficulty.
- They are puzzled whether they learn language or the subject's context.
- By these activities they never forget what they learned because that lived as they were learning new content.

In the interviews we had four questions searching the participants' ideas feelings and benefit of the CLIL implementation we had in our classes for vocabulary learning and retention. The answers were subjected to content analysis. Some of the students' answers to the interview questions were summarized as follows:

- They think that the activities make them feel curious.
- They think that the activities make English lessons mere enjoyable and interesting.
- They like having such kind of different subjects to talk on and engaged together.

In their own words the students expresses their ideas as follow:

- Our English lessons are now more enjoyable.
- I look forward to hearing from you about the next subject to have in English lesson.
- I try to attend all the English lessons.
- With these activities, it is easier to talk about something important and interesting.
- I can't realize how the time passes.
- I wish the CLIL activities would continue for a long time.
- It was interesting experience for me to study social studies topic in English
- For me the challenging part was to show my science knowledge in English.
- I would never think that I could understand the Art lesson's instructions in English.
- It is difficult to forget what we learnt with our English teacher.
- I can remember most of the vocabulary from my previous lessons

As clearly stated by overall responses to the interview questions, it is not difficult to say that the implementation of CLIL in young learners' classes contributed to students' level of vocabulary learning and retention when asked.

CHAPTER V

5. CONCLUSIONS

5.1. Introduction

This case study was done to find out the impacts of CLIL in young learners classes regarding vocabulary learning and retention and to find out how young learners perceive the implementation of CLIL approach at the primary classes. The analysis and the results of the data we obtained from this study were presented in the previous chapter. In this chapter, the answers to the research questions will be discussed. And some limitations of this case study and suggestions for further studies will be presented.

5.2. Conclusion and Discussions

Approaches to teach languages have been varying in time and nowadays, the classroom where the learning process itself is more important than the product was favored. "Nowadays, following all the teaching trends, good teaching helps students understand how to actively acquire, use and extend knowledge in an ongoing process of learning" (Cvetković, 2009). The studies indicate that the language learners with strong vocabulary are more successful at school. In fact vocabulary is the tool not just for better reading but of better writing, speaking, listening and thinking as well. The more words you have at your command the more effective your communication can be, and the more influence you can have on the people around you. Clearly, the evidence is underlining that building vocabulary is crucial. Then the question becomes ‘What is the best way of going about it? ‘Memorizing lists of words is a traditional way of vocabulary development. However, a learner is likely to forget such memorized lists quickly. This case study shows that of master a word you must see and use it in various and interesting contexts. By working actively and repeatedly with it, you greatly increase the chance of really learning piles of vocabulary in a short of time as you study other subject as well as the language itself.

In line with this explanation, more student-centered methods have become popular and CLIL is one these methods. As a modern approach to teach languages, CLIL represents the best context for providing young learners with new knowledge in a meaningful way. It arise children's curiosity in learning and applies a considerable amount of creativity in teaching. As a modern approach to language teaching, which rather favors the learners' potential than the teacher input, CLIL "certainly raises the level of motivation and encourages students to use language in a meaningful way" (Kołodziejska, Simpson, 2000:11).

In line with this, Shin (2006) states that content-based instruction responds favorably to the way young learner's learn: they are active learners and thinkers (Piaget, 1970), learn through interaction with other people (Vygotsky, 1962) and actively construct knowledge through their own activities and through scaffolding they get from adults (Bruner, 1983). Content-based instruction "provides a meaningful context for language use, and encourages language use for interesting and engaging purposes" (Shin 2006). This is supported by movements towards communicative competence and language proficiency that can be developed if students feel the need to exchange information with one another and with the teacher. "Foreign language instruction for children can be enriched when teachers use thematic units that focus on content-area information, engage students in activities in which they must think critically, and provide opportunities for students to use the target language in meaningful contexts and in new and complex ways" (Haas, 2000).

In the last decades, a considerable amount of vocabulary researches were conducted in the field of teaching. This increasing interest is inescapable since vocabulary learning is a vital aspect of language proficiency. Thus vocabulary deficiency is seen as a serious problem for the learners. In order to overcome this problem based on the vocabulary learning strategies are proposed to the field. As Stahl (1999) defines the three principles of vocabulary learning as following;

- Learners must be provided with both the definition and contextual information about vocabulary items' meaning
- Learners must be involved more actively in vocabulary
- Learners must be provided with multiple exposures to meaningful information about the interesting contents

Considering the judgments above, CLIL has enough reasons to imply in the young learners' vocabulary learning classes. CLIL draws its pedagogical approach from the communicative language teaching approach and is influenced by Krashen's theory of second language acquisition (Krashn 1982, in Crandall 1994), a CLIL lesson focuses on meaning and language use, not on grammar rules and forms, provides language input that is just above the students' level, and gives enough opportunities to use the language in meaningful communication without pressure.

This reason makes CLIL specifically appropriate for teaching young learners. Young learners enjoy activities that foster language use and focus on the communicative interaction. This is best achieved with content based learning which boosts young learners' independence, exploring learning and the level of their creativity. The task in CLIL activity is to provide all elements necessary for conducting a successful lesson. As most of these necessary components are related to planning for lesson and the process, deserves special attention. Therefore, the teachers become responsible for the successful results gained from the language classrooms.

As Marsh (2001) clarified the qualities of a suitable CLIL teacher as they are able to speak the majority language as their first language, and the CLIL language as a second language. Deller and Price (2007) state CLIL might be taught by a content teacher or both the content teacher and foreign language teacher. Teachers and educators should teach grammar by the help of songs and games it they want to make language learning meaningful and interesting for young learners. Cameron (2001) states that children try to find a meaning and purpose about what they learn. CLIL helps students to find that meaning and purpose together in a context.

In accordance with the related literature, we aimed to answer how young learners acquire the vocabulary after the implementation of CLIL. In this case study, the researcher combined five CLIL implementation packs parallel with the curriculum topics in English classes such as art, music, PE, science and social studies. To assess the level of success at teaching vocabulary, he used vocabulary knowledge scale five times plus one for retention during the ten week implementation. He observed the changes in participants' behaviors by using a checklist.

In addition to this, he did some informal interviews with the students who participated into this implementation after each lesson during the break times. The results and detailed analysis of this case study was displayed in Chapter IV. In the light of the research results, they reveal that CLIL implementation contributes to effective learning and recalling the vocabulary taught before. CLIL activities promote the students' level of emotion, enjoyment and interest towards language learning. The results of classroom observation checklist and interviews also support the findings of VKS. Now it is easy to observe that CLIL focuses on the content of the subject and the language at the same time and place. However the author Mehishto, Marsh and Frigols state that there might be one more element to talk about. These people define that, 'a third element' which comes with the content and language in the CLIL approach (Mehishto, Marsh,Frigols 2008: 12). That element helps the language to improve. And all these three elements are expected to have related and meaningful goals to be connected in a larger one. One of the CLIL's opportunities is to help the young learners.

Another conclusion made from this study show that the students take CLIL implemented activities as interesting and enjoyable as any other activities they enjoy having. Eventually CLIL activities offer a kind of learning environment where the students were observed as:

- They use the foreign language to learn the content and they learn the content to use the foreign language to state their answer or ideas.
- They enjoy and have a strong desire to learn language as they learn new content in L2.

- They try to take part in the activities willingly as they feel the diversity of the CLIL implementation
- They actively use their schemata to make a connection between what they know and new information which was gained from the previous one.
- They build confidence in themselves to use L2.
  (These results are driven from VKS, the checklist and informal interviews).

As most of the young learners have a short span of attention, CLIL gives a great chance to the teacher to shift the activity in his or her need. Especially the CLIL showers which the researcher implied in his case study include games, realia, visuals and it gives the young learners a chance to move around and explore the world around them (Mehishto, Marsh,Frigols 2008: 13-14). The learners feel comfortable and the atmosphere of the classroom was also warm and welcoming for both the teacher and the pupils. CLIL is very beneficial in terms of Gardner's multiple intelligences as it aims to use the language to improve thinking and forcing the other skills to be active (Deller, Price 2007:7). By the help of CLIL implementation it is so easy to have interactive activities during the lessons. At the end of each activity it could be observed that most of the learners who felt shy and afraid of speaking in English could easily hold a conversation and they were eager to express their opinion without any hesitation of making mistakes.

5.3. Limitations of the Study

The findings of this current study reveal the contribution of implementation of CLIL activities in young learners' vocabulary acquisition and retrieving. Despite these findings the limitations of this case study should also be considered.

First, the findings of this case study is only limited to 48 fifth graders in Burç Primary School in Adana, Turkey. So the sample size of this study is limited and small. Conducting this study with a larger group of participants would permit a greater and certainty about the findings. Therefore, these results cannot be generalized to all fifth grade students in Turkey. They are only valid for this study group. Also, the duration of

implementation period can be extended to whole school year for a more comprehensive picture of the study group.

Finally, the sample group was a private school's students so the students' social, economic, and cultural conditions were above the ordinary state school students. Therefore it should also be considered in the next study.

5.4. Suggestions for Further Studies

In the current study, the findings depicted significant contribution of CLIL implementation in young learners' classes. As it was mentioned in the above part, it would be a good idea to conduct a study with a bigger sample size for a longer period to make more accurate generalizations. This study was carried out with fifth grade students. This case study can be done with different grades at schools to confirm the results' effect of CLIL on different age groups.

Finally, the fact should not be forgotten that this study deals with vocabulary learning. Further CLIL implementation can be applied by content area teachers in cooperation with language teachers. Such a study which is carried out by content teachers might be valuable by providing another perspective to the use of CLIL.

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7. APPENDICES

7.1. APPENDIX 1: CLASSROOM OBSERVATION CHECKLIST

		Self-learning	Self- determination	Self-confidence	Self-starter	Pleasure	Willingness to participate	Attentiveness	Subject matter competence
WEEK 2	Good								
	Medium								
	Poor								
WEEK 4	Good								
	Medium								
	Poor								
WEEK 6	Good								
	Medium								
	Poor								
WEEK 8	Good								
	Medium								
	Poor								
WEEK 10	Good								
	Medium								
	Poor								

7.2. APPENDIX 2: INFORMAL INTERVIEW QUESTIONS

INFORMAL INTERVIEW QUESTIONS

1. What are your ideas and feelings about the CLIL activities we have been doing in classroom?
2. Do you think the CLIL activities we have been doing are useful for your vocabulary learning?
3. Do you think the CLIL activities we have been doing make your learning easy and fun?
4. When you try to remember a word, do you think that the CLIL activities help you a lot?

ÖĞRENCİ GÖRÜŞME SORULARI

5) İşlemekte olduğumuz İçerik ve Dil Bütünleşik Öğrenme tabanlı ders işleyişi ile ilgili olarak duygu ve düşüncelerin nelerdir?

6) İşlemekte olduğumuz İçerik ve Dil Bütünleşik Öğrenme etkinlikleri senin kelime öğrenimine faydalı olduğunu düşünüyor musun?

7) İşlemekte olduğumuz İçerik ve Dil Bütünleşik Öğrenme etkinlikleri senin öğrenmeni daha eğlenceli ve kolay hale getirdiğini düşünüyor musun?

8) Öğrendiğin kelimeleri hatırlamaya çalıştığında İçerik ve Dil Bütünleşik Öğrenme etkinliklerinin sana faydası olduğunu düşünüyor musun?

7.3. APPENDIX 3: VKS 'a' , 'b' , 'c' Scores

VKS 'a' scores

(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig. (a)	95 % Confidence Interval for Difference	
					Lower Bound	Lower Bound
1	2	,432	,163	,048	-,044	,844
	3	,415	,151	,047	,047	,845
	4	,415	,163	,047	-,049	,891
2	1	-,421	,163	,048	-,844	,043
	3	0,24	,045	1,000	-,094	,140
	4	0,24	,045	1,000	-,094	,140
3	1	-,434	,151	,037	-,845	-,014
	2	-0,24	,045	1,000	-,142	,099
	4	,000	,034	1,000	-,102	,102
4	1	-,434	,143	,047	-,841	,019
	2	-0,24	,044	1,000	-,140	,099
	3	,000	,047	1,000	-,102	,102

VKS 'b' scores

(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig. (a)	95 % Confidence Interval for Difference	
					Lower Bound	Lower Bound
1	2	-,204	,273	1,000	-,965	,544
	3	,345	,286	1,000	-,411	1,181
	4	,544	,296	,384	-,259	1,487
2	1	,204	,273	1,000	-,554	,964
	3	,540	,200	,033	,142	1,147
	4	,749	,234	,013	,119	1,420
3	1	-,384	,246	1,000	-1,181	,411
	2	-,490	,200	,033	-1,142	-,032
	4	,174	,204	1,000	-,389	,748
4	1	-,544	,294	,384	-1,487	,259
	2	-,769	,234	,013	-1,420	-,119
	3	-,179	,204	1,000	-,748	,389

VKS 'c' scores

(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig. (a)	95 % Confidence Interval for Difference	
					Lower Bound	Lower Bound
1	2	-,154	, 295	1,000	-,945	,664
	3	-,749	,315	,114	-1,646	,104
	4	-,944	,339	,044	-1,841	-,006
2	1	,154	,295	1,000	-,648	,945
	3	-,645	,200	,043	-1,172	-,059
	4	-,745	,244	,014	-1,475	-,114
3	1	,764	,315	,114	-,107	1,644
	2	,645	,200	,043	,059	1,172
	4	-,174	,211	1,000	-,766	,404
4	1	,944	,339	,148	,006	1,841
	2	,794	,244	,014	,115	1,445
	3	,174	,211	1,000	-,407	,746

VKS actual scores

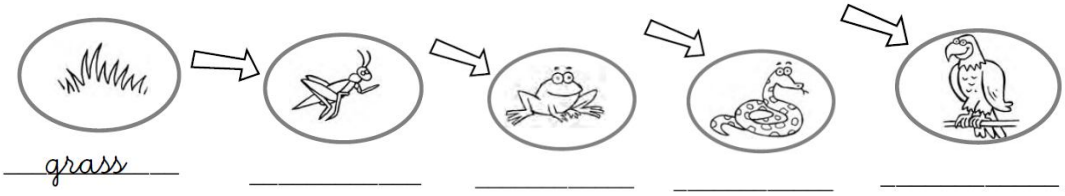
(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	Sig. (a)	95 % Confidence Interval for Difference	
					Lower Bound	Lower Bound
1	2	-,154	,245	1,000	-,975	,648
	3	-,749	,315	,116	-1,646	,107
	4	-,949	,349	,148	-1,891	-,006
2	1	,154	,245	1,000	-,668	,945
	3	-,615	,200	,123	-1,172	-,049
	4	-,745	,244	,014	-1,475	-,115
3	1	,749	,314	,116	-,107	1,646
	2	,645	,200	,023	,059	1,142
	4	-,179	,211	1,000	-,766	,407
4	1	,949	,349	,044	,006	1,891
	2	,745	,244	,014	,115	1,475
	3	,149	,211	1,000	-,407	,766

7.4. APPENDIX 4: CLIL ACTIVITY HAND-OUTS

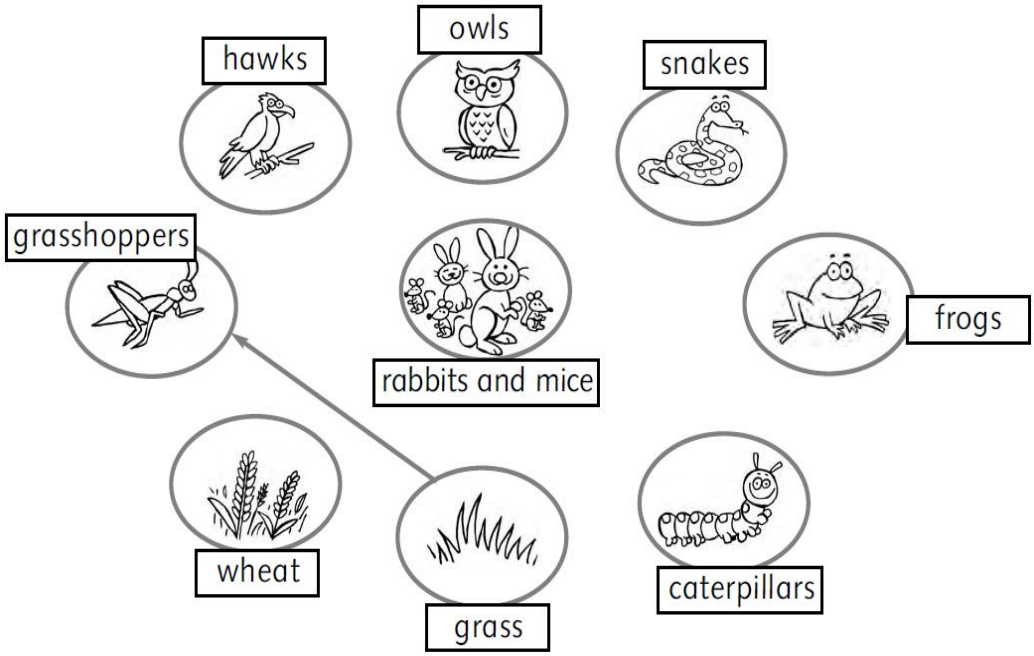
Food chains

A- Label the pictures with the words.

SNAKE GRASSHOPPER EAGLE FROG GRASS



B- Read the text and draw arrows in the right way



Grasshoppers and caterpillars eat grass and wheat.

Mice and rabbits eat grass and wheat.

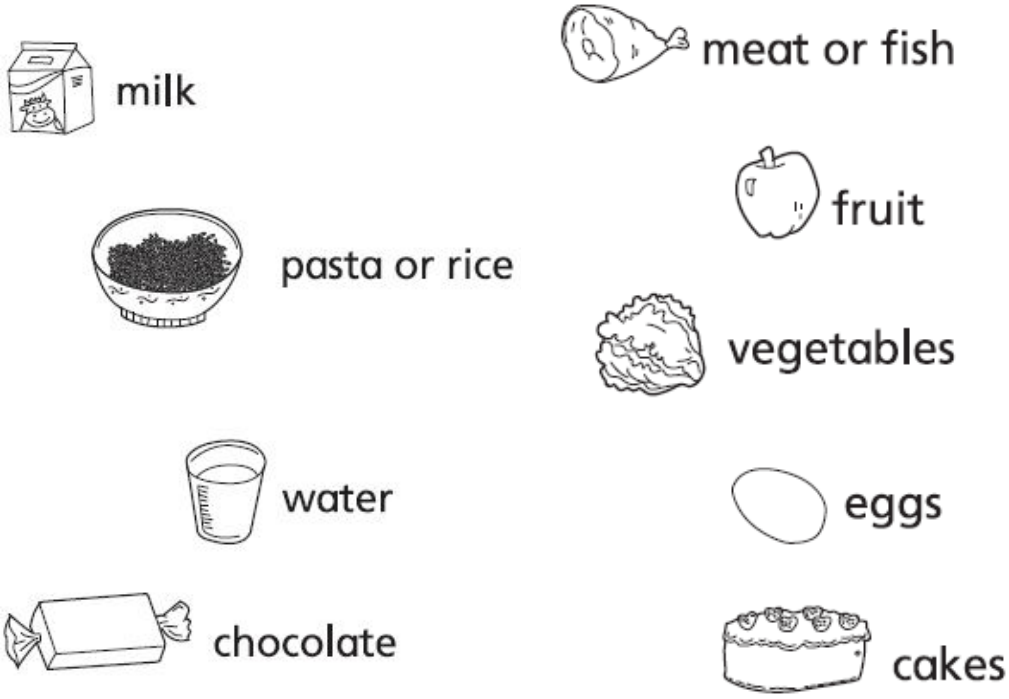
Frogs eat caterpillars and grasshoppers. Snakes eat frogs.

Owls and hawks eat rabbits and mice.

FOOD

A healthy diet

A- Make a list of your healthy diet.



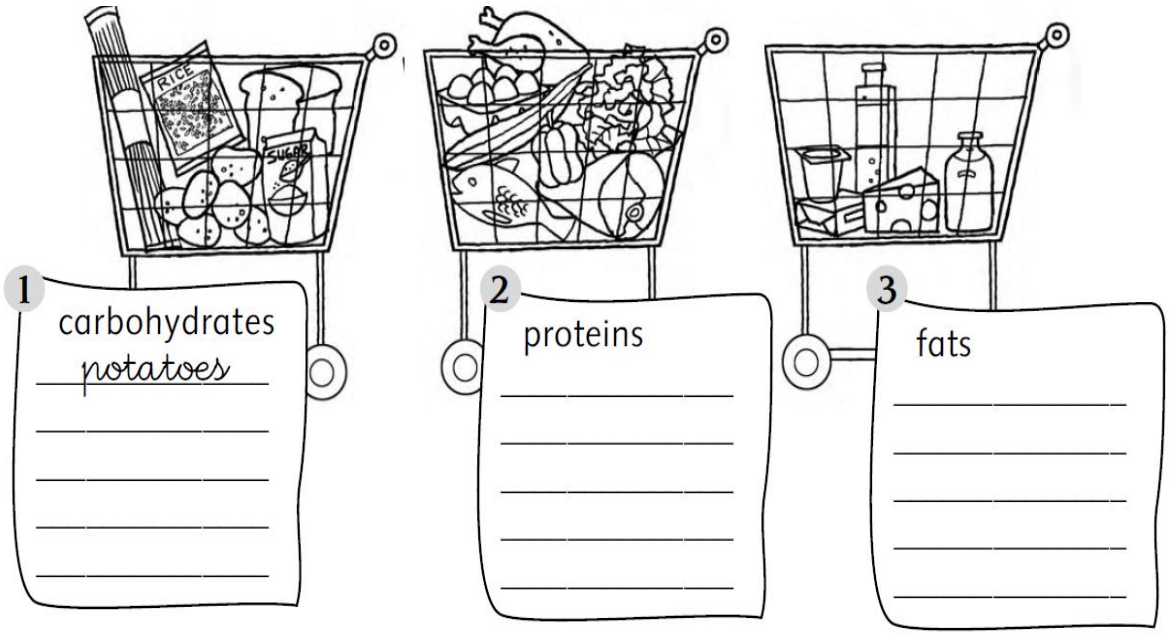
B- Prepare the following list of your daily diet.

My diet	

Food classification

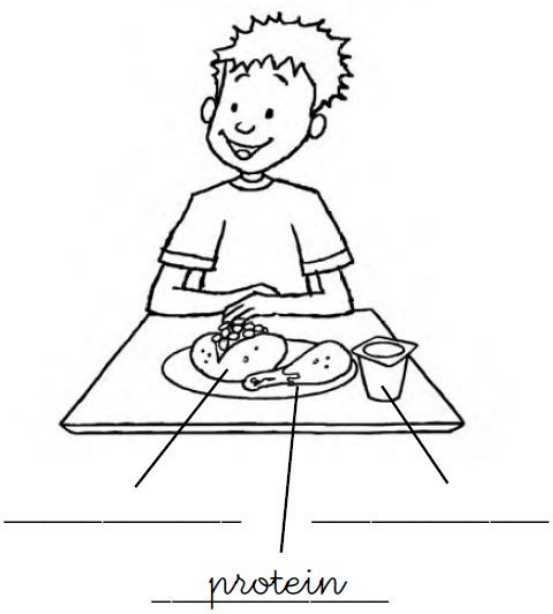
A- Put the words into the correct box.

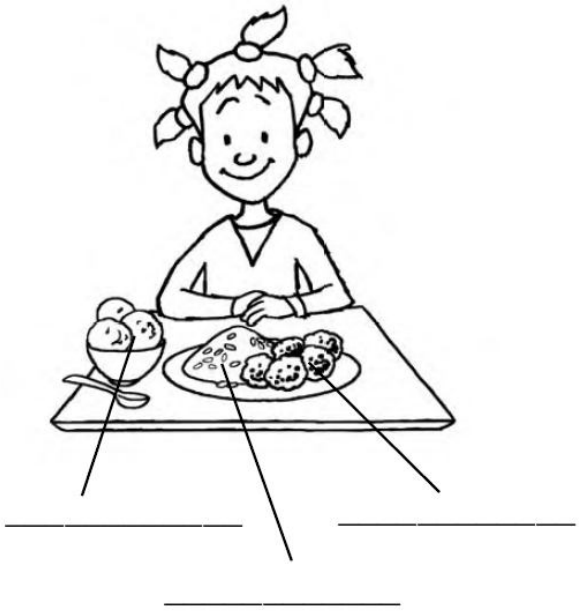
pasta bread potatoes rice sugar fish meat eggs chicken vegetables butter oil milk yoghurt cheese



B- Label the words with the pictures.

Carbohydrte - protein - fat



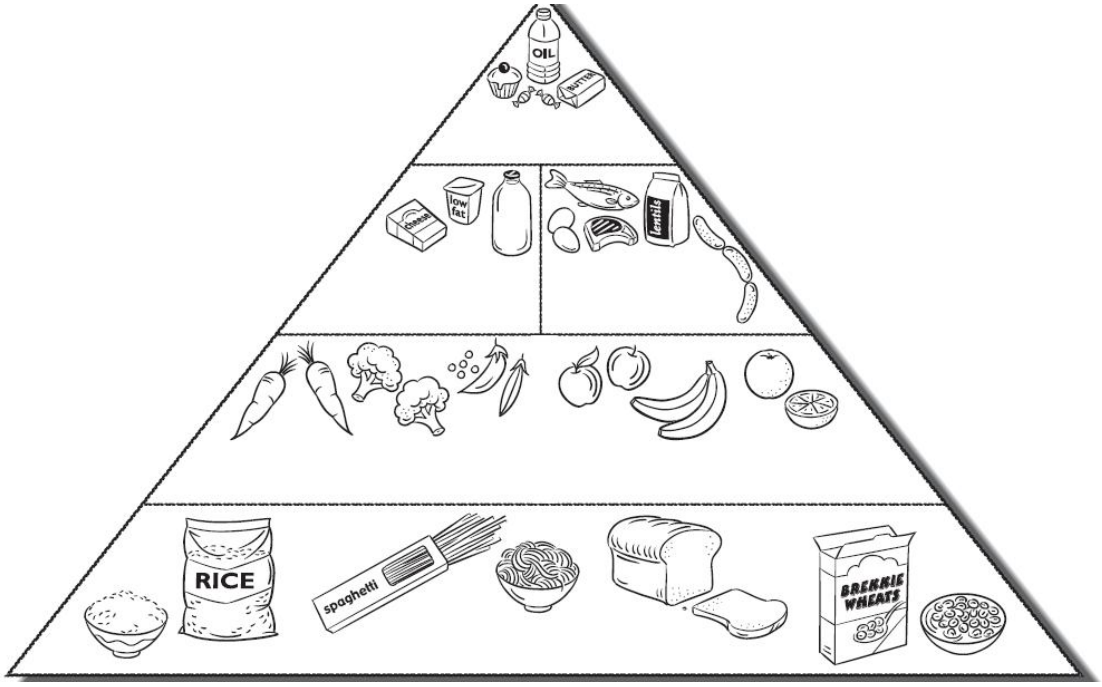


Food groups

1 Look at the food groups. Colour each food group a different colour.

We divide food into six different groups.

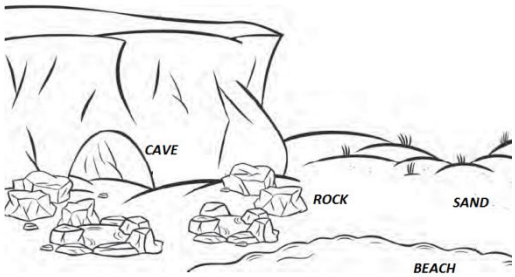
Fats and sweets = red Dairy produce = yellow Proteins = orange Vegetables and fruit = green Carbohydrates = blue

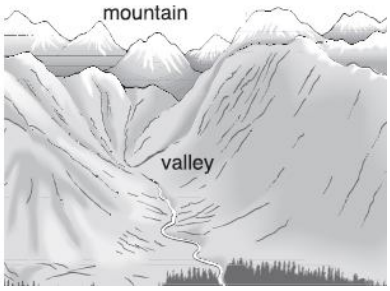


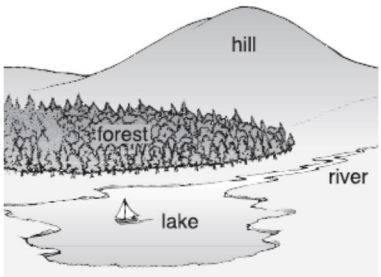
2 Read and circle True or False.

1	Sweets and fats are very good for us.	*True*	*False*
2	We don't need to eat fruit every day.	*True*	*False*
3	We need three to five portions of vegetables every day.	*True*	*False*
4	Bread and butter are in the same group.	*True*	*False*
5	Apples and broccoli are in the same group.	*True*	*False*

Vocabulary

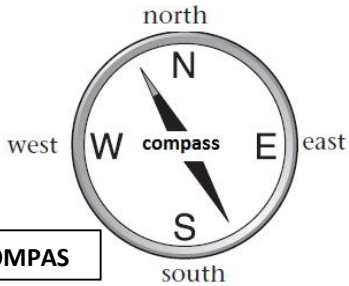






population

English	*Turkish*
Cave	:..... ....
Beach	:..... ....
Mountain	:..... ....
Valley	:..... ....
Hill	:..... ....
River	:..... ....
Lake	:..... ....
Forest	:..... ....
Population	:..... ....
North	:..... ....
East	:..... ....
South	:..... ....
West	:..... ....



COMPAS

MAP

REGION

REGION ID

Match the Regions with the numbers on the map

The Marmara Region _____

The Black Sea Region _____

The Mediterranean Region _____

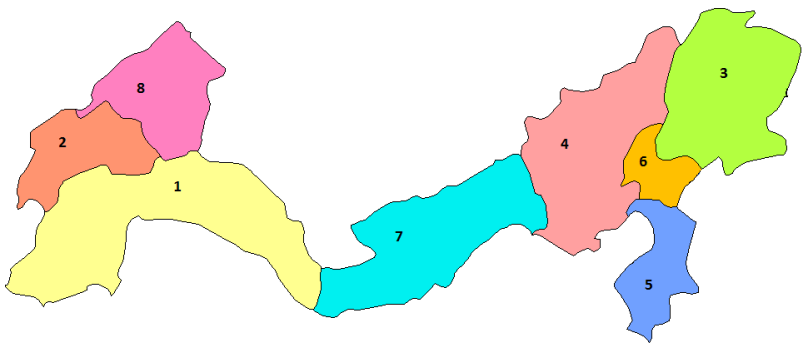
The Central Anatolia Region _____

The Southern Anatolia Region _____

The Eastern Anatolia Region _____

The Aegean Region _____

Match the cities with the numbers on the map



Burdur _____

Maraş _____

Adana _____

Hatay _____

Antalya _____

Isparta _____

Osmaniye _____

1- How many regions are there in Turkey?

a) 6

b) 7

c) 5

2- How many cities are there in Turkey?

a) 45

b) 73

c) 81

3- What's the population of Turkey?

a) 76 million

b) 65 million

c) 81 million

4- Where is Istanbul?

a) In Marmara Region

b) In Aegean Region

c) In Central Anatolia Region

5- What direction is Mediterranean Region in?

a) In East

b) In South

c) In West

6- How many cities are there in Mediterranean Region?

a) 8

b) 9

c) 12

7- What is the largest city in Mediterranean Region?

a) Mersin

b) Adana

c) Antalya

8- Where are The Toros mountains ?

a) In East Anatolia Region

b) In Mediterranean Region

c) In Black Sea Region

9- What's Silifke famous for ?

a) mantı

b) yoghurt

c) apple

10- Seyhan and Ceyhan Rivers are in……

a) Adana

b) Antalya

c) Burdur

7.5. APPENDIX 5: VOCABULARY KNOWLEDGE SCALE (SAMPLE TEST 1)

‘REGION’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

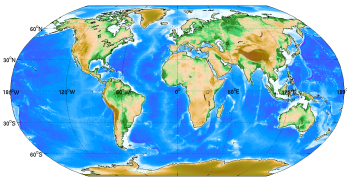
Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)





‘LAKE’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘FOOD CHAIN’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

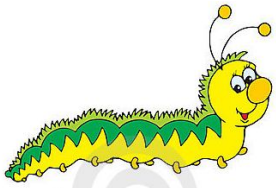
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

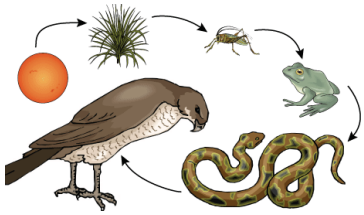
Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)





‘MEAL’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

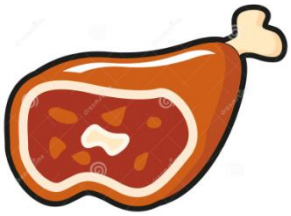
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

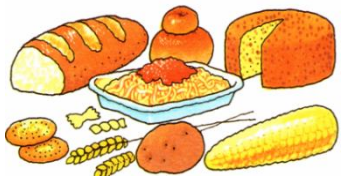
Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)





‘GET FIT’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘CHIN UP’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

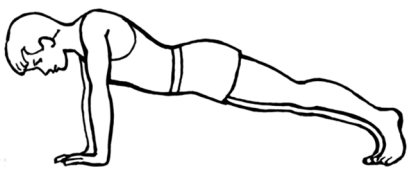
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘OUTDOOR’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘DRAW’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

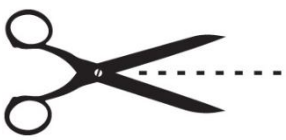
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

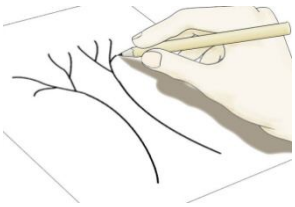
Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)





‘FOLD’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

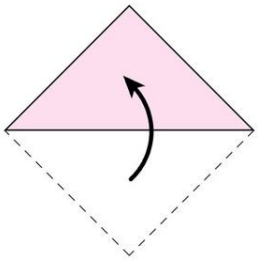
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘IN HALF’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

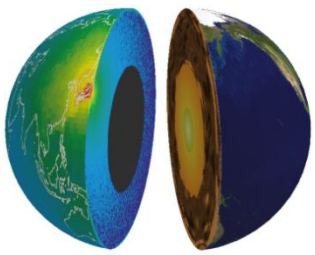
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

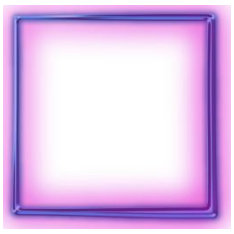
Lütfen bu kelimenin eş anlamlısını ya da

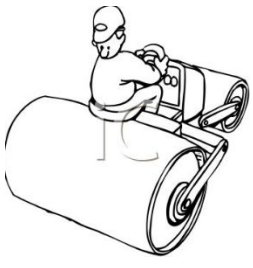
Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)







VOCABULARY KNOWLEDGE SCALE (SAMPLE TEST 2)

‘VALLEY’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘FAMOUS FOR’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘FOOD CHAIN’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

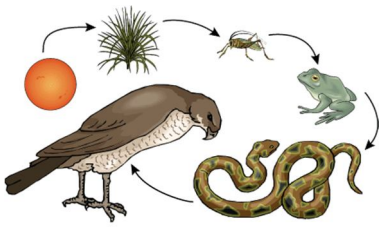
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

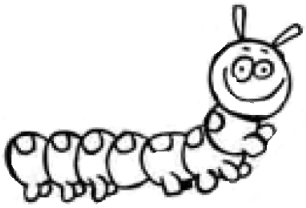
Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)





‘DAIRY PRODUCTS’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

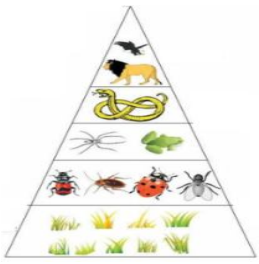
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘PUSH UP’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

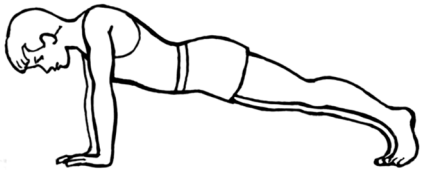
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘JOGGING’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘EARLY’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘STEP BY STEP’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

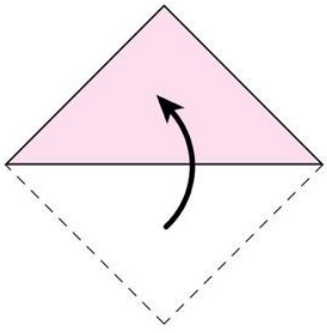
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)


‘HAVE BREAKFAST’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘PIECE

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

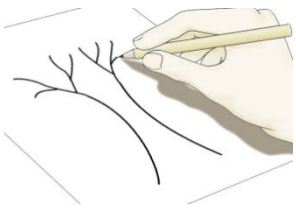
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

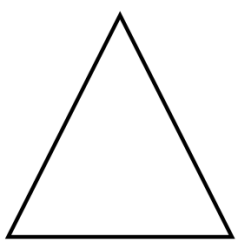
Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)





VOCABULARY KNOWLEDGESCALE (SAMPLE 3)

‘CLIMATE’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

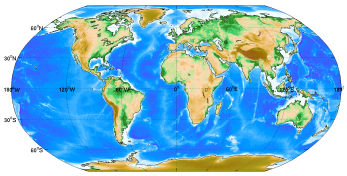
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını yada

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘POPULATION’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘VALLEY’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

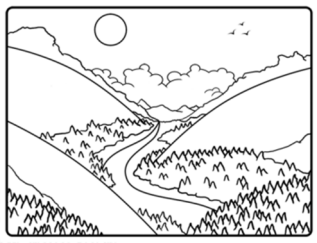
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını yada

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘CARBOHYDRATES’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

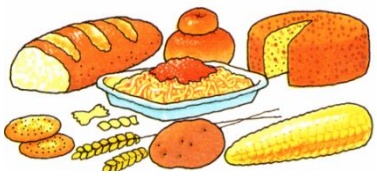
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını yada

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘FAT ’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

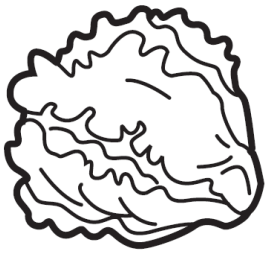
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını yada

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)



‘PROTEIN’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eş anlamlısını yada

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

‘SWEET’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

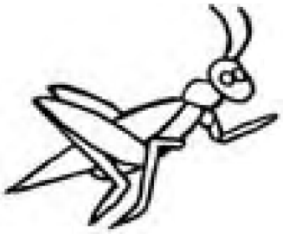
c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

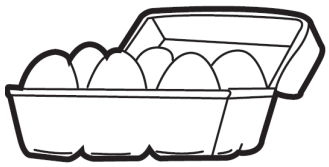
Lütfen bu kelimenin eş anlamlısını yada

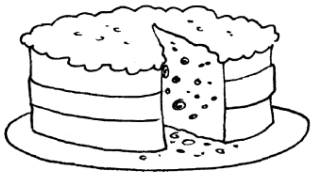
Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)







‘MOUNTAIN’

a) Bu kelimeyi daha önce hiç duymadım.

b) Bu kelimeyi daha önce duydum ama anlamını bilmiyorum.

c) Bu kelimeyi daha önce duydum ve anlamını biliyorum.

Lütfen bu kelimenin eşanlamlısını ya da

Türkçe karşılığını yazın _____ .

Bu kelimeyi anlatan doğru resmi seçin;

a) b) c)

8.CURRICULUM VITAE

Name and Surname: Metin NEBİOĞLUGİL

Place and Date of birth: Kars – 05 March 1976

E-mail: metinemin2001@yahoo.com

Educational Background

Date:	**Institute:**	**Degree:**
2013-2015	Çağ University The Institute of Social Sciences Department of English Language Teaching	MA
1994-1998	South Kazakhstan State University The Faculty of Education Department of English Language Teaching	BA
1991-1993	Industry and Job High School Kars	High School

Work Experience

Date:	**School:**		**Position:**
2015-	Private Burç Schools	Seyhan /Adana	Head departmant
2011-			Teacher of English
2010-	Private Yavuz Selim Primary School	Elazığ	
2006-			
2005- 2002-	Private İrfan Primary School	Batman	Teacher of English
2002- 1999-	Kazahk- Turkish High Schools	Almaty	Teacher of English

Certificates

Date:	Institute:	Type:	Document:
2015	IATEFL Manchester 2015 (Training of Teacher Trainers- Manchester /England	Course	Certificate of Attendance
2010	Ministry of National Education (Training of Teacher Trainers-DynEd Software) Elazığ /Turkey	Course	Certificate of Achievement
2008	Oxford University Press (Teacher Training Course) Samsun/Turkey	Course	Certificate of Achievement
2006	Cambridge University Press (Teacher Training Course) Kayseri/Turkey	Course	Certificate of Achievement

Trainings

Date:	Institute:	Type:	Document:
2007	Comenius In-service Teacher Training Course Van / Turkey	Course	Certificate of Attendance
2004	Selt Publishing In-service Teacher Training Course İstanbul / Turkey	Course	Certificate of Attendance
2003	Longman Publishing Teacher Training Course İstanbul / Turkey	Course	Certificate of Attendance
2002	In-service Teacher Training Course Ankara / Turkey	Course	Certificate of Attendance