

DOKUZ EYLÜL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
MA THESIS

**THE IMPACT OF ‘TEACHING PROFICIENCY THROUGH
READING AND STORYTELLING’ (TPRS) ON LEXICAL
COMPETENCE**

Şadiye DEMİR

İzmir

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Supervisor

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2014

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Yüksek Lisans Tezi olarak sunduğum ‘The Impact of ‘Teaching Proficiency through Reading and Storytelling’ (TPRS) on Lexical Competence’ adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

11/08/2014

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ABSTRACT

THE IMPACT OF ‘TEACHING PROFICIENCY THROUGH READING AND STORYTELLING’ (TPRS) ON LEXICAL COMPETENCE

The language teaching method ‘Teaching Proficiency through Reading and Storytelling’, developed by a Spanish High school teacher named Blaine Ray in the 1990s, aims to develop fluent speech in language learners. ‘Teaching Proficiency through Reading and Storytelling’ arouses considerable interest in terms of its variety of teaching techniques and its high influence of two prevalent notions in foreign language teaching- Total Physical Response and the Natural Approach. ‘Teaching Proficiency through Reading and Storytelling’ sees comprehensible language input, which prompts learners to speak fluently and correctly in the target language, making the language classroom interesting and frequent repetition of vocabulary or language structures, as important ingredients to language acquisition. The purpose of our study is to reveal whether the language teaching method ‘Teaching Proficiency through Reading and Storytelling’ (TPRS) has any impact on lexical competence of preschool students, who learn English as a foreign language in Turkey, and whether there is a gender difference in terms of achievement. This quasi-experimental study was conducted in two preschool classes consisting of 39 students of the MEV College Private Schools Güzelbahçe during the academic year 2013-2014. In our study, 20 new lexical items were taught in the experimental group through TPRS and in the control group through the Communicative Approach. The researcher, being the teacher at the same time, applied a pre-test to the students in order to test their lexical knowledge before the intervention. During the four-week treatment period, the researcher taught the 20 target words to the experimental group with the TPRS method and to the control group with the Communicative Approach. After the intervention, both groups took post-tests, which were analysed statistically. The

results showed that the experimental group, who was taught the target words with the TPRS method, statistically outperformed the control group in the post-test. Additionally, there was no significant gender difference in the post-tests in terms of achievement. Based on the study findings, it can be concluded that the TPRS method is effective on lexical competence and should be used in lexical teaching.

Key Words: TPRS method, lexical competence, preschool students

ÖZET

TPRS DİL ÖĞRETİM METODUN SÖZCÜK BİLGİSİNE OLAN ETKİSİ

‘Teaching Proficiency through Reading and Storytelling’ (‘Okuma ve Hikâye Anlatımı yolu ile Dil Beceri Öğretimi’) adlı dil öğretim metodu, 1990larda Blaine Ray isimli bir lise İspanyolca öğretmeni tarafından geliştirilmiş ve dil öğrencilerinde akıcı konuşma hedeflemektedir. ‘Teaching Proficiency through Reading and Storytelling’ çok çeşitli öğretim teknikleri ve dil öğretiminde önemli bir yer tutan Total Physical Response and Natural Approach gibi metodlardan oldukça etkilenmesinden dolayı, bir hayli merak uyandırmaktadır. ‘Teaching Proficiency through Reading and Storytelling’, dilin anlamlı girdi olarak sunulmasını, dersin ilgi çekici bir şekilde işlenmesini ve kelimelerin ya da dil yapılarının sıkça tekrar ettirilmesini dil edinimi için gerekli olduğunu savunmakta ve bu şekilde öğrencilerin dili akıcı ve doğru bir şekilde konuşabileceklerini vurgulamaktadır. Bu çalışmanın amacı Türkiye’de okul öncesi sınıflarında yabancı dil olarak İngilizce öğrenimi gören küçük yaşta öğrencilerin sözcük bilgisinde TPRS dil öğretim metodunun etkisini ve öğrencilerin başarı durumunda cinsiyet farklılığını ortaya çıkarmaktır. Bu yarı-deneysel çalışma, 2013-2014 eğitim öğretim yılında MEV Koleji Özel Güzelbahçe Okullarındaki toplam 39 öğrenciden oluşan iki okul öncesi sınıfında yapılmıştır. Bu çalışmada, kura yolu ile belirlenen deney grubunun sözcük öğretimi TPRS dil öğretim metodu ile gerçekleştirmiştir ve kontrol grubunun aynı sözcük öğretimi İngilizce dersinde öğretim yılının başından itibaren derslerde kullanılan İletişimsel Yaklaşım ile sürdürülmüştür. İngilizce ders öğretmenleri olan araştırmacı, öğrencilere sözcük ön bilgilerini ölçmek amacıyla bir ön-test uygulamıştır. Dört hafta süren deneyde, araştırmacı deney grubuna belirlenen 20 hedef kelimeleri TPRS dil öğretim metodunu daha önce hazırlanan ders planları doğrultusunda öğretmiştir. Aynı 20 hedef kelimeler kontrol grubuna İletişimsel Yaklaşım yoluyla öğretilmiştir.

Deneyin sonunda, her iki gruba son-test verilerek verilerin istatistiksel çözümü yapılmıştır. Verilerin analizi ile, TPRS dil öğretim metodunun sözcük bilgisi üzerinde herhangi bir etkisinin olup olmadığını, var ise ne kadar etkili olduğunu ortaya çıkarmaya çalışılmıştır. Sonuçlar TPRS ile öğretim gören deneysel grubun kontrol grubundan son-testte istatistiksel olarak daha başarılı olduğunu ortaya çıkarmıştır. Bulgulara dayanarak TPRS dil metodunun kelime öğretiminde kullanılması gerektiği sonucuna varılabilmektedir.

Anahtar Kelimeler: TPRS dil öğretim metodu, sözcük bilgisi, okul öncesi öğrencileri

CHAPTER I

INTRODUCTION

1.1. The Statement of the Problem

Since the middle of the 19th century foreign language teaching has been considered as an important issue. Studies of several psychologists and linguists (like Watson, Piaget, Bruner, Vygotsky, Chomsky, etc.), resulted in diverse views on language acquisition, which affected the derivation of various language teaching methods. In the past, grammar-focused and memorization-based methods were used in foreign language teaching, whereas modern methods have brought the communicative aspect of language to the fore. Modern language teaching methods aim to create context and situations for language learners to communicate in the target language and are intended to create realistic classroom situations where learners can express themselves in oral and written form.

In foreign language teaching, it has been lexical acquisition, which became the focal point of language teaching methods developed in the past 30 years. Thornbury (2002: 13) points to the importance of lexical knowledge and stresses that grammar knowledge gives language learners limited opportunity of expression, whereas lexical knowledge removes such a limitation completely. Since lexical acquisition is so important, the investigation of the impact of various language teaching methods on lexical knowledge was inevitable. One of the newest language teaching methods, 'Teaching Proficiency through Reading and Storytelling (TPRS)' and its developer Blaine Ray, who is still continuing his workshops on TPRS, have been attracting attention for a long time. Therefore, investigating the effectiveness of TPRS on lexical knowledge seems quite important.

Like the other modern methods, TPRS highlights the communicative aspect of language and especially aims at fluent language learner speech. TPRS is influenced by Asher's 'Total Physical Response' method and by Krashen's Natural Approach.

According to Asher (2000: 2), language learning occurs best when language is connected with bodily movements. TPR claims that if learners can link new language (like ‘stand up’) to actions (action of standing up), they will put the language into a meaningful context and therefore retain it longer. Ray, who was aware of the benefits of a contextualized (meaningful) language learning environment, therefore combined TPR with storytelling and firstly named his language teaching method ‘Total Physical Response Storytelling’. As Ray continued his studies, he observed that the TPR method was only effective in teaching certain words and structures, especially at the beginning of a lesson in the introduction of new target words like ‘Brush your teeth.’ or ‘Give me a crayon.’ and therefore started to examine Krashen’s language acquisition theory in order to develop his language teaching method and TPRS.

Krashen (1997:3) states that ‘we acquire language in only one way, when we understand messages, that is, when we obtain ‘comprehensible input’. Influenced by Krashen’s Input Hypothesis, TPRS aims to provide learners with comprehensible input, achieved through stories and several other techniques of TPRS. Also influenced by the Affective Filter Hypothesis, TPRS seeks to create a comfortable, stress free classroom atmosphere, where learners are free from anxiety and where the input, presented through storytelling, is comprehensible. Considering the positive effect of storytelling on language learners and being aware that stories provide the best way to introduce meaningful language, Ray later changed the name of the language teaching method to ‘Teaching Proficiency through Reading and Storytelling’.

Ray (2012: 9) states that ‘making the class 100% comprehensible is the key for the success of TPRS’. When even the slowest student understands the language, success is achieved. Because of the assertive tone of TPRS in language teaching and the influence of critical names like Asher and Krashen, it is crucial for us to examine the effectiveness of TPRS on lexical acquisition. Ray and Seely (2012: 307-313) refer to various master theses and doctoral dissertations, but complain about the small amount of academic studies on TPRS.

1.2. The Purpose of the Study

This study aims to investigate the impact of the foreign language teaching method TPRS on lexical competence. Secondly, to probe whether there are gender differences in the lexical achievement of students.

1.3. The Significance of the Study

With the rising need for international communication in the technological age, English has become the common language of many countries. Furthermore, modern language teaching methods put this need for communication in the language classrooms as its goal. In conjunction with this need for communication, lexical teaching has started to gain importance. People have an increasing desire to learn and use lexical items in order to communicate internationally. For example, pocket dictionaries in foreign country visits or various online dictionaries on the Internet are made use of by many people. As Schmitt notes, ‘learners carry around dictionaries and not grammar books’ (2010:4). To follow the international news, or because of bureaucratic or commercial reasons it has become a requisite to expand lexical knowledge. Thus, lexical acquisition has become the focal point of researchers studying foreign language teaching. Although the aims and techniques of language teaching methods differ, it is of immense value to examine their effect on lexical acquisition.

In comparison with other language teaching methods, TPRS, which is a newer method, is mostly introduced through workshops and frequently organized teacher training programs. As Ray and Seely (2012) state, there is insufficient research about TPRS. Therefore, in order to contribute to the literature of language teaching methods and TPRS, such a study seems necessary. In Turkey, Özer (2004) found out that TPRS is beneficial and motivating for students in primary class, but she has not investigated the impact of TPRS on lexical knowledge. Türkeş (2011) tried to relate success in lexical learning with TPRS instruction, and his study showed that the experimental group with TPRS instruction progressed better in the

post test but there was no statistical difference. Other researchers like Taulbee (2008), Garczynski (2003) and Foster (2011) also investigated the effectiveness of TPRS on general language proficiency, grammar, fluency, speaking, writing, listening or reading comprehension, except for lexical knowledge. In previous studies, various other language teaching methods were applied to investigate their impact on lexical teaching and learning. Kızıltan (1988) applied the Communicative Approach, Türköz (2010) Suggestopedia, Çörekçioğlu (2011) the Integrated Skills Approach, Bircan (2010) the Lexical Approach, and Ercan (2009) Cooperative Learning on lexical competence. TPRS was not among them.

TPRS chooses the target words among the most frequently used words. As the participants of this study are preschool students, the target words of the English language teaching program consist of frequent words. This study aims to examine the impact of TPRS on lexical competence and investigate the success level of TPRS in the language classroom.

1.4. Research Question

What is the impact of TPRS on lexical competence?

What is the impact of TPRS on lexical competence regarding gender?

1.5. Assumptions of the Study

It is assumed that the subjects of this study have no background knowledge in English, did not know the target lexical items before the treatment period, but will acquire them all till the end of the intervention. Any students, who had previously learnt the target words, would have been eliminated from this study. Care was taken to avoid disturbance variables like previous language learning experience or the use of students books before and during the treatment period. The participants of this study are thought to represent the population of preschool students learning English

as a foreign language in Turkey. Furthermore, no bias towards the TPRS teaching method to the language was inherent in lesson planning or implementation. It is hoped that the study results will reveal the impact of TPRS on lexical competence. Our assumption regarding gender, there is no gender difference in terms of lexical knowledge (Llach and gallego, 2002: 45; Porangaba de Medeiros et al, 2013: 71). However, there are some other studies that indicated a small advantage in lexical production for female students over male students (Le Normand et al, 2008: 48).

1.6. Limitations of the Study

The subjects of this study will be limited to 39 preschool students learning English as a foreign language at the MEV College Private School Güzelbahçe, İzmir, Turkey only and generalizations will be made upon these 39 study subjects. Secondly, this study is limited regarding the sampling, because the preschool students were not randomly assigned to the study groups, but by the administration at the beginning of the school year 2013-2014. Thirdly, since the treatment period is going to last four weeks, the application of the language teaching methods is limited to a four week period. Lastly, the scope of this study will be limited to the data collected using pre- and post-tests.

CHAPTER II

REVIEW OF LITERATURE

2.1. Language Learning

Through travel, communication and the use of new technological hardware and software products, people have come much more in touch with other cultures and languages than ever. The breakdown of international barriers and the rising need for global interaction constructed the concept of ‘globalization’, which is defined by the Swedish Journalist Thomas Larsson as:

the process of world shrinkage, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world (2001: 9).

For efficient communication throughout the globalized world, it is English which has been accepted as a world language. Brewster et al (2004: 1) point out that English has an official status in sixty countries and a dominant position in twenty more countries. The widespread of English is explained with factors such as travel and tourism, the frequent use of the Internet, and the need for information exchanges on academic platforms and globalisation (Harmer, 2007: 14-15). Harmer adds that the use of English is popular since the start of colonization, and that its widespread usage continues until today. Harmer states that popular culture also triggered the rising use of English, since most popular music and Hollywood movies are in English. In addition, the remarkable growth in Internet use has given the English language the task of an international medium of communication (Crystal, 2003: 144-116).

The acceptance of English as a global language finally affected English language teaching and has been seen as an important issue all around the world. In Europe, the teaching of foreign languages has not only become an obligation, but also got an important part in the construction of the primary school curriculum. The Council of Europe set foreign language teaching as one of their main objectives and has started

to work on several language projects. The European Language Portfolio (ELP), for example, gives guidance to foreign language learning and aims:

- ▶ to support the development of learner autonomy, plurilingualism and intercultural awareness and competence;
- ▶ to allow users to record their language learning achievements and their experience of learning and using languages. (retrieved from <http://www.coe.int/t/dg4/education/elp/> , 2014).

In order to standardize language learning, language teaching and its assessment, the Council of Europe also designed the Common European Framework (CEFR). CEFR aims

to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency (retrieved from http://www.coe.int/t/dg4/linguistic/cadre1_en.asp , 2014).

Additionally, governments and other private institutions support their citizens in increasing their level of language proficiency. The Ministry of National Education in Turkey began to introduce English at primary level in 2013. Many private schools and other institutions offer foreign language teaching even at kindergarten level. Brewster et al (2004: 3) summarize the reasons for starting language teaching at primary level and state that young learners have the advantage to having dealt more years with the foreign language and that they are better at imitating and at understanding what they hear. Legutke et al (2009:13) cite other aspects of language learning and claim that ‘languages are a prerequisite for participation in social and cultural life’, which Lewis upholds and says that languages are ‘an important tool of self-definition, a powerful creator of identity’ (1993:50).

The term *language learning* simply refers to ‘an individual’s developing knowledge of the target language (Lightbown and Spada, 2006: 202). Krashen (1982: 10) suggests the term *language acquisition* is preferable to *language learning* and states that second language learners can acquire a second language in the same way as children acquire their first language- through an unconsciousness acquisition process. Leaving aside the terminology at this point, it is crucial to examine various

language teaching methods, since they influence second language learning and determine what aspects of the target language should be taught and how they should be instructed during a language lesson.

For example, the Grammar-Translation, a very popular language teaching method in the nineteenth and twentieth century, is still applied today (Ur, 2012: 7). Here, language is seen as a means of reading literature and texts of the target language. It has grammar as its major focus (Richards and Rodgers, 2002: 5) and in the classroom, texts are translated from and to the target language and grammar rules are presented and studied deductively. The main focus is on reading and writing, whereas speaking and listening skills are disregarded.

As a reaction to the Grammar-Translation method, the Direct Method emerged, which totally bans the use of L1 and pays attention to oral communication and pronunciation. In the Direct Method, grammar is taught inductively and vocabulary consists of everyday language (Richards and Rodgers, 2002: 12). The Direct Method vanished from the scene as behaviourism gained its popularity in the 1920s and 1930s, and the Audio-lingual method made the scene.

The Audio-lingual method regards language as a habit, which has to be formed through constant repetitions of language forms. Drilling grammatical sentence patterns is an important technique to achieve this. Correct language forms are positively reinforced and errors avoided. The Audio-lingual classroom puts emphasis on grammar and accurate speaking. Vocabulary and grammatical forms are introduced through dialogues (Larsen-Freeman and Anderson, 2011: 45), which have to be imitated and repeated. Learners are required to use the language automatically. The innatist view criticized language learning through habit formation and suggested the idea of innate knowledge of underlying abstract rules, which have to be discovered by the learners themselves (Larsen-Freeman and Anderson, 2011: 51).

Another very popular teaching method is the Total Physical Response (TPR) that coordinates speech and action, combines language and body movements (Asher, 2000: 2-3). The goal of TPR is to make the target language comprehensible and to teach basic communication skills. Language learners are expected to follow

imperative speech (commands) bodily. The biggest criticisms of TPR is monotony of responding to commands and as it is inability to teach all aspects of language.

The Silent Way, on the other hand, suggests that learners should initiate their own learning, and find about the rules of the target language themselves (Larsen-Freeman and Anderson, 2011: 52). Learners are required to express themselves and to develop autonomy over their learning process, whereas the teacher mainly stays silently in the background. The main focus is on sounds and on the structure of the language.

Further, in the Community Language Learning (CLL) Method language is learnt as a means of communication, which occurs among learners, who also learn from each other. The learners are responsible for their own learning, whereas the teacher has the role of a counsellor, who tries to soften the stressing new learning situation. Learners are regarded as a whole person, having feelings, physical and instinctive protective reactions, also a desire to learn.

One of the other newer approaches is the Lexical Approach that claims that language consists of lexical phrases or chunks, instead of vocabulary and grammar. Lewis (1997: 15) states that fixed lexical chunks make fluency possible and that vocabulary is acquired, not taught. The Lexical Approach has also received criticism. Thornbury stresses that ‘it is not clear what implications this view of language has on syllabus specifications’ (1998: 12). Harmer (2007: 75) also states that the teaching procedures are not clear in the Lexical Approach and asks what exactly is meant by lexical input.

It was the Communicative Language Teaching (CLT) method that actually emphasized the communicative aspect of language. Gaining attention in the late twentieth century, CLT is based on the social-interactionist theory and aims to create a realistic, learner-centred learning environment, where language is seen as a means for communication, and meaning obviates accuracy. Meaning-focused communicative tasks, lots of opportunities for speaking and language use in the form of role-play, pair work and group work characterize the nature of CLT. Communicative activities, as Harmer (2007:70) describes, should trigger a desire to

communicate and give learners a communicative purpose. The focus is on content, not on form, where learners can use a variety of language. The teacher does not intervene and no teaching material can force learners to use a specific language form. Nevertheless, CLT has been criticized; in that learners' language use is left too uncontrolled by the teacher and that the lack of explicit grammar teaching harms the accurate use of language. Finally, another criticism on CLT is that its communicative role-plays, such as a dialogue between a buyer and a seller, are not as realistic as it is claimed to be.

The Natural Approach similarly emphasizes the importance of communication and suggests that language acquisition occurs through comprehensible input. Language is primarily viewed as a vehicle to convey meaning and messages. Learners acquire a language naturally and subconsciously and receive comprehensible input best, when they are emotionally ready to learn. The language has to be acquired and not learnt, as the Natural Approach distinguishes them. Learning only functions as the monitor and editor of the language output. In addition, in the Natural Approach, grammar structures or lexical items are learnt in a certain order. Some are acquired earlier (for example, the basic lexical items), and some later (the less-frequently used words).

One of the other modern language teaching methods is Task-based Learning (TBL), which suggests that learners learn a language best, when the focus is on completing a given language task, and not on language form. Seedhouse (1999: 155) criticises TBL implying that tasks cannot be 'the basis for an entire pedagogical methodology'. Swan (2005: 376) thinks that tasks can help to enhance existing language knowledge, but will have difficulty in presenting new language. Beglar and Hunt (2002:97) state that learners have the opportunity to study language forms and meanings while solving the task, but Batstone (1996: 273) opposes this, claiming that this is too overwhelming for learners, who may finally get less input than 'the more' that was intended.

In 1983, the psychologist Howard Gardner proposed the theory of Multiple Intelligences (MI), which opposes the idea of labelling learners to a specific intelligence and points out to nine human intelligences:

- ▶ *Verbal-Linguistic Intelligence* (the ability to use words and language)
- ▶ *Mathematical-Logical Intelligence* (the ability to use logic, reasoning, critical thinking and to solve mathematical problems)
- ▶ *Visual-Spatial Intelligence* (the ability to use and manipulate space)
- ▶ *Intrapersonal Intelligence* (the ability to understand one's own strengths and weaknesses, emotions and reactions)
- ▶ *Bodily-Kinaesthetic Intelligence* (the ability to use one's body and to handle objects skilfully)
- ▶ *Interpersonal Intelligence* (the ability to understand others' needs, intentions, and feelings)
- ▶ *Naturalist Intelligence* (the ability to understand the phenomena of the natural world)
- ▶ *Musical-Rhythmical Intelligence* (the ability to recognize and produce sounds, rhythms and music)
- ▶ *Existential Intelligence* (the ability to question human existence and the meaning of life)

In MI, each individual is regarded to have a unique cognitive capacity and that each person has strengths and weaknesses in distinct areas of intelligences. In terms of implementation in the language classroom, teachers should consider diverse intellectual profiles of students and to engage the multiple intelligences and learner potentials.

Computer-assisted Language Learning (CALL), on the other hand, is defined as 'the search for and study of applications of the computer in language teaching and learning' (Levy, 1997: 1). CALL, a form of computer-based learning, supports teaching language through the use of computers and the Internet. A virtual classroom environment, equipped with technological hardware and software products, is designed to facilitate the language teacher in terms of classroom organization and

instruction. Language learners can individually work on computers and study at the space they desire. Though, CALL has been criticized as being ‘technology driven’ regarding theory, research and pedagogy (Salaberry, 2001).

To sum up, since the nineteenth century language learning and teaching has been an important issue, whereupon various language teaching theories and methods, aspects of language, language objectives and practical suggestions for teaching instructions have been proposed. Prabhu (1990: 161-176) states that there is no best teaching method, since it all depends on the teaching context. Additionally, every method has its strengths and weaknesses and the notions of good and bad are quite misleading.

2.2. Lexical Acquisition

Examining the history of language learning and language teaching methods, it is unfortunately obvious that grammar and rote-memorization had the focus in the foreign language classroom and lexical acquisition was neglected. Even modern language teaching methods that emphasise the communicative aspect of language learning, failed to consider lexical learning, which has become an issue in only the last three decades. Lewis points at the ignorance of lexical acquisition in language teaching and states that ‘lexis is the core or heart of language input but in language teaching has always been the Cinderella’ (1993: 89).

For example, in the Grammar-Translation method, learners are only exposed to literary vocabulary, through the presentation of grammatical rules and are required to learn vocabulary on their own from bilingual word lists (Schmitt, 2000: 12). Literary texts are preferred and everyday language is neglected. Prendergast (1864: 157) opposed Grammar-Translation and its ignorance of everyday language use and listed ‘200 common English words grouped for the practice of oral composition’. His list contains the most frequent lexical items of today’s English.

On the other hand, the Direct Method suggests that vocabulary should be acquired naturally and differs concrete and abstract lexical teaching. Concrete vocabulary, like ‘animals’ or ‘clothing’, should be introduced through realia, pictures or pantomime and abstract words, like ‘love’ and ‘cold’ should be taught through association.

The Audio-lingual method drops lexical learning into the background, as words are only source for sentences, to be drilled by the teacher and memorized by the learner. Coady states that ‘it was assumed that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary’ (1993: 4), but no further explanation about lexical learning has been given.

Despite putting emphasis on communication and interaction, Communicative Language Teaching, puts lexical teaching again into the shadows. Learners only acquire vocabulary of functional use, such as how to make a request or how to give directions. Language is provided through a large discourse, but no individual attention is given to lexical learning itself. It is argued that practice with functional communication does not make lexical enhancement possible, since:

best practice includes both a principled selection of vocabulary, often according to frequency lists, and an instruction methodology that encourages meaningful engagement with words over a number of recycling (Schmitt, 2000: 14).

On the other side, the Natural Approach considers lexical acquisition as an important part of the language acquisition process:

Acquisition depends crucially on the input being comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary (Krashen and Terrell, 1983: 155).

Krashen and Terrell (1983: 156) focus on understanding messages and communication. They comment that activities containing grammatical structures do not intend to ‘teach’ grammar; and that activities containing vocabulary do not intend

lexical learning, but communication. Reading is regarded to be effective in lexical learning.

In the whole history of language teaching, it is the Lexical Approach (1993) that puts lexis in the centre of language learning. Lexis is seen as the basis of language and it is supported that language consists of lexical chunks, which appropriately pieced together make language production possible (Nattinger, 1980: 341). Therefore, in the Lexical Approach learners are taught what the lexical chunks mean, how they fit together and in which contexts they can be used.

The founder of the Lexical Approach, Lewis (1997) lists four types of lexical items:

- words and poly words,
- collocations,
- institutionalised utterances and
- sentence frames or heads.

First, words have a function as ‘fully independent items’ (e.g. Look! or Please.) and poly words (e.g. upside down, by the way) involve ‘all lexical items except words consisting of more than one word’ (Lewis, 1997: 255-256). Second, institutionalised utterances, typically used for oral communication to express pragmatic meanings, refer to language chunks, even in forms of full sentences (e.g. ‘I’ll get it., ‘I’ll be in touch.’). Third, institutionalised utterances are described as sentence frames or heads (e.g. Finally, .., Secondly, ...) and are valid in written form.

The first and the second types of the lexical items (words, poly words, and collocations) are categorized to the traditional umbrella term of vocabulary, which is concerned with referential meaning. The two latter types (institutionalised utterances and sentence frames or heads) are classified to the term of function that deals with pragmatic meaning. (Lewis, 1997: 259) strictly underlines that grammatical structures, for example the conditionals or the present perfect, do definitely not belong to any type of lexical items and emphasizes that the Lexical Approach refuses

grammar. Therefore, in the Lexical Approach the focus is on the teaching of the lexical types mentioned above.

It is obvious that most of the language teaching methods ignored lexical teaching in the past and modern methods more or less have begun to consider lexical learning. Fortunately, more present researchers like Lewis (1997) started to investigate lexical acquisition. Though no explicit theories on lexical acquisition are developed, there are various views on the dimensions of lexical acquisition.

For example, Crystal (2003: 30) resembles language to a network, which consists of the relationships between units of meaning and that in the study of meaning, vocabulary has to be analyzed in terms of semantics. The term *word* is insufficient in terms of semantic analysis, and it has to be classified to its semantic unit. For this classification, Crystal (2003) coined the term *lexeme*, defined as the basic semantic unit of meaning (e.g. dog, good, write). For example, the lexeme 'write' is the minimal, abstract unit of meaning, whereas the words 'writes' or 'wrote', equipped with morphological inflections, are the forms of the same lexeme 'write'. In other words, different words are classified to their single meaningful unit of meaning –their lexeme that have a semantic role in language, whereas words with various inflections have different syntactic roles.

Additionally, lexemes can consist of more than two words like idioms, which have a single unit of meaning, e.g. the five-word idiom 'get ducks in a row' is a lexeme and has one meaning: 'to get your things well organized'. Schmitt and McCarthy (1997: 329) reassert that a lexical item operates as the unique meaningful unit and that the number of orthographical words does not matter.

Furthermore, the distinction between lexemes (or lexical items) and words are crucial in estimating vocabulary size since 'if we count all the different words in Shakespeare, we reach a total of around 30,000. If we count all of the different lexemes, the total is less than 20,000' (Crystal, 2003: 32).

Lexemes themselves are related to each other, as the lexemes ‘green’, ‘blue’ and ‘pink’ are structured into their semantic field and the lexeme ‘colours’. According to Crystal (2003) there are two semantic relationships between lexemes:

a) collocations and

b) sense relations.

a) Collocations: consist of lexemes that relate to each other in terms of meaning and are sequenced in a predictable order, e.g. the lexeme ‘herd’ collocates with ‘sheep’ and ‘flock’ with ‘fish’. Nonetheless, there are other lexemes that are difficult to collocate with others, for example the lexeme ‘fly’ can either be collocated to the lexeme ‘animal’ or to the act of flying in the sky. Other frequently used lexemes like ‘make’ or ‘do’ do not collocate predictably, since various collocation possibilities exist. For examples, it is impossible to predict what the lexeme ‘make’ will follow (‘make decisions’, ‘make friends’, etc.).

b) Sense Relationships: The second relationship between lexemes occurs in terms of sense relationships. Synonymy, antonymy and hyponymy present the semantic relationship of meaning. For example, the lexemes ‘sad’ and ‘unhappy’ relate to each other since they are synonymous and can even substitute each other in language use. The lexeme ‘giraffe’ is a hyponym of ‘animal’; they relate to each other but certainly cannot substitute each other.

Additionally, Biber et al (1998) see words meaningful in semantic cohesion and state that they should therefore be analysed in terms of discourse. Namely, there is an agreement in the distinction of lexemes and words.

On the other hand, Meara (1996: 35-36) implies that lexical competence is an important aspect of L2 competence, but unfortunately it has been ignored in second language teaching due to the ruling influence of earlier teaching methods and the ill information of language teachers about the role that lexis plays in language. Additionally, there are no theories of contribution to lexical competence. Meara (1996: 38-50) describes lexical competence in two dimensions:

1) Vocabulary size and

2) Lexical organization.

1) Vocabulary size: is important as it determines how big the lexicon of a language learner is. It is known that language learners with a larger second language lexicon are more proficient in almost all aspects of L2 proficiency. Unfortunately, there are still no reliable tests to measure vocabulary size.

2) Lexical Organization: The second dimension of lexical competence, which is lexical organisation, presents the organization and structure of lexical items and the language network. Lexical organization shows how well sense relations between lexical items are developed, how structured the lexicon of a language learner is and if she or he has an association network of vocabulary. Meara underlines here that lexical organisation 'is a property of the vocabulary as a whole, not just a characteristic of individual words' (1996: 48).

Henriksen (1999: 303) on the other hand divides lexical competence into three dimensions:

(i) precision of knowledge,

(ii) depth of knowledge,

(iii) and receptive and productive knowledge.

(i) Partial-precise knowledge: The partial knowledge deals with the breadth of lexical knowledge that refers to the quantity of lexical items a learner has acquired, similar to Meara's dimension of vocabulary size (Milton, 2009:13, Anderson and Freebody, 1981). With time partial knowledge of a lexical item will become more precise as the language learner continues to experience the target language.

(ii) Depth of knowledge: The second dimension refers to the knowledge of sense relations between lexemes, similarly mentioned by Crystal (2003) above. Language learners have a deep knowledge of lexical items when they know that

lexemes meaningfully relate to their synonyms, antonyms, hyponyms and collocations. Here, Henriksen (1999) is in agreement with Crystal's dimension of sense relations and Meara's dimension of lexical organization.

(iii) Receptive and productive knowledge: Receptive knowledge indicates the comprehension of lexical items, whereas productive knowledge refers to the production of lexical items. Productive vocabulary consists of a well-known, familiar, and frequent set of words, and is used in the production of writing and speaking. Receptive vocabulary on the other hand, is described as a set of words, which are less-known, less familiar and less recognizable during listening and reading (Hiebert and Kamil, 2005: 3).

Other researchers like Kit (2003:2) deal with the cognitive dimension of lexical acquisition and argue that language input and the learner's perceptual ability are important at the beginning of lexical input. Language input and proper perceptual ability helps to make lexical understanding and production possible.

Kaur, Othman and Abdullah conclude that 'with adequate lexical knowledge and competence, learners are able to cope with the English language because vocabulary acquisition is a requisite and determinant of the extent of learners' language literacy via the four language skills' (2008: 90).

2.3. Young Learners and Lexical Acquisition

It is a well-known fact that children are enthusiastic and lively learners, who are eager to participate in any activity even though they do not quite understand it and children do not hesitate to speak the language and get a more native-like accent than older learners; on the other hand, they have a short attention span and do not own the meta-language which is required to explain grammar or discourse (Cameron, 2003: 1). Young foreign language learners are not able to understand language as an abstract concept, but they have language learning advantages (Raya et al, 2001: 20). Children have a curious nature and are highly motivated to learn. Harmer (2007: 82)

adds that young learners grasp indirectly from everything they see, hear, touch and with what they interact with. Children look for teacher's praise and relate learning to their own lives. Additionally, they are more interested in tasks, games and activities, rather than understanding the point of the target language (Scrivener, 2011: 321).

Apart from these general characteristics of young second language learners, Lightbown and Spada (2006: 54) point out individual differences, such as the learners' intelligence, aptitude, learning styles, personality, motivation and attitudes, cultural background, their beliefs as learners and lastly, their age and stress that such individual differences also have to be considered in teaching young children.

Regarding young learners as second language learners, they are perfect observers, who learn easily from context and who repeat words or phrases until they acquire them, or try to discover grammar rules in L2, as they did in L1 (Brewster, et al, 2004: 40). Young learners are:

- ▶ good at guessing and predicting,
- ▶ eager to talk and to get their messages across,
- ▶ fond of experimenting and facing challenging tasks that have to be controlled by the teacher.
- ▶ slower in the process of second language learning, compared to adults who outpace in grammar, reading and writing (Gordon, 2007: 49-50). But it is the young learners, who develop a native like fluency. This is described as an ultimate attainment to language mastering, superior to that of adults.
- ▶ better at pronunciation and have a good feeling of whether a sentence is grammatically correct or not.

However, Brewster et al (2004: 80-81) state that lexical learning is a difficult issue in teaching young learners since children are still in the acquisition processes of their native language vocabulary and concepts. Though there are two important researchers who described the lexical acquisition of young learners.

First, Aitchison (1987: 87), describes three tasks that children undergo in the process of lexical acquisition: labeling, packaging and network-building task.

Labeling implies understanding the association between the sounds of a word and an object or person, e.g., the word ‘daddy’ is associated with the child’s father. In the packaging task children discover what can be packed together under one label. They package the word ‘fish’ to its superordinate ‘animal’ and its subordinate ‘goldfish’, but what they first learn is the basic meaning ‘fish’ (Cameron, 1994:31). The network-building task is about making discoveries of how words relate to each other, e.g., discovering synonyms or antonyms (Meara, 1996, Henriksen, 1999).

Second, Brewster and Ellis (2004: 86-91) discuss how children acquire vocabulary and explain the process in five stages:

- (1) Understanding and learning the meaning of lexical items,
- (2) attending to form,
- (3) vocabulary practicing, memorizing and checking activities,
- (4) consolidating, recycling, extending, organizing, recording and personalizing lexical items,
- (5) developing strategies for lexical learning.

In the first stage, lexical items are presented in lexical sets (e.g. introducing animals in rhyming sets, e.g. bat-rat, or the color ‘blue’ in color sets) and in grammatical sets (e.g. adjectives, as collocations or opposites like ‘big’ and ‘small’). Additionally, the teacher establishes word meaning through the use of objects, drawings, pictures, photos, flashcards, physical demonstrations like actions, senses like touching and technology; and enhances meaning through verbal explanations about the new lexical item.

At the second and third stage, Brewster and Ellis (2004: 88) suggest practicing the new lexical item through repetitions and listening activities, noticing phonological and grammatical information. They propose games and activities as great opportunities to practice, memorize, and check.

At stage four, they suggest oral and written projects, activities and exercises to recycle, extend, organize and record previous and new words.

Lastly, the focus is on children's perfect ability to guess and infer meaning from context, which is best provided through storytelling.

2.4. Teaching Proficiency through Reading and Storytelling

'Teaching Proficiency through Reading and Storytelling' (TPRS) is a language teaching method, developed by a Spanish teacher, Blaine Ray, in the 1990s, which aims to teach the basic structures and vocabulary of the target language, to develop fluency in the language learner and to make the learner able to 'express intelligibly in speech what one wants or needs to, without undue hesitancy or difficulty' (Seely and Romijn, 1998: 35), as Ray and Seely following describe the aim of TPRS:

A major goal of TPRS is to help students to master the basic structures and vocabulary of the target language so that they can produce them with confidence and accuracy and without hesitancy, in other words, so that they can use them fluently and correctly (2012: 51).

To examine the emergence of TPRS, in the 1980s, Ray was impressed by the language teaching method Total Physical Response (TPR), and applied it and implemented its techniques in his Spanish teaching lessons. The TPR method, developed by James Asher, a professor of psychology at San Jose State University, California, coordinates speech and action; combines language and body movements (Richards and Rodgers, 2002: 73). TPR claims that language is best acquired through actions and by giving physical responses to commands of the target language. Asher (2000: 2-3) resembles the acquisition process of the first and second language and bases this resemblance on observations of young children. Young children, yet acquiring their first language, are not able to utter more than a few words, but show excellent comprehension of parent commands like 'Come here!' or 'Stand still!'. Asher concludes that children develop their listening competence first before they

produce language orally as they non-verbally respond to their parent's commands and follow the imperative speech bodily. Asher (2000: 2-3) observed the 'intimate relationship between language and the children's body', which Ray (2012) considers as vital in the development of the TPRS method.

Additionally, Asher (2000) examines language learning on a neurological level. Other teaching methods focused on the left-brain activation in language learning, whereas he argues that both the left and right hemispheres are involved in language learning. First, the right brain that controls bodily movement should be activated through physical activities. And then, when the body and the right brain of the language learner are active, it will be the left brain's duty to process these information and proceed to 'produce language and to initiate other, more abstract language processes' (Richards and Rodgers, 2001: 75). Therefore, movement in language learning is crucial since it prepares learners for processing language. At that time, when Ray (2012) implemented the TPR method in his lessons, he was aware of the importance of the right-brain activation and motor movement. This is why, as he developed the TPRS method, he insisted that learners should be bodily involved in the lesson and that stories should be acted out. Ray (2012), therefore, combined TPR and storytelling, which resulted in the development of his teaching method 'Total Physical Response Storytelling'.

Though, Ray soon experienced TPR's drawbacks: His students did not show the same eagerness to respond to the commands as in the initial stages of the TPR lessons, resulting in low interest and less productive lessons (Ray and Seely, 2012: 2). Therefore, in 1983, Ray came in touch with the Natural Approach, which stresses the importance of comprehensible input in language teaching (Krashen and Terrell; 1983). The similarity between Ray's studies on a new language teaching method and Krashen's Natural Approach is that both include personal teaching experiences into their studies: In 1977, the Natural Approach was first developed by Tracy D. Terrell, a Spanish teacher in California with well-supported practical classroom experience, which was later combined with Stephen D. Krashen's empirically grounded theoretical view on second language acquisition (Richards and Rodgers, 2002: 178). Krashen and Terrell describe their hypothesis of the Natural Approach as follows:

The central hypothesis of the theory is that language acquisition occurs in only one way: by understanding messages. We acquire language when we obtain comprehensible input, when we understand what we hear or read in another language. This means that acquisition is based primarily on what we hear and understand, not what we say. The goal, then, of elementary language classes, according to this view, is to supply comprehensible input, the crucial ingredient in language acquisition, and to bring the students to the point where he or she can understand language outside the classroom. When this happens, the acquirer can utilize the real world, as well as the classroom, for progress (1983: 1)

Referring to Krashen's diverse articles (1991, 1993a, 1998) written about TPR's deficits, and about the importance of reading and content-based language teaching, Ray accordingly started to write his own stories and changed the name of the teaching method from 'Total Physical Response Storytelling' to 'Teaching Proficiency through Reading and Storytelling' that 'combines the best of TPR and the Natural Approach and adds to them' (Ray and Seely, 2012: 4).

With the high influence of the Natural Approach, in the TPRS classroom language acquisition is regarded as an unconscious process, as in Krashen's (1982) *Acquisition-Learning Distinction Hypothesis*; whereas learning is a conscious process, where attention is paid to form and grammatical rules, 'in non-technical terms, it is 'knowing about' a language, known to most people as 'grammar', or 'rules'', 'acquisition is 'picking-up' a language' (Krashen, 1982: 10). Children acquire their first language subconsciously and naturally in an informal environment: They do not know grammatical rules, but develop an inner feeling to decide if a sentence is grammatically correct or not. Here it is suggested that second language learners can acquire the target language subconsciously in the same way as native speakers acquire their first language. Adults will not exactly reach the same level of a native speaker, but if the second language is introduced in the same natural way, acquisition will take place. Similarly, since TPRS sets realistic goals, native-like and flawless oral production is not expected and errors during speech are allowed.

Fluency, one of TPRS' teaching aims, is achieved when learners receive comprehensible language input. Krashen describes the importance of comprehensible input in his *Input Hypothesis* and claims that

we acquire language in only one way, when we understand messages, that is, when we obtain 'comprehensible input'. Thus, we acquire when we understand what people tell us or what we read, when we are absorbed in the message (Krashen, 1997: 3).

The Input Hypothesis simply states that language acquisition occurs when language input is comprehensible (Krashen and Terrell, 1983: 32). The terms *caretaker speech* and *foreigner talk* are consistent with the Input Hypothesis and are used to make language input comprehensible. For example, in caretaker speech parents or other adults modify and simplify their language so that children can understand them. The foreigner talk is described as the modification of language that native speakers use to make the language comprehensible to those, who are less competent in language than they are. Language teachers are actually using the foreigner talk in the classroom in order to make the language as comprehensible as possible.

It is important that teachers provide comprehensible input along with input one stage above the current language level of the learners. The Natural Approach supports the 'i+1' idea in the Input Hypothesis. 'i' represents the current language level of the students and '+1' the new language input, one step beyond the level as described followed:

The Input Hypothesis is that acquisition occurs when one is exposed to language that is comprehensible and that contains i+1. The 'i' represents the level of language already acquired, and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level (Lightbown and Spada, 2006: 37)

Krashen and Terrell (1983: 32) state that acquirers can move to the next stage of their current language level of 'i+1', when '+1' is provided through context, extra-linguistic information and visual materials. The more the learner receives comprehensible input,

- the faster he or she will move from one stage to another,
- the better he or she will wire a net around his or her current level 'i' and '+1' will follow.

In the TPRS method, language input is as crucial as it is in the Input Hypothesis. Three important characteristics of language input are listed below (see Table 1) and they are the key concepts for developing language proficiency and fluency in language learners.

Table 1

The Three Pillars of the TPRS Method

Fluency is developed when the language input is...

- a. comprehensible
 - b. interesting
 - c. frequently repeated
-

(Ray and Seely, 2012: 9)

a. Comprehensibility:

The first characteristic of language input is consistent with the Input Hypothesis. In TPRS the language has to be 100% comprehensible and the most time of the lesson is devoted to providing comprehensible input. Ray and Seely (2012) state that comprehensible input helps learners to internalize language and even to acquire grammatically accurate fluency over time. TPRS teachers stay in bounds with learners, and repeatedly check if the language input is comprehensible for them. When the language is not comprehensible, the students will not listen to the teacher and they will lose interest.

b. Interest:

The second characteristic of language input highlights the importance of comprehensible input, which should be interesting to the learners. It is humour, personalization, dramatization of stories and stories themselves that make the class interesting. Krashen (1982: 66) states that ‘the best input is so interesting and relevant that the acquirer may even ‘forget’ that the message is encoded in a foreign language’. Elley suggests following:

When the student repeatedly focuses on the meaning of a large number of interesting messages, he/she incidentally and gradually acquires the form in which they are couched. This is where the learning takes place, not in the conscious, step-by-step direct teaching and applications of rules (2001: 129).

Stories promote interest. Additionally, Raya et al (2001:189) underline that young learners love stories, which enhance listening and speaking skills. ‘Stories are one of the simplest and richest sources of language input. Young children both enjoy and benefit from stories told in language they can understand’ (Ur, 2012: 260). She implies that storytelling combined with pictures, real objects and effective mimicry and gesturing is effective. Scrivener (2011:322) advises teachers to tell stories and to let the students act them out.

Curtain and Pesola (1988:130) state that storytelling can provide language input when stories (1) are familiar and predictable, (2) include repetitive language patterns, (3) are perfect for dramatization and (4) are presented with supportive visuals and realia.

The advantages of storytelling are as follows:

- ▶ Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning.
- ▶ Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. The imaginative experience helps develop their own creative powers.
- ▶ Stories are a useful tool in linking fantasy and the imagination with the child’s real world....
- ▶ Listening to stories in class is a shared social experience....
- ▶ Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced....
- ▶ Listening to stories develops the child’s listening and concentrating via:
 - a) visual clues (for example, pictures and illustrations)
 - b) their prior knowledge of how language works
 - c) their general knowledge.
 This allows them to understand the overall meaning of a story and relate it to their personal experiences. (Ellis and Brewster, 1991:1-2)

Raya et al (2001:191) add that stories increase children's ability to grasp meaning, to guess, and to predict and stories serve children in their development of language awareness. Ray and Seely (2012) are completely aware of the advantages to using stories in the TPRS classroom.

c. Repetition:

The third and last characteristic of input is frequent repetition, which is 'the mother of retention' (Ray and Seely, 2012: 13). It helps 'to keep a class totally comprehensible' (Ray and Seely, 2012: 10). Learners will be able to speak when they have received comprehensible input through repetition. 'Frequency of exposure to input is a fundamental factor in determining its saliency and the likelihood that it will be noticed and acquired' (Duff, 2000: 110).

To sum up, comprehension, aural repetition and interest complement each other. When one is missing, the others cannot occur: 'Without comprehension there cannot be interest or acquisition. Without enough repetition, acquisition rarely occurs. Without interest, too much repetition brings boredom and distraction' (Ray and Seely, 2012: 51). Acquisition occurs when comprehensible input is provided. The input gets better when it is interesting and relevant (Krashen, 1982: 32-66). Hasan (2008: 46) supports Ray and Seely in their view, stating that repetition contributes to learning and makes input more comprehensible.

When the language learner has received language input characterized by the three characteristics above and reached a certain degree in language proficiency and fluency, this learner will be confident in communication. In the TPRS method, practice in speaking decreases anxiety and increases confidence in the language learner (Ray and Seely, 2012: 218). It can be observed that the TPRS teachers want the learners to have a desire to speak, feel comfortable and gain confidence in order to make language proficiency and fluency possible. At this point, the TPRS method is consistent with the Natural Approach's *Affective Filter Hypothesis*, which states that positive emotional state and attitude of learners towards language learning should be stimulated in order to make language acquisition possible. When learners are self-confident, comfortable, and emotionally ready to learn, their 'affective filter'

will lower and their ‘mental block’, which would otherwise hinder them to receive language input, will disappear. In the TPRS method and in the Affective Filter Hypothesis, it is important that learners feel comfortable, are self-confident and open to language input, so that they can acquire the target language without any hindrance of emotional disturbances.

In addition, the importance of self-confidence in language learners and the Affective Filter Hypothesis, according to the TPRS method, which emphasizes language fluency, does not reject the term of learning completely, quite the opposite, learning can be useful to edit language production. Even according to Krashen’s *Monitor Hypothesis*, it is true that acquisition initiates oral production of the second language in a fluent way, but it is learning, which monitors and corrects the produced language (Krashen, 1982: 15-16). Learning that is responsible for the knowledge of grammatical rules can edit and correct the speech output and it helps the language learner to monitor the language. TPRS underlines that

emphasizing rules early forces students to slow down their speech and edit it more, meaning that they may always be editing when they speak. A byproduct of learning is hesitancy, which is the opposite of fluency. The earlier the learning, the more the hesitancy (Ray and Seely, 2012: 220).

As TPRS claims, learning, especially early learning can lead to hesitancy, which is the enemy of fluency. Ignoring grammatical rules at the early stages of language learning can help to develop fluency. When learners have received enough language input, they can easily monitor speech without hesitation and then, learning will begin to be useful.

So far, it is obvious that the TPRS method mainly focuses on the Acquisition-Learning Hypothesis, the Input Hypothesis and the Affective Hypothesis, but less on the Monitor Hypothesis and even the Natural Order Hypothesis, which will be described in this paragraph, since the TPRS method concentrates on language acquisition rather than explicit grammar analysis. The *Natural Order Hypothesis* states that grammar structures are acquired in a predictable order and in the language classroom, complex grammar concepts should be taught after lower level grammar structures have been acquired. But Gross (2007) thinks that it is more important to focus on giving natural

language input rather than focusing on the natural order of grammatical structures. This does not mean that grammatical structures should be avoided as they are included in TPRS stories, but the main focus should be on acquisition, language input and fluency.

Overall, the TPR method and the Natural Approach heavily influence the TPRS method and lead to its rise. All of them emphasize the importance of communication in the language classroom, but differ in some aspects. For example, the TPR method aims to teach basic communications skills, does not force, but encourages learners to communicate in the target language. According to the TPR method, the desire and confidence to speak emerges as soon as the language has been internalized and the learners are ready. In the Natural Approach, on the other hand, communication is a vehicle for conveying meaning and messages. Krashen (1982: 22) states that oral production is a matter of time, depending on each individual's readiness. When the student has received comprehensible input and gained grammatical accuracy, speaking will emerge. According to the TPRS method, through comprehensible language input, interesting stories, personalization, and frequent repetitions fluent speech will consequently develop. In TPRS, the teacher follows the pace of the learners and does not move on until each student is able to speak fluently.

To reveal other similarities or differences between the TPR method, the Natural Approach and the TPRS method, we have to examine them in terms of the four language skills (speaking, listening, speaking and reading), lexical competence, grammar, learner and teacher role and error correction.

2.4.1. Similarities/Dissimilarities among TPRS, TPR and the Natural Approach

In terms of speaking, it is important in the TPRS method that aims to develop fluent, proficient and confident speech in language learners. Speaking should occur without hesitancy but with fluency. But it is the listening skill that develops first, since learners first listen for comprehensible input. In the TPR method, on the other

hand, understanding the spoken language should be developed in advance of speaking. In other words, comprehension of language and the listening skill have priority, whereas the speaking skill should be delayed. Teachers should not pressure learners to speak and wait until they feel ready. Through commands, basic speaking skills are taught. Similarly to the TPR method, the Natural Approach suggests that comprehension precedes production and speaking. First the learners have to receive comprehensible input, and then they will be able to speak. Krashen and Terrell state that

speaking is not absolutely essential for language acquisition. We acquire from what we hear (or read) and understand, not from what we say' and add that 'the best way to teach speaking is to focus on listening (and reading), and spoken fluency will emerge on its own (1988: 56).

But still, speaking is important, since the Natural Approach aims to teach basic personal communication skills and wants the language learners to convey messages.

When we compare the three language teaching methods regarding listening, we can observe that all of them see aural comprehension and listening as important. In the TPRS method, 'the key to learning how to talk is listening to the language enough so that the students get a feel for the structure' (Ray and Seely, 2012: 32). Students listen to receive comprehensible input. The same is true for the Natural Approach, which states that learners need comprehensible language input for language acquisition, therefore should listen first. In the TPR method, the listening skill is also crucial, as it resembles first and second language acquisition and argues that children develop their listening skill before they are able to speak. Second language learners develop listening comprehension in the same way, and once the listening skill has been established, speech will evolve naturally and effortlessly out of it. It is a characteristic of the TPR method that listening should be accompanied by physical movements.

In terms of reading and writing, in the TPRS method, reading helps the learner to advance in learning the language and structures, to consolidate language that has been acquired through aural comprehension, and to expand lexical

knowledge. The TPRS method reserves around one third of a TPRS lesson to reading, as it is the third step of the TPRS lesson procedure. Writing on the other hand is important in terms of fluency. Even the compositions of learners are scored for their fluency and not for grammatical accuracy. The TPR method, on the other side, states that the reading and writing skills will occur in the language learners, without being aware they are reading or writing. When the learner can follow aural commands and understand them, they can go on to see the orthographical form of sentences or words, read it and write it, without knowing they are using these skills. The Natural Approach advises to read with a focus on the message given in the text that contains 'i+1'. Reading serves as an important source of comprehensible input. Even the Input Hypothesis does not distinguish between aural and written input. When the aim is to receive comprehensible input, learners can read, when they want to convey meaning for a certain purpose, they can write.

Regarding vocabulary, the TPRS method aims to teach the most frequent words that are essential for fluent expression of ideas. Ray and Seely state that 'parents limit vocabulary that they use with small children and often talk slowly' (2012: 7), but since there is a limited amount of time in the classroom, TPRS teachers have to be selective in terms of vocabulary and choose among the most frequent ones. TPRS creates dictionaries in learner's heads, like native speakers, so that they can produce them in speech and writing (Ray and Seely, 2012: 193). The TPRS frequently repeats or quickly translates the target words. In the TPR method, on the other hand, vocabulary is presented in form of imperatives and the target words are mostly connected with actions (smile, clap, headache, etc.). Action words (stand up, walk, etc.) that build the core of the TPR method and other concrete lexical items (body parts, clothes, classroom objects, etc.) are taught. TPR instruction does not require translation, since meaning of words can be inferred through physical actions. The TPR method tries to limit the amount of new lexical items in order to avoid student confusion and to allow absorption of new language input. The Natural Approach, on the other hand, states that 'acquisition will not take place without comprehension of vocabulary' (Krashen and Terrell, 1983: 155). Acquisition of vocabulary is the key to comprehension. Although vocabulary is regarded to be the key, it must and will always be language comprehension that is the heart in language

acquisition. Even activities that include vocabulary are not necessarily ‘vocabulary builders’, but exists as a means for comprehension and communication. In addition, the Natural Order Hypothesis states that the target words or structures are acquired in a certain order; some acquired earlier, some later. It can be inferred that the earlier learnt acquired lexical items consist of the most frequent ones. It is quite obvious that the TPRS, TPR and the Natural Approach suggest teaching the basic, frequent lexical items.

Analyzing the three teaching methods in terms of grammar, first, the TPRS method teaches grammar, but does not teach grammar rules. Ray and Seely say: ‘We don’t explain grammar points before they come up in the stories we are teaching. We teach grammatical elements a piece at a time as they emerge in context’ and add that

teaching of grammar could be described as teaching meaning, limiting the explanations to the sentence we are working on, on pointing out patterns and features that students have seen or heard. We explain the meaning of grammatical features rather than discussing them in grammatical terminology (2012: 22).

The TPRS method even chooses the most frequently used language structures, e.g. frequent tenses like the present and past tense, and introduces them in the early stages of language teaching. In the TPR method, grammar is taught indirectly. Here, language learners focus on overall sentence meaning rather on its grammatical parts. Structure will be internalized by the learners through synthesis and not through grammatical analysis of language. Grammar is provided in language through context, especially in the context of movement. Asher underlines that ‘most of the grammatical structures of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative’ (1977: 4). Similarly to the TPR and TPRS method, grammar has a limited role in the Natural Approach. It is not expected from language learners to have acquired a certain grammar point; moreover, the role of grammar is to produce optimal monitor users and to aid comprehension indirectly: ‘Our goal is to produce optimal monitor-users, performers who can use grammar as a supplement to acquisition in situations where grammar is appropriate’ (Krashen and Terrell, 1983: 57). Additionally, grammar should not

interrupt communication and the class time for monitor use should be directed to writing or prepared speech.

In terms of errors and error correction, the TPRS method allows errors in language production and instead of correcting errors they are restated correctly by the teacher. In addition, too much correction only serves for interruption of fluent speech. In the same way, the TPR method does not explicitly point to language errors, since learners should not feel tense and threatened by corrections. Language production is easily corrected by the teacher. The Natural Approach similarly regards errors as unimportant and states that learners should not be forced to produce language, which would only cause to more errors.

The TPRS method, the TPR method and the Natural Approach are below compared and overviewed in terms of comprehension, the four skills, vocabulary, grammar and error correction in Table 2.

Table 2

Overview of the TPRS method, TPR method and the Natural Approach				
	TPRS <i>Goal:</i> to helps learners to master basic structures and vocabulary so that they can use them in fluent and accurate speech	TPR <i>Goal:</i> to teach oral proficiency by incorporating body and speech	Natural Approach <i>Goal:</i> to teach communication skills by applying the principles of natural language acquisition into classroom context	
Views on...				
comprehension	In all of the three teaching methods, comprehension precedes the four language skills. The focus is on comprehensible input.			
speaking	Speech occurs as a result of a considerable amount of comprehensible input. The learner speaks when he or she is ready.			
listening	Aural comprehension and listening are the first skills to develop in the learner. The learners listen for comprehensible input.			
reading and writing	Reading helps the learner - to advance in language learning and structures, - to consolidate language that has been acquired through aural comprehension, - to expand vocabulary knowledge. Fluent writing is encouraged.	With the acquisition of comprehensible input, learners can read and write, without realizing they are applying these language skills.		
vocabulary	According to the Natural Order, lexical items are acquired in a predictable order. Learners first acquire concrete, basic, frequent vocabulary.			
grammar	Grammar is taught indirectly through context as a means for meaning.			
error correction	Language errors are tolerated and implicitly corrected by the teacher.			

2.4.2. The Three Steps of TPRS

The lesson procedure of the TPRS method consists of three steps: (1) Establishing meaning, (2) Asking a story and (3) Reading (see Figure 1).

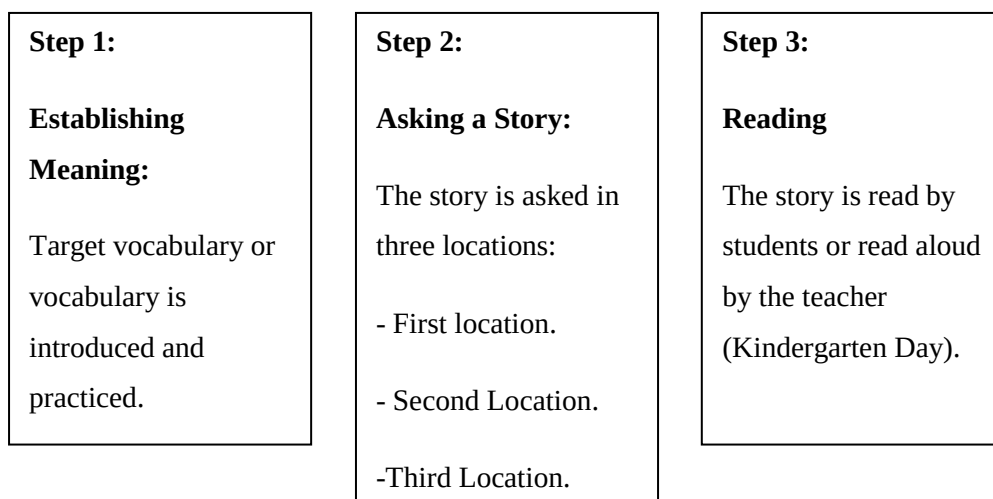


Figure 1: The Three Steps of TPRS

(1) Establishing meaning

In their latest edition, Ray and Seely (2012: 31) emphasize teaching for mastery more than ever. Teaching does not mean to instruct prescribed grammatical structures and long word lists in a certain time period:

When we teach for mastery, we don't just 'cover' material, but rather we practice limited vocabulary and structures until our students really know them, that is until they are in their long-term memory and they are able to produce them with adequate fluency (Ray and Seely, 2012: 31).

Instead of overburdening the students, TPRS aims to provide an adequate amount of input,

- 'beginning with the most common structures of a language' and

- 'limiting vocabulary' (Ray and Seely, 2012: 31-32).

In teaching for mastery, TPRS teachers do not move on until every student has understood and acquired the vocabulary or language structure and until the student is able to speak fluently. Thus, the TPRS teacher chooses the slowest-processing student, called the barometer student, who gives feedback upon comprehension. Comprehension is ensured, when even the barometer student has understood. The teacher has to speak slowly enough so that every student can follow (Ray and Seely, 2012: 23-24). Teachers' speaking slowly and slowing down during the teaching process helps students' digesting newly introduced language items:

When you work with your barometer, other students get a chance to rest and review. The barometer student makes you go slowly. That student is in fact a major factor in your slowing down (Slavic, 2008: 37).

For comprehension checking simply asking the students if they have understood is regarded sufficient (Ray and Seely, 2012: 24-25; Slavic, 2008: 42).

TPRS makes input comprehensible in several ways. Meaning can be established through translation, gestures and pictures or through Personalized Questions and Answers (PQA).

The first means of establishing meaning is translation: Two or three phrases are introduced and translated into the first language in order to make their meanings clear because gestures and pictures alone do not help to establish meaning, since they can create ambiguity. The use of first language here serves to clear meaning, to explain classroom procedures and the language. Furthermore, giving direct translation can fasten the process of the lesson. Along with translation, the teacher speaks slowly in order to stress the target phrase and ensures its comprehension through gestures and visual materials representing the word or phrase (Ray and Seely, 2012: 35-36).

The second means of establishing meaning, is gesturing which:

- employs proven ways of increasing memory

- gives auditory practice on the structures
- establishes that the class will be fun
- sends the message that the teacher is fully in charge of the classroom (Slavic, 2008: 13).

Acting out TPR commands helps students to understand, but that they can lead to confusion and misinterpretation of meaning (Ray and Seely, 2012: 79-81).

The third way of establishing meaning is through personalized questions and personalization is defined

as any verbal exchange that involves (1) requesting or sharing facts about oneself or one's acquaintances; (2) requesting or expressing personal concerns; (3) sharing or eliciting private knowledge (Omaggio, 1982: 257).

Teachers 'who use personalization behaviors are those who are in tune with and concerned about their students' needs, welfare and personal lives' Bailey (2011: 714). 'Personalized Questions and Answers' (PQA) is a form of dialogue between the teacher and students about sincere discussions on personal concerns or experiences. Through personalization and PQA students feel themselves involved in the lesson, since they themselves are the heroes and the topic of the classroom interaction. In that way, PQA is regarded to add interest to the lesson. Answers to personalized questions can be simple short answers or yes/no answers, getting more complex as students get more advanced (Ray and Seely, 2012: 88).

(2) Asking a story:

'Asking a story' is the heart of TPRS and its techniques aid achieving fluency in speaking (Ray and Seely, 2012: 35). When meaning in step one is established, the teacher can move on to the next step of asking a story. In order to ask the story, the teacher prepares a mini-story, which consists of alterable and additive variables. For example, the statement 'Lilly has got a dog.' has got four variables: 'Lilly', 'has got', 'a' and 'dog'. These variables can change throughout the 'asking a story' process and

can turn into a sentence like ‘Leon doesn’t have got a cat.’ Also thinking of parallel characters can make the story more interesting. For example, a certain ‘Simon’ can be added as a parallel character, who has got five turtles. He can be compared and contrasted to the main character ‘Lilly’. The parallel character does not change the main mini-story, but it is deliberately created to promote opportunity for repetition (Ray and Seely, 2012: 39).

The problem to be solved in the mini-story presents itself in three locations. In the first location, the problem is introduced, in the second location, futile problem solving is done, and it is the third location, where the problem is finally solved (Ray and Seely, 2012: 41). For example, a girl is in a warehouse and wants new red shoes. This is the first location (warehouse), where the problem is introduced (need for new red shoes). This girl goes to the warehouse ‘Koton’ (second location) but cannot find any (problem stays unsolved). Finally the girl goes to another warehouse (third location) and finds new red shoes (solution of the problem). These three locations also allow for numerous repetitive questions about the story. In this case, questions like ‘Who is going to the warehouse?’ or ‘Where is she going?’ can be asked.

The TPRS teacher changes the variables of the skeleton story together with the students. Variables may include, the characters, time or place of story or any other alterable opportunity one can think of. Details can be added to make the story more interesting. When a detail is added to the story, the TPRS teacher circles the detail, including the new vocabulary or language structure to be practiced (Ray and Seely, 2012: 41-44). The circling technique is ‘a way to make a statement repetitive by asking repetitive questions’ (2012: 62). Only one statement at a time is possible to be circled. After having circled the statement, the teacher continues with the story, asks for and adds a detail, circles it, goes on with the story again or asks repetitive questions about previously established details (Ray and Seely, 2012: 41-44). Slavic adds that:

the focus of circling in each sentence is on the part of the sentence new to the students. If you are in touch with what your students have already learned, then, when you circle, you can stress *with an increase in sound in your voice* the part of the sentence that is new to them (2008: 23).

Ray and Seely conclude that TPRS teachers ‘don’t care how long the story lasts. You only care about whether the story is interesting and engaging. Comprehension will keep your students engaged. The details will add interest to the story’ (2008: 44).

The process of asking a story starts with the first statement of the mini-story in the first location:

a. First location. Here, the problem of the story is introduced:

The problem of the story is for example: ‘Lilly wants to have a dog.’ The TPRS teacher circles this statement by asking a) a yes/ no answer question: Does Lilly want to have a dog?, b) an either/or question: Does Lilly want to have a dog or a rabbit?, c) a negative answer question: Does Lilly want to have a bird?, d) a wh-question: Who wants to have a dog? What does Lilly want to have?

After having circled the statement, the TPRS teacher continues to add a detail to the story. To add a detail, the TPRS teacher asks a further question, e.g. Does Lilly want to have a big dog? According to the students’ answers, the teacher perhaps accepts the answer: Lilly wants to have a small dog. Now, this new detail added to the story has to be circled again with binary questions (yes/no, either/or) and wh-questions. As ‘Lilly’ is a variable and can be altered into ‘Lucas’, you can also add a second, parallel character, who by asking e.g. wants to have a squirrel. The TPRS teacher can circle the parallel statement and can also recycle the main story starring. Circling, adding a detail and changing the variables into a parallel story creates opportunity for repetition.

b. Second Location. At this location, the problem of the story is tried to be solved, but cannot:

Lilly wants to have a dog and in order to get her a dog, the teacher moves on to the second location, where the problem has to be tried to be solved: Getting Lilly a small dog. The teacher asks “Where is Lilly?” The teacher listens to various answers of students, e.g. in Japan. This new detail is circled again, doing the same for the

parallel character Lucas: Is Lilly in Japan? Is Lilly in Japan or Germany? Who is in Japan? Etc. The problem will not be solved, since there are no small dogs in Japan.

c. Third Location: Here, the problem of the story is finally solved.

In order to move to the third location, the problem of getting a small dog in Japan has to be yet unsolved in location two. When the teacher asks: 'Does Lilly want to have a small dog in Japan?', the students surely will answer with yes, but to shift to the last location, the teacher 'clarifies' the students, that there is no small dog for Lilly in Japan. The teacher asks: 'Where does Lilly go?' The students maybe answer with 'Çeşme.' So, the teacher circles this new detail, again if needed goes back to recycle the story. The same process can be done for Lucas, the parallel character. In this third location, Lilly will finally get a small dog in Çeşme and Lucas a squirrel e.g. in Barcelona. Students act out the story, while asking the story.

Unexpected answers from students and personalized details during the asking process, make the stories most effective and interesting (Ray and Seely, 2012: 84). To sum up, TPRS teachers ask a story in order to get answers from the students, proving comprehension. Several other questions related to the story are asked, making repetition possible. Some answers of the students can be derived from their personal lives, triggering interest. The three pillars of TPRS are covered.

(3) Reading:

At this step,

- the story text is translated individually or chorally ;
- facts of the reading are asked sentence by sentence;
- to promote interest, details are added to the written story;
- to build interest and to provide repetition, a parallel story can be created.

- students can act out the whole story (Ray and Seely, 2012: 19-20).

Gross (2009: 4) states that 'language is acoustical' and suggests Kindergarten Day, a reading activity where the teacher reads the story aloud to the children. Gross explains Kindergarten Day as following:

Initially, students should listen to the teacher reading children's books, as is done in kindergarten. The teacher reads a page or two, shows the illustrations, and then discusses the picture and the story and connects it to the students. The activity should be engaging, the story familiar, and the tone light-hearted (2009:5).

Shared reading is important in the TPRS method 'because it can enhance children's vocabulary, which in turn, will be a strong predictor of children's comprehension in later grades' (Sénéchal, 2006: 80). Additionally, reading aloud to pre-school children encourages language and literacy development (Hiebert and Kamil, 2005: 53), paves its way to the child's future development of reading and writing, and enhances receptive lexical learning. Sénéchal (1997: 123) adds that listening to repeated story book reading and active involvement enhances both receptive and productive vocabulary learning. Especially, discussions on the story help to increase lexical knowledge, as Dickinson and Smith state (1994: 104).

2.4.3. The Teaching Techniques of TPRS

Fluency, which is the main aim of the TPRS method, is provided through techniques that (a) provide repetition, (b) ensure comprehension and (c) establish interest.

a) Techniques providing repetition

a.1) The Circling Technique:

In order to provide repetition, circling is seen as the main technique of TPRS, that helps to repeat new vocabulary or language structures and is compared to the term of 'scaffolding', which is described as the 'gradual process of adding a detail at

a time and then asking numerous questions about all details presented up to and including the latest one' (Ray and Seely, 2012: 142). The 'scaffolding' process enables children to solve a problem, carry out a task or achieve a goal which would be beyond his or her unassisted efforts (Wood, Bruner and Ross, 1976: 90).

To give an example for the circling procedure:

1. First the teacher makes a statement:

Class, there is a boy.

2. Then asks a question:

Class, is there a boy? (yes)

That's correct, class, there is a boy.

3. Asks an either/or question:

Class, is there a boy or a girl? (boy)

That's correct, class, there is a boy.

4. Asks a negative question:

Is there a girl? (no)

That's correct, class, there is not a girl. There is a boy.

5. Asks three questions about the statement:

Is there a rabbit? (no)

That's correct, class, there is not a rabbit. There is a boy.

Class, what is there? (boy)

That's correct, class, there is a boy.

Class, what is the boy's name? (Ronaldo)

That's correct, class, the boy's name is Ronaldo.

a.2) One Statement in a Row:

The teacher circles one statement in a row (and not more), asks questions about the statement, and then can continue to the next statement.

For example, when the meaning of one story statement, like 'There is a boy.', is established with the circling technique above, then, the teacher can move on to the next story statement. The same circling questions are applied for the second story statement. It is important to circle each statement one by one.

a.3) Parking Technique:

The teacher keeps on repeating the new vocabulary until all students have internalized it. The teacher should stay in a story location as long as possible, and ask repetitive questions about each statement or each story detail.

For example, the TPRS teacher is in the second location of the story. The teacher:

- asks repetitive questions about the story statements.

- asks students to add details to the story. For example, in the story there is a girl. The teacher asks: 'What is the name of the girl?' 'Where does the girl live?' 'What colour is the hair of the girl?' etc.

The teacher keeps asking (parks) till the class is out of answers. Then the teacher can move on to the next story location.

b) Techniques providing comprehension

b.1) Teaching to the Barometer Student:

The TPRS teacher keeps up with students' pace of learning and makes sure that even the barometer student has understood (Ray and Seely, 2012: 150). It is important that the target vocabulary, structure or story is comprehensible to all students.

For example, the teacher asks the barometer circling questions to check his or her understanding. For comprehension feedback, the teacher can ask the barometer student to give a certain signal, if she or he has not understood (e.g. a time-out sign).

b.2) Teaching to the eyes:

Establishing eye contact with students makes it possible to follow how much students have understood. As for Gower and Walters (1983: 7-8) establishing eye contact with students helps teachers 'to check that students understand' and immediately notice incomprehension due to confused face expressions.

b.3) The Pause:

TPRS teachers pause in the lesson from time to time and stop talking for a very few seconds. Pausing and slowing down helps students to understand and to digest language input.

b.4) Responding to Silence:

The TPRS teacher has to understand if students' silence is caused by incomprehension, fast teacher talk, or if they cannot think of an answer to respond to a question.

b.5) Staying 'in bounds':

'The "boundaries" are the locations, the language that the slowest processing student has already mastered, the guide phrases or words of the day, and completely comprehensible cognates (Ray and Seely, 2012: 152). The teacher tries to stay in these boundaries, where enough repetition is done to promote comprehension.

b.6) Translating Reading:

In order to make the reading as comprehensible as possible, translation of the reading text can be done as a whole class or individually. The TPRS method does not suggest to translate the text in small groups because translation should be done quickly in order to move on to story discussion, which ‘will cement the language’ (Ray and Seely, 2012: 153) in the students’ minds.

b.7) Good Gestures:

Gesturing can quickly indicate what a certain word means, but when a gesture is not clear and has more than one interpretation, guessing will be difficult and the process will slow. Good gesturing is effective in introducing new words, and in the case of a word which might lead to misinterpretation; translation will guarantee its provision of meaning.

For example, when the target word is ‘sleepy’, the teacher can yawn, rub her eyes, stretch her/his arms to make the meaning clear.

b.8) Associations:

Ray and Seely stress the importance of making associations: ‘A majority of our students report that associations help them learn the meanings of words. Associations will give them one more mental hook to hang new words on’ (2012: 86). For example, the target word ‘train’ can be associated with the Turkish word ‘tren’. Since these two words are cognates, their pronunciation is quite similar and they have the same meaning. The students can relate these two words to each other for better retention.

c) Techniques to establish interest

c.1) Dramatizing:

Incorporating students’ interests and needs into the story is seen as an attractive technique which lets the students feel included and part of the lesson. The TPRS lesson gets interesting when opportunity for dramatization of stories is provided. Not should only students dramatize in the classroom, in addition, it is the

teacher who should positively overreact to student' response and liven up the classroom atmosphere.

c.2) Exaggerating:

Funny exaggerations by the teacher can promote interest and as soon as the students feel the comfortable atmosphere of TPRS, they can model the teacher and show exaggeration as well. For example, the teacher can give exaggerating feedbacks to students' response, like 'Ohhhhh!' 'Wooooow!'.

c.3) Student Responses:

When students' responses are valued during asking the story process and they can retell the story individually, as a group or as a whole class, they feel included and interest will be promoted (Ray and Seely, 2012: 156-171).

c.4) 'TPRS Positive' at all times:

To arouse interest, the TPRS teacher can make the students believe that TPRS is positive overall. It is actually the teacher, who first of all should be kind, loving, encouraging, supportive and focused on the success of each student.

CHAPTER III

METHODOLOGY

3.1. The Model of the Study

This study is quasi-experimental and quantitative as it aims to make an objective and causal description of the impact of the teaching method TPRS on lexical competence and participants are not randomly assigned to the groups. Along with the controlled application of pre- and post-tests, an experiment is conducted in the experimental and control groups that are finally compared by means of the test scores (Griffie, 2012: 74).

3.2. Population and Sampling

The population of the study were the preschool students learning English as a foreign language in Turkey. Since preschool students have not experienced a foreign language before, and have not formed a language learning strategy or style yet, it is thought that preschoolers are the most appropriate population. Without any disturbance variables such as students' tendency, prejudice or expectation towards any language learning method, this population is considered optimal for this study, which aims to question the impact of the language teaching method. Another reason for choosing preschool students as the study population is that lexical acquisition has an important role in the preschool language teaching program. In addition, the preschool students at the beginner level are first exposed to the vocabulary of a foreign language, and language teaching is mainly based on lexical teaching. Since preschool students at the beginner level learn the basic lexemes first and the TPRS method aims to teach basic vocabulary, preschool students were quite ideal for this study. The participants of the study are 39 preschool students learning English as a foreign language in MEV College Private School Güzelbahçe İzmir in the academic year 2013-2014. 19 students are in preparatory class B and 20 students in preparatory class C. They both were formed by the school administration at the beginning of the

school year. Therefore, the researcher could not interfere in the formation of the classes. The two classes were randomly assigned by the researcher as the experimental and control group. The preschool students are young learners around six years (see Table 3). The experimental group consists of ten female students and nine male students. The control group consists of eleven female students and nine male students.

Table 3

The Age of the Study Groups

The Experimental Group		The Study Group	
Number of students	Age	Number of students	Age
3	5 years 7 months	1	5 years 6 months
2	5 years 8 months	1	5 years 7 months
1	5 years 9 months	1	5 years 8 months
2	5 years 10 months	3	5 years 9 months
2	5 years 11 months	1	5 years 10 months
1	6 years	2	5 years 11 months
1	6 years 1 month	3	6 years
2	6 years 2 months	2	6 years 1 month
4	6 years 3 months	1	6 years 2 months
1	6 years 5 months	3	6 years 3 months
		2	6 years 6 months
19 students	Average of 5 years and 9 months	20 students	Average of 5 years and 9 months

The study groups were attending MEV College, a private school, which is chosen for three reasons. First, MEV College serves English lessons to preschool students, which is not the case at state schools. Secondly, as the researcher is employed at MEV College and is the English teacher of the study groups, she had the

best opportunity to make sure that the lesson plans are implemented in the lessons exactly as planned and she could follow the study process herself as the researcher at the same time. Thirdly, as the researcher knows the students' level of language and the course syllabus very well, she exactly knew which lexemes to select for the preparation of the data collection instrument. In addition, the researcher had knowledge about to which language teaching methods the students are used to and that the TPRS method would be new for the experimental group.

3.3. Data Collection Instruments

The data collection instruments of this study are the pre- and post-tests, that were accordingly designed to the objective of our study; that is, to test the success level of the participants on the target lexical items. The opinions of the thesis supervisor and her colleagues were asked for the content validity, the level of meaningfulness, and appropriacy of the test. The items were found appropriate. Consisting of 20 items, the multiple choice tests were first piloted on 100 first grade students in order to analyse the alpha co-efficiency. The reliability for 20 items was .92, suggesting that the items had relatively high internal consistency. The test was applied to the experimental and control groups before the treatment as a pre-test, aiming to find out the students' knowledge about the target lexical items. After the treatment, the same test was applied to both groups as a post-test to reveal any differences between the groups in lexical development (see Appendix 1).

3.4. Procedure

This study aimed to examine the impact of the language teaching method TPRS on lexical competence. The experimental group was taught the lexical items with the language teaching method TPRS and its techniques and stories. The control group was taught the same lexical items with the Communicative Approach, the students were used to since the start of the school year. The researchers aimed to

examine how effective the language teaching method TPRS was in terms of lexical development. Additionally, the researchers were interested in the effectiveness of TPRS on lexical competence regarding students' gender.

First, the target lexical items for this study were selected from the preschool English language teaching curriculum. These chosen 20 words were used to prepare a multiple choice vocabulary test of 20 test items. After having confirmed the test's reliability, it would be later conducted as pre- and post-tests to the groups of study. The two preschool classes were randomly assigned as intervention and control groups. Both were given the pre-tests, in order to reveal their present level of lexical knowledge. Then, the implementation period of four weeks started. The lesson plans contained the target words and were designed according to the language teaching method TPRS and the Communicative Approach. The experimental group were taught the target words by the teacher, at the same time the researcher herself, with the language teaching method TPRS, including stories, rhymes, songs, act outs, etc. The control group learnt the same target words through the Communicative Approach, including role plays, games, information gap activities, etc. Having four English lessons per week, the implementation process lasted 16 hours in total for each group. After the implementation period, both groups were given the post-tests and compared by means of their test scores. The statistically analysed tests would reveal which study group's level of lexical knowledge is higher. After examining the data, it would be revealed whether the language teaching method TPRS had any impact on lexical competence, and on what degree. Additionally, any changes in the success rate in lexical development regarding gender would be revealed.

3.5. Data Analysis

The collected data by means of the pre- and post-tests were analysed by the SPSS 22.0 (Statistical Package for the Social Sciences) program. The data were compared and examined statistically by using independent sample test and paired-sample t-test to measure the proficiency level of students, and gender difference.

CHAPTER IV

RESULTS AND FINDINGS

This chapter presents the data results obtained from the pre- and post-tests and their detailed and statistical analysis. The results will help to answer the research questions, and the study findings will contribute to the literature in terms of revealing the impact of the language teaching method TPRS on lexical competence, as well as additional factors such as effects of gender differences in lexical proficiency.

4.1. The Comparison of the Experimental and Control Groups in Terms of their Pre- and Post-Test Results

The pre-test was delivered to the study groups before the treatment process had started. The experimental group consisted of 19 students and the control group of 20 students. The test included 20 items, testing the present lexical knowledge of 20 target words. The students got one point, if the answer was correct and zero point if the answer was wrong. The same test was administered as a post-test after the treatment again. The gathered pre- and post-test scores were computed in the statistical SPSS 22.0 program, and an independent sample t-test was used to compare the means of pre- and post-test scores in each group in order to detect any significant difference within the study groups in the interest of revealing the effectiveness of TPRS in lexical teaching, and the gender role in lexical learning.

First, the study groups were given the multiple choice lexical tests consisting of 20 test items as a pre-test. The aim of the pre-test was to see if the students already know the target words or not, and if the groups are at the same level of lexical knowledge. The mean scores revealed that the study groups had no difference in their level of lexical knowledge, since the significance was ,337 (see Table 4).

Table 4
The Comparison of Pre-test Scores of the Study Groups

Groups	N	Means	Std. Dev.	-p-
Experimental	19	6,684	2,187	,337
Control	20	7,900	2,674	

The same lexical test was applied to the study groups as a post-test after the treatment period. The post-test aimed to see if there is any improvement in lexical knowledge of the experimental and control groups. With the help of the paired-sample t-test, we first compared the pre- and post- scores of the experimental group. The following table statistically shows the improvement of lexical knowledge in the experimental group (see Table 5).

Table 5
The Comparison of Pre-and Post test Scores of the Experimental Group

Tests	N	Means	Std. Dev.	-p-
Pre-Test	19	6,684	2,187	,000
Post-Test	19	19,368	,831	

According to Table 5, the pre-test mean score was measured as 6,684 and the post-test mean score as 19,368. Since in the analysis .000 was given at the 0.05 level of significance, and p was lower than 0.05, there was a significant difference in the level of lexical knowledge. Regarding the mean difference (-12,684), there was an improvement in the lexical proficiency of the experimental group.

Additionally, the pre- and post-test scores of the control group were compared (see Table 6).

Table 6
The Comparison of Pre-and Post-test Scores of the Control Group

Tests	N	Means	Std. Dev.	-p-
Pre-Test	20	7,900	2,674	,000
Post-Test	20	18,600	1,984	

According to the statistical calculations of the test scores, the pre-test mean score was measured as 7,900 and the post-test mean score as 18,600. The significance level p lower than 0.05 ($p < 0,05$) and the mean difference of -10,700 indicate that there was a significant difference in the lexical knowledge of the control group. The improvement in their lexical development is obviously seen.

In order to find out about the impact of the language teaching method TPRS on lexical competence, the test scores of the two study groups were compared by the means of the post-test scores. The post-test scores were calculated with the independent-sample t-test and compared by their mean scores below (see Table 7).

Table 7
The Comparison of Post-test Scores of the Study Groups

Groups	N	Means	Std. Dev.	-p-
Experimental	19	19,368	,831	,013
Control	20	18,600	1,984	

The mean score of the experimental group was calculated as 19,368 and the mean score of the control group was 18,600. The significance level of p was 0,013, and p lower than 0,05 showed that there was a significant difference between the study groups regarding lexical acquisition. The experimental group had higher scores in the post test and were better at lexical competence.

4.2 Gender Difference on Lexical Competence

The researchers of this study also aimed to find out about the impact of the language teaching method TPRS on lexical competence regarding the gender factor. In order to reveal any gender differences in the level of lexical knowledge, we compared the score mean results of the post-test by using the independent-sample t -test. Below are the score mean results of the post-test in the experimental group (see Table 8).

Table 8
The Post-Test Comparison of Female and Male Students' Level of Lexical Competence in the Experimental Group

Gender	N	Means	Std. Dev.	-p-
Female	10	19,800	,422	,202
Male	9	18,889	,928	

According to Table 7, the mean score of female students was calculated 19,800 and the mean score of male students was 18,889. Although the female students had a higher mean score, there is no significant difference between the genders regarding lexical knowledge ($p=,202>0,05$). The same test was also used for the control group, to reveal any difference in gender in the post-test (see Table 9).

Table 9
The Post-Test Comparison of Female and Male Students' Level of Lexical Competence in the Control Group

Gender	N	Means	Std. Dev.	-p-
Female	9	18,556	1,424	,577
Male	11	18,636	2,242	

The female students received a mean score of 18,556 and male students 18,636. Although male students got a slightly higher mean score in the post-test, statistically seen there is no significant difference in the level of lexical knowledge ($p=,577>0,05$).

The tables show that the role of gender makes no difference in the level of lexical learning. The mean score results of the pre- and post-tests as a whole indicate that the experimental group, having been taught the target words with the language teaching method TPRS, outperformed the control group in terms of lexical knowledge after four weeks. Regarding gender, there was no significant difference between female and male students, indicating the same level of lexical competence.

CHAPTER V

CONCLUSION

This chapter presents discussions on the results of this study and compares them with those of previous studies. A general overview of our study, along with suggestions for further research will be given.

5.1. Discussion on the Research Results

Lexical knowledge helps to understand and to convey ideas orally or in written form. Especially in foreign language learning, vocabulary is essential in communication. The British linguist Wilkins states that ‘while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed’ (1972: 111-112). Additionally, Lewis notes that ‘lexis is the core or heart of language’ (1993: 89). These statements indicate the growing interest in lexical learning and acquisition. The former language teaching methods emphasized grammar, structure and rote memorization in their teaching goals, but as the need for worldwide communication grows more than ever, modern methods have started to put emphasis on the communicative aspects of language. Speaking a foreign language fluently and accurately means to have acquired the grammar, sound system and the vocabulary of that language. Lexical knowledge is considered one of the most important aspects of language; hence, lexical teaching has become critical in foreign language teaching. The language teaching method TPRS has attracted considerable attention, as it is a new method and sets fluent speech as its teaching goal. In this study, the TPRS method was applied to reveal its impact on lexical competence.

5.1.1. The Impact of the TPRS Method on Lexical Competence

The first research question of this study is what impact the TPRS method has on lexical acquisition. The results of our study indicate that the experimental group,

which was taught the target lexical items with the TPRS method, got higher mean scores in the post-test and were statistically more successful than the control group, which was taught the same target words with the Communicative Approach. This study showed that the TPRS method has notable impact on lexical development. Other studies about the TPRS method were conducted e.g. on fluency, speaking or general English language proficiency, but little on lexical knowledge and competence. Bustamante (2009) investigated the effectiveness of TPRS on the success of the online placement test named the CAPE test and stated that TPRS instruction significantly increased performance in writing and reading assessments. Garczynski (2010) examined the impact of the TPRS method on language acquisition and found out that the students taught with the TPRS method significantly improved in the post-test compared to the other group which received Audio-lingual instruction. Spangler (2009) compared the TPRS method and Communicative Language Teaching (CLT) and revealed that there was no significant difference regarding the success level in fluency and speaking of the study groups. In Turkey, Özer's (2004) experimental study revealed that using TPRS in primary class is beneficial and motivating for students. But she tested her study groups on their success level in speaking, writing and grammar. The effectiveness of TPRS on lexical development was not examined. Türkeş (2011) conducted an experimental study and compared the effectiveness of TPR Storytelling instruction and the traditional definition-based vocabulary teaching in teaching vocabulary to 5th grade students, and revealed that there was statistically no significant difference in vocabulary knowledge and that both instructions were similarly effective. Türkeş (2011) states that the TPRS method with its stories bring fun and variation into the classroom, but suggests that constant and repetitive questioning before and during the story should be limited, as they hinder students' enjoyment.

All of these studies on the TPRS method included little to no consideration on lexical acquisition. Therefore, this study was crucial in contributing to the literature of language teaching with additional research results.

5.1.2. Gender Difference in Vocabulary Development

The second research question was what impact the TPRS method has on lexical competence regarding gender difference. The study results showed that there was no significant difference in lexical development between male and female students.

5.2. Conclusions

The aim of this study is to reveal the impact of the TPRS method on lexical competence. Our study results show that vocabulary instruction through TPRS has a significant impact on the lexical knowledge level. The TPRS method is that learners of a foreign language can eventually express themselves fluently and accurately and it presents storytelling as a suitable means for communication. Ray and Seely state when teachers teach for fluency, then the ‘teaching time needs to be devoted to working with high frequency vocabulary’ (2012: 18). They even suggest frequency vocabulary lists or frequency dictionaries and see frequent words as facilitators for fluent speech. Establishing meaning of a grammatical feature or a lexical item at the beginning of a TPRS lesson is important since it supports understanding of the story and the reading part. A new lexical item can be introduced and practiced through TPR activities, personalization, chants or even translations. However, TPRS gives no special care to lexical teaching but serves the teacher with various teaching techniques to present either a new grammar structure or a lexical item at the beginning of the lesson. TPRS is more interested in how to teach and not what to teach. This can be inferred from Slavic’s (2008) ‘TPRS in a Year!’ book that suggests 49 diverse techniques for teaching in the TPRS lesson. He presents several TPRS lesson plan samples and generally stresses the goal of TPRS, which is fluency, and the flexible usage of the TPRS techniques. The techniques can be variously used in random order, because it is much more important to keep up with students’ learning pace, and apply a certain technique again when extra revision is needed. Certain concern on lexical acquisition is not given. But as the TPRS method is new, especially in terms of its teaching techniques and its use of stories, it was indispensable for the researchers of this study to investigate TPRS’ effectiveness. In

our study, the aim is not to compare the TPRS method with the Communicative Approach. Both language methods put communication on the centre in the language classroom, but whereas the benefits of the Communicative Approach have been known for more than four decades, it is the TPRS method, which attracts attention, as it is recent and less explored by researchers. Both methods have been investigated by many researchers and the consensus is that both have been shown to be beneficial in different areas of foreign language teaching. In our study, it is actually the TPRS method, where students outperformed. The experimental group, instructed with the TPRS method are statistically better than the control group that receive lexical instruction though the Communicative Approach.

The implementation of TPRS and storytelling proved its success in the experimental group. Songs, chants, stories, act outs, personalization, and reading aloud activities that are important components of the TPRS method.

For example, there are many advantages in using songs in the language classroom and are basically used for three reasons: for affective reasons, cognitive reasons and linguistic reasons (Schoepp, 2001: 1).

In terms of affective reasons, songs motivate students and develop the language classroom into a non-threatening environment. As implied by the Affective-Filter Hypothesis, learners receive language input best, when they feel no threat and less anxiety. Mishan states that ‘easing the typically unrelenting focus on linguistic input is also a way of reducing pressure on the learner and lowering the ‘affective filter’ (2005: 206). Eken suggests using songs to:

- ▶ to present a topic, a language point, lexis, etc.
- ▶ to practice a language point, lexis, etc.
- ▶ to focus on common learner errors in a more direct way
- ▶ to encourage extensive and intensive listening
- ▶ to stimulate discussion of attitudes and feelings
- ▶ to encourage creativity and use of imagination
- ▶ to provide a relaxed classroom atmosphere
- ▶ to bring variety and fun to learning (1996: 46).

In terms of cognitive reasons, learners can develop automaticity, defined as ‘a component of language fluency which involves both knowing what to say and

producing language rapidly without pauses' (Gatbonton and Segalowitz, 1988: 473). Since the aim of TPRS is to develop fluency, the use of songs seems quite appropriate.

In terms of linguistic reasons, songs provide a large variety of language and language input. Songs can be listened to and used in listening activities that aim to teach or revise vocabulary or structure. Especially, lexical items can be recycled, since lyrics of songs are mostly repetitive. In TPRS, repetition is essential in establishing meaning (Ray and Seely, 2012: 22). In this study, the researchers added songs into the TPRS lesson plans and employed their advantages in the TPRS lesson.

Stories and storytelling were also included into the TPRS lesson plans. Brewster and Ellis mention the advantageous use of stories and state that 'children identify with characters in the story, they become personally involved with the story, they interpret the narrative illustrations in their own way and this helps them develop creativity and imagination' (1991: 1). As children develop these abilities they are also exposed to a large variety of input. Since stories are interesting, the lexical input was also introduced and practiced in an interesting way. Keeping the class interesting, according to TPRS and the Natural Approach, seems quite beneficial (Ray and Seely, 2012: 9, Krashen, 1982: 66). In addition, the repetitive nature of stories helps to practice the target lexical items. The TPRS classroom benefits from stories that provide lexical input in a repetitive and an interesting way (Ray and Seely, 2012: 9). In our study, the lexical items were taught through stories that are regarded quite advantageous.

The TPRS method lets students to act-out the stories. During act-outs the body of the students are physically active, that is, their right-brain is active (Asher, 2000). The duty of the left-brain is to process the language information, but when the right-brain, responsible for physical movement, is triggered first, then the left brain can process language for production. Through gestures and act-outs, not only the left-brain, but also the right-brain of the students is activated. In this study, act-out activities were part of the TPRS lesson plan.

Personalization is another component of the TPRS method. Including details and experiences of students' lives into the lesson, attracts the attention of the students, who are eager to listen to the teacher and feel appreciated and included. Personalization helps to establish interest and to make the input comprehensible (Ray and Seely, 2012: 178). Personalization, expanded through the TPRS technique of PQA, gives the teacher the opportunity to recycle personal details through repetitive questions and to establish interest (Ray and Seely, 2012: 28).

Reading and reading aloud, a teaching step of TPRS, are important factors in enhancing lexical knowledge (Beck, et al, 2002) and are assumed to provide opportunities for lexical development. Especially at kindergarten-level, reading-aloud stories helps students to recycle and digest the newly introduced lexical items. In TPRS, keeping track with students' learning pace is crucial in terms of recycling and digesting language input (Ray and Seely, 2012: 150). The TPRS teacher speaks slowly, slows the process of teaching and intentionally pauses in the lesson in order to give the students time to revise. Reading-aloud activities were part of the TPRS lesson plans of this study.

In our study, both groups scored much better in the post-tests compared to their pre-tests, but it was the experimental TPRS group which significantly outperformed the control group. Both groups' mean scores drastically increased in the post-tests; but it was the experimental group that got higher mean scores in the post-test and were statistically seen significantly better than the control group.

It can be concluded that TPRS has a huge impact on the lexical competence of young learners, who are second language learners at the beginning level. According to our study, it can be said, that storytelling and reading-aloud activities are essential in the language teaching program of preschool students. Teachers should do personalization activities and ask personalized questions, and add student interest and needs or simply the students themselves into the story and the lesson. Undeniably, various activities of the Communicative Approach were also beneficial, fun and effective in the lesson. Therefore, language teachers can, for example, combine TPRS' storytelling and the Communicative Approach's information-gap

activities to make the most out of the lesson. Teachers should enrich their lesson plans to get high achievement from learners, without regarding their gender.

5.3. Suggestions

More research on the TPRS method and lexical competence should be conducted for further studies. The sampling should consist of more participants, the study could last for a longer period, and more target words to test lexical knowledge could be determined. Study groups of different ages, including adolescents and adults and different levels, could be taken into account, or even their educational background. A quantitative study could be combined with a qualitative study where study participants could express their attitudes and ideas on language teaching methods. There is very little research on the effectiveness of the TPRS method on lexical competence. Similar studies on TPRS are needed to enrich the literature of second language teaching.

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Appendix 1. PRE- AND POST-TESTS

Name: _____

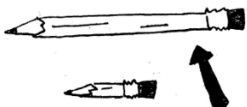
Date: _____

Class: _____

School: MEV College

Look at the pictures A, B and C. Listen and tick (✓) the correct picture in the box below it.

1. grandma

A  ☐	B  ☐	C  ☐
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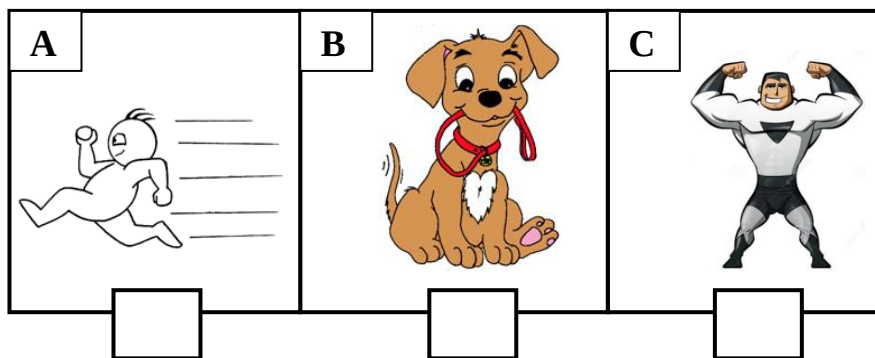
2. funny

A  ☐	B  ☐	C  ☐
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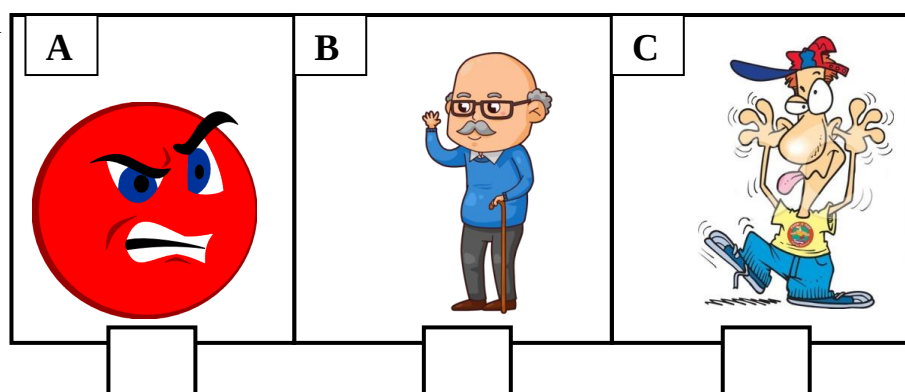
3. boat

A  ☐	B  ☐	C  ☐
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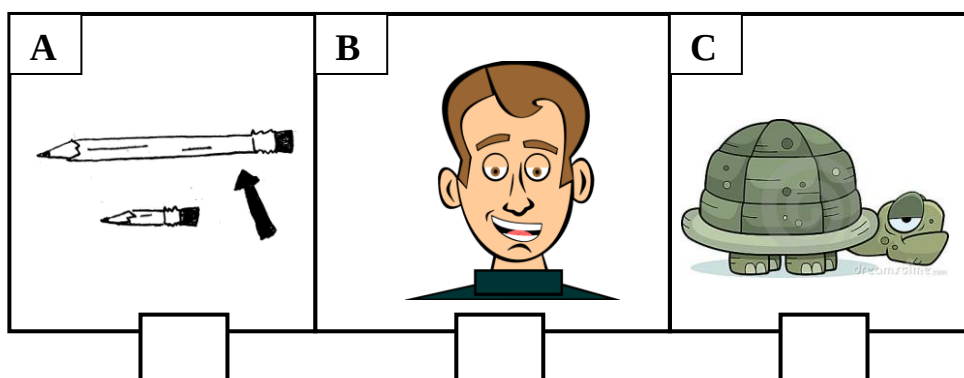
4. strong



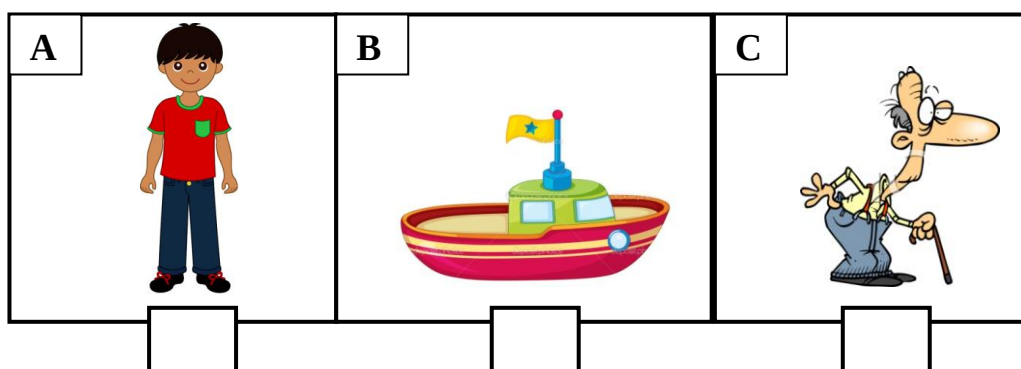
5. grandpa



6. long



7. cousin



8. fast

A



B



C



9. pet

A



B



C



10. aunt

A



B



C

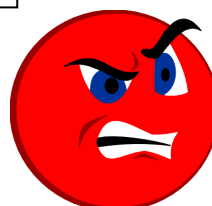


11. angry

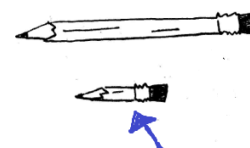
A



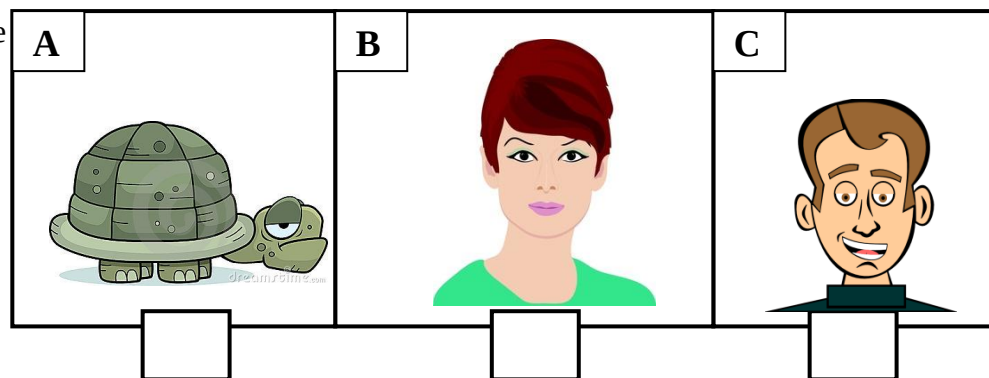
B



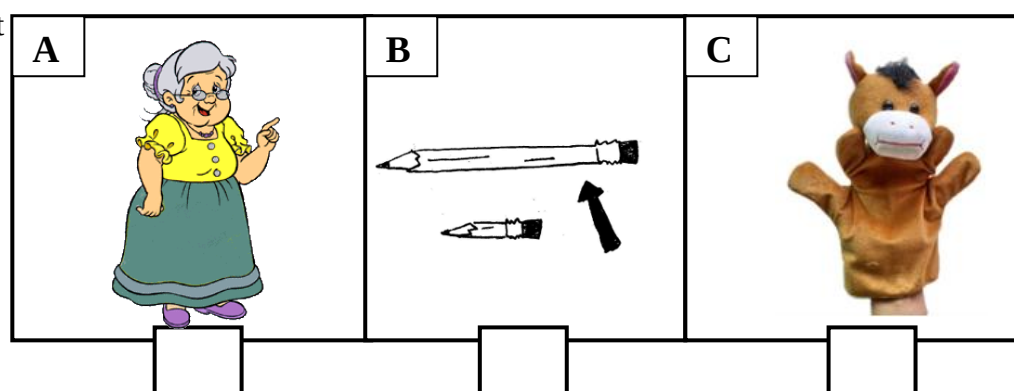
C



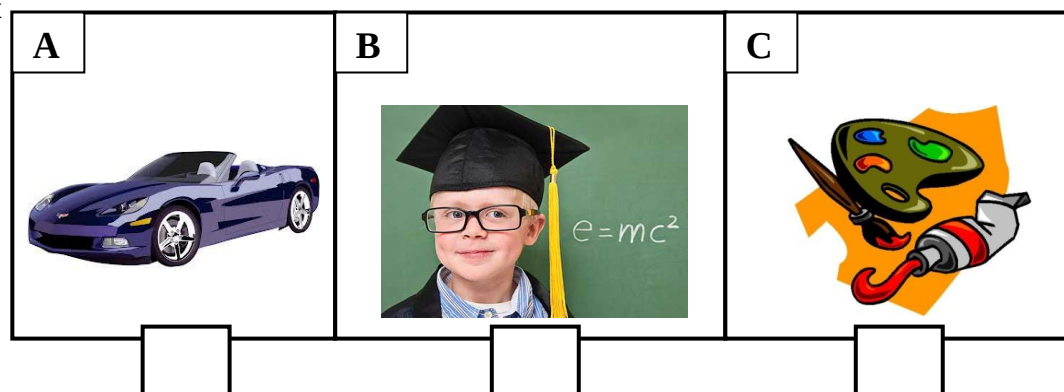
12. uncle



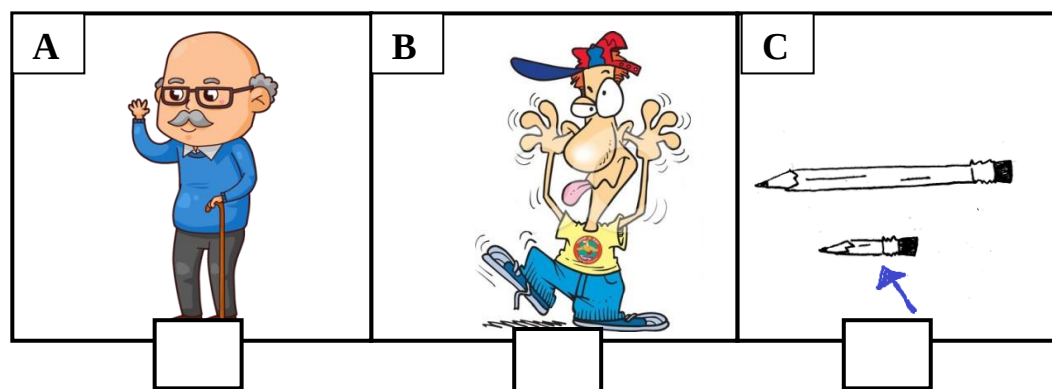
13. puppet



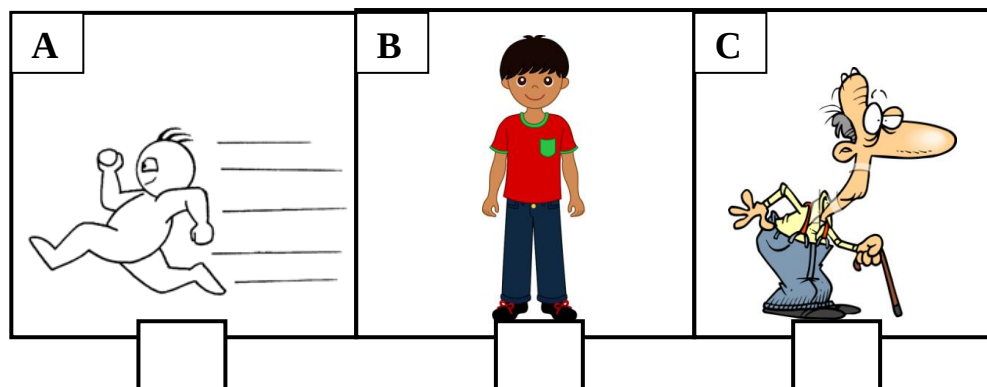
14. smart



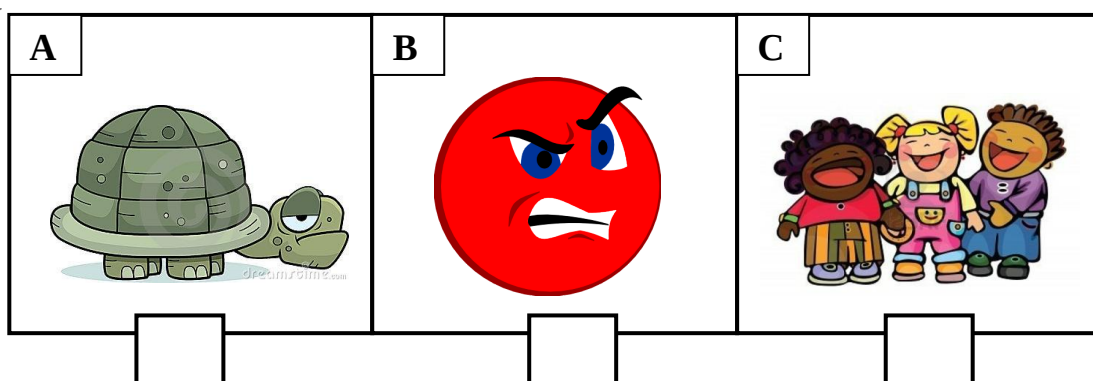
15. silly



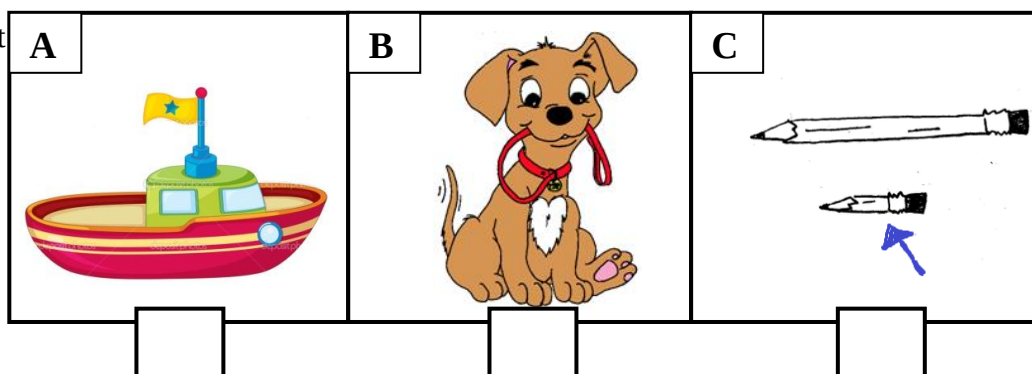
16. old



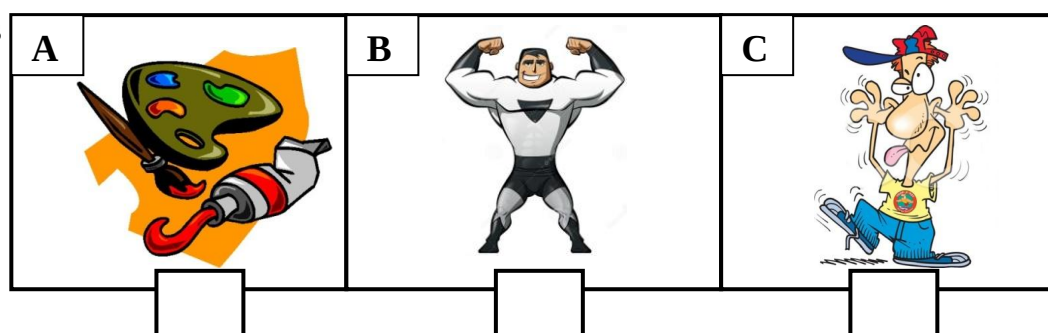
17. slow



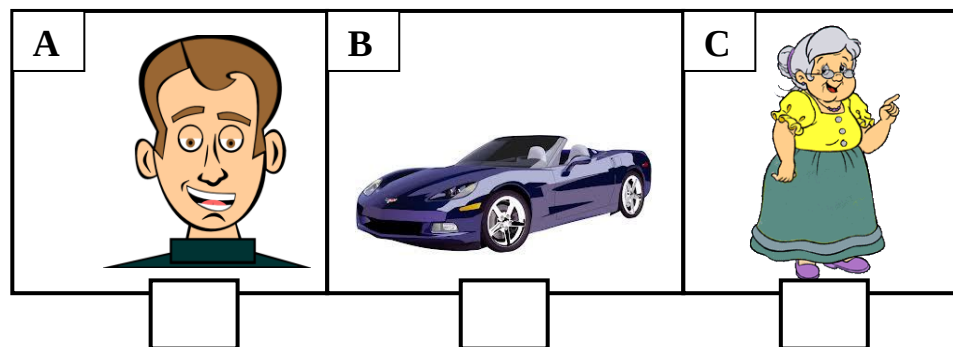
18. short



19. paints



20. new



Appendix 2. Lesson plans

TPRS – Lesson plan 1

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	The ‘Bear’ Family
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words ‘grandma’ and ‘grandpa’.

Stage 1. Establishing Meaning: Introduction and practice of vocabulary.

- ▶ The teacher introduces two words to be used in the story: ‘grandma’ and ‘grandpa’. The meaning of the target words will first be presented through visual aids.
- ▶ Students repeat the words chorally and individually.
- ▶ The teacher asks a group of students to act like grandmas, and other to act like grandpas. The grandma- group acts like grandmas and greets the grandpa-group ‘Hello grandpa! How are you?’ The grandpa- group responds with ‘Fine. Thank you.’ The grandpa-group is doing the same.
- ▶ The class becomes a big circle. In the middle of the circle, there is a blindfolded student. The teacher silently taps the shoulder of one student,

who then has to whisper the word ‘grandma’ or ‘grandpa’. If the blindfolded student can find the whisperer, it will be the whisperer’s turn.

- ▶ The teacher again shows the visuals of ‘grandma’ and ‘grandpa’, and asks the students personal questions like ‘What colour is your grandpa’s eyes?’ ‘Does your grandma like apples?’ etc.

Stage 2. Asking a story:

- ▶ The teacher tells the story of a ‘Bear Family’, inspired by the story of ‘Goldilocks and the Three Bears’:

The story of the ‘Bear Family’

There are three bears. Grandma bear, grandpa bear and baby bear. They live in a house. But they go out and play a game. A girl walks and sees the house. She knocks on the door. ‘Hello?!’ she asks. No one is in the house. The girl goes into the kitchen. ‘Hm, I’m hungry.’ she says and eats grandma bear’s apple. She goes into the living room. ‘Hm, I’m thirsty.’ she says and drinks grandpa bear’s milk. She goes into the bedroom. ‘Hm, I’m sleepy.’ she says and sleeps in baby bear’s bed. But then, grandma bear, grandpa bear and baby bear come home. They look. Grandma bear says ‘Where’s my apple?’ Grandpa bear says ‘Where’s my milk?’ Baby bear says ‘Oh, look, my bed! Wake up!’ The girl says ‘Ohh!!!’ and runs away.

- ▶ The teacher and students act out the story.
- ▶ During the story, the teacher stops the story and
 - ▶ checks each student’s understanding through circling questions about the story and the target words;

- ▶ speaks slowly;
- ▶ looks into the students' eyes;
- ▶ supports exaggerated dramatization of the story;
- ▶ is open to any other story changes, eg. In the parallel story there can be three frogs instead of three bears (changeable variables are underlined).

Stage 3. Reading- aloud:

- ▶ The teacher reads the original story aloud.
- ▶ The students are asked to draw the last scene of the story, where grandma, grandpa and baby bear meet the girl. They draw and colour and name each family member of the story.

Communicative Approach – Lesson plan 1

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family Members
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target words ‘grandma’ and ‘grandpa’.

1. Warm-up activity:

- In order to recall students’ previous vocabulary knowledge, students listen and dance to the ‘Finger Family song’ (<http://www.youtube.com/watch?v=mjFcrv6Lfx8>).

2. Introduction of target vocabulary:

- Teacher shows pictures illustrating the target words ‘grandma’ and ‘grandpa’. Students repeat chorally and individually.

3. Speaking games and activities:

- The teacher asks some students to line up. If the first student of the line is a girl, the rest of the line says ‘Hello grandma, how are you?’ The girl acts like

a grandma and responds with ‘I’m fine thank you.’ and quickly goes to the end of the line. Then, it is the turn of the second student, who will be greeted.

- Musical chairs: The teacher takes four chairs side by side and chooses five students. Students listen to the song above and dance. When the music pauses, the students quickly try to sit on a chair available. The student without a chair is applauded by the rest of the class that says ‘Come here grandma/grandpa!’ and the student without a chair sits back to his/her place. The rest of the students continue to play the game, until there is a winner.
- The class becomes a big circle. In the middle of the circle, there is a blindfolded student. The teacher silently taps the shoulder of one student, who has to whisper the word ‘grandma’ or ‘grandpa’. If the blindfolded student can find the student who is whispering, it will be the whisperer’s turn.
- The teacher chooses two children and models the sentences ‘This is my grandma. This is my grandma.’ The children sit down and the teacher asks another student to choose two classmates and to introduce them as his/her grandma and granddad. The chosen children act like a granddad or grandma, and the ‘grandchild’ introduces them. The class says ‘Hello grandma! Hello granddad!’
- The students listen to and sing again the ‘Finger family’ song and are instructed to add lyrics for grandma and granddad. Students are expected to sing their extended, new song.

4. Follow-up activity

- The students are asked to draw their own grandma and grandpa as finger family members like in the song above (Finger family song): The students trace their hands on paper and turn two fingers into grandma and granddad. The students present their pictures at the end.

TPRS – Lesson plan 2

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Super heroes
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word ‘strong’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘grandma’ and ‘grandpa’ are quickly revised with the help of the picture vocabulary box.

Stage 1: Establishing Meaning: Introduction and practice of vocabulary.

- ▶ The students are asked to name some super heroes they know, e. g. Superman, Popeye the Sailor, etc. The students are asked what the super heroes have in common.
- ▶ The teacher introduces the target word ‘strong’ with pictures of several super heroes.
- ▶ Students repeat the word chorally and individually.
- ▶ Students show their muscles and act like being ‘strong’. They say ‘I am strong.’

- ▶ The teacher asks questions like ‘Are you strong?’, ‘Is Batman strong?’, ‘Is Batman strong or are you strong?’, ‘Which animals are strong?’ ‘Who is strong in your family?’ ‘Is a bear strong or is Super man strong?’, ‘Is daddy strong or are you strong?’. The teacher models sample answers like ‘My grandpa is strong.’ or ‘Yes, I am strong.’ and students give their own answers.

▶ **Stage 2. Asking a story:**

- ▶ The teacher tells the story of ‘Bob the Mouse’ (inspired by Aesop’s fable ‘The lion and the mouse’):

Bob the Mouse

Bob is a mouse. He is a small mouse and he lives in a small house. Bob is sad. He is not strong but he wants to be strong.

Bob walks and walks and walks. He sees a big monkey. Bob says ‘Hello, monkey!’ and asks ‘Are you strong?’ The big monkey says ‘Yes, I am strong. Look!’ He lifts Bob and a big rock with his hands. Bob says ‘Wow, you are strong!’ But Bob the mouse is sad. He says ‘I am not strong.’

He again walks and walks and walks. He sees a tiger. Bob says ‘Hello, tiger!’ and asks ‘Are you strong?’ The tiger says ‘Yes, I am strong. Look!’ He lifts Bob and two rocks with his hands. Bob says ‘Wow, you are strong!’ But Bob the mouse is sad. He says ‘I am not strong.’

He again walks and walks and walks. He sees a big bear. Bob says ‘Hello, bear!’ and asks ‘Are you strong?’ The big bear says ‘Yes, I am

strong. Look!’ He lifts Bob and three rocks. Bob says ‘Wow, you are strong!’ But suddenly the bear is trapped in a net. ‘Oh, no! Help me, help me!’ the bear says. Bob looks and runs ‘I can cut the net.’ he says. ‘Yes please, cut cut cut!’ says the bear. Bob cuts the net and ‘Hooray’ says the bear ‘Thank you!’ Bob is happy.

- ▶ The teacher and students act out the story.
- ▶ During the story, the teacher stops the story and
 - ▶ checks each student’s understanding through circling questions about the story and the target word;
 - ▶ speaks slowly;
 - ▶ looks into the students’ eyes;
 - ▶ supports exaggerated dramatization of the story (parallel story can be created, and the underlined variables in the story can be changed);
 - ▶ adds various details (received from student’s answers) to the story, e.g. about where Bob the mouse lives, what colour he is, etc.

Stage 3. Reading- aloud:

- ▶ The teacher reads the original story aloud. The students are asked to draw the main character Bob the mouse as a male or female strong super hero. They present their drawings.

Communicative Approach – Lesson plan 2

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Super heroes
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word 'strong'.

Revision of the previous lesson:

- The target words of the previous lesson 'grandma' and 'grandpa' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity:

- The students are asked to name some super heroes and which is their favourite.

2. Introduction of the target vocabulary:

- The students watch the video of 'Popeye the Sailor: Strong to the Finish' (http://www.dailymotion.com/video/xkawkg_popeye-the-saylor-strong-to-the-finish_shortfilms) between 2:50 and 4:50. Here, Popeye eats spinach and feeds several animals with spinach to be strong. The teacher shows pictures of several other super heroes and introduces the target word 'strong'.
- Students repeat chorally and individually.

3. Speaking games and activities:

- The teacher shows the picture of Superman and Ben10 and asks ‘Who is strong?’ Students choose one of the super heroes and answer e.g. with ‘Superman is strong.’ or with ‘No, Ben10 is strong!’. The students give their own answers.
- The teacher clothes the students with a cloak-like coat. Students lift a foam box and show how strong they are. The students say ‘I am strong!’
- The students make a race, where they can ‘show’ their strength: Two students stand in front of a box full of blocks and are told that these blocks are actually heavy rocks. They are asked to carry each ‘rock’ one by one to the finish line. The students are asked to carry each ‘rock’ with only two fingers without letting it fall down. The students have 30 seconds for the race. The student with the most ‘rocks’ behind the finish line is the winner, who finally says ‘I am strong!’
- The teacher sends a group of four students out of the classroom. While they are waiting outside, the rest of the class hides three pictures illustrating strong people all around the classroom. The group comes in and has to find the hidden pictures. For each found picture they shout ‘Strong!’
- The teacher shows several pictures of animals or people and asks if they are strong or not. The children answer with ‘Yes, strong.’ or with ‘No.’ The teacher lays four pictures on the ground presenting strong people/animals and four pictures presenting weak people/animals. The teacher asks five students to dance to the ‘Fireman Big and Strong’ song (<https://soundcloud.com/theworkers/i-am-a-fireman-big-and-strong>). When the teacher pauses the music and says ‘strong’, the students immediately have to step on the pictures presenting strength. When the teacher remains silent, the students have to find and step on the pictures presenting weakness. The student who could not find the right picture or has no picture to step on, is eliminated. Afterwards, students take the role of the teacher and command their classmates in the other rounds.

4. Follow-up activity

- The students are asked to draw a strong family member, super hero, animal or even themselves. They present their drawings to the teacher and their classmates and say for example ‘The lion is strong.’

TPRS – Lesson plan 3

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Describing animals
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words ‘slow’ and ‘fast’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘grandma’, ‘grandpa’ and ‘strong’ are quickly revised with the help of the picture vocabulary box.
- ▶

Stage 1. Establishing Meaning: Introducing and practicing vocabulary.

- ▶ The teacher introduces two words to be used in the story: ‘slow’ and ‘fast’. The meaning of the target words will first be presented through visual aids.
- ▶ Students repeat the words chorally and individually.
- ▶ The students do various physical actions about the target words, e.g. they run or walk.
- ▶ Mirror Me Game: Two students stand in front of each other. One student says ‘fast’ and dances fast. The other student imitates him or her and repeats the target word. In the second round, the students play the Mirror Me Not Game:

This time, whereas the one student is fast and for example pretends washing his/her hands, the other student washes his/her hands slowly.

- ▶ The teacher shows several pictures of fast and slow animals (e.g. cheetah, snail, etc.). The students decide if they are fast or slow.
- ▶ Flashcard Run Game: Two students stand next to each other in a corner. The teacher holds a picture of an animal in another corner. If the students can describe that animal with the correct adjective, they run and try to get the flashcard from the teacher first. The faster student says 'I am fast!' and gets a point.

Stage 2. Asking a story:

- ▶ The teacher tells the story of 'Jack the Dog':

Jack the Dog

Jack is a dog. He lives in a blue house. But he wants a red house. Sammy the squirrel says 'I can colour it for you. I can colour your house today.' 'Thank you.' says Jack. 'Bye bye.'

Jack leaves Sammy alone and knocks on the turtle's door. 'Heeeelllooooo.' says turtle. 'Commmme inn. Commmmmme to the kitttchennn.' says turtle. Turtle eats biscuits. So slow! Turtle drinks juice. So slow! Turtle washes his hands. So slow! Turtle plays with the ball. So slow! 'Thank you.' says Jack. 'Bye bye.' 'Bye bye!' says the turtle.

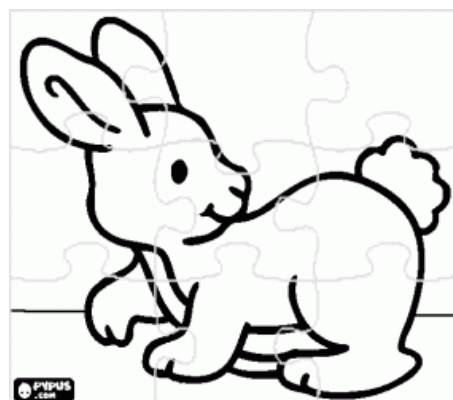
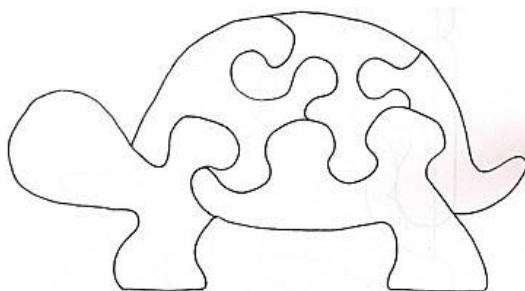
Jack leaves turtle and knocks on the rabbit's door. 'Hello!' says rabbit. 'Come in. Come to the kitchen.' says rabbit. The rabbit eats carrots. So fast! The rabbit drinks water. So fast! The rabbit washes his hands. So fast! The rabbit plays with the ball. So fast! 'Thank you.' says Jack. 'Bye bye.' 'Bye bye!' says the rabbit.

Jack goes to his house. Oh, his red house! ‘Thank you!’ says Jack. ‘You’re welcome.’ Jack is happy. Sammy is happy.

- ▶ The teacher and students act out the story.
- ▶ During the story, the teacher stops the story and
 - ▶ asks yes/no questions about the story and the target word;
 - ▶ checks each student’s understanding through circling questions;
 - ▶ speaks slowly;
 - ▶ looks into the students’ eyes;
 - ▶ supports exaggerated dramatization of the story
 - ▶ tells a parallel story that is created through student response (and story variables such as the animals or names can be changed).

Stage 3. Reading- aloud and Follow-up activity:

- ▶ The teacher reads the original story aloud.
- ▶ The teacher asks students to name some fast and slow animals. The teacher models sentences like ‘Turtle. It is slow.’
- ▶ Then, the teacher divides the class into four groups and gives each puzzle pieces of a rabbit or turtle. Each student has to colour his own piece. When finished, they have to put the pieces together and paste them on a paper. They present their finished pictures.



Communicative Approach – Lesson plan 3

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Speed
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target words 'slow' and 'fast'.

Revision of the previous lesson:

- The target words of the previous lesson 'grandma', 'grandpa' and 'strong' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity:

- The teacher and the students remember and sing the 'If you're happy' song together. They sing it slowly, then fast.

2. Introduction of the target vocabulary:

- The teacher and the students do slow and fast physical actions. The teacher mimes the target words 'slow' and 'fast'.
- The students imitate the actions and repeat the words chorally and individually.

3. Speaking games and activities:

- Six students stand in a line like a train. When the teacher says 'fast' the 'train' speeds up or slows down when they hear the word 'slow.' Any student who is not in accord with group is eliminated. Other students can take the role of the teacher.
- The Somebody Behind your Back Game: Student A turns his back. He claps his hands and says 'Slow, slow, slow.' Each time, three students B, C and D behind his back make tiny steps forward. Student A then turns his back and looks how far they are. This continues until one of the players reaches him and taps his shoulder. Then the student A turns his back and tries to catch one of the players. Meanwhile, the rest of the class shouts 'Fast!. Fast! Fast!'. The caught player becomes the next player A.
- The teacher divides ten students into two groups. The group, who can handover five toys immediately from the first to the last student, is the winner. The rest of the class tries to motivate their classmates and shout 'Fast!'
- The teacher pins ten flashcards all around the classroom. A group of five students have to run to the correct flashcard if the teacher says 'Strawberries! Fast!' Or they have to walk to the right picture if the teacher says 'Doll. Slow.'
- Role-play: The teacher says 'It is morning/day/night/school.' to give a context for role-play. A group of five students perform actions done in a day. When the teacher says 'slow' they continue doing the actions slowly and vice versa. Other students can take the role of the teacher.

4. Follow-up activity:

- The students listen to a song and dance along slowly when the teacher says 'slow'. Other students can take the role of the teacher.

TPRS – Lesson plan 4

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word ‘uncle’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘grandma’, ‘grandpa’, ‘strong’, ‘slow’ and ‘fast’ are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introduction and practice of vocabulary.

- ▶ The teacher introduces the word to be used in the story: ‘uncle’. The meaning of the target words will first be presented through visual aids. Translation and explanation in L1 will be given.
- ▶ Students repeat the word chorally and individually.
- ▶ The teacher shows pictures of her own uncle and says ‘I’ve got an uncle. He is Mert. I love my uncle.’ The teacher uses the PQA technique and asks questions like ‘Do you have got an uncle?’ ‘What is your uncle’s name?’ or

‘What can your uncle do?’ ‘Can your uncle sing?’ Each student is encouraged to say ‘I have got no uncle.’ or ‘I have got one uncle/two uncles etc.’

- ▶ Students who have an uncle are encouraged to ape their uncles and to say ‘This is my uncle.’

Stage 2. Asking a story:

- ▶ The teacher tells the story of ‘Where is my uncle’:

Where is my uncle?

Winnie is a girl. She wants to play with her uncle Tom. Winnie says ‘Uncle, uncle where are you?’ She goes to the kitchen. Oh no. It is just the cat. Then she goes to the living room. Winnie says ‘Uncle, uncle, where are you?’ Oh no. It is just the TV. She goes to the bed room. Winnie says ‘Uncle, uncle, where are you?’ She looks on the bed, under the bed and even in the toy box. Winnie says ‘Uncle, uncle, come and play!’ But suddenly she sees a big present box. ‘Uncle?’ She opens the box. Uncle is in the present box! ‘Happy birthday Winnie. You are six today! Here is your small present.’ Wow! A doll!’ says winnie ‘I love you!’ Winnie is six today. Winnie is happy.

- ▶ The teacher encourages the students act out the story.
- ▶ During the story, the teacher stops the story and
 - ▶ checks each student’s understanding through circling questions about the story and the target word;
 - ▶ speaks slowly;
 - ▶ looks into the students’ eyes;

- ▶ supports exaggerated dramatization of the story (a parallel story can be created, and variables such as the names, rooms of the house can be changed
- ▶ The teacher adds details to the story, when she receives interesting and cute answers from her students.

Stage 3. Reading- aloud and follow-up activity.

- ▶ The teacher reads the original story aloud.
- ▶ The students draw a present they got from their own uncle or they imagine to get a present from an imaginary uncle. What kind of present would he give?
- ▶ They present their pictures.

Communicative Approach – Lesson plan 4

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	My Family
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening
Learning Objectives:	Students will be able to recognize and produce the target word 'uncle'.

Revision of the previous lesson:

- The target words of the previous lesson 'grandma', 'grandpa', 'strong', 'slow' and 'fast' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity:

- Family members will be revised.

2. Introduction of the target vocabulary:

- The teacher introduces the target word and talks about her own uncle. Then it is the student's turn. The students are encouraged to say the sentence 'I have got no uncle.' or 'I have got one uncle.' Translation and further explanation about the word 'uncle' will be given.

3. Speaking games and activities:

- The students play the 'Uncle Says' game instead of the 'Simon Says Game': The students imitate the actions of the teacher when the command starts with 'Uncle says...'. The student do not move, when she does not start the sentence with 'Uncle says...'. Other students can take the role of the teacher.
- Sleepy Uncles Game: Five students are chosen to be uncles. But as they are sleepy uncles they sleep. Three other students try to wake them up and say 'Uncle, uncle, wake up!' 'Uncle, look at me!'. If one of the sleepy uncles respond to any of their classmates or even laugh has to wake up. The sleepest uncle is the winner.
- Who is my uncle? Game: The teacher pins number cards from 1 to 6 on the back of the students. They walk around the classroom. Another student pretends to be the niece or nephew and has to search for his or her uncle (because she has lost him). When the teacher says 'Number 5', the 'niece/nephew' has to find 'uncle' number five, hugs him and says 'Hello, uncle. How are you?'
- The teacher lays fifteen pictures of men (representing uncles) on the floor. Two students come, look at the pictures. The teacher describes an uncle and says 'This is uncle. Blue eyes. This is uncle. Brown hair.' The two students have to find the correct uncle. The student who finds the right uncle first gets one point. Other students can take the role of the teacher.

4. Follow-up activity

- Pair-work: Students with uncles and without uncles will be matched. One student describes his uncle, the other one listens and tries to draw him. The other one draws his own uncle, and when they are finished, they compare their uncle-pictures and finally present them to their classmates.

TPRS – Lesson plan 5

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family members
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word ‘aunt’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘grandma’, ‘grandpa’, ‘strong’, ‘slow’, ‘fast’ and ‘uncle’ are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary.

- ▶ The teacher introduces the word to be used in the story: ‘aunt’. The meaning of the target word will first be presented through visual aids. Translation and explanation in L1 will be given.
- ▶ The ‘Aunt visits us’ Game: The teacher chooses four students to be a family. Other five students are said to be aunts. One by one the aunts visit their family. The mummy/daddy says ‘Hello, sister/brother!’ and their children say ‘Hello, aunt! – Goodbye aunt!’ Then the next aunt comes.
- ▶ The teacher asks questions like ‘Does your mummy/daddy have a sister?’ ‘Do you have an aunt?’ ‘How many aunts do you have?’ ‘Does Arda have an aunt

or does Zeynep have an aunt?’ The students are expected to give answers like ‘I have got an aunt.’ ‘Zeynep has got an aunt.’ The teacher models sample answers and encourages the students to speak.

- ▶ Circle time: The class stands in a circle. One student is in the middle of the circle. The teacher says that this is aunt, who is so bored. The teacher asks the aunt ‘What would you like to do?’ The aunt, for example, starts to dance. The teacher encourages the other students to clap their hands and repeat the sentence ‘Aunt wants to dance. Aunt wants to dance. Aunt wants to dance.’ like a chant. Then the teacher chooses another child to be aunt. Again the teacher asks ‘What would you like to do?’ The aunt, for example, starts to jump. The students are expected to clap and sing the ‘Aunt wants to jump.’ chant.

Stage 2. Asking a story:

- ▶ The teacher tells the story of ‘Aunt Minnie wants to fly’:

Aunt Minnie wants to fly

Aunt Minnie is a cat. But she is sad. Aunt Minnie wants to fly. She looks at the birds. Birds can fly. She says ‘I want to fly.’ She moves her arms. But ooops! She says ‘I can’t fly!’ She looks at the butterflies. Butterflies can fly. Aunt Minnie says ‘I want to fly.’ She moves her arms. But ooops! She says ‘I can’t fly!’ So she goes home. At home, there is Billy. ‘I can’t fly.’ says Aunt Minnie to Billy. ‘Come here.’ says Billy. ‘Daddy has got a small plane. Daddy, Billy and Aunt Minnie sit in the plane. ‘Wow!’ says Aunt Minnie. ‘I can fly!’

- ▶ The teacher and students act out the story.
- ▶ During the story, the teacher stops the story and

- ▶ checks each student's understanding through circling questions about the story and the target word;
- ▶ speaks slowly and follows the barometer student;
- ▶ looks into the students' eyes;
- ▶ supports exaggerated dramatization of the story.
- ▶ adds details to the story.

Stage 3. Reading- aloud and follow-up activity:

- ▶ The teacher reads the original story aloud.
- ▶ The children are asked to draw aunt Minnie flying in the plane.

Communicative Approach – Lesson plan 5

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family members
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word 'aunt'.

Revision of the previous lesson:

- The target words of the previous lesson 'grandma', 'grandpa', 'strong', 'slow', 'fast' and 'uncle' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity:

- Family members will be revised.

2. Introduction of the target vocabulary:

- The teacher introduces the target word and talks about her own aunt. Then it is the student's turn. The students are encouraged to say the sentence 'I have got no aunt.' or 'I have got one aunt.' Translation and further explanation about the word 'aunt' will be given.

3. Speaking games and activities:

- The Balloon Game: Five students play with a balloon but it need not to touch the ground. One student taps the balloon and says 'Aunt Sude!' Sude tries to catch the balloon and says 'Aunt Defne!' This time Defne, has to catch the balloon. In the next game round, the teacher calls male students. As it would be irritating and confusing to call the boys 'aunts', the teacher says that they will stand in a line. As the teacher taps one of the boys shoulder this boy says 'Aunt Alya.' Alya has to follow and tries to catch the balloon.
- The teacher shows a flashcard illustrating an ice-cream, rubs her stomach and says 'Aunt wants ice-cream.' She makes some other sample sentences. The students imitate the teacher and repeat the sentences. Then the teacher puts 15 flashcards on the ground. Five students make a circle around the flashcards. One student stands in the middle, and as the teacher says 'Eren!' Eren thinks of one flashcard and says 'Aunt wants strawberries.' The student in the middle has to find the correct flashcard illustrating strawberries.
- What does the aunt want- discussion: The teacher shows a picture of a hungry woman and asks 'What does aunt want?' The students think of various answers like 'Aunt wants water' or 'Aunt wants juice.' The teacher also shows pictures of a thirsty woman, a woman in a pet shop, or in a stationary. The students think and say what these aunts want.

4. Follow-up activity

- The students draw their own answers to the discussion in 3c and present their ideas to the teacher and their classmates.



TPRS – Lesson plan 6

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Feelings
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words ‘angry’ and ‘funny’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘grandma’, ‘grandpa’, ‘strong’, ‘slow’, ‘fast’, ‘uncle’ and ‘aunt’ are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary.

- ▶ The teacher introduces the word to be used in the story: ‘angry’. She pretends to be angry and says ‘I am angry.’ The students imitate the teacher and repeat the sentence. Translation and in L1 will be given. The same procedure is repeated for the word ‘funny’.
- ▶ The students pantomime feelings. The rest of the class has to guess the correct feeling.

- ▶ The teacher asks questions about the previous pantomime game. ‘Who was angry/funny?’ ‘Were you angry?’ ‘Was Efe funny or Lavinya funny?’ The students give answers like ‘Lavinya is funny.’ ‘I am angry.’ Inaccurate tense use will be ignored.

Stage 2. Asking a story:

- ▶ The teacher starts asking the story. The following mini-story guides her:

There is a girl. She lives in England. She is funny. Because her daddy is funny. Her daddy is Jim Carrey. Look! He is funny! The girl has got a monkey, too. The monkey is angry. Because he is hungry. The girl gives a banana. The monkey eats the banana and ten cakes and ten burgers! Yummy yummy! He is funny, too!

- ▶ The teacher and students act out the story.
- ▶ During the story, the teacher stops the story and
 - ▶ checks each student’s understanding through circling questions about the story and the target words;
 - ▶ keeps in pace with the barometer student
 - ▶ speaks slowly;
 - ▶ looks into the students’ eyes;
 - ▶ supports exaggerated dramatization of the story.
 - ▶ adds details to the story.

Stage 3. Reading- aloud and Follow-up activity.

- ▶ The teacher reads the original story aloud.
- ▶ The teacher shows jumbled pictures of the story and lets the students to put them into order.

Communicative Approach – Lesson plan 6

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Feelings
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target words 'angry' and 'funny'.

Revision of the previous lesson:

- The target words of the previous lesson 'grandma', 'grandpa', 'strong', 'slow', 'fast', 'uncle' and 'aunt' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity:

- Emotions like 'happy' and 'sad' will be remembered.

2. Introduction of the target vocabulary:

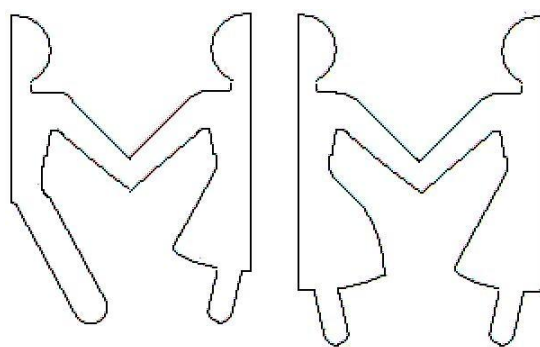
- The teacher stamps her feet and says 'angry' – 'I am angry!' The students imitate the teacher and repeat. Then the teacher takes a puppet, lets it talk and starts to laugh. 'Funny' she says. 'You are funny!' The students imitate and repeat.

3. Speaking games and activities:

- One student makes grimaces or behaves in anger. The rest of the class says if the student is angry or funny.
- Odd-one-out Game: The teacher shows several pictures of angry or funny faces. The students say which face the odd one is.
- Role-play: The teacher divides the class into five groups. Each group chooses an emotion and creates a situation. Each group pantomimes their situation, and the other groups have to guess the correct emotion the group is demonstrating.
- Pelmanism: The teacher divides the class into four groups. Each group gets a set of cards. The cards will be laid face down and two cards will be flipped face up over each turn. The object of the game is to turn over pairs of matching cards. The students have to match each card with its identical emotion-card. They have to name each emotion on the card while turning over. The student with the most matches wins the game.

4. Follow-up activity

- The students do kirigami craft art. They can draw angry, funny, sad and happy faces on the craft and name them.



(retrieved from the homepage:
<http://www.origami-resource-center.com/paper-dolls2.html> on 12th April, 2014)

TPRS – Lesson plan 7

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family members
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word 'cousin'.

Revision of the previous lesson:

- ▶ The target words of the previous lesson 'grandma', 'grandpa', 'strong', 'slow', 'fast', 'uncle', 'aunt', 'funny' and 'angry' are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary.

- ▶ The teacher introduces the word to be used in the story: 'cousin'. The meaning of the target word will first be presented through visual aids. Translation in L1 will be given.
- ▶ The teacher sends a student out of the classroom. Six other students stand in a circle, but far from each other. The class decides on a 'cousin'. The student outside comes in and the teacher asks 'Who is your cousin?' When the student is closer to the cousin the class shouts 'Cousin! Cousin! Cousin!', but whispers 'Cousin. Cousin. Cousin.' when the student is too far from the

‘cousin’. The student can guess only two times. In the next round, the students take the role of the teacher.

- ▶ The teacher asks questions like ‘Do you have a cousin?’ ‘How many cousins do you have?’ ‘Is your cousin a boy or a girl?’ The students are encouraged to give simple answers like ‘One cousin.’ ‘Cousin is a boy. He is Selim.’ Etc.

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
- ▶ The teacher reads each statement of the story one by one and asks circling questions about them. Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story. The teacher speaks slowly and tries to make the input as comprehensible as possible. While asking the story, students simultaneously act out the story.

The mini-story:

There is a boy. He has got a cousin. Cousin goes to Disneyland. Cousin sees a dinosaur. But cousin wants ten dinosaurs.

Cousin goes to the park. There is a girl. She is Shakira. Shakira has got ten dogs. But not ten dinosaurs.

Cousin goes to the cinema. There is a film. There is Ice Age in the cinema! One, two, three...oh, ten dinosaurs! Cousin claps his hands and says ‘Ten dinosaurs in the cinema! Ten dinosaurs in the cinema!’ Cousin is happy.

Stage 3. Reading- aloud and Follow-up activity.

The teacher reads the original story aloud. The teacher makes true/false statements about the story. The students answer with yes or no and give the correct answer.

Communicative Approach – Lesson plan 7

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family members
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word 'cousin'.

Revision of the previous lesson:

- The target words of the previous lesson 'grandma', 'grandpa', 'strong', 'slow', 'fast', 'aunt', 'uncle', 'funny' and 'angry' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity:

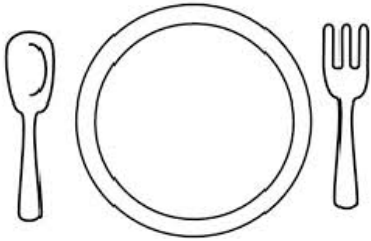
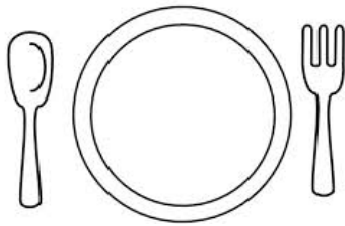
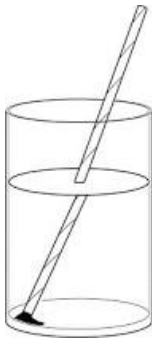
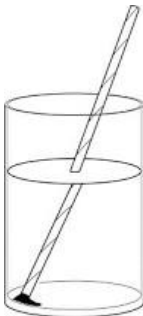
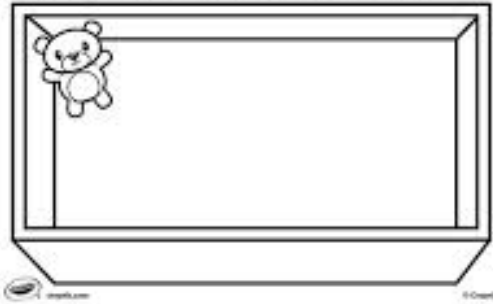
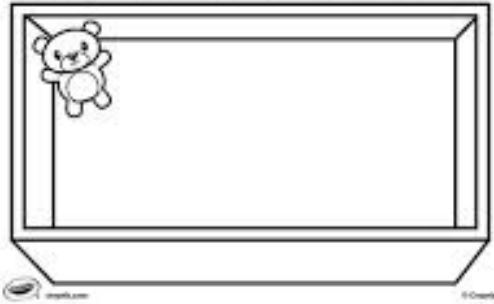
- Family members will be revised.

2. Introduction of the target vocabulary:

- The teacher creates a family with mummy, daddy, children, aunt and uncle. The children guess in their mother tongue what the children of aunt or uncle are called. The teacher introduces the word 'cousin'. The children repeat chorally and individually.

3. Speaking games and activities:

- The teacher shows a picture of a girl and says 'Cousin loves yellow T-shirts.' Then the teacher shows a picture of a boy and says 'Cousin loves green T-shirts.' The students repeat. Then she shows a PowerPoint presentation illustrating many and various, colourful t-shirts. The teacher chooses two students. She says 'Cousin loves black T-shirts.' to them and the student who finds the black t-shirt first on the PowerPoint presentation gets one point. In the second and next rounds the students command the players, and build their own sentences.
- The teacher has a bag with small cards. The cards have different pictures. Each student takes one and has to find the other student with the same picture on the card. During the game, they are not allowed to speak. They silently try to explain each other's picture with gestures. When they find their pairs, they hug their friend and say 'Hello Cousin. How are you?' Then they come to the teacher and say 'This is my cousin.'
- The teacher hands out a chart. The chart is divided into food, drinks, toys, animals and cartoon characters. Each student draws what they like most and ask their cousin (they have found in the previous activity 'What do you like cousin?' they also draw the answer of the cousin:

Name:	Cousin:
	
	
What's in your toy box? = Que contient ton coffre à jouets? = ¿Qué hay en tu caja de juguetes? 	What's in your toy box? = Que contient ton coffre à jouets? = ¿Qué hay en tu caja de juguetes? 
	
	

4. Follow-up activity

- The students present their drawings and are encouraged to say ‘I love juice. Cousin Mert loves milk.’ or ‘I love dogs. Cousin Mert loves monkeys.’

TPRS – Lesson plan 8

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family members and adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words of week one and two: ‘grandma’, ‘grandpa’, ‘strong’, ‘slow’, ‘fast’, ‘uncle’, ‘aunt’, ‘funny’, ‘angry’, and ‘cousin’.

Stage 1. Establishing Meaning: Practicing vocabulary.

- ▶ The teacher shows flashcards representing the target words to be used in the story. The students say the correct word.
- ▶ Lip reading Game: The teacher shows one flashcard to a student. The student looks and says the word without making any voice. In other words she just moves her/his lips. The other students have to guess the correct word.
- ▶ The teacher shows the flashcards again. One student acts out the word. The other students have to guess the correct word. If the word was for example ‘grandma’ the teacher asks ‘Are you grandma?’ ‘Are you grandma or is he the grandma?’ The students are encouraged to give simple answers using the target word.

Stage 2. Asking a story:

- ▶ The teacher tells the story of ‘Family Sport’:

Family Sport

Grandma is doing sports. She walks and runs walks and runs. 'Slow and fast, slow and fast.' she says. Grandpa comes. 'Slow and fast, slow and fast' they say. Then uncle comes. 'Slow and fast, slow and fast.' they say. Then aunt comes. And then cousin comes. 'Slow and fast, slow and fast.' they say. Grandma lifts a dumbbell and says 'I am strong.' Grandpa takes the dumbbell and says 'No, I am strong.' (Everybody takes the dumbbell and says 'No, I am strong.') They look at each other and laugh. But Cousin is angry. 'I am not strong.' he says. He tries and tries. Grandma hugs the cousin and says 'Drink well.' Grandpa hugs the cousin and says 'Eat well.' Uncle hugs the cousin and says 'Sleep well.' Aunt hugs the cousin and tickles him and says 'You are small. When big, you are strong.' Cousin laughs and laughs. He is happy. They all laugh. 'You are funny!' says cousin. (The family points to each other and laugh and say 'You are funny!' to each other.) 'Come' says uncle. 'Let's eat.' Grandma goes, grandpa goes, uncle goes, cousin goes and aunt goes.

- ▶ The teacher and students act out the story.
- ▶ During the story, the teacher stops the story and
 - ▶ checks each student's understanding through circling questions about the story and the target word;
 - ▶ speaks slowly;
 - ▶ looks into the students' eyes;
 - ▶ supports exaggerated dramatization of the story.
 - ▶ encourages the students to create a parallel story.

Stage 3. Reading- aloud and follow-up activity.

- ▶ The teacher reads the original story aloud.
- ▶ The students draw their family doing sports.

Communicative Approach – Lesson plan 8

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Family members and Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words of week one and two: ‘grandma’, ‘grandpa’, ‘strong’, ‘slow’, ‘fast’, ‘uncle’, ‘aunt’, ‘funny’, ‘angry’, and ‘cousin’.

1. Warm-up activity:

- Family members and the adjectives will be revised through flashcards.

2. Speaking games and activities:

- Musical chairs: The teacher lines up five chairs. On each chair there is a different flashcard representing the target words. Six students dance to music. When the teacher stops the music, they try to get a chair as fast as they can. One student who does not is eliminated. The other five players have to name the flashcards they sat on. The last student is the winner.
- What’s Missing Game: The teacher lays ten flashcards of the target words on the ground. Two students look at the flashcards. When the teacher says ‘close

your eyes' the student close their eyes and the teacher removes one flashcard. When the teacher says 'Open your eyes', the students have to guess the missing flashcard. The faster student gets a point. The student with three points is the winner.

- The teacher takes a flashcard. Covers it with a paper. She slowly and slowly removes the paper. The students try to guess which flashcard it is.
- Vocabulary Chain: Ten students stand in a circle. The first student says for example 'grandma'. The second student has to memorize the word and says 'grandma, fast'. The third student says 'grandma, fast, uncle.' The students have to memorize each other's word and add their own.
- Group- Pelmanism: The teacher divides the group into two. The ten students in each group are assigned different words. Each student draws the picture of his/her word. Then the teacher collects the ten pictures from each group and lays them face down. One group comes, flips the pictures one by one and tries to find its pair within three minutes. Then it is the other group's turn. They also have to find the matching pairs in three minutes. The group with the most pairs is the winner.

TPRS – Lesson plan 9

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Vehicles
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word 'boat'.

Vocabulary revision:

- ▶ The teacher shows a toy box. Students close their eyes and try guessing the toys they feel. The students name them (car, doll, balloon, teddy, etc.). There is also a toy boat. The teacher stops here and goes on to stage 1.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary

- ▶ The teacher lets the students listen to the sound of various vehicles like that of a train, car, bike and at least that of the target word 'boat'. Students listen to the sounds and guess which vehicle they hear. The teacher shows a picture of a boat and says 'boat'. The students repeat the word chorally and individually. The teacher calls out for different groups of different students to repeat the target word: 'Boys, boat!' or 'Brown hairs, boat!' 'Girls with blue eyes, boat!' The boys/ students with brown hairs/ girls with blue eyes repeat the word.

- ▶ With closed eyes each student takes out a picture of a boat out of a bag. The teacher asks questions about the boat and each student is encouraged to describe his/her boat like 'Boat is red. Boat is big. A girl in the boat.'

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ Objects and other clothes from the 'costume box' can be used during acting out the story.
- ▶ First the teacher pins some pictures on the board.
- ▶ The teacher reads the first statement of the story. She asks circling questions, the students act out simultaneously. The students look at the pictures on the board and order each picture to a statement.

Mini-story:

There is a girl. She wants a big red boat. She goes to Sponge Bob Squarepants. But Patrick, the friend, has eaten the boat.

The girl goes to Ariel (the mermaid). Ariel has a boat. But Nemo the fish lives in the boat. 'Sorry.' says Ariel.

The girl sees Jack Sparrow (from 'Pirates of the Caribbean'). Jack has nine boats! One green, no. One yellow, no. One, pink, no. One, blue, no. Oh, red! A

big red boat. 'Yippee!' says the girl. She is happy.

Stage 3. Reading- aloud and Follow-up activity:

- ▶ First, the teacher reads the original story aloud.
- ▶ Then, the teacher reads the story, but students have to finish the sentences of the teacher. There is a girl. She wants a... etc.
- ▶ In the last activity, the teacher reads a random statement of the story. The students have to find the right story picture describing that statement.

Communicative Approach – Lesson plan 9

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Toys and vehicles
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word 'boat'.

1. Warm-up activity:

- The students watch and listen to the 'Row row row your boat' song on http://www.dailymotion.com/video/x1ghm08_row-row-row-your-boat-english-video-songs-for-children-in-karaoke_shortfilms (retrieved on 2nd June, 2014).

2. Introduction of the target vocabulary:

- The teacher introduces the target word with the help of the 'Row row row your boat' video. The students act out and sing the song.

3. Speaking games and activities:

- The teacher has many pictures of boats. The pictures have blu-tack on the back. The teacher throws the colour-dice. Two students look at the colour on the dice and have to pin the boat picture on an object with that colour. The students get ten points, if they pin the picture on the right colour (e.g. blue) and say 'blue boat!' In the next round, other students have to collect the boat pictures, as the teacher calls out for a colour (for example, the students collect the pink boat, when the teacher says 'pink'; the student has to say 'pink boat').



- Musical boats: The students listen again to the 'Row row row your boat' song and dance. When the song pauses, they have to step on a boat picture and shout 'My boat!' The student without a boat or without shouting is eliminated.
- Each student colours a boat picture of the previous, first activity. Then, six students take their coloured boat pictures and pretend rowing in the sea. Other four students are said to be captains swimming in the sea. The teacher says 'blue boat'. The captains look for students with blue boats and hug the student with the blue boat. The student with no boat or wrong colour is eliminated. In the next round, another student takes the role of the teacher.
- The Chain game: Five students stand in a circle. In the middle of the circle there is a globe. The teacher explains that there is a boat, which is sailing everywhere in the world. The teacher wants the students to think where the boat could all have been. The first student in the circle is encouraged to say 'The boat is in İzmir.' The next student says 'The boat is in İzmir and İstanbul.' Every student adds a new name of a city, town or even a country they know.

4. Follow-up activity

- The teacher divides the students into four groups. Each student in the group draws and colours a boat. They cut their boat pictures. Together with their group members, the students draw the world on a large piece of a paper (an easy circle with blue, green and brown colours around). They paste their boats on the 'world map'. They present their group work.

TPRS – Lesson plan 10

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Toys
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word ‘puppet’.

Revision of the previous lesson:

- ▶ The target word of the previous lesson ‘boat’ is quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary.

- ▶ The teacher shows a few puppets and introduces the target word ‘puppet’. The students repeat chorally and individually.
- ▶ Puppet house act out: Five students choose a puppet and say ‘This is my puppet.’ With their puppets, the students go to the puppet house (available in the classroom). They listen and act out the ‘Five little monkeys’ song. The rest of the class sings to the song.
- ▶ Puppet Says Game: The teacher tells the students that they are puppets and have to follow her commands. When the teacher says for example ‘Puppet, jump!’, the students jump. But when the teacher only says ‘Jump.’, they have

to stand motionless. Each tricked student is eliminated and sits down. The last student is the winner. In the next round, the students command the class.

- ▶ The teacher asks ‘Which puppet do you like?’ ‘Do you have puppets?’ ‘How many puppets do you have?’ Students are encouraged to give simple answers like ‘This puppet.’ ‘I have puppets./Yes.No.’ ‘Two puppets.’

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story.
 - ▶ The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ Objects (puppets, playhouse, etc) and materials available in the story can be used.

Mini-story:

The puppets on the bus go up and down, up and down, up and down. The puppets on the bus go up and down all through the town. The puppets on the town laugh ha ha ha, ha ha ha, ha ha ha. The puppets on the bus laugh ha ha ha all through the town. The puppets on the bus say ‘sh sh sh, sh sh sh, sh sh sh.’ The puppets on the bus say ‘Sh sh sh’ all through the town. The puppets on the bus say go away, go away, go away. The puppets on the bus say go away all through the town.

Stage 3. Reading- aloud and follow-up activity.

- ▶ The students sing the story with the melody of the song ‘Wheels on the bus.’
The teacher plays the karaoke version of the song and the students sing and act out the story.
- ▶ The teacher records their performance.

Communicative Approach – Lesson plan 10

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Toys
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word ‘puppet’.

Revision of the previous lesson:

- The target word of the previous lesson ‘boat’ is quickly revised with the help of the picture vocabulary box.

1. Warm-up activity and introduction of the target vocabulary:

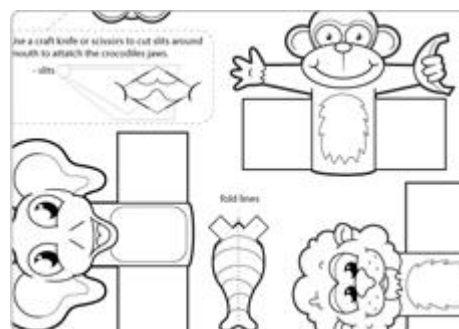
- The students listen to the song on http://www.dailymotion.com/video/xf7haf_katy-perry-sings-hot-n-cold-with-el_music (retrieved on 27th April, 2014). The teacher introduces the character Elmo (of Sesame Street) as a puppet. The teacher shows other puppets (available in the classroom) and introduces the target word. The students repeat chorally and individually.

2. Speaking games and activities:

- Race to the puppet game: The teacher places ten puppets around the classroom. Each puppet has a number card. The teacher says for example 'Puppet number four.' Two students listen and try to find puppet number four. The faster student gets ten points. In the next rounds, the students give the instructions to the next players.
- Guess the puppet: The teacher lines some puppets up. The puppets have number cards in front of them. The teacher thinks of a puppet and starts to describe it: 'Puppet is brown. Puppet is small. Puppet is a dog.' Two students listen, try guess which puppet is described, and are encouraged to say 'Puppet number five.' The student who guesses the correct puppet, runs to the puppet and keeps it. The student with the most puppets is the winner. In the next rounds, other students describe the puppets.
- Where is the puppet game: Four students are sent out of the classroom. The class hides four puppets around the classroom. As the four students come to the classroom the teacher encourages the students to ask 'Where is the puppet?' The students try to find all of the hidden puppets.

4. Follow-up activity

- The students can choose among different puppet crafts and colour and make their own finger puppets. They can name their finger puppets.



TPRS – Lesson plan 11

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Pets
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word 'pet'.

Revision of the previous lesson:

- ▶ The target words of the previous lesson 'boat' and 'puppet' are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary

- ▶ The teacher asks the students to name animals they know, like cat, dog, turtle, etc. Then the teacher goes to the toy house (available in the classroom), stands there and shows a toy dog and says 'It's a pet.' The students repeat the target word chorally and individually. Then she shows other animal toys. When the teacher shows a cat, the students say 'It's a pet.' When the teacher shows a lion, the students are encouraged to say 'No pet.' and the teacher puts it out of the house. Explanation about the target word 'pet' in L1 will be given.

- ▶ The teacher has animal flashcards and calls out for a student. The student looks at one flashcard says 'It's a pet.' Then the student imitates that animal and the rest of the class have to guess the pet on the flashcard.
- ▶ The teacher asks the students questions like 'Do you have a pet?' 'What animal is your pet?' 'How many pets do you have?' 'What colour is your pet?' The students are encouraged to give simple answers like 'I have a pet.' 'It's a dog.' '2 pets.' 'Pet is white.' The teacher will model sample answers first.

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ The whole class acts out the story simultaneously, answers circling questions and repeat the statements of the story. Animal masks during the act out are to be used.

Mini-story:

This is Robin. He wants one pet. He wants one dog with pyjamas.

He goes to İstanbul. There is one monkey with pyjamas. 'No.' he says.

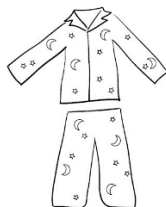
He goes to Ankara. There is one elephant with pyjamas. 'No.' he says.

He goes to Çeşme. There is one dog with pyjamas. 'Yeeeee, a pet!' he says. A

pet with pyjamas!

Stage 3. Reading- aloud and follow-up activity.

- ▶ First, the teacher reads the original story aloud.
- ▶ The teacher reads the story again but makes false statements. The students jump if the statement is true and correct each false statement.
- ▶ The teacher hands out pyjama pictures and asks the students to draw any pet they wish into the pyjamas. The students present their pictures and are encouraged to say ‘It’s a pet. It’s a dog with pyjamas.’



Communicative Approach – Lesson plan 11

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Pets
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word 'pet'.

Revision of the previous lesson:

The target words of the previous lesson 'boat' and 'puppet' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity and introduction of the target vocabulary:

- The students listen to the 'Elephant Song' on www.teachertube.com/viewvideo.php?video_id=18467 (retrieved on 26th April, 2014).
- The teacher asks the students which of these animals can be kept at home. The teacher introduces the target word 'pet'. The students name other animals.

2. Speaking games and activities:

- The teacher says an animal name. Five students have to run to the right side of the classroom if the animal can be kept as a pet or to the left side if it cannot be.
- The teacher shows a PowerPoint presentation, where zoomed pictures of pets are seen. The students have to guess what pet it is. Then they see the whole picture and see if their guess was right.
- Pet me if you can- Game: Six students stand in a circle. One student walks around the circle. When this student taps on the shoulder of a student and says 'This is my pet.', the 'pet' has to run and catch the student. The caught student has to make an animal sound and the rest of the students have to name that animal.
- One student chooses a classmate and says 'Hello, my pet.' and whispers an animal name to his/her classmate, which for example pretends being a bird. The rest of the class tries to guess the pet.

3. Follow-up activity

- Divided into five groups, the students are asked to prepare a pet poster. The students draw and arrange their poster together. Then they present their posters.

TPRS – Lesson plan 12

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Length
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words ‘long’ and ‘short’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘boat’, ‘puppet’ and ‘pet’ are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary

- ▶ The teacher shows her hair and says it is ‘long.’ Then she calls a student with short hair and says ‘short’. The teacher introduces the target words. The teacher compares other students. The class looks and says if the hair is long or short. The meaning of the words is supported with hand movements.
- ▶ The teacher divides six students into two groups. When the teacher says ‘long, long, short’, the students line up according to their length of hair. The first correct arranged group gets a point. The group with the most points is the winner. In the next rounds, the students command the groups.

- ▶ The teacher asks students to compare objects, toys or school materials available in the classroom and to present which of them is long and short.

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ The teacher establishes eye contact with her students and follows the pace of the barometer student.
 - ▶ The whole class acts out the story simultaneously, answers circling questions and repeats the statements of the story.
- ▶ The teacher pins story pictures on the board. Throughout the story the students guess which picture will come next.

Mini-story:

There is an egg. It is sad. 'I can't walk' it says. Spider comes. 'Wow, long legs!' Pig comes 'Wow, short legs!' 'Grr, I can't walk!' Grr-crack. Grr-crack. Grr-crack. CRACK! Crack goes the egg! A small chick! 'I can walk! I can walk!' he says. He is happy.

Stage 3. Reading- aloud and follow-up activity:

- ▶ The teacher reads the story aloud.

- ▶ The teacher lets the students repeat the sentences of the story with different intonations, with thin voice, then with deep voice.
- ▶ The teacher gives each student spaghetti sticks and asks them to draw an egg, placing and pasting short and long spaghetti sticks on their picture (as the legs, hands, or even for background details). (The students are given two kinds of sticks: Half spaghetti sticks are the long ones and quarter sticks are the short ones. The students are not allowed to divide the sticks themselves, as it would create confusion about the short/long concept.)
- ▶ The students present their pictures.

Communicative Approach – Lesson plan 12

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Pets
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target words ‘long’ and ‘short’.

Revision of the previous lesson:

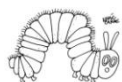
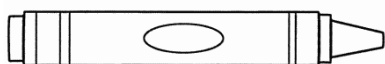
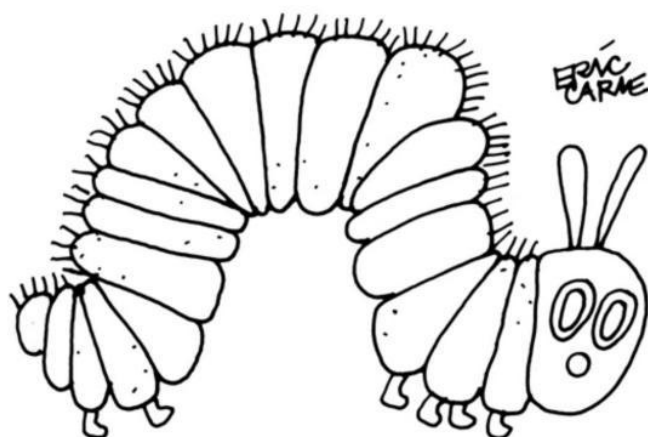
- The target words of the previous lesson ‘boat’, ‘puppet’ and ‘pet’ are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity and introduction of the target vocabulary:

- The teacher stretches her arms and says ‘long’. Then she calls for a student and compares the length of the arms: The teacher points to the student’s arm and says ‘short.’ The students repeat the target words chorally and individually.

2. Speaking games and activities:

- The teacher shows, for example, a crayon. The students have to find other two crayons, which one of them is short and the other one is long compared to the teacher's crayon.
- The students have to line up crayons from short to long: First, the students choose a crayon out of their pencil case. The first student puts his/her crayon on the floor. The second student looks if his/her crayon is short or long and puts it also on the floor. The third student takes his/her crayon and thinks where to put the crayon. The students have to line up the crayons according to their length and have to say if the 'neighbour'-crayons are short or long.
- The students take out play-dough. The teacher hands out following worksheet:





- The children have to paste their play-dough along the caterpillar and the crayon. They compare their length and say which is short and which is long. They also see how long or short they are.

3. Follow-up activity

- The students are encouraged to measure other objects in their classroom with their play-dough material. They can create their own length-worksheet in pairs. They can draw the chosen object on paper and show the length with play-dough. Sample picture:



TPRS – Lesson plan 13

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words ‘new’ and ‘old’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘boat’, ‘puppet’, ‘pet’, ‘long’ and ‘short’ are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary

- ▶ The teacher wears a blouse and a t-shirt. She has a shopping basket and pretends going shopping. She sees a blouse (which has a prepared price tag on it) and points to her own blouse and says ‘This is old.’ Then she wears the new blouse and says ‘This is new.’ She shows the old and new blouse again and the students repeat the target words chorally and individually and point to the blouses. The teacher supports meaning through L1 translation.
- ▶ The students stand in a circle. In the middle of the circle stands a costume box (available in the classroom). The students listen to a song and give a price tag from hand to hand. When the music stops, the student with the price

tag points to his/her clothes and says ‘This is new.’, then points to one of the old clothes in the costume box and says ‘This is old.’ Then the game and the song continue.

- ▶ The teacher asks the students questions like ‘Who has a new t-shirt?’ ‘Are your shoes old or new?’ The students present their clothes and are encouraged to say ‘Old shoes.’ or ‘New t-shirt’.
- ▶ The teacher shows other pictures of old and new objects (like clocks or phones, even of a grandma who is old) and asks which of them are old and new.

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ The whole class acts out the story simultaneously, answers circling questions and repeats the statements of the story.

Mini-story:

Tim loves music. ‘Listen!’ says daddy. (Daddy shows the video clip of Beatles-Help on http://www.dailymotion.com/video/x1s1zfj_the-beatles-help_music retrieved on 5th May 2014). Tim says ‘Good but this is old!’ ‘Listen!’ says mummy. (Mummy makes Tim listen to Mozart’s Symphony on http://www.dailymotion.com/video/x1lg9i4_wolfgang-amadeus-mozart-mozart-symphony-no-31-35-39-beecham_music retrieved on 5th May, 2024). Tim says ‘Good but this is old!’ ‘Listen!’ says brother. (Brother opens the video clip of Pharrel Williams-Happy on <http://www.izlesene.com/video/pharrell-williams-happy/7121927> retrieved on 5th May, 2014). ‘Good and this is new!’ The whole family dances.

Stage 3. Reading- aloud and follow-up activity:

- ▶ The teacher reads the story aloud.
- ▶ The teacher lets the students again listen to the songs. The students say which songs are old and new.
- ▶ The teacher shows pictures of old and new family photos. (The old photo is black and the new photo is colourful). The students say which of them is old and new.
- ▶ Create your own old-new photos project: The teacher hands out an into two divided paper to each student. Each student draws any family member of their own on the one half with a pencil. The teacher collects the papers and they are shuffled in a bag. Each student takes one paper and draws the same family member with crayons on the other half of the paper. Then they present their ‘old’ and ‘new’ photos to their classmates.

Communicative Approach – Lesson plan 13

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target words 'old' and 'new'.

Revision of the previous lesson:

- The target words of the previous lesson 'boat', 'puppet', 'pet', 'short' and 'long' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity and introduction of the target vocabulary:

- The teacher shows a picture of an old and new phone and asks what the difference is. After having discussed in L1, the teacher introduces the target words 'old' and 'new'. The students repeat chorally and individually.

2. Speaking games and activities:

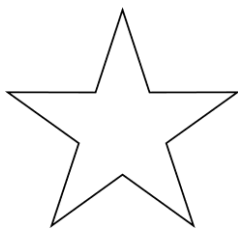
- The teacher starts a PowerPoint presentation, where old and new objects are to be seen (like, old/new shoes, old/new buildings, etc.). The students point and

say which of them is old and new. The teacher lets the students brainstorm with following questions: 'Why is this old/new? How do you know?' The students are encouraged to start the sentence with 'It is old/new because...'. The rest of the sentence can be completed in L1.

- Flashcards hopscotch: The teacher lays flashcards illustrating old and new objects on the ground. The class is divided into two. The students hop on each flashcard and say if the object is old/new at the same time. When the students say the correct target word and hop with one leg, they earn a point for each flashcard. The group with the most points wins.
- The teacher pins the flashcards from the previous activity on the board. Two students go out of the classroom. The class agrees on a picture. The two students come in. Each student takes turns and asks a question like: 'Old?' 'Blue?' 'Big?' 'Circle?' 'Windows?' The class answers with yes or no. The student who guesses the right picture is the winner.

3. Follow-up activity

- The students get a craft worksheet. They are asked to fill in the star with old paper balls or stripes. The students present their new star prepared with old paper.



TPRS – Lesson plan 14

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target words 'smart' and 'silly'.

Revision of the previous lesson:

- ▶ The target words of the previous lesson 'boat', 'puppet', 'pet', 'long', 'short', 'old' and 'new' are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary

- ▶ The teacher shows the video of the monkey, who buys himself a drink (http://www.dailymotion.com/video/x10ywr2_monkey-buys-himself-a-drink_animals retrieved on 6th May, 2014). The teacher introduces the target word 'smart' and says 'The monkey is smart.' The students repeat the word chorally and individually. Then the teacher shows some photos of people who wear silly sunglasses. The teacher introduces the next target word 'silly'. The students repeat chorally and individually. Translation in mother tongue will be given.

- ▶ The teacher asks the students which other animals are smart. The students are encouraged to answer with like ‘Dog is smart.’ The teacher asks the students ‘Do you have silly sunglasses?’ The students can give simple answers like ‘Yes, silly.’

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ The whole class acts out the story simultaneously, answers circling questions and repeats the statements of the story.

Mini-story:

Bear is sad today. ‘Here, silly sunglasses for you!’ says mouse. (*The bear puts the glasses on.*) ‘Wow, I’m happy!’ bear says ‘Thank you’ The bear sees the duck. Duck is sad. ‘Here, silly sunglasses for you!’ says Bear. (*The duck puts the glasses on.*) ‘Wow, I’m happy!’ Duck says ‘Thank you’ (*The duck gives the glasses back*). Bear sees monkey. Bear runs. Oh, no! Crack goes the silly sunglasses. The smart monkey says ‘You don’t need silly sunglasses. You *are* happy!’ Yes. Bear is happy. And monkey is smart!

Stage 3. Reading- aloud and follow-up activity:

- ▶ The teacher reads the story aloud.
- ▶ The whole class acts the story out and repeat the statements of the story.
- ▶ The teacher hands out a picture of a monkey. The students are asked to draw silly sunglasses for the smart monkey:

Communicative Approach – Lesson plan 14

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target words ‘smart’ and ‘silly’.

Revision of the previous lesson:

- The target words of the previous lesson ‘boat’, ‘puppet’, ‘pet’, ‘short’, ‘long’, ‘old’ and ‘new’ are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity and introduction of the target vocabulary:

- The teacher shows a PowerPoint presentation, where silly clothes and silly face painting samples are presented. The teacher introduces the target word ‘silly’. The students look at the pictures and repeat the word chorally and individually. Then, the teacher shows the video of smart mice (on http://www.dailymotion.com/video/x1r44s0_trickmousing_animals retrieved on 6th May, 2014) and introduces the next target word ‘smart’. The students repeat chorally and individually.

2. Speaking games and activities:

- The teacher lays printed pictures of the previous PowerPoint slide on the ground all around the classroom. The students jump one by one over the pictures and have to say either 'smart' or 'silly'. They needn't stamp on the pictures and have to say the correct word, otherwise they are eliminated.
- The teacher lines six pictures on the ground. She puts different shape blocks behind the pictures. The students have to memorize the picture and the shape like silly-triangle, smart-square, etc. Then the teacher turns the pictures upside down. The students look, for example, at the triangle and have to say the matching word silly. At least, the shape blocks are shuffled. The teacher shows a shape and the students say again the matching word. The students can take the role of the teacher.

3. Follow-up activity

- The teacher hands out pictures of a mouse. The students have silly clothes for the smart mouse with silly clothes. The students present their drawings.

TPRS – Lesson plan 15

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objectives:	Students will be able to recognize and produce the target word ‘paints’.

Revision of the previous lesson:

- ▶ The target words of the previous lesson ‘boat’, ‘puppet’, ‘pet’, ‘long’, ‘short’, ‘old’, ‘new’, ‘smart’ and ‘silly’ are quickly revised with the help of the picture vocabulary box.

Stage 1. Establishing Meaning: Introducing and practicing vocabulary

- ▶ The teacher goes to the students’ shelves (students generally store their school materials in there) and asks students to name some of the school objects (e.g., paper, crayon, marker, etc.)
- ▶ The teacher shows paints and introduces this target word. The students repeat chorally and individually
- ▶ The teacher takes out the paints of different students and asks ‘Whose paints is it?’ The students are encouraged to say ‘My paints.’ or ‘Uğur’s paints.’

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ The whole class acts out the story simultaneously, answers circling questions and repeats the statements of the story.

Mini-story:

Susie dreams. In her dream, she wants to draw a picture. Mr. Sun comes and says 'Use yellow paints.' 'O.k.' says Susie. Mrs. Flower comes and says 'Use pink paints.' 'O.k.' says Susie. Mr. Tree comes and says 'Use green paints.' 'O.k.' says Susie.

'Use purple paints.' laughs mummy. Oh, mummy?! 'Good morning!' says mummy to Susie. 'You spoke in your dream.' 'Ha ha' laughs Susie. 'Use brown paints, mummy. For bread, for breakfast.' 'O.k.' says mummy and smiles.

Stage 3. Reading- aloud and follow-up activity:

- ▶ The teacher reads the story aloud.
- ▶ The whole class acts the story out.
- ▶ The teacher makes false statements about the story. The students jump if the statement is correct, and clap with their if it is wrong.
- ▶ The students draw and colour any dream they remember with paints.
- ▶ They present their picture and talk about what colour of paints they did use.

Communicative Approach – Lesson plan 15

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize and produce the target word 'paints'.

Revision of the previous lesson:

- The target words of the previous lesson 'boat', 'puppet', 'pet', 'short', 'long', 'old', 'new', 'smart' and 'silly' are quickly revised with the help of the picture vocabulary box.

1. Warm-up activity and introduction of the target vocabulary:

- The teacher asks the students what kind of materials they use to draw and colour a picture. The teacher shows paints and introduces this new word. The students repeat chorally and individually.

2. Speaking games and activities:

- The teacher asks two students bring her, e.g. green paints. The faster who brings the green paints and says 'Green paints.' gets ten points. The student

with 30 points is the winner. In the next round, the students command the next players.

- The teachers pins different paints pictures around the classroom and says 'Blue paints.' Two students listen to the teacher and try to find the correct picture. In the next round, the students take the role of the teacher.
- In the classroom, there are many pictures on the wall painted with paints. When the teacher says 'Black paints.' the students can show all the pictures in the classroom that are coloured with black paints and say 'Black paints.' Then, another student says for example 'Yellow paints.' The class have to find all the pictures coloured with yellow paints.

3. Follow-up activity

- In pairs, the students draw a picture together with paints. One student draws, for example, a crocodile and the other one a giraffe. As the one student draws a crocodile, her/his partner says which paint to use (green, black, etc.). Then, it is the other student's turn. Finally, the students present their pictures and talk about the paints they have used.

TPRS – Lesson plan 16

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening; narrating a story.
Learning Objective:	Students will be able to recognize the target words ‘boat’, ‘puppet’, ‘pet’, ‘long’, ‘short’, ‘old’, ‘new’ ‘smart’, ‘silly’ and ‘paints’.

Stage 1. Establishing Meaning: Practicing vocabulary.

- ▶ The teacher shows several flashcards illustrating the target words. Then, she very quickly flips the cards. Each time, the students have to say the correct word.
- ▶ Tap the Balloon Game: The teacher has a balloon. One by one, five students tap the balloon with their fingers and say any target word they have learnt (words among the ten).
- ▶ The teacher groups ten students into two groups. They stand lined up in front of the teacher at the other end of the classroom. The teacher shows any flashcard. The students and the front of their lines can only start to run and try to rake away the flashcard from the teacher, if she or he has named it correctly.

Stage 2. Asking a story:

- ▶ The teacher starts asking a story.
 - ▶ The teacher reads each statement of the story one by one and asks circling questions about them.
 - ▶ Cute and fun answers of students can change or add details to the story. The underlined variables help to change the story or to create a parallel story.
 - ▶ The teacher speaks slowly and tries to make the input as comprehensible as possible.
 - ▶ The whole class acts out the story simultaneously, answers circling questions and repeats the statements of the story.

Mini-story:

Lea and Leon play with toys. 'Where is my boat?' says Lea. 'Here.' says Leon. 'No, this is old. I want new boat.' says Lea. 'Where is my puppet?' asks Leo. 'Here.' says Lea. 'No, this is with short hair. My puppet's hair is long.' 'Ahh, come and play with monkey puppet.' says Lea. 'No, this is silly.' says Leon. 'Nooo, he looks smart!' says Lea. 'O.k., o.k.' says Leon. 'This is fun!'

Stage 3. Reading- aloud and follow-up activity:

- ▶ The teacher reads the story aloud.
- ▶ Using paints, the students draw and colour any toy described in the story.

Communicative Approach – Lesson plan 16

Difficulty Level:	Beginner
Age of Students:	6 years
Lesson Topic:	Adjectives
Duration of Class Period:	40 Minutes
Language Skills:	Speaking and listening.
Learning Objectives:	Students will be able to recognize the target words 'boat', 'puppet', 'pet', 'long', 'short', 'old', 'new' 'smart', 'silly' and 'paints'.

1. Warm-up activity:

- The teacher hands out flashcards of the target words to some of the students. As the teacher calls out for a word, for example the word 'puppet', the student with the puppet flashcard raises it. In the next round, the flashcards are handed out again, and another student calls out for the words.

2. Speaking games and activities:

- The teacher hides one flashcard behind her back, the students try to guess, which flashcard it is. In the next round, another student hides a flashcard.
- The teacher taps on each student's back and says a word. The students have to remember their own word. The teacher randomly shows a flashcard

illustrating a target word. When the teacher shows the ‘paints’ flashcard, the students assigned to this word, stand up and say the correct word.

- What’s missing Game: The teacher pins all of the flashcards on the board. The students have to remember them. The teacher asks the students to close their eyes and removes one flashcard. When the students open their eyes, they have to guess the missing flashcard.

3. Follow-up activity

- In groups, the students make a ‘What have we learnt collage’. Together in their groups, they draw any pictures illustrating or expressing the target words. Finally, the groups present their picture collages.

Appendix 3. Official Permission of the Institute of Educational Sciences



**T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ
ETİK KURULU KARARI**



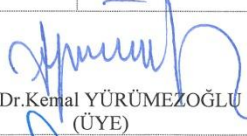
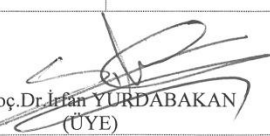
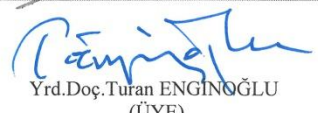
TOPLANTI TARİHİ : 31/03/2014
TOPLANTI SAYISI : 5

KARAR-6-:

Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programında Doç.Dr.Fatma Feryal ÇUBUKÇU danışmanlığında 2010950198 numaralı öğrencisi Şadiye DEMİR'in tezi kapsamında gerçekleştireceği uygulamalara yönelik 27/03/2014 tarihli dilekçesi ve ekleri görüşüldü.

Yapılan görüşmeler sonucunda,

Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programında Doç.Dr.Fatma Feryal ÇUBUKÇU danışmanlığında 2010950198 numaralı öğrencisi Şadiye DEMİR'in *The Impact of "Teaching Proficiency through Reading and Storytelling" (TPRS) on Lexical Competence (TPRS Dil Öğretim Metodun Sözcük Bilgisine Olan Etkisi)* konulu tez çalışması kapsamında yapmak istediği uygulamaların etik açıdan uygunluğuna, oy birliği ile karar verildi.

 Doç.Dr.Ali Günay BALIM (BAŞKAN)	
 Doç.Dr.Kemal YÜRÜMEZOĞLU (ÜYE)	 Yrd.Doç.Dr.İrfan YURDABAKAN (ÜYE)
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Appendix 4. Official Permission of the MEV College Private School Izmir

T.C.
GÜZELBAHÇE KAYMAKAMLIĞI
MEV Koleji Özel Güzelbahçe İlkokulu Müdürlüğü

Sayı : 14.04.903/III
Konu : Şadiye DEMİR'in Tez Çalışması

17/04/2014

İLGİLİ MAKAMA;

Okulumuz İngilizce Öğretmeni Şadiye DEMİR, Dokuz Eylül Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği bölümünde yüksek lisans yapmaktadır. “TPRS Dil Öğretim Metodun Sözcük Bilgisine Olan Etkisi” konulu tez çalışması kapsamında okulumuz okul öncesi öğrencilerine 1 aylık süre ile uygulama yapılması konusunda kendisine izin verilmiştir.

Bilgilerinize arz ederim.

Murat ZORLUER
Müdür



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