



**NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE IMPACT OF STORYTELLING ON THE ORAL PERFORMANCES OF  
STATE SECONDARY SCHOOL STUDENTS IN NORTH CYPRUS**

**MASTER THESIS**

**CEMAL ESKİCİ**

**NICOSIA**

**2016**



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**Supervisor: Asst. Prof. Dr. ÇİSE ÇAVUŞOĞLU**

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**2016**

Approval of the Graduate school of Educational Sciences



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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read the thesis submitted by Cemal Eskici entitled “The Impact Of Storytelling On The Oral Performances Of State Secondary School Students In North Cyprus” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

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## DECLARATION

I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

**Name, Middle name and Last name: Cemal Eskici**

**Signature:** .....

A handwritten signature in blue ink, consisting of stylized, overlapping loops and curves, positioned over the dotted line for the signature.



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## ABSTRACT

THE IMPACT OF STORYTELLING ON THE ORAL PERFORMANCES OF STATE  
SECONDARY SCHOOL EFL STUDENTS IN NORTH CYPRUS

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Storytelling is believed to be a useful tool to employ in English as a Foreign Language (EFL) classrooms because the students have the chance of using several skills at the same time while authentically producing the language. Thus, in this study, the impact of storytelling on the oral performances of state secondary school students in North Cyprus was investigated.

Further analyses were conducted to determine whether learning styles, gender, or grade level of the participants had any impact on their oral performances following the use of storytelling activities in the classroom. Designed as a pre- post-test quasi-experimental study at Esentepe Secondary School in Girne, Turkish Republic of North Cyprus, the study involved 43 participants in two grade levels, namely 6<sup>th</sup> and 8<sup>th</sup> graders. Storytelling activities were designed to be used for a period of 13 –class -hours during the treatment. The results of the pre and post-tests were analysed statistically using frequencies, mean scores, t-tests and ANOVA tests.

The results indicated that the dominant learning styles possessed by the participants were audio and visual styles. They also showed that the participants slightly benefitted from the storytelling activities. While the audio-learners performed better than participants with other styles, females and 6<sup>th</sup> graders were also found to perform better compared to males and 8<sup>th</sup> grades respectively in the post-test.

For further research, it is suggested that reasons behind the low performance of visual learners should be investigated. In addition, the impact of storytelling on the remaining language skills, i.e. writing, listening and reading, should be investigated.

*Key Words:* Storytelling, secondary school, oral performances, learning styles, gender, grade level.

## ÖZ

HİKAYE ANLATIMI TEKNİĞİNİN KUZEY KIBRIS'TAKİ DEVLET ORTAOKULU  
ÖĞRENCİLERİNİN SÖZEL BECERİLERİNE ETKİSİ

Eskici, Cemal

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Hikaye anlatımının, İngilizcenin yabancı dil olarak öğrenildiği sınıflarda yararlı bir araç olduğuna inanılmaktadır çünkü öğrenciler otantik olarak ve dili ortaya koyarlarken aynı zamanda pek çok beceriyi de kullanma şansına sahip olurlar. Bu sebeple bu çalışmada, hikaye anlatımı tekniğinin Kuzey Kıbrıs'taki devlet ortaokulu öğrencilerinin sözel becerilerine etkisi araştırılmıştır.

Sınıfta hikaye anlatımı etkinlikleri yapılmasını takiben, katılımcıların öğrenme stillerinin, cinsiyetlerinin veya sınıf düzeylerinin, katılımcıların sözel performanslarına etkisi olup olmadığını belirlemek için de testler yapılmıştır.

Kuzey Kıbrıs Türk Cumhuriyeti Girne Esentepe Ortaokulu'nda, ön ve son testli, yarı deneysel bir çalışma olarak tasarlanan bu çalışma 6. ve 8. sınıf öğrencilerinden oluşan iki gruptan 43 kişi ile gerçekleştirilmiştir. Uygulama sırasında 13 ders saati süreli hikaye anlatımı etkinliği yapılmıştır. Ön test ve son testlerin sonuçları, frekanslar, ortalamalar, t-testleri ve ANOVA testleri kullanılarak istatistiksel olarak analiz edilmiştir.

Sonuçlar, katılımcıların baskın olarak işitsel ve görsel öğrenme stillerine sahip olduklarını göstermiştir. Sonuçlar ayrıca katılımcıların hikaye anlatımı etkinliklerinden az da olsa faydalandıklarını göstermiştir. İşitsel öğrenenler diğer öğrenme stillerine sahip katılımcılardan daha başarılı olurken, kız öğrencilerin ve 6. sınıf öğrencilerinin sırasıyla

erkek öğrencilere ve 8. sınıf öğrencilerine kıyasla son testte daha iyi oldukları da bulunmuştur.

Daha ileri araştırma için, görsel öğrenenlerin düşük performanslarının arkasındaki nedenlerin araştırılması önerilmektedir. Buna ek olarak, hikaye anlatımının kalan beceriler üzerine öneğin yazma, okuma ve dinleme becerilerine etkisinin araştırılması da önerilmektedir.

*Anahtar Kelimeler:* Hikaye anlatımı, orta okul, sözel performans, öğrenme stilleri, cinsiyet, sınıf düzeyi.

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**LIST OF ABBREVIATIONS**

<b>CEFR</b>	:	Common European Framework of References for Languages
<b>EFL</b>	:	English as a Foreign Language
<b>ELT</b>	:	English Language Teaching
<b>ESS</b>	:	Esentepe Secondary School
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>SD</b>	:	Standard Deviation
<b>M</b>	:	Mean
<b>P</b>	:	Significance Value
<b>MD</b>	:	Mean difference
<b>ANOVA</b>	:	Analysis of Variance
<b>L1</b>	:	First language, Native Language
<b>L2</b>	:	Second language, Target Language
<b>Sig</b>	:	Significance
<b>St</b>	:	Student
<b>N</b>	:	Number
<b>G</b>	:	Gender
<b>IGCSE</b>	:	International General Certificate of Secondary Education

## **CHAPTER I**

### **INTRODUCTION**

#### **Introduction**

Today, English has become a “world language.” Therefore, “teaching and learning of English” has gained more importance all over the world as a foreign language. Pinter (2009) states that:

Teaching English to children has become a worldwide phenomenon due to the international expansion of English teaching combined with a commitment of governments worldwide to reduce the starting age of learning English and include it in the curriculum in the primary school. (p. 3)

Following on from this view, Turkish Republic of Northern Cyprus’s (TRNC) Ministry of National Education, Department of Educational Planning and Programme Development has an English language curriculum for secondary schools where it states that the curriculum “aims to bring Turkish Cypriot lower secondary school learners to A2 and/or B1 level within the Common European Framework of References for Languages at the end of a 3-year English language instruction” Ministry of National Education, 2005, p. 4). The current study aims to find out whether by using storytelling as a teaching technique, students’ oral performances can be raised to these levels or not. It also aims to explore whether learning styles, gender and grade level has any impact on students’ performances before and after learning English through storytelling.

#### **Background of the Study**

In the English language curriculum for lower secondary schools, the Ministry of

National Education (2005) has declared that “English language teaching at the secondary level aspires to promote aims that do not focus on language learning only. It assigns itself the more ambitious role of encompassing aims that are global and transversal in nature.” (p. 9) Furthermore, Ministry of National Education has tried to improve the quality of English Language Teaching (ELT) in schools and carried out many projects in this field. For instance, English lesson has been included in the 4<sup>th</sup> – 8<sup>th</sup> grades of secondary education of the state schools in the last decade. In addition to the English language curriculum prepared on the basis of Common European Framework for lower secondary schools, the Ministry has founded International General Certificate of Secondary Education (IGCSE) classes in state colleges and the Anatolian high school. Furthermore, it has been decided that for the state secondary schools, the Ministry would be carrying out one assessment per term starting from 2013. English is taught even from the beginning of formal education in private schools. Despite the efforts of the Ministry to achieve the standards of CEFR, the actual classroom practices do not include any innovative approaches and EFL is done within the confines of ‘English’ as an academic subject which relies mostly on the course book.

### **Storytelling and language teaching**

In secondary school, the methods, techniques and activities used to teach English are completely different from those used for adults. In foreign language teaching, the techniques and activities that will be used should appeal to young learners. It is commonly agreed that children do enjoy activities which include fun and while enjoying themselves, they do not realize that they are actively learning. To put it in another way, children learn something not for the sake of learning but for fun.



According to Phillips (1993), “It is common sense that if an activity is enjoyable, it will be memorable; the language involved will “stick”, and the children will have a sense of achievement which will develop motivation for further learning” (p. 3).

Pinter (2009) claims that, children’s advantages as language learners are most obvious in informal contexts such as in the playground. They tend to pick up language in everyday situations from other children in their environment relatively quickly because they want to play and make friends. She maintains that familiar routines and games offer great opportunities for hearing the same language again and again and learning to take part in simple conversations (Pinter, 2009).

Since children learn better through play or fun activities, games, songs, visual aids, drama, rhymes and stories are the commonly used tools in the classrooms which provide the teachers with good assist. Among them, stories which are popular with young learners provide rich opportunities for language learning, which enable practicing the four language skills since stories, with visual and auditory aids, present a good context for language learning. Phillips (1993) expresses that:

Young children are quick to learn words, slower to learn structures...

Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the words in relevant contexts, in order to “fix” them in their minds (p. 68).

As Wright (1997) states, stories are good source of language experience for children. During storytelling, children practice the four language skills through story-based activities and also produce the language in role-play. Because of this, stories expose children to rich language input. They also aid teachers to introduce new vocabulary and

grammar structures and contain frequent repetitions of words inside, which support learners in terms of imitation and repetition. Children feel free to repeat vocabulary items or phrases in a story. This way, they can better learn the language associated with the story. In addition, stories are a part of actual life; therefore, it can be said that story-based teaching may help students to feel in an authentic language environment. Apart from all these above, stories are motivating, so children can be a part of story easily and feel secure. The reason for this is as Slattery and Willis (2001) explain, children love stories and they:

- are always eager to listen to stories
- know how stories work
- want to understand what is happening
- can enjoy hearing stories in English when they start English lessons (Slattery and Willis, 2001, p. 97).

Stories which are the interest of children provide lots of benefits for language learning mentioned above. Isbell et al. (2004) found out that both storytelling and story reading produce positive gains in oral language. Kim (1999) claims that storytelling is increasingly recognized as having important theoretical and practical implications. More importantly, Peck (1989) states that telling stories in the classroom improves oral and written language development, as well as improving comprehension for reading and listening. Therefore, storytelling has become the focus of this study.

### **Statement of the Problem**

As discussed earlier, the need for learning English as a foreign language has



made English one of the most focused lessons at schools in North Cyprus. This situation has given a way to lowering the age of learning English at both public and private schools. Hence, teaching English to children at an early age has been spread in North Cyprus as in many countries in the last decades. This is because of the common belief that children are better language learners than adults. Rixon (as cited in Yardım, 2011), suggests that two of the main reasons for the countries to make this decision are to take advantage of benefits that are connected with importance of English and benefits that derive from the nature and needs of children. Yet, in most cases, the nature of learning in children is ignored by the teachers of English and book-based teaching takes place more often than not in secondary school classrooms (Uzunahmet, 2014). Therefore, there seems to be a need for different methods to be applied and their success in increasing students' learning should be measured scientifically. In this respect, this study will help to understand whether storytelling as an interactive activity type has any impact on students' oral performances.

### **Aim of the Study**

This study aims to find out the relation between storytelling and gender, grade, and learning styles. In the light of these purposes, the answers to the following questions will be explored:

1. Does storytelling have any impact on students' oral performances?
2. What is the dominant learning style among the students?
3. Is there a significant relationship between:
  - a. learning styles and students' oral performances before and after the treatment?

- b. gender and students' oral performances before and after the treatment?
- c. grade level and students' oral performances before and after the treatment?

### **Significance of the Study**

The significance of this study is that it will be the first study that has been done on storytelling with regard to oral performances of state secondary school students in North Cyprus. All the previous studies have focused on different aspects of language learning and teaching, except for storytelling. In addition, most of the previous studies targeted primary schools. This study will be the first study in determining whether storytelling has any impact on students' oral performances among state secondary school students in North Cyprus. The results will contribute to field of knowledge both in terms of understanding the situation in particular, and students and teachers and those who are concerned with the topic in general. Because storytelling provides activities for different aspects of language learning, from grammar to vocabulary and also for all skills, teachers of English might benefit from the results of this study in planning lessons. Besides providing a new and interesting way of teaching, it will also raise awareness of teachers on storytelling technique to be used to make a change in their classrooms. The fact that it was linked to learning styles, which wasn't done before, will also contribute to the field.

### **Definition of Key Terms**

**Young Learners.** The term "young learner" comprises the learners between the ages of seven to twelve as defined by Slattery & Willis (2001).

In this study, “young learners” are used to refer to the 6<sup>th</sup>-8<sup>th</sup> grade students at secondary schools. This group are between the ages of 11 and 14. The characteristics of this learner group are described by Slattery and Willis (2001) as those who can:

- read and write in their own language,
- understand the difference between the real and the imagery,
- plan and organize how best to carry out an activity,
- work with others and learn from others,
- be reliable and take responsibility for class activities and routines (Slattery & Willis, 2001, p. 5).

Pinter (2009) argues that children start education at different ages in various parts of the world. She claims that when discussing teaching principles and ideas for teaching children rigid age brackets wouldn't work. She maintains that every child is unique and there are often significant differences between children within the same age groups because children learn at their own speed. She explains the term *young learners* as “a continuum of younger to older learners from 5-to 14-year-olds.” In this study, children who learn English at 6th – 8th Grade of secondary school are the focus of the research and thus, they will be called “young learners”. Secondary school students fall into the ‘*older learners*’ of Pinter’s ‘*young learners*’. Pinter (2009) describes these ‘*older learners*’ as follows:

- These children are well established at school and comfortable with school routines.
- They show a growing interest in analytical approaches which means that they begin to take an interest in language as an abstract system.

- They show a growing level of awareness about themselves as language learners and their learning.
- They have well developed skills as readers and writers.
- They have a growing awareness about others and their viewpoints.
- They have a growing awareness about the world around us.
- They begin to show interest in real life issues (p. 2).

**Storytelling.** Forest (2007) defines storytelling as “one of humanity's oldest art forms and an enduring educational method.” The storytelling event is a multi-layered, complex experience. Storytelling is a useful tool to use in the classroom because the students have the chance of participating and using the language and storytelling helps the students to acquire the language and vocabulary in the real atmosphere (Tavil & Söylemez, 2008). Marris (1997, as cited in Sandercock, 2003) states that storytelling is the natural language of persuasion, because any story has to involve both a sequence of events and the interpretation of their meaning.

In this study this term refers to the stories and story-based activities carried out during the teaching session.

**Skills.** This term refers to the four language skills: Reading, writing, speaking and listening.

**Learning styles.** Learning styles are perceived as an individual's habitual pattern of processing and acquiring information in learning situations (Chang, Hung & Lin, 2015).



Children and students could often be categorized as either hear-learners, see-learners, or do-learners (Felder & Silverman, 1988; Barbe & Milone, 1981).

Learning styles are described as the path which individuals prefer in order to adopt the new data and strategies that they process for active learning. In other words, learning styles are conceptual, cognitive, behavioural patterns which are exposed to time and duties (Guild, 1994). Experts defined the learning styles in various ways as they made their assessments in different orientations. Due to this, learning styles have different definitions and classifications (Yılmaz – Soylu & Akkoyunlu, 2009). For example, the learning styles of Gregoric consist of four dimensions that include concrete-consecutive, abstract-consecutive, concrete-random and abstract-random (Guild & Garger, 1985).

In the learning styles of Kolb, there are also four styles. These are: accommodator, diverger, converger and assimilator (Can, 2011; Yılmaz-Soylu & Akkoyunlu, 2009). Samancı & Keskin (2007) state that Felder and Soloman point out four different learning styles and these are the active-reflective scale, the sensing /intuitive scale, the visual/verbal scale and the sequential /global scale. Özbaş (2013) reports that there are also auditive, visual and haptic learning styles. The McVay Lynch Learning Styles Inventory which was used in this study consists of three dimensions called visual, auditory and kinaesthetic (Dağhan & Akkoyunlu, 2011).

### **Limitations and Delimitations**

The school where this study was conducted is a state secondary school. Esentepe Secondary School (ESS) is a Turkish-medium state secondary school, which offers education in a total of four classes to 88 students. The participants were limited to the

students in the classes where I was teaching English at the time of data collection. The results cannot be generalized to the whole population. The results are also limited to the above mentioned 'older' group of young learners category only. This study is limited by being a quasi-experimental study since the participants were in ready formed groups as 6<sup>th</sup> and 8<sup>th</sup> grade students.

One of the most important delimitations is that the participants were taught by the same teacher preventing any possible differences that could have been caused by different teachers teaching the groups involved in the study. Since I knew the students before the treatment was carried out, I was able to select stories and activities that I believed students will be interested in as well as being familiar with them. It also allowed me to have full control over the treatment process. In addition, since their midterm and final speaking exams were used for pre and post-tests, it is believed that it helped to reduce anxiety problems that could have aroused by extra tests.

## **Conclusion**

Storytelling provides contexts for talking, listening, reading, writing and other activities (Howe & Johnson, 1992). In this study, the impact of using storytelling as a teaching method will be investigated with respect to oral performances. This chapter provided an overview of the aims of the study as well as its significance and limitations. In the next chapter many aspects of storytelling in relation to ELT will be considered through the existing literature.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

Storytelling is an accepted and widely used approach in the teaching of English language classroom. It represents a holistic approach to language teaching and learning founded on the understanding that learners need to interact with rich, authentic examples of the foreign language (Mourao, 2009). Fox-Eades (2006) points out that storytelling can help to develop speaking and listening skills. Thus, the aim of this study is to find out whether storytelling has any impact on the students' oral performances or not. In this chapter, the existing literature in relation to storytelling and language teaching and learning will be covered. Results of relevant studies will also be discussed in relation to the aims of the study.

#### **Storytelling**

Storytelling is a useful tool to use in the classroom (Tavil & Söylemez, 2008) which provides access to literature (Park, 2004). Storytelling gives the students the chance of participating and using the language and it helps the students to acquire the language and vocabulary in the real atmosphere (Tavil & Söylemez, 2008).

Marris (as cited in Sandercock, 2003) states that storytelling is the natural language of persuasion, because any story has to involve both a sequence of events and the interpretation of their meaning.

Park (2004) determines three principles of storytelling as follows: firstly, that apprehension precedes comprehension; secondly, that affect and engagement are central to responses to literature; and, thirdly, that recital and performance are valid means of experiencing stories, drama and poetry. The main aim of storytelling activity is therefore to use a given piece of text to create an atmosphere through sound and vision in order to provide opportunities for pupils to react affectively to participation in the performance of the story. This approach to storytelling is based upon the idea that “the appeal of a story lies in its ability to excite the audience in a way which is first and foremost sensory (Grove, 1998).

Howe and Johnson (1992) state that storytelling has undergone a revival over the years and this coincided with an increasing awareness of the value of the spoken word as a means of learning and as a way for students to demonstrate evidence of their achievements.

Harris (2007) argues that “we are all stories and stories make what we are.” According to him we are informed about our past by stories. Our present is supported and our future is shaped by stories, too. Kennedy (1988) states that historically, cultures were kept in existence by storytellers, bards, minstrels, troubadours, shannachies, elders and scribes. According to Kennedy (1988) “there is something humanely innate that makes the narrative form an especially pleasing medium.” Harris (2007) suggests that stories validate who we are.

Groce (2004) argues that all stories shape life direction, identity and beliefs. According to Myers and Hilliard (2001) and Tallant (1992) “storytelling is ingrained to



the fabric of human life and stories resonate with life experiences". Tallant (1992) points out that storytelling help children make better sense of their lives.

Storytelling encompasses a wide range of activities from brief anecdote to the fully professional storyteller (Howe & Johnson, 1992). Howe and Johnson (1992) find narrative as the most common way of organizing experience. They suggest that because its being the most common way of organizing experience, even the very young children will implicitly know a lot about stories, as how they are structured, what to expect, how to respond. They point out that this is an ability that the schools should be able to draw on and build upon.

Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. According to Ellis & Brewster (1991) stories create a desire to continue learning. Garvie (1990) states that, stories can be used as a methodology to pull everything else together. She goes further and claims that rather than being just one technique amongst others, storytelling can be used to teach all the important things we want our students to learn about and do with English (p. 19). She also argues that stories can be useful for creating some extrinsic motivation where lack of motivation is caused by a widely spread situation called TENOR, which she claims to mean "Teaching English for No Obvious Reason." She determines that stories help to contextualise the items of the syllabus/ course; offering a field of meaningful, interesting and motivating learning and at the same time covering the English work that has to be done.

Forest (2007) defines storytelling as "one of humanity's oldest art forms and an enduring educational method." The storytelling event is a multi-layered, complex

experience. She reports that studies focusing on the *story* in the storytelling event have shown that tales can illuminate inquiry into the nature of interpersonal oral communication (Goodwin, 1993; Mandelbaum, 1989; Norrick, 1998; Polanyi, 1982; Preece, 1987; Swidler, 2000).

Fox-Eades (2006) states that listening to stories and telling stories “can reduce stress in the classroom, promote literacy, speaking and listening skills, help children develop thinking strategies and promote their social and emotional development.” (p. 12)

Stories can be used as a means of both teaching and learning in general and teaching a language, specifically (Wajynrb, 2003), i.e. to develop oral fluency and confidence, and to practice skills (Spiro, 2006).

Zaro and Salaberri (1995) liken stories to Krashen’s “comprehensible input”, utterances which can be understood by non-native speakers. They point out that storytelling is fundamentally a listening activity which can also be used to develop other skills.

Folktales can be useful in teaching foreign language (Forest, 2007). She cites researches that show how storytelling create improved teaching strategies; contribute to improved prediction and comprehension skills and communication skills. Information embedded in the plot of an orally heard story is easier to remember than a disconnected string of facts (Caine & Caine, 1991). Perhaps this is why storytelling is one of humanity’s oldest teaching strategies. Empirical studies focusing on the *listener* show that story listening in a classroom setting can contribute positively to students’ language use (Rooks, 1998; Trostle & Hicks, 1998). Listening to well-told stories can create a reflective, trance-like state in the listener (Sturm, 1999). Studies focused on the

*teller/listener* relationship reveal that storytelling can have a positive impact on literacy and language development when integrated into the educational setting (Clark, 2000; Furmark, 1999; Groce, 2004; Hanson, 2004; Isbell et al., 2004).

The performance or recital of the text is based upon a communication framework that is concerned with the development of important early communication skills (Grove & Park, 1996) so that participants experience a story or poem while simultaneously having opportunities to develop those communication skills which are as follows:

- awareness: demonstrating any kind of awareness of the sights and sounds of the activities,
- anticipation: for example, demonstrating an anticipation of a routine event within the storytelling activity;
- turn-taking: participating, in any way, in the turn-taking call and response structure of the activities;
- showing self: demonstrating a “look at this”, attention-sharing behaviour;
- giving objects: involving passing or handling an item.

Sipe and McGuire (2006) state that, as teachers share stories in the classroom, children can display a broad range of responses. They may, for example, relate the story to their own lives; connect to other stories they know; make predictions or interpretations about the plot, setting, characters or the theme of the story; or express their aesthetic satisfaction and enjoyment. According to Applebee (1977) these responses are indicative of their developing expectations about story form and content as well as of “their expanding interests and capabilities in their more general life experiences”.

In describing children's literary engagement, Langer (1995) employed spatial metaphors of readers' location and movement in and out of the "envisionment" they conduct as they experience the story. Children can be so engaged that, for the moment, they are totally immersed in the "secondary world" of the story (Benton, 1992). This engagement manifests itself in both rapt silence and "expressive engagement" (Sipe, 2002) in the form of "talking back" to storybook characters or spontaneous dramatizations. For many children, hearing stories read aloud by their teachers is a deeply pleasurable and emotionally satisfying activity (Sipe & McGuire, 2006). However, children may also express their disapproval of (or resistance to) stories. This opposition can be directed to various aspects of the story, including its message, content, language, or illustrations. Though educators may be inclined to view such opposition as a road block to understanding, children's resistance may be the occasion for powerful teachable moments, generating deeper comprehension and more thoughtful interpretation (Sipe & McGuire, 2006).

Teachers may wish to systematically consider what books they are making available in the classroom, which ones they recommend to particular students, and what students say to one another about their book choices. Kristo (1993) points out that "A varied diet nourishes literary development as it does physical development. Children are entitled to their preferences, but we must ensure that they taste from the whole literary buffet" (p.59).

In imagining a successful storybook read aloud, one might be inclined to picture a group of young children engrossed by a text, offering insightful and approving comments about the story and illustrations. Sipe & McGuire (2006) argue, however, that occasions of resistance may also represent success. Without some measure of resistance,



we are powerless- we simply submit to the power of the text and are taken over by it (Poulet, 1980 as cited in Sipe & McGuire, 2006). Considered in this way, resistance may be central to children's becoming critical readers, rather than passive consumers of texts. Expressions of resistance are the expressions of active readers engaged in the construction of meaning from texts and life experiences, and such activity is a welcome sign indeed.

Sandercock (2003), states that "Story conveys a range of meanings from anecdote, to exemplar, to something that is invented rather than "true", in the sense of strictly adhering to widely agreed-on facts" (p. 13).

Depending on the community involved in an issue, video, music or other art forms may be powerful forms of storytelling.

A story integrates knowledge of what happened with an understanding of why it happened and what it means to us. Stories organize knowledge around our need to act and our moral concerns. The stories do not have to be original, but they must be authoritative, that is, provide reliable evidence marshalled into a convincing argument. To be persuasive, the stories we tell must fit the need as well as the situation.

Riley and Burrell (2007) state, that a number of researchers have explored the centrality of storytelling in our lives. Wells (1987, as cited in Riley & Burrell, 2007), for example, writes "to try to make sense, to try construct stories and to share them with others in speech and in writing is an essential part of being human." Theorists such as Bruner (1990) maintain that we are driven by narrative, and Hardy (1977, as cited in Riley & Burrell, 2007) describes narrative as "a primary act of the mind"; a central human activity as we experience and make sense of life as narrative. Narrative has an important role in the intellectual and emotional development of children and "many

believe passionately that stories are the most important means by which individuals come to know the world and their place within it” (Riley & Reedy, 2000, as cited in Riley & Burrell, 2007).

Riley and Burrell (2007) state that sharing story and picture book has received considerable attention from researchers since for many children this is the main literacy experience prior to starting school, where the formal task of learning to read and write begins. The benefits of hearing and reading stories as a socially created, interactive activity are well documented (Heath, 1982). Furthermore, Wells (1987, as cited in Riley & Burrell, 2007) found a strong positive relationship between hearing stories and success in reading throughout the primary school.

Research has indicated that very young children seem to acquire knowledge of the story and its connections more readily than other genres. Engel (1995 as cited in Riley & Burrell, 2007), for example, has proposed a theory in which she argues that, right from the start, “mothers tell stories about themselves and invite their children to participate in these stories” (p. 182). Young children spend a great deal of time and energy in collaborative storytelling. By the time they are six, children will have heard all the kinds of stories told to them by their parents, friends and teachers and will have a wide repertoire of stories that can extend from oral to written versions. So, it seems that children’s experiences of both stories and storytelling support the development of complex linguistic and discursive structures. Storytelling, whether their own stories or retelling those read to them, gives children opportunities to speak at length and longer utterances than in conversations. Fox (1993, as cited in Riley & Burrell, 2007) suggests that in telling stories, children draw upon tacit knowledge of narrative and that this also includes “knowledge of syntactic and conversational competence” (p. 182).

Traditionally, primary schools have placed considerable emphasis on the development of children's narrative skills in writing. However, fewer opportunities appear to exist for children to invent and retell stories orally (Harrett & Benjamin, 2005). There is a close relationship between children's oral language skills and their ability to use written language effectively (Lindsay & Dockrell, 2002). Not only there are benefits in developing oracy, but because spoken and written languages are independent, the development of literacy will also be enhanced. Goodman & Goodman (1979) write:

Written language development draws on competence in oral language, since, for most learners, oral language competence reaches a higher level earlier. As children become literate, the two systems become interactive, and children use each to support the other when they need to. (p. 474)

For example, Jones (1988) demonstrates how oral storytelling could go through a process of drafting- an important skill for later literacy activities.

Pinter (2009) states that in many contexts in the world, when children start learning English, they are not immersed in an English speaking environment and they are not learning English to make friends or fit into a new school or culture. They are learning English as a school subject in addition to Maths, science or other timetabled subjects. Compared to the circumstances of a child who is starting a new life abroad, children in non-English environments have limited opportunities to practice the language outside school and no immediate need or clear motivation to use and learn English. On the other hand, both parents and teachers recognize the benefits of learning English and many governments opt for introducing a foreign language into their

curriculum. Introducing children to a new language offers opportunities to widen their horizons and awaken their early enthusiasm and curiosity about languages.

Liu et al. (2012) states that storytelling plays an essential role in children's learning, while it brings people together to experience a common perspective, and stretches everyone's capacity to empathise with others and share experiences (Denning, 2001). Collaborative storytelling enhances literacy development as well as interpersonal and story related skills (Wood & O'Malley, 1996, as cited in Liu et al., 2012). As students go through the story development process, they are provided with opportunities for interaction and self-expression. However, encouraging collaboration is more proactive than simply enabling it (Benford et al, 2000). It is therefore imperative that children's collaborative storytelling be encouraged and facilitated (Liu et al, 2012).

Revell and Norman (1999) state that language teachers use stories with children, teenagers, adults and with everyone by because stories are vehicles for language in a meaningful context. They are highly motivating, they engage the emotions and they seem to satisfy some deep psychological need for narrative. Stories are vehicles for language because they can be used to present or practice grammatical structures, functions or vocabulary. They are also vehicles for information and ideas which can be presented in an interesting and memorable way through some kind of story. They are vehicles for messages, too. Often, a story conveys a message metaphorically in a much more palatable and powerful way than a direct communication. These messages include moral messages and we need to be careful that the morals are ones we are happy for our students or our children to have. In addition, they are vehicles for values or beliefs. Stories often contain an underlying view of the world which is so integral to the story



that we almost don't notice it. They warn us to be aware of values which the stories may be promoting non-consciously.

Revell and Norman (1999) claim that stories are vehicles for both multi-sensory imaginary experience and embedded suggestions. They can be used to boost learners' confidence and their belief in themselves as learners and as people. Any direct suggestion that one character makes to another within a story can serve as an embedded suggestion to the non-conscious mind of the listeners or readers. To turn a simple direct suggestion from one character to another into an embedded suggestion for our audience, we need to mark it out in some way. In speech, it means we have to change our voice to give the words special emphasis. In writing, it means graphic devices (italics, bold, a different typeface, inverted commas, etc.) to mark out what we want to be noticed. And stories are actually vehicles for sheer enjoyment (Revell & Norman, 1999).

Van Geert (1995) states that classroom tasks and activities, are seen as "the environment" or "ecosystem", in which the growth of the skills in the foreign language takes place. Young learners work hard to make sense of what teachers ask them to do, come to tasks with their own understandings of the purposes and expectations of adults (Cameron, 2002).

Cameron (2002) also points out that there are studies which show that children quickly work out what is expected of them and how quickly they fit into the new patterns of interactions. She argues that it can be predicted that children will bring these abilities to their language lessons, and that this "urge to find meaning and purpose can be a very a helpful language learning tool for teachers to exploit" (p. 21).

Unfortunately, even the most motivated child can have problems making sense of some of the activities in which they are asked to participate in their language lessons, the combined effect of the activity type and new language can render anything just too mysterious.

Literacy skills include being able to read and write different sorts of texts for different purposes. They are not just an additional set of skills learnt in schools, but an integral part of people's lives. People in their daily lives are regularly involved in a range of literacy events, in which they use skills that extend beyond writing and reading text. Participation in literacy events at home provides children with their first experiences of written language. Becoming literate begins long before a child goes to school. In literacy there is the idea that reading and writing are essentially about understanding (Cameron, 2002).

Oral skills in the new language are an important factor in learning to be literate (Verhoeven, 1990 as cited in Cameron, 2002).

Reading aloud to young children by the teacher has an enormous range of benefits (Cameron, 2002).

### **Learning through stories**

According to Cameron (2002) stories offer a whole imaginary world, created by language, which children can enter and enjoy, learning language as they go. Stories bring into the classroom texts that originate in the world outside school. Bringing the

world into the classroom by using stories and themes create different demands for the foreign language teacher. The teacher has to work from the theme or story to make the context accessible to learners and to construct activities that offer language learning opportunities, and in doing so, needs many of the skills and language knowledge of text book writers.

Stories are frequently claimed to bring many benefits to young learner classrooms, including language development (Cameron, 2002; Garvie, 1990). The power attributed to stories, which sometimes seem to move towards the mystical and magical, (Cameron, 2002), is probably generated by their links into poetics and literature in one direction and to the warmth of early childhood experiences in another. Stories can serve as metaphors for society or for our deepest psyche (Bettleheim, 1976), and parent-child story reading can be rich and intimate events that contrast sharply with the linear aridity of syllabuses and some course books (Garton & Pratt, 1998).

### **The discourse organisation of stories**

Storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to, and in many situations, participated in (Cameron, 2002). The first, obvious, key organising feature of stories is that events happen at different points in time; they occur in a temporal sequence. The other key organising feature of stories is their thematic structure, i.e. there is some central interest factor (theme) that changes over the timescale of the story: difficulties or evil are overcome, or a major event is survived. Very often the thematic structure of a story can be characterised as a

resolution of a problem (Hoey, 1983). Prototypical features of stories that will be found in most stories are:

- an opening: often formulaic in fairy tales e.g. “Once upon a time...”;
- introduction of characters;
- description of the setting;
- introduction of a problem;
- a series of events; that lead to:
- the resolution of the problem;
- a closing: often formulaic in fairy tales e.g. “They all lived happily ever after.”;
- a moral: which may or may not be explicitly stated.

We should note that many texts found in course books may be called “stories”, but in fact may lack some of these prototypical features. Cameron (2002) points out that “Teachers should not assume that such non-stories will capture children’s imagination in the same way that stories can do” p. 162).

The way the story is told sets up dramatic irony, in that the reader knows more than the central character. A sense of suspense is created by this knowledge gap between story characters and audience, motivating listeners to find out what will happen.

There is predictability built into the narrative, through a kind of lock-step progression in which one incident seems to lead to inevitably to the next. This predictability and inevitability is broken by the surprise event (Cameron, 2002).



### **Language use in stories**

Children's stories contain uses of language that are considered typical of poetic and literary texts. Many of these devices offer opportunities for foreign language learning: Parallelism, rich vocabulary, alliteration, contrast, metaphor, intertextuality, and narrative/ dialogue (Cameron, 2002).

Learning a foreign language is different from learning the first language, even for children at the young end of our age range. It is different because the first language is already a huge system that a child has in place, because in comparison, the child will encounter such a small amount of the foreign language; and, because it is "foreign"- often the language "belongs" to people in a distant and strange culture (Cameron, 2002).

The foreign language that children will learn has been mapped out by starting from vocabulary and discourse, as two aspects of language that offer most opportunities for seeking and finding meanings to children: vocabulary, because words serve to label concepts and lead into the explanatory theories, scripts and schemata that make sense in the inner mental world of the child's experiences of the "real" world; discourse because discourse events are the sites of social interaction. Grammar was seen as emerging from the use of words in discourse, and literacy skills as building on oral skills by introducing a symbolic representation of talk.

Developing foreign language resources and skills occur through the building of vocabulary and supporting the development of discourse abilities. Developing discourse skills requires both participation in discourse events and practice with the foreign language at word and phrase level. Participation in discourse should be the starting point



and the target of language learning- it is where new language items and their meanings are encountered, and where port-skills can be integrated.

Learners need to notice the details of how the foreign language works, from the inside of words up to the large units of stories or descriptions. They need to incorporate this knowledge through use; and be able to use the knowledge in their own communication (Cameron, 2002).

Blending narratives technique can be used as another way of storytelling activity. Blending narratives allows students to combine their personal experiences with specific social studies content to tell a story. Students determine which prior experiences they should draw from to demonstrate their comprehension of the content (Harris, 2007).

Bishop and Kimball (2006) state that listening and telling stories, help individuals to understand themselves and others.

Harris (2007) also suggests that one person's story becomes another person's story with slight differences. The way students speak, carry themselves, respond to the mundane, and react to the unfamiliar is founded in stories in their culture. Tallant (1992) argues that whether it is a primary culture or a strong affinity, the story of students' culture informs them.

Harris (2007) suggests that teacher can praise the beauty and the unhealthy in students' life during storytelling. McGuire and Cole (2005) argue that when students tell stories related to classroom content, they feel safe sharing their preconceived notions. Validating stories gives students purpose and a reason to be in the classroom.

According to Bishop and Kimball (2006) and Neuman (2006), telling and listening to stories provide the opportunity to build vocabulary and oral language skills. Neuman argues that children use words to understand concepts because language propels cognitive development.

Stories are created from imagination, personal experiences, and intertwining of words. Vocabulary building, improved listening skills, community building, deconstructing exclusivity, development of syntactic complexity and improved sequencing abilities occur when students are exposed to stories (Harris, 2007 and Groce, 2004; and Speaker, 2000).

Egan (1986) suggests that stories should be combined with cognitive meaning in the classroom because education should be comprehensive but fictional stories tend to focus on affective meaning. Hilder (2005) points out that, stories can affect better than factual pedagogy. Myers and Hilliard (2001) state that children with difficulty in recalling facts from texts, remember information from stories.

Harris (2007) claims that story created and told by the student is uniquely different. According to him, the priority in blending narratives is to validate students in the classroom and to allow students to demonstrate knowledge of textbook content.

Ohler (2006) states that “creating narratives helps students develop the power of their own voices and helps them to become heroes of their own learning.” To assess the stories told by the students, a number of criteria can be used but “best critiques will be found on the faces of the audience members and storytellers” (Myers & Hilliard, 2001, and Speaker, 2000).

The criteria to assess the stories may vary but according to Bishop and Kimball (2006) and Ohler (2006) stories should have a definite beginning, middle and an end,

and a call to adventure that initiates a physical, emotional and spiritual journey for the main character.

Tsou (2005) cites studies reporting the importance of the linkage between students' classroom participation and their academic achievement. She determines that studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class. Tsou (2005) also states that student participation includes many forms of student actions such as speaking, listening, reading, writing and body language or physical movement.

Candlin (1990) points out that the major and one of the most difficult tasks confronting any teacher of languages is getting students to talk. He emphasizes the need for them to talk by saying that not only the research into second language acquisition consistently advocates developing a context for spoken interaction in the classroom as the key variable in the quality and quantity of student language learning, but also because it is through cooperative talking that learners are enabled to stimulate and thus prepare for the actuality of class communication.

According to Candlin (1990) talking is not only one of the intended outcomes of classroom interaction but also the means by which other objectives are addressed. He goes on to add that encouraging talking is much more than a matter of creating a lively classroom atmosphere. He stresses that "talk" as opposed to "speech" has aspects like learning, teaching and evaluating implications and as a consequence needs careful and well-motivated treatment. Storytelling is a technique which can provide this.

According to Galebiovskaja (1990) the aim of teaching English should be to enable our learners to communicate in this language. She points out that in traditional classes the learners communicate mostly with their teacher only and occasionally with

some other learners. She determines that the learners practice English first in the classroom and only later outside the classroom, in real-life situations if the circumstances permit. Thus, it is very important to create situations or environment for students to practice.

Storytelling provides contexts for talking, listening, reading, writing and other activities (Howe & Johnson, 1992).

Howe and Johnson (1992) report that storytelling activities provide:

- encountering “a range of situations and activities” including “working with other children and adults”, “listening and responding to stories”, “discussion of their work with other pupils and the teacher” and “telling stories”, (speaking and listening);
- hearing a book “read aloud” and “taking part in “shared reading experiences with other pupils and the teacher, using texts composed and dictated by the pupils themselves.” (reading)
- writing “individually and in groups, sharing their writings with others and discussing what they have written, and producing “finished” pieces of work for wider audiences.” (writing) (p. 32)

Children enjoy listening to stories and understand the conventions of narratives. Stories can provide an ideal introduction to the foreign language that is presented in a context that is familiar to the child. Stories can also be the starting point for a wide variety of related language and learning activities (Ellis & Brewster, 1991).

Brown (2001) states that, stories contribute or relate to integrated-skills teaching by presenting interesting, and natural language. Stories can be presented in written or



spoken forms which will require the use of reading, listening, or writing skills. They provide the stimulus for spoken or written questions that students respond to, by speaking or writing. Students can be encouraged to write their own stories which might be dramatized in the classroom by the students. He also states that listening and speaking are intertwined.

Stories can develop students' creative powers. By listening to stories in class the students share 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. Repetition also encourages participation in the narrative, thereby providing a type of pattern practice in a meaningful context (Ellis & Brewster, 1991).

Listening to stories develops the students' listening and concentration skills via:

- a) visual clues (e.g. pictures, illustrations etc.)
- b) by their prior knowledge of how language works
- c) their general knowledge (Ellis & Brewster, 1991).

Garvie (1990) states that because everybody loves stories, and wants to learn how they end, students will learn a lot of other things beside. She also suggests that storytelling can bring a livelier, communicative and informal component to a highly structured and tedious programme. She claims that the advantage of story over topics introduced through chart, poster, picture, model etc. or simply discussion, is that its being structured.

Garvie (1990) also claims that if students are given an appropriate story experience, they would be encouraged to develop the language which meets the needs of



the thoughts stimulated. She determines that as a vehicle, story has more than one purpose and teachers should try to cater for all of them. She points out to a dichotomy which is: "Children need experience to acquire and develop language; children need language to cope with new experience." (p. 31)

Garvie (1990) argues that, teachers' skill lies in helping to keep the balance; not too much new language without meaningful experience and not too much experience without adequate language. She suggests that we need to have materials in the story kit relating to activities of listening, speaking, reading, and writing.

Recent research on the experience of the listener in a storytelling event reveals that listening to a well told tale is not a passive activity. Listener engagement occurs on both the imaginative and cognitive levels that can impact action or have beneficial therapeutic effect. In the Educational domain, studies show that teachers can be viewed as *tellers* and their storied communication in the classroom can contribute to literacy, meaning making, and language comprehension (Forest, 2007).

Reinders (2011) states the students can produce richer stories by integrating different media to the traditional storytelling which is a powerful means of education.

## **Conclusion**

The review of the literature showed that storytelling is accepted as an effective technique to be used in teaching and learning, especially a foreign language. Stories are thought to help to contextualise the items of the syllabus/ course; offering a field of meaningful, interesting and motivating learning and at the same time covering the English work that has to be done. Because everybody loves stories, and wants to learn how it ends, students will learn a lot of other things beside. It is also suggested that

storytelling can bring a livelier, communicative and informal component to a highly structured and tedious programme. If students are given an appropriate story experience, they would be encouraged to develop the language which meets the needs of the thoughts stimulated.

In the next chapter the methodology of the study will be presented.

## CHAPTER III

### METHODOLOGY

#### **Introduction**

Studies in language learning have shown that it is necessary for students' to interact in the classroom to improve their oral performances (Tsou, 2005). However, the most common problem that language teachers appear to face is getting students to respond in a language classroom. This study tries to determine if the storytelling technique has any contribution to achieve this.

#### **Research Design**

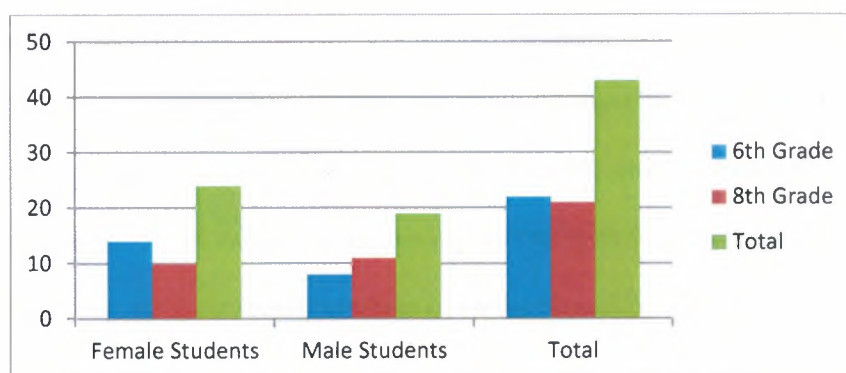
This research which investigates the effectiveness of using storytelling activities on students' oral performances in English language classrooms at Esentepe Secondary School (ESS) was designed as a quasi-experimental study with pre- and post-tests. Two independent groups of participants, i.e., one 6<sup>th</sup> grade and one 8<sup>th</sup> grade classes, took part in the study. Both of the groups were experimental and there were no control groups. The sample size was very small since ESS consists of only four classes in total, details of which will be provided in "The Context" section. I was the English teacher for the 6<sup>th</sup> and 8<sup>th</sup> graders at the time of the study. This was one of the reasons for which these grades were chosen. The 6<sup>th</sup> graders were new to the secondary school and this was their first experience with storytelling and it would give an opportunity to compare their oral performances at the end with the 8<sup>th</sup> graders who were experienced in secondary school. Since the students would be participating in the same activities with the same teacher, there would be minimum researcher bias. With both groups, storytelling techniques and

activities were used for a period of one month. During this time 13 class hours were spent in each class. The two groups were tested both before and after this teaching period.

### Participants

The participants in this study were 6<sup>th</sup> and 8<sup>th</sup> grade students at ESS- where there were 45 students registered at the time of the study. Initially, all of these students were included in the study. However, during the course of the study, one of these students moved to Turkey and another dropped out of school. Thus, a total of 43 students participated in the study, which comprised all the 6<sup>th</sup> and 8<sup>th</sup> graders in ESS. There were 22 students in the 6<sup>th</sup> grade and 21 students in the 8<sup>th</sup> grade. The descriptive analysis results showed that 55.8% of the participants were females ( $n=24$ ) and 44.2% were males ( $n=19$ ) (see Figure 1).

Figure 1  
*The distribution of students based on gender and grade*



In the 6<sup>th</sup> grade class, there was one student who was born in England, one from Martinique, and one from Romania. The remaining 18 students were from North Cyprus.

The students' ages ranged from 11 to 12. In the 8<sup>th</sup> grade class, there were 19 students from North Cyprus and one was from an Irish background while another one was from Azerbaijan. In this class, students' ages ranged from 13 to 16. In terms of their language proficiency levels, the majority of the students were at A1 level (6<sup>th</sup> grades) and the rest A2 (8<sup>th</sup> grades). All the students, other than the foreign origin students are low-ability students in terms of their English proficiency, which can be deduced from their average score of 8.53 ( $SD= 3.93$ ) in their pre-tests.

### **The context**

ESS is a Turkish-medium state secondary school, which is located in Esentepe, Girne, Turkish Republic of Northern Cyprus (TRNC) and it was founded in 1975. Although ESS is a state secondary school, it has a multicultural population of students from different countries. There are Turkish, Turkish Cypriot, Russian, Romanian, French, Azeri and English students. The school offers education in a total of four classes to 88 students. There are one 6<sup>th</sup> grade, two 7<sup>th</sup> grade and one 8<sup>th</sup> grade classes.

Students are taught English throughout their three-year program at ESS. They have six hours of English lessons every week in each grade. Other courses are taught in Turkish. English is the only foreign language taught. It must be noted that English language lessons in the classroom setting are the students' only contact with English language as an academic subject. Their having contact with the language outside the classroom setting via their social networks or media should be regarded as a possibility. However, judging by their low proficiency levels and poor performances in the pre-test ( $M=8.53$ ,  $SD=3.93$ ), this sort of an outside impact on their language learning can be



assumed of being minimal and the limited contact with the language within the classroom setting is their only chance to improve their language skills.

### **The treatment**

Tsou (2005) states that speaking, listening, reading, writing and body language or physical movement may be seen as forms of student participation. She also cites others who have shown that the academic achievement of students who participate actively in class, are found to be higher than that of those who are passive (Tsou, 2005). Storytelling activities provide student participation as mentioned by Tsou (2005).

To find out the answers of the research questions, I conducted a thirteen-hour storytelling activity for each class. The treatment was conducted in two phases. As part of the designed treatment, I prepared lesson plans (see Appendix A) for the storytelling activities using two well-known stories. These were “Hansel and Gretel” (see Appendix B) and “Snow White and the Seven Dwarves” (see Appendix C). The first story was chosen for my telling purpose, and the second one was chosen for the students to tell during the storytelling activities. These well-known stories were also used in cartoons and were adapted into several motion pictures. Thus it was assumed that the students were more or less familiar with the stories, at least in their own languages.

During the teaching period, i.e. the treatment, certain preparatory activities were carried out. For example, the structures and new vocabulary were written on the white board. Simple sentence structures, which the students had been learning prior to storytelling activities, were used. Pictures and comprehension questions were shown using the smart board in the classroom. In the first phase of the treatment, I showed pictures of characters of the story “Hansel and Gretel” (see Appendix D) which were

obtained from various internet sources and wrote some basic sentence structure on the white board such as “There is /there are...”, “S/He has got...”, “They have got...”, “I think...”, “It is...”, “They are...” and the new vocabulary related to the pictures and the story. I asked the students to talk about the pictures and when all the pictures were shown I asked them to guess which story they were talking about. Then, I told them the story of “Hansel and Gretel” (see Appendix B). Upon finishing the telling part, I showed them the written story on the smart board and asked them to read it. They read the story aloud one by one. When we finished reading, I handed out the written copy of the story. In the following exercise, I told them the new version of the story and handed the written copy (see Appendix E). After having read the new version, it was shown on the smart board and the students were asked to comment on the story. They were asked to point out differences if there were any and state which version they liked best.

In the second phase of the treatment, pictures of characters of the story “Snow White and the Seven Dwarves” were shown (see Appendix F). The students were asked to comment on the pictures and guess the story. Simple sentence structure and the new vocabulary related to the pictures and the story were written on the white board. Then the story was shown on the smart board and a written copy was also handed out (see Appendix C). They were asked to read the story. After the reading part, they were asked to tell the story without the benefit of the written copy. They were encouraged to use the information on the white board if they needed to. Each student came to the front and told the story without the benefit of the written copy. They were encouraged to tell the story as well as they could remember. They were recorded during the storytelling session. After the students had told the story, five groups were formed and they were asked to write a new version of the story as a group, keeping the core idea in mind. When they

had finished writing, each group read their story to the others. Then they chose the best story written by one of the groups. A copy of the selected story was put on the class bulletin board (see Appendices G and H). This was an integrated skill activity. The participants were expected to improve their creative thinking and writing skills which would then lead to enhance their oral performances. It is worth mentioning that the treatment procedures for both grades were identical for comparison purposes. This would also reduce any biases due to the use of different stories, which could potentially impact the students' learning. However, the language forms and vocabulary covered during the activities in each grade differed based on subjects in their curriculum.

During the treatment I kept a reflective diary to note what was done in the classroom and students' attitudes towards the storytelling activities (see Appendices I, and J).

### **Data collection procedures**

The first step before starting data collection was to get permission from the General Secondary Education Department of the Ministry of National Education to carry out the experiment (see Appendix K). Once this was obtained, a written consent was obtained from the school administration (see Appendix L). Then an informed consent form was prepared and sent to the parents and their consents were sought (see Appendix M).

During the treatment, because two different classes were selected as groups, they were readily arranged into heterogeneous groups according to more than one variable. These can be listed as sex, age, personality, language proficiency and ethnicity. Because the sample size was small and they were readily arranged rather than being randomly



selected, the study was designed as a quasi-experimental study with pre and post-tests which, as Işık (2011) cites from Moule and Goodman (2009) “may be used to test the relationship between a particular treatment and its effects to outcome responses” (p. 33). Most of the previous studies carried on storytelling were also designed as quasi-experimental studies (Işık, 2011; Hwang et al., 2016; Kayaoğlu, 2008).

At the beginning of the fall semester of the 2015-2016 academic year, I started the study by informing the participants on my purposes and why they were going to use storytelling technique and what they were expected to do during the activities and how their achievements would be tested.

Students’ English language scores in the fall term’s midterm and final English speaking exams, which were part of the existing assessment procedures of the school’s English department, were used as pre and post-tests. These tests were individually conducted as Brown (2001) describes the best tests of oral proficiency as tests “which involve a one-on-one tester/test-taker relationship, “live” performance (as opposed to taped), a careful specification of tasks to be accomplished during the test, and a scoring rubric that is truly descriptive of ability” (p. 395).

In these individually conducted pre-tests, Cambridge Young Learner’s Starters Test Book (Cliff, 2006) for 6<sup>th</sup> grades and Cambridge Young Learner’s Flyers Test Book (Cliff, 2010) for 8<sup>th</sup> grades were used as source books. These are standardised test books to assess oral language competency for certificate exams and I have been using them at ESS for the last eight years and they fit the aims of the study to assess the participants’ oral performances. The participants were asked some ice breaker questions related to the subjects they had been learning prior to the test and afterwards shown some pictures (see Appendix N) to talk about. A similar format was followed with 8<sup>th</sup> graders during their

oral exams. With 8<sup>th</sup> grades the pictures included picture stories (see Appendix O). The speaking exam sessions with the students were audio-recorded. At the completion of the experiment over a period of one month, the post-test, i.e., their final English exam was administered to both groups in the same way.

Assessment scales for levels A2 and A1 were used to rate the recordings (see Appendices P and Q). The recordings were rated by the researcher and a colleague who is a PhD student in the English Language Teaching Department (ELT) at Near East University (NEU) (see Appendix R and S) and the results were analysed using the Statistical Package for the Social Sciences (SPSS) data analysis software.

Since one of the aims of present study involved comparing students' performances in oral tests before and after studying English using storytelling based on their learning styles, McVay Lynch's (2004, as cited in Bueno, 2005) learning style inventory was employed to determine their learning styles. The original inventory in English was used for the foreign students (see Appendix T) and the one adapted to Turkish by Dağhan and Akkoyunlu (2011) was used for the Turkish speaking students (see Appendix V).

The inventory was divided into three sections: the visual learning style had 21 items, the audio learning style had 19 items and the kinaesthetic learning style had 19 items. The table below shows how the items are grouped according to the learning styles in the inventory.

The items were scored by the students from one to three. After having the sum of scores per item group i.e. visual learning style, the average score was found by dividing the sum of scores for that learning style group by the number of items in that group.





Table 1  
*Learning styles and related items in the inventory*

Learning Styles	Items
Visual	18, 42, 1, 24, 35, 40, 54, 8, 45, 58, 44, 20, 32, 51, 12, 59, 50, 6, 46, 10, 29
Audio	28, 43, 26, 37, 53, 41, 34, 52, 15, 2, 21, 7, 33, 5, 56, 48, 22, 30, 14
Kinaesthetic	16, 23, 3, 39, 19, 36, 25, 31, 49, 47, 27, 38, 11, 4, 55, 17, 13, 9, 57

If a student scored 3 for all the items in visual learning styles, it would be  $63/21=3$ . The highest point would indicate the dominant learning style used by the learner.

In some cases, the results can indicate that certain participants may have two dominant learning styles. For example, while two participants were identified as audio kinaesthetic learners, one participant had three very close average points visual: 1.90, audio: 1.89 and kinaesthetic: 1.84. Although this results makes him a visual learner, the close average scores mean that the other two styles are also used effectively.

Besides these, I kept a reflective diary during the use of the storytelling procedure and the attitudes of students. This diary included my thoughts and reflections regarding the teaching sessions as well as students' responses during the activities. I did not intend to use this diary as a method of data collection but as a method of helping me in the process of monitoring the treatment process in terms of its validity and reliability. However, my notes in this diary were also used to help interpret some of the results following the testing period.

## Materials

For storytelling activities pictures related to the stories “Hansel and Gretel” and “Snow White and the Seven Dwarves” (see Appendices D and F) from various Internet sources and stories (see Appendices B and C) were used. These well-known stories were also used in cartoons and were adapted into several motion pictures. Thus it was assumed that the students were more or less familiar with the stories, at least in their own languages. The smart board was used to show the pictures of the stories, comprehension questions and the stories at the end of the activities. White board was used to write simple sentence structures and new vocabulary. Written stories were handed out for students to read at home.

By way of individual oral exams data was collected for the pre and post-tests. Cambridge Young Learners’ Starters Test Book (Cliff, 2006) was used as a source for exam questions for 6<sup>th</sup> grades and Cambridge Young Learners’ Flyers Test Book (Cliff, 2010) was used as a source for the exam for 8<sup>th</sup> grades. These are standardised test books to assess oral language competency for certificate exams. Hence, they are regarded to be reliable and valid. I have also been using them at ESS for the last eight years and they fit the aims of the study to assess the participants’ oral performances. These exams included icebreaker questions and talking about some pictures and / or telling a picture story from the books mentioned above (see Appendices N and O). The assessment scales for evaluating the students’ oral performances, were used at this stage (see Appendices P and Q).

### **Data analysis**

In this research, Statistical Package for the Social Sciences (SPSS) was used to analyse the collected data quantitatively. The data, which was gathered through the pre- and post-tests, were graded out of fifteen using the criteria mentioned earlier and were entered into SPSS 22.0. Descriptive statistics, Pearson correlation test, Paired Samples t-tests, Independent Samples t-tests, and One Way ANOVA test were used to analyse the data and to find out if there were any significant differences between the 6<sup>th</sup> grades and the 8<sup>th</sup> grades in terms of their oral performances related to grade, gender, and learning styles. These data were tabulated and later interpreted in light of the existing literature.

### **Reliability and validity**

Golafshani (2003) cites Joppe (2000) and defines reliability which is one of the important aspects of any research as:

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (p. 1).

According to Brown (2001), test-reliability and rater- reliability are to be taken into consideration. He points out that test books prepared by professionals and used for certificate exams can be considered to have test-reliability. He defines rater-reliability as “the consistency of scoring by two or more scorers” (p. 387). He also cites Brown (1991) who claims that “Careful specification of an analytical scoring instrument can increase the scorer reliability” (p. 386-387).

Inter-rater reliability was used to ensure that the students' oral performances were graded in a reliable way. As mentioned earlier, the oral performances of the participants were audio-recorded during the exam sessions. To apply inter-rater reliability tests, these recordings of both pre and post-tests were given to a colleague to be independently evaluated. This was done based on assessment scales decided by the researcher and his colleague for levels A2 (see Appendix P) and A1 (see Appendix Q) based on the Common European Framework of Reference for Languages. The reason for selecting this specific colleague for evaluating the tests was that he was a PhD student in English Language Teaching, which meant that he had the necessary theoretical background in the field. He also worked as a teacher of English for 14 years prior to his PhD studies and was familiar with the tests employed in this study. He was a speaker of Ngas a minority language in Nigeria and English was his second language. The fact that he did not know the students meant that his bias in this respect would be non-existent.

Since speaking is a performative skill, its assessment requires special care in terms of reliability. Thus, before the raters assessed the recordings from the exams, a standardisation session was carried out to align the markings. In this session, sample student performances, i.e., poor, average, and good, were selected from the data for both the 6<sup>th</sup> graders and 8<sup>th</sup> graders. These were marked by both raters using the mentioned criteria. Then, marks were compared and where there were differences in their ratings, reasons for their evaluations were discussed.

After this session, the raters marked the audio-recordings separately. The results of these ratings can be found in Appendices R and S. Once the grading was done, the marks given by both evaluators were analysed to see whether they correlated statistically on SPSS. Pearson correlation test was conducted to see whether both ratings were



correlated. As Table 2 and Table 3 show there is strong correlation between the two ratings for the pre and post-tests at level 0.01 (sig.2-tailed).

Table 2

*Pearson correlation test for pre-test ratings done by the researcher and the co-rater*

		Pre-test rated by the researcher	Pre-test rated by the co-rater
Pre-test rated by the researcher	Pearson	1	.793**
	Correlation		
	Sig. (2-tailed)		.000
	N	43	43
Pre-test rated by the co- rater	Pearson	.793**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	43	43

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3

*Pearson correlation test for post-test ratings done by the researcher and the co-rater*

		Post-test rated by the researcher	Post-test rated by the co-rater
Post-test rated by the researcher	Pearson	1	.763**
	Correlation		
	Sig. (2-tailed)		.000
	N	43	43
Post-test rated by the co- rater	Pearson	.763**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	43	43

\*\* . Correlation is significant at the 0.01 level (2-tailed).



Brown (2001) claims that standardized tests designed to be given to large number of students are found to have poor content validity because they do not test oral production content but they are “redeemed through their construct validation” (p. 389).

As mentioned earlier, the test books used as sources for the speaking exam are widely used in assessing language competence for certificate exams. By using these books, I aimed to avoid researcher’s bias in preparation of tests because these are standardized tests which are prepared by professionals. They also fit the aims of measuring the level of speaking for the assumed proficiency levels. In addition to these facts, I have been using these tests in ESS for the last eight years. Hence the possibility of reducing validity to the examiner not being familiar with the testing instruments is also minimized.

The students’ telling the story and their pre and post-test sessions were also recorded. By having these, the data can be re-evaluated any time to see whether the analysis will provide the same results.

In this study, no differences in terms of teacher experience or approach to teaching occurred, as a result of my being the English teacher of both 6<sup>th</sup> grades and 8<sup>th</sup> grades.

### **Ethical Considerations**

As mentioned earlier, written consents and permissions were obtained from relevant authorities as well as the participants’ parents and guardians (see Appendices K, L, and M). This was an essential step since the participants of the study were minors. Before the study was carried out, the participants were asked verbally for permission to record their voices for the pre- and post-tests. I also assured them that I would keep their voices strictly confidential and I would not let any other people except the researcher

himself and the other English teacher to listen to them. While designing the procedures used in this study, I also took necessary precautions for any psychological distress to be eliminated for the participants. Since storytelling activities were used with both groups, all the students had the same opportunities to speak in the classroom thus no one had an advantage in improving their oral performances more than others. Therefore, the procedures used in this study are believed to be ethically designed and are very similar to students' learning experiences.

## **Conclusion**

This study aims to find out whether storytelling technique has any effect on the oral performances of students, and to determine the dominant learning styles among the participants. It also aims to find out if there are any significant differences based on their learning styles. Besides these, issues related to gender and grade differences are also explored.

In this research which was designed as a quasi-experimental study with pre- and post-tests, storytelling technique was used for a period of 13 lessons. After the treatment both the original and the adapted versions of McVay Lynch's (2004, as cited in Bueno, 2005) Learning Style Inventory was administered to the participants. The data collected was analysed through SPSS and the results of the analysis will be presented and discussed in the findings and discussions chapter.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **Introduction**

This study aimed to find out whether there were any significant differences between the oral performances of students before and after working on storytelling activities for a period of 13 class hours; what learning styles are dominant among the participants; whether there are any significant differences between the oral performances of students based on gender, their learning styles, and grade level. As described in the previous chapter this study was performed as a quasi-experimental study with pre and post-tests.

In this chapter, the results of the analyses regarding overall exam results, as well as comparisons of these results based on learning styles, gender, and grade level will be presented and discussed.

#### **Differences between pre and post-test results: An overall analysis**

To find out whether storytelling activities in an English as a foreign language (EFL) context would improve students' oral performances in a given standardised test, a paired samples t-test was performed. (See Table 4)

As seen in Table 4, the paired samples t-test showed that there was no statistically significant difference between the two test results ( $t(42)=-.99$ ,  $p=.329$ ). When the mean scores of each test are examined, the participants appear to have performed slightly better in their latter exam compared to the initial one. Although the mean difference between these tests is not high, the fact that there has been an increase

indicates that some students have benefitted from this sort of instruction. Thus, it is worth investigating whether variables such as learning styles, gender and grade level have an impact on their performances.

Table 4  
*Pre-test and post-test paired samples statistics*

Oral Performance	N	$\bar{X}$	SD	t	df	P	Description
Pre-test	43	8.53	3.93				
				.99	42	.329	p>.05
Post-test	43	8.94	3.32				

### **The impact of storytelling on oral performances of learners with different learning styles**

Before carrying out further analyses, learning styles of the participants were determined by using McVay Lynch's (2004, as cited in Bueno, 2005) Learning Styles Inventory (see Appendices T and V). Table 5 and Figure 2 show the general distribution of learning styles among the participants.

Table 5  
*Learning styles distribution among the participants*

Learning Styles	Frequency	Percent	Valid Percent	Cumulative Percent
Visual	17	39.5	39.5	39.5
Audio	17	39.5	39.5	79.1
Kinaesthetic	7	16.3	16.3	95.3
Audio Kinaesthetic	2	4.7	4.7	100.0
Total	43	100.0	100.0	



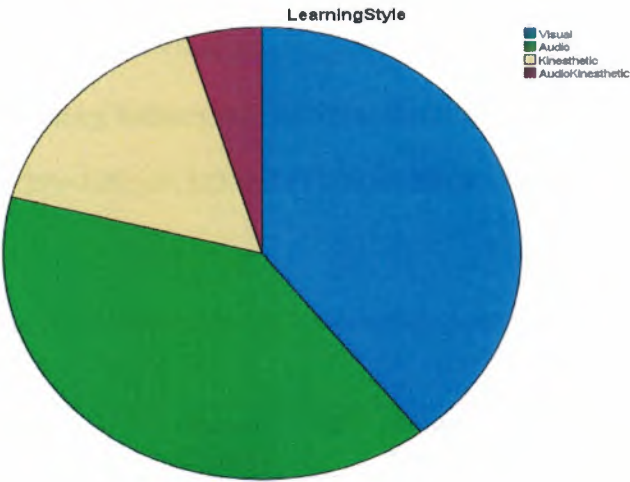


Figure 2  
The distribution of learning styles among students

As it can be seen from Figure 2, visual and audio learners had equal distribution among the participants, while audio kinaesthetic learners had the lowest number. Dağhan and Akkoyunlu (2011) report that McVay Lynch (2004) had found out that 60% of people taking the inventory were visual learners. In this study, however, number of visual learners and audio learners were equal ( $n=17$ ). The distribution of learning styles among gender can be seen in Figure 3.

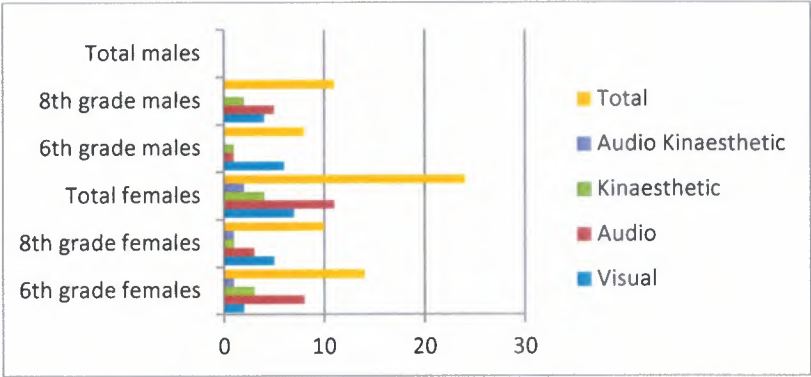


Figure 3. The distribution of learning styles among gender



One Way ANOVA test was performed to see whether learning styles have any impact on students' oral performances. As Table 5 indicates, there were no significant differences found among learners with different learning styles either in the pre-test or in the post-test ( $F(3,39)=1.20, p=.323$  and  $F(3,39)=1.98, p=.133$  respectively).

Table 6  
*Differences in oral performances based on learning styles*

		Sum of Squares	df	Mean Square	F	p	Description
Pre-test	Between Groups	54.669	3	18.223	1.198	.323	$p>.05$
	Within Groups	593.473	39	15.217			
	Total	648.142	42				
Post-test	Between Groups	61.250	3	20.417	1.978	.133	$p>.05$
	Within Groups	402.628	39	10.324			
	Total	463.878	42				

When the mean scores are taken into consideration, it can be said that the audio learners scored higher than the other learners. The mean scores of all learning styles can be seen in Table 7.

Table 7  
*Learning styles distribution among pre and post-tests*

Learning Styles	N	Pre-test $\bar{X}$	SD	Post-test $\bar{X}$	SD	Mean Difference
Visual	17	8.10	3.37	7.97	2.77	0.49
Audio	17	9.80	4.28	10.30	3.53	-0.13
Kinaesthetic	7	6.87	4.11	7.64	3.62	0.77
Audio Kinaesthetic	2	7.00	4.24	10.00	1.41	3.00

As indicated in Table 6 audio learners had the highest mean score in both tests. This might be due to the treatment's being mostly a speaking and listening exercise. The students were required to talk about the pictures, listen to their friends' opinions on the pictures, listen to my telling the story twice- both the original and new version- and then tell the story themselves. Questions were asked and answered so it was expected that the audio learners would do better compared to the learners with other learning styles. Their highest mean scores among the learning styles fulfilled that expectation. As the mean differences shown in Table 7 indicate, only visual learners did worse in the post-test. The difference between their mean scores is -0.13. This was an unexpected result because the storytelling activities were designed using relevant pictures to support learners in visualising the events and the characters in the story. A close inspection of the visual learners showed that nine out of 17 visual learners were 8<sup>th</sup> grades. Its relevance will be discussed in relation to grade level. The analysis shows that audio kinaesthetic learners benefitted most from the treatment, with a 3.0 mean difference between their pre and post-test results. They had average scores of  $M=7$  ( $SD=4.24$ ) and  $M=10$  ( $SD=1.41$ ) for pre and post-tests respectively. During the treatment, the students were able to come to the front of the class and choose the picture that they wanted to talk about. This activity may have let students to move about the class more than they usually would in a regular classroom. This might have helped them to achieve better in the post-test. The fact that they were also describing actions in a story's plot might also have impacted their understanding of the concepts taught. In addition to this both audio kinaesthetic learners were female. The implications of this will be discussed in the next section. While kinaesthetic learners came second, audio learners were third in terms of the improvement they made in their oral performance scores based on the mean

differences in their pre and post-tests. The majority of audio learners were 6<sup>th</sup> grades who performed better in the post-test.

### **The impact of storytelling on oral performances of learners based on gender**

The descriptive analysis results showed that 55.8% of the students were females ( $n=24$ ) and 44.2% were males ( $n=19$ ). To determine the effect of gender on students' oral performances an Independent sample t-test was performed. Table 7 indicates that there was no significant difference between the participants' pre-test ( $p=.310$ ) and the post-test ( $p=.824$ ) results based on gender.

Table 8  
*Differences in oral performances based on gender*

<b>Pre-test</b>	N	$\bar{X}$	SD	t	df	p	Description
Female	24	7.98	3.98	-1.028	41	.310	p>.05
Male	19	9.22	3.85				
<b>Post-test</b>	N	$\bar{X}$	SD	t	df	p	Description
Female	24	9.04	3.25	.224	41	.824	p>.05
Male	19	8.81	3.49				

Although males did better in the pre-test ( $M= 9.22$ ,  $SD=3.85$ ), females scored slightly better in the post test ( $M=9.04$ ,  $SD=3.25$ ). When mean differences are observed, it appears that while males had a -0.41 mean difference score, females had 1.06. The reasons for this finding will be further elaborated in the discussion section.

### The impact of storytelling on oral performances of learners based on grade level

Based on the performances of the participants in the pre and post-tests, it can be said that the 6<sup>th</sup> graders performed better than the 8<sup>th</sup> grades in the post-test.

While the 6<sup>th</sup> graders' pre-test mean score ( $M= 8.29$ ,  $SD=4.59$ ) is lower than 8<sup>th</sup> graders' pre-test mean score ( $M= 8.77$ ,  $SD=3.19$ ), the 6<sup>th</sup> graders' post-test mean score ( $M= 9.59$ ,  $SD=3.32$ ) is higher than 8<sup>th</sup> graders' post-test mean score ( $M= 8.25$ ,  $SD=3.26$ ). Total mean scores also show that the participants performed slightly better in the second exam overall ( $M= 8.92$ ,  $SD=3.29$ ).

Table 9  
*Overall oral performances based on grades*

Grade		Pre-test	Post-test
6th Grade	$\bar{X}$	8.295	9.591
	N	22	22
	SD	4.5895	3.3261
8th Grade	$\bar{X}$	8.767	8.248
	N	21	21
	SD	3.1893	3.2571
Total	$\bar{X}$	8.531	8.9195
	N	43	43
	SD	3.8894	3.2916

To find out whether grade level had any effect on the students' oral performances before and after working with storytelling activities, an Independent samples t-test was performed. Table 9 shows that there was no significant difference found between oral performances of the participants' based on grade level in the pre-test ( $p=.699$ ) and the post-test ( $p=.189$ ). However, the mean scores also show that 8<sup>th</sup> grades did slightly better in the pre-test.



Table 10  
Grade *t*-test statistics

<b>Exam1</b>	N	$\bar{X}$	SD	t	df	p	Description
6 <sup>th</sup>	22	8.29	4.59	-.389	41	.698	p>.05
8 <sup>th</sup>	21	8.77	3.19				
<b>Exam2</b>	N	$\bar{X}$	SD	T	df	p	Description
6 <sup>th</sup>	22	9.59	3.33	1.337	41	.189	p>.05
8 <sup>th</sup>	21	8.25	3.26				

It can be assumed that the participants were more successful in the first speaking exam than the second one due to the 8<sup>th</sup> grader's lack of enthusiasm and motivation in general as last year students. They have an understanding that they will graduate however the exams result.

## Discussion

The overall results of the post-test of this study also show that the participants benefitted, though slightly, from the storytelling experience. This seems in accordance with similar studies carried out on different aspects of English as foreign language. For example, Isbell et.al. (2004) and Uchiyama (2011) determine that storytelling is beneficial to the development of oral language complexity.

Forest (2007) reports that studies focusing on the *story* in the storytelling event have shown that tales can illuminate inquiry into the nature of interpersonal oral communication.

Thornbury (1999) points out that story telling is appropriate to all ages and all cultures when reinforced with visual material such as pictures, puppets, mime, video,



etc. Similarly, Wright (1995) suggests that stories, which are motivating and rich in language experience, should be an important ingredient of foreign language teaching.

Kayağolu (2008) points out that when the students experience success of understanding by discovering the meaning, they are rewarded through their ability to understand, and therefore are motivated to continue. With this strong motivational force for learning a foreign language stories can be a powerful source for listening, speaking, reading and writing activities (Kayaoğlu, 2008). He cites studies focusing on the use of stories in vocabulary learning have been carried out. Kayaoğlu (2008) also reports that one major outcome of his study to teach grammar by way of storytelling is that the young learners appear to develop a highly positive attitude towards the target language (Kayaoğlu, 2008).

Poulsen (1996) also reports that the experience and the exposure to storytelling were beneficial to the students.

In his study Huang (2006) found out that there was no positive effect of storytelling on word recall but he states that it was “highly encouraging with respect to story comprehension” (p. 66).

According to Zlesáková, (2005) storytelling provides both considerable amount of language input in a natural form and also supports students’ individuality in the language classroom with the variety of activities which help to address students with different learning styles.

Similar to Gohar and Sadeghi’s (2015) study, which showed no significant relation between learning styles and foreign language achievement, there were no

significant differences found among the participants' performances based on learning styles. Gohar and Sadeghi (2015) also claim that this finding is in line with several other studies.

Kuo, Chu and Huang (2015) report that students working in homogenous groups formed according to their learning styles perform better than students in heterogeneous groups. As described in the methodology chapter, the participating group in this study were made up of learners with various learning styles. Hence their success may be negatively influenced by this grouping.

In addition, audio learners and visual learners were dominant and equal in number ( $n=17$ ). However, the mean scores showed that audio learners performed better in overall scores. This study also showed that students with different learning styles can benefit from storytelling at their own pace.

In terms of gender, Kızıltepe (2003) expresses that previous studies show females having more positive attitudes and motivation than males towards learning L2.

Hasan (2013) points out that, females were better in learning vocabulary through storytelling than males.

Pae (2003) states that his study showed males outperformed females in logical inference items, whereas females were better in items such as mood, impression, and tone. He suggests that this may be a result of cultural norms.

In this study, although there was no significant difference based on gender, females were better in the post-test. This finding, however, should not be read individually. In their study, Aliakbari and Tazik (2011) found out that males and females

have significantly different learning styles. When the learning styles are also considered 11 out of 17 audio learners who scored better in the post-test, were females. In addition to this, 14 out of 24 females were 6<sup>th</sup> graders and 6<sup>th</sup> grades performed better in the post-test. When all these facts are considered, it might be said that females *did perform* better than males, empowered by being auditory learners and having the motivation of 6<sup>th</sup> graders.

No related study was found on this subject but 6<sup>th</sup> graders' doing better in the post-test might have been due to their being new to secondary school and they have encountered storytelling activity for the first time and they liked it (see Appendix J). Brown (2001) states that teenagers need to give their attention to the task at hand to be successful at an intellectual task. He also defines interaction as "the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p.165).

Unlike 8<sup>th</sup> graders who resisted to the challenge, they were eager to participate and this was seen, though slightly better, in their post-test mean scores.

The 8<sup>th</sup> graders, however, resisted to the activity, thinking they didn't need to cooperate. They were doing it on the surface. They believe that they were going to graduate however the exams results might be. They were not interested in improving their oral performances. Their performances may have been influenced by these participants not being motivated enough in this respect. They wanted to get over with the storytelling exercise and continue watching original sound track movies as they used to do before the treatment (see Appendix J).

**Conclusion**

Although none of the analysis results showed significant difference between the pre and post-tests regarding grade level, gender, and learning styles, the mean scores showed that the students performed better in the post-test. The analysis results showed that 6<sup>th</sup> grades, audio learners (in general) and audio kinaesthetic learners (in particular), and female students did better in the post-test.



### Summary of the findings

The answers to the questions above were sought as for the first question; it was found out that when the mean scores of each test is examined, the participants appear to have performed slightly better in their latter exam compared to the initial one. Although the mean difference between these tests is not high, the fact that there has been an increase indicates that some students have benefitted from this sort of instruction.

As for the second question, the analysis results showed that audio and visual learning styles were dominant among the participants of this study ( $n=17$ ).

When the mean scores are taken into consideration, it can be said that the audio learners scored higher than the other learners. But the mean differences indicate that only visual learners did worse in the post-test. The analysis shows that audio kinaesthetic learners benefitted most from the treatment.

The answer to the fourth question was that although males did better in the pre-test, females scored slightly better in the post test. In this study, although there was no significant difference based on gender, females were better in the post-test. And when the learning styles are also considered 11 out of 17 audio learners who scored better, were females. In addition to this, 14 out of 24 females were 6<sup>th</sup> graders and 6<sup>th</sup> grades performed better in the post-test. When all these facts are considered, it might be said that females *did perform* better than males.

With respect to the fifth question, the analysis results showed that although (8<sup>th</sup> grades performed better in the pre-test, 6<sup>th</sup> grades were better in the post-test. Yet, the results showed no significant difference in the test results.



### **Suggestions for practice**

As this study showed and as Kayaoğlu (2008) also reports the young learners appear to develop a highly positive attitude towards the target language when they are taught English through the use of storytelling. Therefore, it is suggested that if storytelling technique is to be used, it should be started to be used in the early stages of teaching like 6<sup>th</sup> grades or even in primary school so that the students will feel it as part of their learning process. The more they get used to storytelling, the better their oral performances become.

The activities might be planned according to the interests and all learning styles of the students to increase motivation and success. As researchers point out the linkage between students' classroom participation and their academic achievement is undeniable (Tsou, 2005) and different types of activities might be helpful to create an atmosphere for students to participate more willingly.

Rather than telling the story individually, the students can be asked to perform as a group.

They can also be asked to tell the story in their own languages first to eliminate anxiety. They can be let to choose the story and the materials they want to use. This can also be useful in terms of learning styles for they would be prepared in their own styles. They can be asked to act out the stories instead of just telling it as Brown (2001) suggests. This way, audio kinaesthetic learners would benefit more.

In addition, as a complementary activity, a story writing and storytelling competition can be organised. The students can be encouraged to do all these activities digitally where they seem to be more efficient nowadays.

They can be asked to use the Internet to create stories or picture books to tell stories of their own.

### **Recommendations for further research**

Further studies need to be conducted to investigate why the visual learners performed worse in the post-test. In addition to this reasons for audio kinaesthetic learners' benefitting the most from the storytelling activity might be investigated to help teachers for better activity planning.

Since 8<sup>th</sup> grades performed worse in the post-test and as they weren't as interested as the 6<sup>th</sup> grades, further studies on 8<sup>th</sup> grade students from different schools need to be done to see whether it is a widespread situation among secondary schools. In addition, the attitudes of teachers and students towards storytelling can be a new field to carry out research. Finally, the impact of storytelling on other skills can also be investigated since the participants of this study have enjoyed writing, listening and reading activities during the treatment.

### **Conclusion**

As Aida (2007) points out I am motivated by the study results to keep doing storytelling exercises though with some modifications. The storytelling exercises let the students experience creative challenge, develop and make full use of their competence, and see the personal relevance of a language learning activity, which are all important factors in gaining high achievement. Even though some of the students do not possess the ability to fully express their thoughts and feelings, they tried using the language within the context of a storytelling activity.

Therefore it is suggested that if storytelling technique is to be used, it should be started to be used in the early stages of teaching like 6<sup>th</sup> grades or even in primary school so that the students will feel it as part of their learning process. The more they get used to storytelling, the better their oral performances become.

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## APPENDICES

### APPENDIX A      Lesson Plans

#### LESSON PLAN 1

**DATE:** 03.12.2015 / 04.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 mins.

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 23 / 22

**OBJECTIVES:**

General Objectives: The students will be able to describe people and places.

Specific Objectives:

1. Given a set of pictures and phrases, the students will be able to describe the people and places in relation to the story.
2. They will be able to guess the story and comment on it.
3. Given a character's picture, the students will be able to describe him/her using the phrases given.

**MATERIALS/AIDS:** - whiteboard / whiteboard marker / smart board

- pictures of Hansel, Gretel, Father, Mother, the witch and the house

- phrases to help students to express their ideas/thoughts

**ANTICIPATED PROBLEMS:** Students may not know the story.

**PROCEDURES**

	Teacher Activities	Model Sentences
<b>STEP 1:</b> <b>Warm- up</b>  (10 min.)	- Greet the students. - Tell the students what they are supposed to do. - Answer any questions.	- I think it is from the story... - There is/ There are... - It is/ They are... - ..... has/ has got... (You may ask questions to elicit these answers)
<b>STEP 2:</b> <b>Presentation &amp; Practice</b>  (22 min.)	- Show the first picture: This is a boy. - Do you know him? - What is his name? - Can you describe him? - Ask questions to elicit answers.	His name is Hansel. He is .... He lives.... He has got... - There is/ There are... - It is/ They are...
<b>STEP 3:</b> <b>Closure</b> (3 min.)	- Ask the students to guess the story and to tell a short summary.	Once upon a time...

## LESSON PLAN 2

**DATE:** 03.12.2015 / 04.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 min.

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 23 / 22

### OBJECTIVES:

General Objectives: The students will be able to follow the events throughout the story.

Specific Objectives:

1. They will be able to differentiate the characters of the story.
2. They will be aware of the chronological order of the story.
3. The students will be able to listen actively to the teacher telling the story "Hansel and Gretel".

**MATERIALS/AIDS:** - whiteboard/whiteboard marker / smart board

- pictures of Hansel, Gretel, Father, Mother, the witch and the house

- phrases to help students to express their ideas/thoughts

**ANTICIPATED PROBLEMS:** Students may not know the story.

### PROCEDURES

	Teacher Activities	Model Sentences
<b>STEP 1:</b> <b>Warm- up</b>  (10 min.)	- Greet the students. - Show the students the pictures of the characters and ask them to comment on them. - Answer any questions.	- Who is this? - Is this the main character? - When will we hear about him/her/them/it? - Is s/he important? - Why?
<b>STEP 2:</b> <b>Presentation &amp; Practice</b>  (20 min.)	- Tell the story.	Once upon a time there was a woodcutter. He lived in the forest with his family. He had a wife, a son, and a daughter. His son's name was Hansel. His daughter's name was Gretel...
<b>STEP 3:</b> <b>Closure</b> (5 min.)	- Show the written story on the smart board and hand out the written story to the students and ask them to read it.	

### LESSON PLAN 3

**DATE:** 10.12.2015 / 11.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 min.

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 23 / 22

**OBJECTIVES:**

General Objectives: The students will be able to answer comprehension questions about the story.

Specific Objectives:

1. The students will be able to answer the open ended questions about the story.
2. The students will be able to answer true/ false questions.
3. The students will be able to ask questions about the story.

**MATERIALS/AIDS:** - whiteboard/whiteboard marker / smart board

- pictures of Hansel, Gretel, Father, Mother, the witch and the house

- questions written on the board

**PROCEDURES**

	Teacher Activities	Model Sentences
<b>STEP 1:</b> <b>Warm- up</b> (5 min.)	- Ask the students to give a short summary of the story.	- Who remembers the story? - Can you summarize it?
<b>STEP 2:</b> <b>Presentation &amp; Practice</b> (20 min.)	- Show the questions on the board. - Ask the students to answer them.	- Where did the family live? - What was the father's job? - How many children did he have? - The boy's name was Arsel. T/F - The father didn't want to leave them. T/F
<b>STEP 3:</b> <b>Closure</b> (10 min.)	- Ask the students to ask questions and answer their friends' questions.	



### LESSON PLAN 4

**DATE:** 10.12.2015 / 11.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 min.

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 23 / 22

**OBJECTIVES:**

General Objectives: The students will be able to understand the story they listen.

Specific Objectives:

1. The students will be able to notice the differences between the two stories they have listened.

**MATERIALS/AIDS:** - whiteboard/whiteboard marker / smart board

- pictures of Hansel, Gretel, Father, Mother, the witch and the house

- phrases to help students to express their ideas/thoughts

**PROCEDURES**

	Teacher Activities	Model Sentences
<b>STEP 1:</b> <b>Warm- up</b>  (7 min.)	- Remind the story. - Ask the students to summarize the story.	- Can you remember the story you have listened? - What was it about? - What happened in the story? - Can you summarize it?
<b>STEP 2:</b> <b>Presentation &amp; Practice</b> (20 min.)	- Tell the new version of the story using the pictures.	- Once upon a time...
<b>STEP 3:</b> <b>Closure</b>  (8 min.)	- Ask the students about the differences of the two stories. - Hand out and show on smart board the written version of the story and ask the students to read the story summary. - Tell the students to be ready to tell their story 'Snow White and the seven Dwarves' next week.	- Is this story the same with the other one? - What differences are there? - Which one do you like best? - Why? - I think it is from the story... - There is/ There are... - It is/ They are... - ..... has/ has got...

### LESSON PLAN 5

**DATE:** 15.12.2015 / 15.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 min.

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 23 / 22

**OBJECTIVES:**

General Objectives: The students will be able to comment on the pictures of the new story.

Specific Objectives:

1. Given a set of pictures and phrases, the students will be able to describe the people and places in relation to the new story.
2. They will be able to comment on the new story.
3. Given a character's picture, the students will be able to describe him/her use the phrases given.

**MATERIALS/AIDS:** - whiteboard/whiteboard marker / smart board

- pictures of a baby, the hunter, the mirror, the queen, the dwarves, the prince, the coffin, and Snow White

- phrases to help students to express their ideas/thoughts

**ANTICIPATED PROBLEMS:** Students may not know the story.

**PROCEDURES**

	Teacher Activities	Model Sentences
<b>STEP 1:</b> <b>Warm- up</b> (5 min.)	<ul style="list-style-type: none"> <li>- Ask the students about the previous lessons and activities.</li> <li>- Remind the students about the language they are supposed to use.</li> <li>- Answer any questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Do you remember the last story?</li> <li>- How did we tell the story?</li> <li>- Can you tell me which story you will tell?</li> </ul>
<b>STEP 2:</b> <b>Presentation &amp; Practice</b> (25 min.)	<ul style="list-style-type: none"> <li>- Show the first picture: This is a baby.</li> <li>- Is it a he or a she?</li> <li>- Do you know her?</li> <li>- What is her name?</li> <li>- Can you describe her?</li> <li>- Ask questions to elicit answers.</li> </ul>	<ul style="list-style-type: none"> <li>- It is a girl. - Her name is...</li> <li>- She is .... / She lives....</li> <li>- She has got...</li> <li>- I think it is from the story...</li> <li>- There is/ There are...</li> <li>- It is/ They are...</li> </ul>
<b>STEP 3:</b> <b>Closure</b> (5 min.)	<ul style="list-style-type: none"> <li>- Hand out a written copy of the story.</li> <li>- Ask the students to read it and get ready.</li> </ul>	

### LESSON PLAN 6/7/8/9/10

**DATE:** 17.12.2015 / 18.12.2015 / 21.12.2015/22.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 + 35 mins. +35 mins. +35 mins.

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 22 / 22

**OBJECTIVES:**

General Objectives: The students will be able to tell the story.

Specific Objectives:

1. The students will be able to tell the story of 'Snow White and the Seven Dwarves' in chronological order.
2. The students will be able to listen actively to their friends telling the story 'Snow White and the Seven Dwarves'.

**MATERIALS/AIDS:** - whiteboard/whiteboard marker / smart board

- pictures of a baby, the hunter, the mirror, the queen, the dwarves, the prince, the coffin, and Snow White

- phrases to help students to express their ideas/thoughts

**PROCEDURES**

	Teacher/Student Activities	Model Sentences
<b>STEP 1:</b> <b>Warm- up</b> (5 min.)	- Ask about the pictures. - Remind the characters to the students. - Answer any questions.	- Do you remember these pictures? - Who / What are they?
<b>STEP 2:</b> <b>Presentation &amp; Practice</b> (60 min.)	-The students will tell the story one by one. They will be assisted by showing the related pictures.	- Once upon a time there was...
<b>STEP 3:</b> <b>Closure</b> (5 min.)	- Show the written story on the smart board and read it to the students.	



### LESSON PLAN 11/12/13

**DATE:** 24.12.2015 / 25.12.2015/28.12.2015

**CLASS:** 6 / 8

**LEVEL OF THE CLASS:** Beginner / Elementary (A2)

**ANY CHARACTERISTICS:** In 6<sup>th</sup> Grade, all native speakers of Turkish except for one English girl who can communicate in Turkish and one French (from Martinique) boy who knows passable Turkish and one Romanian girl who knows Turkish . In 8<sup>th</sup> Grade all native speakers of Turkish except for one English girl who knows no Turkish and one Azerbaijani boy who knows Turkish.

**ASSUMED KNOWLEDGE:** It is assumed that they have read, heard or watched the story.

**SKILLS TAUGHT:** Speaking and listening, relating pictures to previous knowledge, communicative skills, describing places and people.

**TIME ALLOWED:** 35 + 40 mins. + 35 mins

**AGE:** 11-15

**NO. OF STUDENTS IN CLASS:** 22 / 22

**OBJECTIVES:**

General Objectives: The students will be able to write a new version of the story 'Snow White and the Seven Dwarves'.

Specific Objectives:

1. The student will be able to make changes in the events or the chronology of the story to create a new version.
2. They will be able to work as a group and share their ideas with their friends.
3. They will be able to discuss ideas and show respect to others' ideas.
4. They will be able to choose the best work.

**MATERIALS/AIDS:** - whiteboard/whiteboard marker / smart board / notebooks / pens

- pictures of a baby, the hunter, the mirror, the queen, the dwarves, the prince, the coffin, and Snow White

- phrases to help students to express their ideas/thoughts

**PROCEDURES**

	Teacher Activities	Model Sentences
<b>STEP 1 - Warm-up</b> (5 mins)	<ul style="list-style-type: none"> <li>- Ask students to summarize the story.</li> <li>- Form the groups.</li> <li>- Answer any questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Can you remember the story?</li> <li>- Who is Snow White?</li> <li>- Why is she called so? etc.</li> </ul>
<b>STEP 2: Presentation &amp; Practice</b> (20 mins)	<ul style="list-style-type: none"> <li>- Ask the students to discuss and write a new version of the story.</li> <li>- Tell the students that they will choose the best story.</li> <li>- Ask questions to elicit answers.</li> </ul>	<ul style="list-style-type: none"> <li>- It's time to write a new version of this story.</li> <li>- You can change almost anything except the main characters.</li> </ul>
<b>STEP 3: Closure</b> (Group Work) (10 mins)	<ul style="list-style-type: none"> <li>- Ask the students to read their new stories.</li> <li>- Ask the students to choose the best work and tell the reasons why they have chosen it.</li> </ul>	<ul style="list-style-type: none"> <li>- Now, read your stories, please.</li> <li>- Let's choose the best story.</li> <li>- Why is this the best one?</li> </ul>



## APPENDIX B

### Story of "Hansel and Gretel"

Once upon a time there was a woodcutter who had two children: Hansel and Gretel. They lived with their kind father and a mean stepmother. Their home was a small cottage at the edge of a forest.

One day the stepmother said to the father, "We cannot keep the children. We don't have enough food for them. We must take them deep into the forest." The father felt very sad.

Hansel heard everything. He went and told Gretel. "Don't worry," he said, "I have a plan."

The next morning they went into the forest. They walked for some time and they came to a clearing in the forest. They stopped to have a picnic. The father said "You go and pick some wood while we go and look for something to eat." Then he went back home with his wife.

They waited for some time. And they hoped that their father would come for them. Soon it grew dark and they felt a little scared. Hansel said, "Don't worry. I told you I had a plan." He searched for something on the ground and turned to Gretel and smiled, "Can you see that pebble? I dropped it while we were coming from home. We can go home easily."

So they followed the pebbles and found their way back home. The father was very happy to see his children but the mean stepmother was furious.

The stepmother waited for some time. Days passed and she told the same thing over and over again. At last he agreed again. They decided to take the children even deeper into the forest. The father said he would take them himself. This time the children weren't aware of the plan.

The next morning went into the forest. The stepmother gave each child a piece of bread. Gretel put hers in her pocket. Hansel broke little pieces of his bread. As they walked he dropped the pieces on the ground.

"You must stay here by the fire," said the father to his children. "We will pick you up on the way back." Hansel told Gretel: "I have dropped bread crumbs along the way. When the moon comes out we will follow the path of the crumbs." Gretel shared

her bread with Hansel. Soon it became dark and cold. "Don't be afraid," said Hansel. "We will soon find our way home." But they could not find any bread crumbs. The birds had eaten them. They sat down to rest. Soon they fell asleep. It was the third morning since they left their father's house. They went further and further into the forest. It was about noon when they came to a cottage. It was a cottage made out of bread, candy, and cake. The children started to eat some of the cake and candy. Suddenly an old woman appeared at the door. "Don't be afraid," she said. "I have plenty of food indoors."

She took the two children into the cottage and gave them to eat. Then she took Hansel and put him in a cage. She did not want him to run away. Gretel had to do all the work in the cottage. She cried at seeing Hansel in the cage. Hansel was fed good food, but poor Gretel got only crumbs to eat. Each day the old woman told Hansel to put out his finger. She wanted to see if he was getting fatter. The old lady had very bad eyes. When she asked Hansel to put out his finger, he put out an old chicken bone. The old lady could not understand why Hansel was still thin and bony. It had been three weeks since they found the candy cottage. Finally the old lady told Gretel to turn on the oven. "Climb in and tell me if it is hot enough," said the old lady. Gretel pretended she did not know how to do that. The old lady pushed her aside and said, "You stupid goose, let me show you." She bent over and looked into the oven.

Gretel gave her a big push from behind. It took all her strength. Then she closed the oven. She ran to Hansel and let him out of the cage. "We are safe," she cried. "Hurry," said Hansel. "We must take what we can." They found a big treasure box. Inside were rubies, pearls, and diamonds. Gretel filled her apron and Hansel stuffed his pockets with the treasure. They started to look for their way home. Soon they saw their father's cottage. They ran as fast as they could to the door. "We're home," cried Hansel. They hugged their father. He was so happy to see them he began to cry. The stepmother no longer lived there. He left and never came back. The children showed their treasures to their father. "We will always be together," said the father. They lived happily ever after.

## APPENDIX C

### Story of "Snow White & the Seven Dwarves"

Once upon a time, long, long ago a king and queen ruled over a distant land. The queen was kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.

One winter day, the queen was doing needle work while gazing out her ebony window at the new fallen snow. A bird flew by the window startling the queen and she pricked her finger. A single drop of blood fell on the snow outside her window. As she looked at the blood on the snow she said to herself, "Oh, how I wish that I had a daughter that had skin as white as snow, lips as red as blood, and hair as black as ebony."

Soon after that, the kind queen got her wish when she gave birth to a baby girl who had skin white as snow, lips red as blood, and hair black as ebony. They named the baby princess Snow White, but sadly, the queen died after giving birth to Snow White.

Soon after, the king married a new woman who was beautiful, but as well proud and cruel. She had studied dark magic and owned a magic mirror, of which she would daily ask, "Mirror, mirror on the wall, who's the fairest of them all?"

Each time this question was asked, the mirror would give the same answer, "Thou, O Queen, art the fairest of all." This pleased the queen greatly as she knew that her magical mirror could speak nothing but the truth.

One morning when the queen asked, "Mirror, mirror on the wall, who's the fairest of them all?" she was shocked when it answered: "You, my queen, are fair; it is true. But Snow White is even fairer than you."

The Queen flew into a jealous rage and ordered her huntsman to take Snow White into the woods to be killed. She demanded that the huntsman return with Snow White's heart as proof.

The poor huntsman took Snow White into the forest, but he found himself unable to kill the girl. Instead, he let her go, and brought the queen the heart of a wild boar.

Snow White was now all alone in the great forest, and she did not know what to do. The trees seemed to whisper to each other, scaring Snow White who began to run. She ran over sharp stones and through thorns. She ran as far as her feet could carry her, and just as evening was about to fall she saw a little house and went inside in order to rest.

Inside the house everything was small but tidy. There was a little table with a tidy, white tablecloth and seven little plates. Against the wall there were seven little beds, all in a row and covered with quilts. Because she was so hungry Snow White ate a few vegetables and a little bread from each little plate and from each cup she drank a bit of milk. Afterward, because she was so tired, she lay down on one of the little beds and fell fast asleep.



After dark, the owners of the house returned home. They were the seven dwarves who mined for gold in the mountains. As soon as they arrived home, they saw that someone had been there -- for not everything was in the same order as they had left it.

The first one said, "Who has been sitting in my chair?"

The second one said, "Who has been eating from my plate?"

The third one said, "Who has been eating my bread?"

The fourth one said, "Who has been eating my vegetables?"

The fifth one said, "Who has been eating with my fork?"

The sixth one said, "Who has been drinking from my cup?"

But the seventh one, looking at his bed, found Snow White lying there asleep. The seven dwarves all came running up, and they cried out with amazement. They fetched their seven candles and shone the light on Snow White.

"Oh good heaven! " they cried. "This child is beautiful!"

They were so happy that they did not wake her up, but let her continue to sleep in the bed. The next morning Snow White woke up, and when she saw the seven dwarves she was frightened. But they were friendly and asked, "What is your name?"

"My name is Snow White," she answered.

"How did you find your way to our house?" the dwarves asked further.

Then she told them that her stepmother had tried to kill her, that the huntsman had spared her life, and that she had run the entire day through the forest, finally stumbling upon their house.

The dwarves spoke with each other for awhile and then said, "If you will keep house for us, and cook, make beds, wash, sew, and knit, and keep everything clean and orderly, then you can stay with us, and you shall have everything that you want."

"Yes," said Snow White, "with all my heart." For Snow White greatly enjoyed keeping a tidy home.

So Snow White lived happily with the dwarves. Every morning they went into the mountains looking for gold, and in the evening when they came back home Snow White had their meal ready and their house tidy. During the day the girl was alone, except for the small animals of the forest that she often played with.

Now, the queen who believed that she had eaten Snow White's heart could only think that she was again the first and the most beautiful woman of all. She stepped before her mirror and said: "Mirror, mirror, on the wall, who in this land is fairest of all?"

It answered: "You, my queen, are fair; it is true. But Snow White, beyond the mountains with the seven dwarves, is still a thousand times fairer than you."

This startled the queen, for she knew that the mirror did not lie, and she realized that the huntsman had deceived her and that Snow White was still alive. Then she thought, and thought again, how she could rid herself of Snow White -- for as long as



she was not the most beautiful woman in the entire land her jealousy would give her no rest.

At last she thought of something. She went into her most secret room -- no one else was allowed inside -- and she made a poisoned apple. From the outside it was beautiful, and anyone who saw it would want it. But anyone who might eat a little piece of it would die. Coloring her face, she disguised herself as an old peddler woman, so that no one would recognize her, traveled to the dwarves' house and knocked on the door.

Snow White put her head out of the window, and said, "I must not let anyone in; the seven dwarves have forbidden me to do so."

"That is all right with me," answered the peddler woman. "I'll easily get rid of my apples. Here, I'll give you one of them."

"No," said Snow White, "I cannot accept anything from strangers."

"Are you afraid of poison?" asked the old woman. "Look, I'll cut the apple in two. You eat half and I shall eat half."

Now the apple had been so artfully made that only the one half was poisoned. Snow White longed for the beautiful apple, and when she saw that the peddler woman was eating part of it she could no longer resist, and she stuck her hand out and took the poisoned half. She barely had a bite in her mouth when she fell to the ground dead.

The queen looked at her with an evil stare, laughed loudly, and said, "White as snow, red as blood, and black as ebony wood! The dwarves shall never awaken you."

Back at home she asked her mirror: "Mirror, mirror, on the wall, who in this land is fairest of all?"

It finally answered: "You, my queen, are fairest of all."

Then her cruel and jealous heart was at rest, as well as a cruel and jealous heart can be at rest.

When the dwarves came home that evening they found Snow White lying on the ground. She was not breathing at all. She was dead. They lifted her up and looked at her longingly. They talked to her, shook her and wept over her. But nothing helped. The dear child was dead, and she remained dead. They laid her on a bed of straw, and all seven sat next to her and mourned for her and cried for three days. They were going to bury her, but she still looked as fresh as a living person, and still had her beautiful red cheeks.

They said, "We cannot bury her in the black earth," and they had a transparent glass coffin made, so she could be seen from all sides. They laid her inside, and with golden letters wrote on it her name, and that she was a princess. Then they put the coffin outside on a mountain, and one of them always stayed with it and watched over her. The animals too came and mourned for Snow White, first an owl, then a raven, and finally a dove.

Now it came to pass that a prince entered these woods and happened onto the dwarves' house, where he sought shelter for the night. He saw the coffin on the mountain with beautiful Snow White in it, and he read what was written on it with golden letters.

Then he said to the dwarves, "Let me have the coffin. I will give you anything you want for it."

But the dwarves answered, "We will not sell it for all the gold in the world." Then he said, "Then give it to me, for I cannot live without being able to see Snow White. I will honor her and respect her as my most cherished one."

As he thus spoke, the good dwarves felt pity for him and gave him the coffin. The prince had his servants carry it away on their shoulders. But then it happened that one of them stumbled on some brush, and this dislodged from Snow White's throat the piece of poisoned apple that she had bitten off. Not long afterward she opened her eyes, lifted the lid from her coffin, sat up, and was alive again.

"Good heavens, where am I?" she cried out.

The prince said joyfully, "You are with me." He told her what had happened, and then said, "I love you more than anything else in the world. Come with me to my father's castle. You shall become my wife." Snow White loved him, and she went with him. Their wedding was planned with great splendor and majesty.

Snow White's wicked step-mother was invited to the feast, and when she had arrayed herself in her most beautiful garments, she stood before her mirror, and said: "Mirror, mirror, on the wall, who in this land is fairest of all?"

The mirror answered: "You, my queen, are fair; it is true. But the young queen is a thousand times fairer than you."

Not knowing that this new queen was indeed her stepdaughter, she arrived at the wedding, and her heart filled with the deepest of dread when she realized the truth - the evil queen was banished from the land forever and the prince and Snow White lived happily ever after.

THE END

## APPENDIX D

## Pictures of characters for "Hansel and Gretel"











## APPENDIX E

### Hansel and Gretel

(New Version by Cemal ESKİCI)

Once upon a time there was a woodcutter who had two children: Hansel and Gretel. They lived with their kind father and a mean stepmother. Their home was a small cottage at the edge of a forest.

One day the stepmother said to the father, "We cannot keep the children. We don't have enough food for them. We must take them deep into the forest." The father felt very sad. He wanted to keep the children but his wife was pregnant and they didn't have enough food for all of them. So he agreed with his wife.

Hansel heard everything. He picked some pebbles and put into his pockets. Then he went and told Gretel. "Don't worry," he said, "I have a plan."

The next morning they went into the forest. They walked for some time and they came to a clearing in the forest. They stopped to have a picnic. The father said "You go and pick some wood while we go and look for something to eat." Then he went back home with his wife.

When the children came back with wood, they couldn't find their father. They waited for some time. And they hoped that their father would come for them. Soon it grew dark and they felt a little scared. Hansel said, "Don't worry. I told you I had a plan." He searched for something on the ground and turned to Gretel and smiled, "Can you see that pebble? I dropped it while we were coming from home. We can go home easily."

So they followed the pebbles and found their way back home. The father was very happy to see his children but the mean stepmother was furious.

The stepmother waited for some time. Days passed and she told the same thing over and over again. At last he agreed again. They decided to take the children even deeper into the forest. The father said he would take them himself. This time the children weren't aware of the plan.

In the morning, the father checked Hansel's pockets for pebbles. He didn't want them to find the way back home. The stepmother gave each child a piece of bread. Gretel put hers in her pocket. Hansel broke little pieces of his bread. As they walked he

dropped the pieces on the ground.

They walked for a long time. The father took them deep into the forest. The children didn't know this part of the forest. When they came to a little clearing, the father lit a little fire and told Hansel and Gretel, "You must stay here by the fire. I'll go and hunt a rabbit to eat. I'll pick you up on the way back."

The children waited and waited but he never came back. They understood that they were all alone. They felt really upset and very angry at the same time. Hansel told Gretel: "I have dropped bread crumbs along the way. When the moon comes out we will follow the path of the crumbs." Gretel shared her bread with Hansel. Soon it became dark and cold. "Don't be afraid," said Hansel. "We will soon find our way home." But they could not find any bread crumbs. The birds had eaten them. They sat down to rest. Soon they fell asleep. The next day they walked in the forest but they couldn't find their way. It was the third morning since they left their father's house. Hansel said, "We don't need them. We have each other. We can take care of ourselves." So they went further and further into the forest.

Sometime later they felt tired and they climbed up a tree to sleep. They were afraid of the big bad wolf. They remembered the story their father warning them about the wolf which had eaten some people.

The next day they continued walking. They were soon out of bread and water. They tried not to think of food. They counted different trees, birds. They tried singing. But soon they grew tired and they felt very hungry. They tried to find some fruits. While they were looking for fruits, Hansel said, "I think I saw something red. It moved that way." They ran that way, too, but they couldn't see anything. So they walked the opposite way.

After a while, they saw a thin smoke in the horizon. They got very excited. They began to run towards the smoke. And then they saw a house. Gretel said, "Hansel! Be careful! Remember the story father told us, the one with the witch!" So they walked slowly towards the house. It was an old wooden house. There was nothing suspicious. They knocked on the door. "Who is it?" said a voice. It was an old woman's voice. "Hansel and Gretel," they said. "Please let us in. We are very tired and hungry."

The door opened and the old lady came out. She looked at them carefully and



with a big smile, she said, "Oh, come in! How nice to see some different faces. I'm Grandma." The children were very happy to be accepted into the house. They stepped into the house without delay. Grandma said, "I have some fresh cookies and some milk. My granddaughter has just brought me these." The children were surprised because they hadn't seen anybody. They ate some cookies and said, "Thank you so much. They are delicious. But we didn't see anybody."

"Oh, that's because she's wearing that silly red riding hood. She wears it all the time. Her name's Alice but no one remembers. She must be chasing rabbits again."

The children smiled to themselves but then they said, "Oh, we have eaten all your cookies. And we don't have anything to give you." He put his hands into his pockets to show that they were empty and his fingers touched a piece of paper. He took it out and saw that it was written "To Grandma" on it. He recognized his father's handwriting. He was surprised. He said, "Father must have put this in my pocket for you." He gave it to Grandma. After reading the paper Grandma said, "Oh, dear. Your father is my hero. I owe my granddaughter's and my life to him. He saved us from that big bad wolf." Hansel and Gretel couldn't believe their ears. The story was real! Grandma said, "If your father hadn't come, we would have been its dinner. Your father saved us. And the wolf went somewhere else. I heard that he was trying to eat those three pig brothers."

Hansel and Gretel were both surprised and happy about this news. They thought they could walk freely in the forest. Then they asked, "Can we stay here with you? We have nowhere to go." Grandma said, "I know. Your father asks me to let you live with me in his letter. Of course you can stay here. But we have lots of work to do. I have invited Grandpa and Heidi for Christmas. They're bringing Peter, too. You'll like them. And of course, little red riding hood will be here. Oh, I mean Alice." She looked around and smiled, "We'll need more rooms. We need to build more rooms."

The children were worried. They thought they wouldn't be able to do that. But then Grandma shouted happily, "I know just the right person to call." Then she picked up something and began to turn a lever. She said, "Sisterhood, you know." When a voice answered, she said, "Hello Whitey, I have a job for you and for those seven little friends of yours!"

THE END



## APPENDIX F

Pictures of characters for "Snow White & the Seven Dwarves"



## APPENDIX F

## Pictures of characters for “Snow White &amp; the Seven Dwarves”







## APPENDIX G

6<sup>th</sup> Grades' new version of "Snow White & the Seven Dwarves"Snow White and The Seven Dwarves

One upon a time, long, long ago a king and queen ruled over a distant land. The queen was kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.

One winter day when The Queen was in her chair she heard a knock on the door she opened it it was a old lady at the door she said please drink my wine I made it home made The queen drank some of the wine

As she looked at the colour of the wine in the cup she said to herself, "Oh how I wish that I had a daughter that had skin as white as snow lips as red as blood, and hair as black as ebony." Soon after, the after that, the king queen got her wish when she gave birth to a baby girl who had skin white as snow, lips as red as blood.

---

1. Group  
 Eliza } Yaren  
 Ilayda } Mehir  
 Madison }



## cindy and the nine trolls

Once upon a time long long, a king and queen ruled over a distant kingdom. The queen was kind and lovely and all people of the realm adored her. The only sadness in the queen's life was that she wished a child but did not have one.

One day the queen was doing needle work while gazing out her ebony window at the rain. A bird flew by the window startling the queen and she pricked her finger. A single drop of blood fell in the water. As she looked at the blood in the water, she wished a boy with eyes as red as blood, skin as white as white as snow, lips as pink as a pig and hair as black as, or ebony. A later, the kingdom had a war and at the same time the queen gave birth to a baby called cindy but an arrow shot into the queen's heart and the queen died but the king is not sad because the king wanted the heart and the wants the heart of cindy. 18 years later cindy grows one day cindy was walking in the forest she found a cave with nine beds and nine trolls the trolls say Hello cindy faint and fell down 2 hours later she got up she was very hungry she went for a walk there was a big snake and the snake bite her leg fell down. 1 hour later the trolls took her and they put her in a wooden coffin. 1 day later one prince found her and kissed her and they lived happily after.

Group 2. Emile, Sude, Umurcan, Gökdeniz, Edahan

## SNOW WHITE AND ADVENTURES

Group=3

Yazan=Sen,  
Azra, Mikail,  
Esra.

Once upon a time, there was a magnificent castle and there were 2 people lived in there who were they prince and princess. One day they had a child and they put her name Snow WHITE.

There were another castle next to their castle and in this castle there was a black hearted queen living there. She was jealous the Snow WHITE lots, and she wants Snow WHITE was die.

The queen had a magic mirror and everyday she looked the mirror and she asked to the mirror ~~that~~ "Who is the most beautiful girl in the world?" And the mirror say "You my queen". One morning again the queen asked to the mirror same question "Who is the most beautiful girl in the world?" That the mirror gave an answer differently and she say "She most beautiful girl is Snow White". And after that the queen started to bad plan about the Snow white and she wasn't to start action her. But the queen can't do anything to her.



Finally the Snow White was win because  
always good people or wining and she found  
good prince and they married to each other.

Group → 4 | Jasmine, Felicia, Devan, Hayden

Long time ago there was a kingdom that had a queen and king in the kingdom queen was very fond of children, but there were no children. a snowy day he bade the queen rose them sewing para. The guards the sound of pain queen rooms and away from the place they take you to the queen.

And the king and queen have been married a long time after their children. children's cheeks cotton has put his name to that red soft white skin at the lip. Ramuk's mother died twenty years later, and they chose kingdom princess queen instead of cotton. After that day, cotton and cotton become princess. Cotton princess encountered while visiting seven different people in the woods with his horse on day. snow white dwarves lost their concerns but was very worried when he saw him speak the same language. After days of snow white dwarfs have gone home ~~so~~ snow white dwarfs are small home that this looks very sad. Then one you go inside and talked to the dwarves he has loved it. And he called them to help



place. He saw not help but like them as friends. They were having fun spending time with them every day. hours days weekends later came the birthday of the Princess. The evil witch and Princess have heard that a lot of money and had prepared a cake. This cake was <sup>in</sup> the Poisonous rust. It takes the cake birthday party Princess witch wanted to give a slice. Cotton Princess witch was very worried: let's look before you eat, he said, witch eat and ~~and~~ had in his eliminate any doubt that the Princess lost there. But the witch did not go was waiting behind the door had fainted not eat near the Princess cake witch: "Ha Ha Ha bit nice they say ugly that of one of the five I take the money I present it to the well stay." dedi v to Berlin that day what happened was clear who the money the Princess saw the Princess.....

## Snow White and the Seven Dwarves

Once upon a time, long, long ago a king and queen Ruler over a distant land. The queen was kind and lovely and all the people of the realm adored her. By name Snow White and beautiful baby but queen magic mirror, mirror on the wall, who's the fairest of them all? Queen is snow white hunter snow white heart. Hunter is no heart Snow white. Hunter horse heart queen, snow white white is an apple is no queen snow white yes apple eat. Snow White fainted is a snow white Prince is snow white kiss is snow white and seven Dwarves. Happy End---

Group 5

Metça, Gökse ve Ayşe, İsmet

## APPENDIX H

8<sup>th</sup> Grades' new version of "Snow White & the Seven Dwarves"The magic kiss

Once upon a time, Long, Long ago, there was a king and queen and this couple had been trying for a child for years and years but couldn't happen. But one day the queen went to the harbor and she was looking for something to buy. She was looking around and she saw a poor girl sitting on the floor begging for money and the queen said "Hello Sweet heart, you don't have a mother or father?" The girl said "My mother was kidnapped by pirates and my dad died 2 years ago." The queen felt sad and she gave her money to go buy food. The queen went back to the castle and she told the king about the girl and the king felt bad too and said "We've been trying to have a kid for many years, so why not get her and adopt her?" The queen agrees so they go get the child and look after her. Years pass and the little girl became a princess and there is a witch who doesn't like her so the witch casts a spell on herself and becomes a Prince and tries to get the girl to fall in love so she can kill the Princess. Meanwhile there is a real Prince who loves the girl and he knows all about this and wants to save her and he goes to kill the witch and says to her "This was a witch trying to kill you, I saved you." The girl looks at the Prince and feels a connection with him and gives him a kiss. The magic kiss.



MAGIC KISS

Djorab

melike A

ilkin

Zorla Fatih

Once upon a time, long, long ago <sup>ilkin</sup> there was a king and a queen and this couple had been trying for a child for years and years, but couldn't have one. But one day the queen went to the market and she was looking for something to buy she was cooking around and she saw a poor girl sitting on the street begging for money and the queen said "Hello sweet heart, you don't have a mother of father?" The girl said "My mother was kidnapped by pirates and my died 2 years ago." The queen felt sad and she gave her money to go buy food. The queen went back to the castle and later she told the king about the girl and the king felt sad too and said "We've been trying to have a kid for many years, so why not get her and adopt her?" The queen agreed so they got the child and took her home. Years passed and the little girl became a princess and there is a witch who doesn't like her so the witch casts a spell on her and she becomes a prince and tries to get the girl to fall in love with him and he knows all about this and wants to save her and he goes to kill the witch and says to her "This was a witch trying to kill you, I saved you" and gives him a kiss. The magic



2 children would be. Snow white dies during child birth. Children grow up. Prince lost his entire property. Of course the place. Find a house and settle in the forest. Prince starts to woodcutting. Prince had his wife put their child's name for more still died. Thinking that no longer need to put a name to are of the children Hansel other scitaine Woodcutter man now married to a witch thinking he should get married. Children run away from home because the stepmother mistreated. Go part way leaving the bread in the woods. However where all the birds pieces of bread. Along the way they encounter the seven dwarfs and help them. Dwarves they help even though they know the way. They wander in the forest but they can not find back home. When they get tired they saw a tiny little mushroom houses full. Then they saw cute and scared. As time passed recognized each other, they fused. Dwarves are the cute, quaint and has fallen in love with the dwarves. Hansel and Gretel now understand they can not find their way home and died he married father with cute dwarf cute for. Hansel and Gretel everyone is happy but sad.

(group two)  
Grup isimleri?

- ① PERAL BEYNEKLI
- ② ŞİRİN BAĞLAR
- ③ OSMAN GÜNEŞ
- ④ ANIL SENOL

## SNOW WHITE

Snow White was born to a poor family a long time ago. Snow White's mother died. Snow White's father with the Queen married. The queen was very bad. Snow White's father but that he didn't know. Helped the Queen. The Queen's two sisters, they made Snow White do the house work. Finish your household chores early and went to the ball. Snow White. She saw a handsome Prince at the ball. Snow White's stepmother saw them and started running. Snow White lost and started running to woods. a forest. There was much room and small shrubs in the woods. After a while Snow White, seven dwarves and saw the Smurfs. Snow White staying with them for 1 day after they met the prince back to the place again, and years later marry the prince, and the happy life continued.



## SNOW WHITE

They were snow white and prince house and they saotniy and had five children four son and one daughter name of the had been her name Little princess son Alaaddin, Maho, Apo, Ali after and get roamed five brothers woots after going a goinst the evil witch and they were caught falling toward escape the witchs trop to five brothers house and after sainiat was late snow white and they're going to prince wondering children forest and find the foot Cabin is small princesses and understand that they were kidnapped by a witch and they're looking for witches every where after they hear the voice of A-laddin and they're going to hand the sand and witch are caught and

are saving their children and  
happy end, ---

-Nazife = 166

-MERT = 131

-Şükro = 193

-Osman Zk = 119

GROUP = 4



## Snow White

Once Snow White has been step sister. Diamond very bad girl magically and the diamond every time he asked that cut me nice does there Snow White there fore step sister, Snow White hair and who is the most beautiful asked diamonds in this world still comes out Snow White expel him from the palace again it came a magician invited were magicians road long after he found the village of Snow White cute and after help a dinner on top of that the food was going pretty and Snow White invited were cute to kil his half-sister. Snow White heard that there are Snow White beautiful transaxle mirror I asked diamond but Snow White is gone grow after eating the food effect the only remedy frogs working up slumpet to the ground is not dead it fandy frogs. are cute until you return magician and Snow white love kills the Snow White magician turned and half-sister to spell did said it was his half-sister are now in the mirror to ask

that of me nice does the mirror in Snow  
white stepsister committed suicide upon it.

HAPPY  
END



Snow White



The Prince

Snow White

And

The  
Prince



Group 5

Nisa Kemercigil, Oguzhan Sengun, İrfan Gurbizer, Abdulkadir Aygin



## APPENDIX I

### Diary of the treatment

#### **1<sup>st</sup> Lesson (6<sup>th</sup> and 8<sup>th</sup> Grades) 03.12.2015 / 04.12.2015**

I told the students that we would be doing activities on storytelling for about a month. I reminded them the paper I had given them for their parents and asked them to return them to me. Then I explained them how the activities would be carried on. I informed them about the schedule. I asked them to participate because this was just another way of learning English. Afterwards I wrote some expressions on the board and told the students to try and use those when they were talking about the pictures. The expressions were: "S/he/it is..."; "They are..."; "S/he/it has got..."; "They have got..."; "There is/There are..."; "I think...". Then I showed them pictures of the characters from the story "Hansel and Gretel". I asked the students to tell me whatever they could to describe the picture including its physical appearance and their opinions about who/what the picture is; where it is. At first, they were reluctant to talk but then they started talking without waiting to get permission or letting their friends to finish telling his/her opinion. When they couldn't remember a word or a phrase I tried to mime it then told it and wrote it on the board to let them see. I urged them to use the expressions on the board and to use their dictionaries. They talked about the pictures. I walked around the classroom and tried to attract attention of all the students. I asked different students to talk about the pictures and waited for all of them to answer. Then I moved on to the next picture. After all the pictures were shown, I asked them to guess the story. Some of them had guessed it but I had ignored them deliberately to make them talk about the pictures so when they saw they were right they felt happier. Some of the students hadn't known the story before this activity but some were familiar, having read the story or watched the movie. Both 6<sup>th</sup> Grades and 8<sup>th</sup> Grades behaved more or less the same. But in 6<sup>th</sup> Grades there were more students who weren't interested and unwilling to participate.

#### **2<sup>nd</sup> Lesson (6<sup>th</sup> and 8<sup>th</sup> Grades) 03.12.2015 / 04.12.2015**

I asked the students about the story and the characters. Then I told them that I would tell them the story and asked them to listen carefully. I started telling the story. While I was telling the story, I showed them the pictures from the story on the board. When I finished telling the story, I showed them the written form of the story on the board and asked each of the students to read a paragraph. Afterwards, I handed them the written copy of the story and told them that I would ask questions about it in the next lesson.

### **3<sup>rd</sup> Lesson (6<sup>th</sup> and 8<sup>th</sup> Grades) 10.12.2015 / 11.12.2015**

I asked the students if they remembered the story and whether they had read it or not. Some of them hadn't read it before coming to the class. So I summarized the story and then I asked comprehension questions about it, for example: "What was the Father's job?"; "Where did they live?"; "Why did the stepmother want to leave them in the forest?"; "How did they manage to go back the first time?"; "What happened the next time?"; "Where did they go?"; "What did they see?"; "What did they do when they saw the candy house?"; "Whose house was it?"; "Was she angry?"; and so on. The students answered the questions eagerly. They tried to use the expressions written on the board. Most of them wanted to participate. I tried to ask different students and I made sure that each of them was able to say what he wanted to say. Then I told them that I would tell the new version of the story and ask questions about it in the next lesson.

### **4<sup>th</sup> Lesson (6<sup>th</sup> and 8<sup>th</sup> Grades) 10.12.2015 / 11.12.2015**

The students were reminded the original version of the story. I summarized it then I told them the new version of the story. After I finished telling the new version of the story, they were asked to read the story shown on the board. Each student was asked to read a paragraph. They were also given the written copy of the new version. Then the students were asked to comment on the story. They were asked to compare the two versions. They were asked to point out which parts were different, if there were any. They were asked which one they liked best and why. They were asked about the ending of the new version and how they would end the story. Some of the students wanted to hear the new version of the story in Turkish so the story was told in Turkish, too. Then they were reminded that they would be doing the similar activities for another story which they would tell.

### **5<sup>th</sup> Lesson (6<sup>th</sup> and 8<sup>th</sup> Grades) 15.12.2015 / 15.12.2015**

We talked about the previous activities. Afterwards I wrote the same expressions on the board and told the students to try and use those when they were talking about the pictures. The expressions were: "S/he/it is..."; "They are..."; "S/he/it has got..."; "They have got..."; "There is/There are..."; "I think...". Then I showed them pictures of the characters from the story "Snow White and the Seven Dwarves". I asked the students to tell me whatever they could to describe the picture including its physical appearance and their opinions about who/what the picture is; where it is. This time the students didn't need to be encouraged as much as the first time. They started talking without waiting to get permission or letting their friends to finish telling his/her opinion. When they couldn't remember a word or a phrase I tried to mime it then told it and wrote it on the board to let them see. I urged them to use the expressions on the board and to use their dictionaries. I wanted them to respond with sentences rather than words. They talked



about the pictures. I walked around the classroom and tried to attract attention of all the students. I asked different students to talk about the pictures and waited for all of them to answer. Then I moved on to the next picture. After all the pictures were shown, I asked them to guess the story. Some of them had guessed it but I had ignored them deliberately to make them talk about the pictures so when they saw they were right they felt happier. Some of the students hadn't known the story before this activity but some were familiar, having read the story or watched the movie. After the activity, the students were handed the written copy of the story. They were told to read the story and be ready to tell it in the next lessons. They were reminded that each and every one of them would be telling the story. Both 6<sup>th</sup> Grades and 8<sup>th</sup> Grades behaved more or less the same. But in 6<sup>th</sup> Grades there were more students who weren't interested and unwilling to participate. This lesson was more or less the same with the first lesson.

#### **6<sup>th</sup> Lesson (6<sup>th</sup> and 8<sup>th</sup> Grades) 17.12.2015**

Most of the 6<sup>th</sup> Grade students hadn't read the story. They were afraid of telling the story to the whole class. Even the better ones were reluctant. So I urged the native speaker (English) student to take the first step. I told them that I didn't expect 100% copy of the written story; that they were to tell as they remembered. And they were reminded that each of them would be telling the story so there was nothing to be embarrassed of. The native speaker student told the story as she remembered because she also hadn't read the copy given to them. I recorded her telling the story. Then the French student was coerced by me to tell the story. He hadn't been in the class the previous lesson so he hadn't got the written copy but he said he knew the story so he told us what he remembered. Then one of the local students volunteered to tell the story. He told it as best as he could. I recorded both of them, too. The rest of the class was silent most of the time but inevitably, some of the students weren't interested in the activity. In between the storytelling, I warned them about their attitudes. I asked the students to remember to use the expressions they had studied. They promised to be ready for the next lesson.

None of the 8<sup>th</sup> Grade students had read the story. Even the native speaker student tried to excuse herself by saying she had a sore throat. We cancelled it for the next lesson.

#### **6<sup>th</sup> Lesson (8<sup>th</sup> Grades) 18.12.2015**

The students were reminded the story. Then they were asked if there were any volunteers to tell. The native speaker girl found new excuses not to tell the story. I told her that Monday would be her last chance. They were not willing to tell the story in this lesson, too. I told a very quick summary of the story in Turkish. I reminded them that they weren't expected to tell word by word the written copy. Three students volunteered

to tell. But then they wanted to read the story. One of them had summarized it in Turkish and then tried to translate it into English. She tried to read her notes when she couldn't remember. I recorded the students telling the story. Then I told them to be ready for the next lesson. And I reminded them to use the expressions they had used while describing the pictures.

#### **7<sup>th</sup> and 8<sup>th</sup> Lessons (6<sup>th</sup> Grades) 21.12.2015**

We talked about the previous lesson. The students were reminded that they were expected to tell the story. Some of them volunteered. Some of them were chosen by me. They wanted to read the story but they were not allowed. They were recorded during the storytelling. After the first student, I had to repeat the story. I had to demonstrate how they were expected to tell the story in sequences, relating the pictures to the events in the story. Then other students tried to tell the story but they talked about the pictures of the characters in an isolated way. They didn't link them to the story. Then I had to write the expressions and words related to the story on the board. I also wrote the sequence of the story. The new volunteers told the story but some of the students weren't interested as usual. They didn't take notes. Some even tried to do other things. They were warned about their behavior. They were advised to listen to their friends and take notes.

#### **7<sup>th</sup> Lesson (8<sup>th</sup> Grades) 21.12.2015**

There were volunteers this time. They were asked to tell the story using the expressions and words they had learned in the previous activities. Some had prepared very short summaries to have a look at when they forgot. Their telling was a bit more like storytelling than 6 graders'. But their language use and pronunciation were very bad. I had to write the expressions and the words related to the story on the board. I also wrote the sequence of the story. The volunteers tried to tell. They were recorded. Some of the students weren't interested as usual.

#### **9<sup>th</sup> and 10<sup>th</sup> Lessons (6<sup>th</sup> Grades) 22.12.2015**

The activities we did in the previous lessons were reminded. The expressions and words related to the story were written on the board. The pictures of the characters were shown on the board, too. A brief sequence of the story was also written on the board. Then the students started telling the story. They chose the pictures and told the story at their own pace. They were recorded. Their use of English was limited. They mostly described the pictures rather than linking them to the story.

#### **8<sup>th</sup> and 9<sup>th</sup> Lessons (8<sup>th</sup> Grades) 22.12.2015**

The previous activities were reminded. The sentence structures were also reminded. Then the expressions and words related to the story were written on the board. A brief sequence of the story was also written on the board. Some of the students had

tried to summarize the story. It was a very brief and weak summary. They tried to read from their summaries when they couldn't remember. Sentence structure and pronunciations were not good for 8<sup>th</sup> grade students. They told the story and they were recorded. I had to demonstrate again how to use the expressions on the board to tell the story. They thought they couldn't do it.

#### **10<sup>th</sup> Lesson (8<sup>th</sup> Grades) 24.12.2015**

The remaining wanted to try. They all had some sort of summaries written either by themselves or by their friends. They tried to read them. They were recorded while they tried to tell the story. Then they were informed about the next activity. The groups were formed. They were explained that they were expected to write a new version of the story "Snow White and the Seven Dwarves" as a group work. They were told that the new stories would be read in the class and they would choose the best one.

#### **11<sup>th</sup> and 12<sup>th</sup> Lessons (6<sup>th</sup> Grades) 24.12.2015**

The students were divided into five groups. They were explained that they were expected to write a new version of the story "Snow White and the Seven Dwarves" as a group work. They were told that the new stories would be read in the class and they would choose the best one. Some students hadn't come to school but they were asked to sit in groups anyway. They were told to write the new version of the story exchanging ideas and helping each other. They started writing the new version of the story. Some of the students weren't engaged in the activity as usual. They were warned that they were expected to work as a group. They tried to do it. They asked the meanings of some words or expressions. They were reminded that they could do any changes, keeping the core of the original story the same. They wrote and talked to each other. Unfortunately, most of the talking took place in Turkish.

#### **11<sup>th</sup> and 12<sup>th</sup> Lessons (8<sup>th</sup> Grades) 25.12.2015**

They were reminded about the writing activity. The groups were written on the board again. They were divided into five groups. Some students hadn't come to school but they were asked to sit in groups anyway. They were told to write the new version of the story exchanging ideas and helping each other. They tried to do it. They asked the meanings of some words or expressions. They were reminded that they could do any changes, keeping the core of the original story the same. They started writing and talking to each other. Unfortunately, most of the talking took place in Turkish.

#### **13<sup>th</sup> Lesson (6<sup>th</sup> Grades) 28.12.2015**

The students resumed their writing of the new version of the story. After they had finished writing, they read their stories group by group. Then, they voted each work to select the best one. Some of the group members weren't present. The students chose



the 3<sup>rd</sup> group's work as the best one. The 1<sup>st</sup> and the 5<sup>th</sup> groups were disqualified because they hadn't kept the core idea of the original story. The results were written on the board and the 3<sup>rd</sup> group was congratulated. This was the last lesson of the storytelling activities. The students were recorded while reading their stories.

### **13<sup>th</sup> Lesson (8<sup>th</sup> Grades) 28.12.2015**

The students resumed their writing of the new version of the story. Some of the group members weren't present. After they had finished writing, they read their stories group by group. Then, they voted each work to select the best one. The students chose the 1<sup>st</sup> group's work as the best one. Although the 1<sup>st</sup> group had five group members, one needed special education and two of them had difficulty in learning English. But the Irish student and the Azeri student were in this group. They wrote the story in Turkish and the Azeri student tried to translate it into English and the Irish student was asked to do the reviewing. The results were written on the board and the 1<sup>st</sup> group was congratulated. This was the last lesson of the storytelling activities. The students were recorded while reading their stories.



## APPENDIX J

### Attitudes of students throughout the treatment

#### 1<sup>st</sup> – 5<sup>th</sup> Lessons (6<sup>th</sup> and 8<sup>th</sup> Grades) 3-15.12.2015

At first the students were upset. They were hoping to watch movies as usual. They were both reluctant and curious about the activity because of the paper I had sent to their parents to let them know about the activities. When I started showing the pictures, they wanted to answer the questions. They were eager to share their ideas. They wanted to talk about the pictures. They were having fun. 95% participated. A small group of students were indifferent to the activity. They didn't participate. I had to ask directly to them to attract their attention. Some of the students wanted to talk all the time. Some of the students shouted the answers because they couldn't wait their turns. We joked about the pictures relating them to someone in the class. When I wrote the new vocabulary on the board, they tried to use them. They tried to use the expressions written on the board, too. Some tried to respond in words rather than in sentences. I encouraged them to use short sentences. They liked the new version of the story best. But at some point, some of the students who used to talk were reluctant, and to my surprise, some of those who weren't interested answered correctly, or some of the students who didn't participate normally wanted to say something about the story.

While they were reading from the board, all of them wanted to read. They were anxious not to have a chance to read. Although their pronunciation weren't good, they wanted to read aloud. They were happy to have the written copies of the stories.

In the pre-storytelling activity for the second story, they were eager to use the expressions written on the board along with the ones they had learned in the previous activities. Most of them used their dictionaries to find what to say because they wanted to say something. While some of the students were participating voluntarily, some of them needed encouraging. They had been given the task of preparing a storybook as their second project, so some related these activities to their own works. They even thought they would be telling their own projects.

#### 6<sup>th</sup> Lesson (6<sup>th</sup> Grades) 17.12.2015

It was fun up to now. When it came to their turn to tell the story, the students couldn't do it. They showed less interest in telling the story than commenting on the pictures or listening or even reading it because they didn't believe in themselves. They lacked self-confidence on their pronunciation and/or their ability to produce sentences. Although I reminded them the language patterns or the expressions they had used in the previous activities, they didn't want to lose face in front of their friends. They said they

were ready to tell it in Turkish but they lacked the ability to do it in English. I urged them to try by saying that all of them were going to do the same thing and there was nothing to be embarrassed. I encouraged two of the students to tell the story. The first was the native speaker girl and the second was the French boy. Then seeing them one of the other students also volunteered. But most of the students weren't interested.

#### **6<sup>th</sup> Lesson (8<sup>th</sup> Grades) 17.12.2015**

It was fun up to now. When it came to their turn to tell the story, the students couldn't do it. They showed less interest in telling the story than commenting on the pictures or listening or even reading it because they didn't believe in themselves. They lacked self-confidence on their pronunciation and/or their ability to produce sentences. Although I reminded them the language patterns or the expressions they had used in the previous activities, they didn't want to lose face in front of their friends. They said they were ready to tell it in Turkish but they lacked the ability to do it in English. I urged them to try by saying that all of them were going to do the same thing and there was nothing to be embarrassed. They said they would be ready for the next time so we cancelled it for the next lesson, from Thursday to Friday. After the previous joyful participations, I was disappointed about the outcome.

#### **6<sup>th</sup> Lesson (8<sup>th</sup> Grades) 18.12.2015**

They didn't want to tell the story, again. They were afraid of making mistakes. They didn't believe themselves. They said they couldn't tell it in English. The ones who did try to tell the story used Turkish as well as English while telling the story. Instead of telling it fluently, they switched to Turkish when they didn't remember any words. They needed encouraging and coaxing. Three of them tried to tell the story. Some of them were shy because I wanted to record their telling the story.

#### **7<sup>th</sup> and 8<sup>th</sup> Lessons (6<sup>th</sup> Grades) 21.12.2015**

They were a bit shier than the 8<sup>th</sup> graders. Some students wanted to do it again and they were told that at the end of the activity they would have another chance. Some were eager to do the telling but some were afraid of not being able to do it right. So they didn't want to do it. They needed encouragement. After being told to use the expressions and the pictures, they were relaxed somewhat and agreed to go on.

#### **7<sup>th</sup> Lesson (8<sup>th</sup> Grades) 21.12.2015**

They were more relaxed in this lesson. There were more volunteers. They kept asking the words they forgot. Sometimes I told them but sometimes their friends answered them. I had to stop and tell them how the process of telling should be. I wrote the expressions and words related to the story on the board and this made them a bit more confident but they rarely looked at them. The language use could have been better

but they hadn't paid enough attention to the notes. Their pronunciation was another problem but no comment was made on it. A quarter of the class tried telling the story.

#### **9<sup>th</sup> and 10<sup>th</sup> Lessons (6<sup>th</sup> Grades) 22.12.2015**

They were more eager to tell the story. They liked to be in front of the class and fiddle with the smart board as they liked. Some of the better ones didn't trust themselves. They needed encouragement. One of them didn't perform as well as she used to do. Some wanted to try again. Although I had written the words and the expressions on the board, they didn't pay attention to them.

#### **8<sup>th</sup> and 9<sup>th</sup> Lessons (8<sup>th</sup> Grades) 22.12.2015**

They seemed a bit more willing this time. But instead of getting prepared and reading the story, they wanted to cheat. They tried to get it done in however easy way they could find. They didn't pay attention to the writings on the board. We couldn't use the pictures because there isn't a smart board in this classroom. They didn't believe they could tell the story with the help of the expressions, the words and the sequence of the story written on the board. I had to give examples to assure them. But they opted for their summaries which weren't good enough for 8<sup>th</sup> grade students. The most important thing is they don't care about learning. They want to remain passive.

#### **10<sup>th</sup> Lesson (8<sup>th</sup> Grades) 24.12.2015**

They wanted to get done with the most difficult part of the storytelling activities. They just wanted to step up and finish this part. They didn't really understand the importance of this "telling" part. So they were reminded that their speaking exam was the same with this activity and it would help them to improve their speaking skills. They were told about the writing activity and the groups were formed. The groups were tried to be formed equally. There was at least one hardworking student in each group. Two of the groups consisted of 5 students, and three groups consisted of 4 students.

#### **11<sup>th</sup> and 12<sup>th</sup> Lessons (6<sup>th</sup> Grades) 24.12.2015**

The students were divided into five groups. The groups were tried to be formed equally. There was at least one hardworking student in each group. Two of the groups consisted of 5 students, and three groups consisted of 4 students. They were eager to do the activity once they understood what they were supposed to do. They started sharing their ideas and writing. Some did it in English, looking up the words in the dictionaries or asking the teacher to tell them the meaning. Some tried writing it in Turkish, stating that they would translate it later. Two students from different groups weren't interested in the activity as usual. They were warned about their behaviour. They were asked to help their friends by at least telling their ideas. Overall, they seemed enthusiastic about the activity.



### **11<sup>th</sup> and 12<sup>th</sup> Lessons (8<sup>th</sup> Grades) 25.12.2015**

The students tried their best to write the new version of the story. They were certainly more interested in “writing” than “telling” the story. I guess group work made it more engaging for some students because they could remain passive. They were reminded that each member of the groups was expected to take part in the activity. They asked the meanings of some words or expressions to each other or to the teacher. They were enthusiastic about winning the competition.

### **13<sup>th</sup> Lesson (6<sup>th</sup> Grades) 28.12.2015**

They were happy to do the writing. There had been some misunderstandings between the group members. In one group, one of the students took the work home, and didn't bring it back. Some students couldn't work in a group. They were unsatisfied. In the end, they finished writing; they read their stories and chose the best one. They were excited about choosing the best work. They were recorded during the activity. They were reminded that these past thirteen lessons were similar to their English exam. We had speaking, listening, reading and writing activities.

### **13<sup>th</sup> Lesson (8<sup>th</sup> Grades) 28.12.2015**

They were happy to do the writing. They were excited about choosing the best work. In the end, they finished writing; they read their stories and chose the best one. Some of the students were arguing that the 1<sup>st</sup> group had won due to the Irish student. They were recorded during the activity. They were reminded that these past thirteen lessons were similar to their English exam. We had speaking, listening, reading and writing activities.

The language outcome is worse than the 6<sup>th</sup> grades'. It's a shame that the 8<sup>th</sup> grades cannot write properly. They hadn't used punctuation marks or capital letters. There was no sentence structure. They hadn't even bothered to use the sentence structures I had written on the board several times during the storytelling activities. But, overall, it was accepted as a good activity. Some were relieved to have it finished, though, because they wanted to continue watching movies.



## APPENDIX K

## Consent from Ministry of National Education



**KUZEY KIBRIS TÜRK CUMHURİYETİ**  
**MİLLÎ EĞİTİM BAKANLIĞI**  
**GENEL ORTA ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ**

Sayı: GOÖ.0.00.35-A/15/16-4536

12.11.2015

Sayın Cemal Eskici,

İlgi: 04.11.2015 tarihli başvurunuz.

Talim ve Terbiye Dairesi Müdürlüğü'nün TTD.0.00.03-12-15/1522 sayı ve 11.11.2015 tarihli yazısı uyarınca "Hikaye Anlatımının İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Performanslarına Etkisi" konulu çalışmanın gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması müdürlüğümüze uygun görülmüştür.

- Öğrencilerin, öğretmenlerin ve ailelerin; okul idarecilerinin gözetiminde, çalışmanın amacı ve uygulama süreci hakkında bilgilendirilmesine dikkat edilmelidir. Bu bağlamda; uygulama için gerekli etik ilkeler, yazılı olarak kurum yöneticilerine ve katılımcılara iletilmelidir.

Gerçekleştirilecek çalışma; uygulanacak okulların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, görüşmenin ne zaman uygulanacağı birlikte saptanmalıdır.

Çalışmayı uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.

  
**Hüseyin Kavaz**  
**Müdür**

9

OB/PC

Tel (90) (392) 228 3136 – 228 8187  
 Fax (90) (392) 227 8639  
 E-mail mebi@mebnet.net

Lefköya-KIBRIS

## APPENDIX L

## Consent from school administration



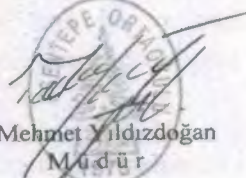
**KKTC**  
**MİLLİ EĞİTİM BAKANLIĞI**  
**ESENTEPE ORTAOKULU MÜDÜRLÜĞÜ**  
*Esentepe - GİRNE*

Sayı:

Tarih: 23.11. 2015

**İlgili Makama,**

Sayın **Cemal Eskici**'nin "yüksek lisans" çalışmasına ait **Esentepe Ortaokulu**'nda yapacağı "Hikaye anlatımının İngilizceyi yabancı dil olarak öğrenen öğrencilerin performanslarına etkisi" konulu çalışmasına gizlilik ve gönüllülük ilkelerine riayet edilerek, sonuçların Okul İdaresiyle de paylaşılması hususunda gerekli izin verilmiştir.

  
 Mehmet Yıldızdoğan  
 Müdür

**APPENDIX M****Informed Consent Form**

Sayın Veli,

İngilizce dersinde öğrencilerin yabancı dil becerilerinin geliştirilmesine yönelik hikaye anlatımı konulu bir yüksek lisans tezi hazırlamaktayım. Öğretmeni olduğum 6.ve 8. sınıflarda hikaye anlatımı yöntemini kullanarak 8 ders saati sürecek bir uygulama yapacağım.

MEB Genel Orta Öğretim Dairesi'nin 12.11.2015 tarih ve GOÖ.0.00.35-A/15/16-4536 sayılı yazısı ile onaylanmış olan bu çalışma sonunda, uygulamanın amacına ulaşp ulaşmadığının kontrolü için öğrencilerimizin ara sınav ve final sınavı notları karşılaştırılacaktır.

Çalışma sırasında veya sonrasında öğrencilerimizle ilgili hiçbir kişisel bilgi sorulmayacak ya da toplanmayacaktır. Sınav notları öğrenciler arasında değil, öğrencilerin kendi aldıkları notlar karşılaştırılarak değerlendirilecektir.

Bu çalışma ile öğrencilerimize İngilizce'yi daha iyi ve etkili bir şekilde öğretmeyi ve sevdirmeyi hedeflemekteyim. Herhangi bir ders dışı çalışma veya ek külfet olmayacaktır.

Bilgi edinilmesini ve öğrencilerimizin aktif olarak katılmalarının teşvik edilerek çalışmaya katkıda bulunulmasını rica ederim.

Cemal ESKİCİ  
İngilizce Öğretmeni

Veli

İsim:

İmza:

## APPENDIX N

Pictures used in 6<sup>th</sup> grades' tests



Speaking



## APPENDIX O

Pictures used in 8<sup>th</sup> grades' tests



## Information Exchange

Candidate's copy



## Emma's DVD

Name	Space story
Who / gave	aunt
What / about	two astronauts
When / watch	yesterday
Exciting / boring	boring



## William's DVD

Name	?
Who / gave	?
What / about	?
When / watch	?
Exciting / boring	?

Examiner's copy



## Emma's DVD

Name	?
Who / gave	?
What / about	?
When / watch	?
Exciting / boring	?



## William's DVD

Name	Island Adventure
Who / gave	uncle
What / about	three pirates
When / watch	last week
Exciting / boring	exciting

## Picture Story





## APPENDIX P

## A2 assessment scale

## Cambridge English

## Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is nearly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performers shared features of Bands 3 and 5</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performers shared features of Bands 1 and 3</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performers below Band 1</i>		

## APPENDIX Q

## A1 assessment scale

A 1	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of very simple grammatical forms and sentence structures</li> <li>Uses a range of very basic words and simple phrases related to personal details and particular concrete situations</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible and has some control of phonological features of both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Can ask and answer questions about personal details</li> <li>Can interact in a simple way</li> <li>Requires a little prompting and support</li> </ul>
4	Performance shows features of Bands 3 and 5		
3	<ul style="list-style-type: none"> <li>Shows sufficient degree of very simple grammatical forms and sentence structures</li> <li>Uses appropriate vocabulary to talk about personal details and particular concrete situations</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible despite limited control of phonological features.</li> <li>Needs repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains very simple exchanges</li> <li>Communication is dependent on repetition and rephrasing</li> <li>Requires prompting and support</li> </ul>
2	Performance shows features of Bands 1 and 3		
1	<ul style="list-style-type: none"> <li>Can manage very short, isolated, mainly pre-packaged utterances</li> <li>Uses isolated words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty maintaining very simple exchanges</li> <li>Requires additional prompting, support and rephrasing</li> </ul>

Based on the criteria stated in *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CFER): A Manual* Language Policy Division (2009), Strasbourg

## APPENDIX R

Ratings by the researcher

RATING FOR INTERRELIABILITY TEST 2 (A1)										
GRADE	STUDENT NAME	PART 1 (15 POINTS)			PART 2 (15 POINTS)			TOTAL	Conversion to 15	
		GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION			
6	1	4	5	5	3	5	4	26	13.0	
6	2	2	3	2	1	1	1	10	5.0	
6	3	2	4	3	2	3	4	18	9.0	
6	4	3	3	3	2	3	3	17	8.5	
6	5	2	4	4	3	5	5	23	11.5	
6	6	5	5	5	5	5	5	30	15.0	
6	7	4	5	5	4	4	5	27	13.5	
6	8	2	4	3	0	0	0	9	4.5	
6	9	3	5	5	3	5	5	26	13.0	
6	10	1	3	3	2	4	3	16	8.0	
6	11	1	3	3	2	4	3	16	8.0	
6	12	3	4	5	4	4	5	25	12.5	
6	13	2	4	4	4	5	5	24	12.0	
6	14	2	4	4	2	2	2	16	8.0	
6	15	1	2	1	2	3	3	12	6.0	
6	16	2	4	4	2	2	2	16	8.0	
6	17	3	5	5	3	4	5	25	12.5	
6	18	1	2	1	1	1	1	7	3.5	
6	19	2	3	2	2	2	2	13	6.5	
6	20	4	5	5	4	5	5	28	14.0	
6	21	2	4	3	2	3	4	18	9.0	
6	22	2	3	3	2	5	5	20	10.0	

RATING FOR INTERRELIABILITY TEST 1 (A1)									
GRADE	STUDENT NAME	PART 1 (15 POINTS)			PART 2 (15 POINTS)			TOTAL	Conversion to 15
		GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION		
6	1	2	3	3	3	4	4	19	9.5
6	2	1	1	1	0	0	0	3	1.5
6	3	3	4	3	2	2	2	16	8.0
6	4	4	5	4	3	3	3	22	11.0
6	5	1	1	1	0	0	0	3	1.5
6	6	5	5	5	5	5	5	30	15.0
6	7	4	5	5	4	4	5	27	13.5
6	8	1	1	0	2	2	2	8	4.0
6	9	4	5	5	4	5	4	27	13.5
6	10	3	3	3	3	3	3	18	9.0
6	11	3	3	3	2	2	2	15	7.5
6	12	5	5	5	4	5	5	29	14.5
6	13	3	4	3	3	3	3	19	9.5
6	14	3	3	3	2	3	2	16	8.0
6	15	2	3	2	4	4	4	19	9.5
6	16	2	2	2	1	1	1	9	4.5
6	17	3	3	3	3	3	3	18	9.0
6	18	1	1	1	0	0	0	3	1.5
6	19	1	1	1	0	0	0	3	1.5
6	20	5	5	5	5	5	5	30	15.0
6	21	1	2	2	1	1	1	8	4.0
6	22	3	5	4	3	4	4	23	11.5







## APPENDIX S

### Ratings by the co-rater

[illegible]





RATING FOR INTERRELIABILITY TEST 1 (A1)								
GRADE/STUDENT NAME	PART 1 (15 POINTS)			PART 2 (15 POINTS)			TOTAL	Conversion to 15
	GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION		
6	1	2	2	2	3	2	13	6.5
6	2	1	2	1	1	2	8	4.0
6	3	2	2	2	2	2	12	6.0
6	4	2	2	2	3	2	13	6.5
6	5	2	2	2	1	1	9	4.5
6	6	5	5	5	5	5	30	15.0
6	7	2	2	2	2	3	14	7.0
6	8	0	1	1	1	2	6	3.0
6	9	3	3	4	3	3	19	9.5
6	10	3	4	4	3	3	20	10.0
6	11	3	3	3	3	2	16	8.0
6	12	3	3	4	3	2	18	9.0
6	13	3	2	3	2	2	15	7.5
6	14	3	2	3	3	2	15	7.5
6	15	1	2	2	2	2	12	6.0
6	16	2	1	1	1	1	7	3.5
6	17	2	2	2	1	1	10	5.0
6	18	1	1	1	0	0	4	2.0
6	19	2	1	2	1	1	8	4.0
6	20	5	5	5	5	5	30	15.0
6	21	2	2	1	2	2	11	5.5
6	22	3	3	4	3	3	19	9.5

RATING FOR INTERRELIABILITY TEST 2 (A1)									
GRADE	STUDENT NAME	PART 1 (15 POINTS)			PART 2 (15 POINTS)			TOTAL	Conversion to 15
		GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	GRAMMAR & VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION		
6	1	4	4	5	3	4	4	24	12.0
6	2	1	2	2	2	2	2	11	5.5
6	3	2	1	2	3	2	2	12	6.0
6	4	2	1	1	3	3	3	13	6.5
6	5	1	2	2	2	3	3	13	6.5
6	6	5	5	5	5	5	5	30	15.0
6	7	4	4	3	4	4	4	23	11.5
6	8	2	2	2	2	2	2	12	6.0
6	9	3	3	3	4	4	4	21	10.5
6	10	3	4	4	5	5	4	25	12.5
6	11	3	3	3	4	4	4	21	10.5
6	12	3	3	3	4	4	4	21	10.5
6	13	1	2	2	3	3	3	14	7.0
6	14	3	3	3	4	4	3	20	10.0
6	15	2	2	1	2	2	3	12	6.0
6	16	3	3	3	3	4	3	19	9.5
6	17	3	3	3	4	4	4	21	10.5
6	18	2	1	1	2	2	2	10	5.0
6	19	2	2	1	2	2	2	11	5.5
6	20	5	5	5	5	5	5	30	15.0
6	21	2	2	2	3	3	3	15	7.5
6	22	4	4	4	5	4	4	25	12.5

## APPENDIX T

## Maggie McVay Lynch's Learning Styles Inventory (original version)

Dear students,

The following is a survey to find out your learning styles. There are 60 statements. After each statement, choose the option that best matches your situation. (**Most of the time, Sometimes, Rarely**)  
*Remember: There are no right or wrong answers.* Because most people learn through a mixture of all three styles, it is not unusual to have answers reflecting each of the styles. Thank you for your contributions.

		Most of the time	Sometimes	Rarely
1	If I have to learn how to do something, I learn best when I watch someone show me how.			
2	When I read, I often find that I read out loud or hear the words inside my head.			
3	I can understand and follow directions on maps.			
4	I prefer to write with a pen or pencil, so I can feel the flow of the words or letters as I make them.			
5	I would rather tell how something works than write how it works.			
6	I prefer to use posters, models, or actual practice with some activities in class.			
7	If I had to remember a list of items, I would remember it best if I said them over and over to myself.			
8	When trying to concentrate, I have a difficult time when there is a lot of clutter in the room.			
9	When asked to give directions, I have to point or move my body as I give them.			
10	When learning, I prefer information to be written on the board along with visual aids and assigned readings.			
11	If I am unsure how to spell a word, I spell it out loud in order to determine if it sounds right.			
12	I prefer teachers who assign hands-on activities.			
13	When trying to remember someone, I recall their face but forget their name.			
14	To keep occupied while waiting for half an hour, I walk around or move my feet and legs as I sit.			
15	If I had to describe a concept to someone else, I would go into great detail and talk at length.			
16	I can remember more about a subject through the lecture method with information, explanations and discussion.			
17	I am good at doing jigsaw puzzles.			

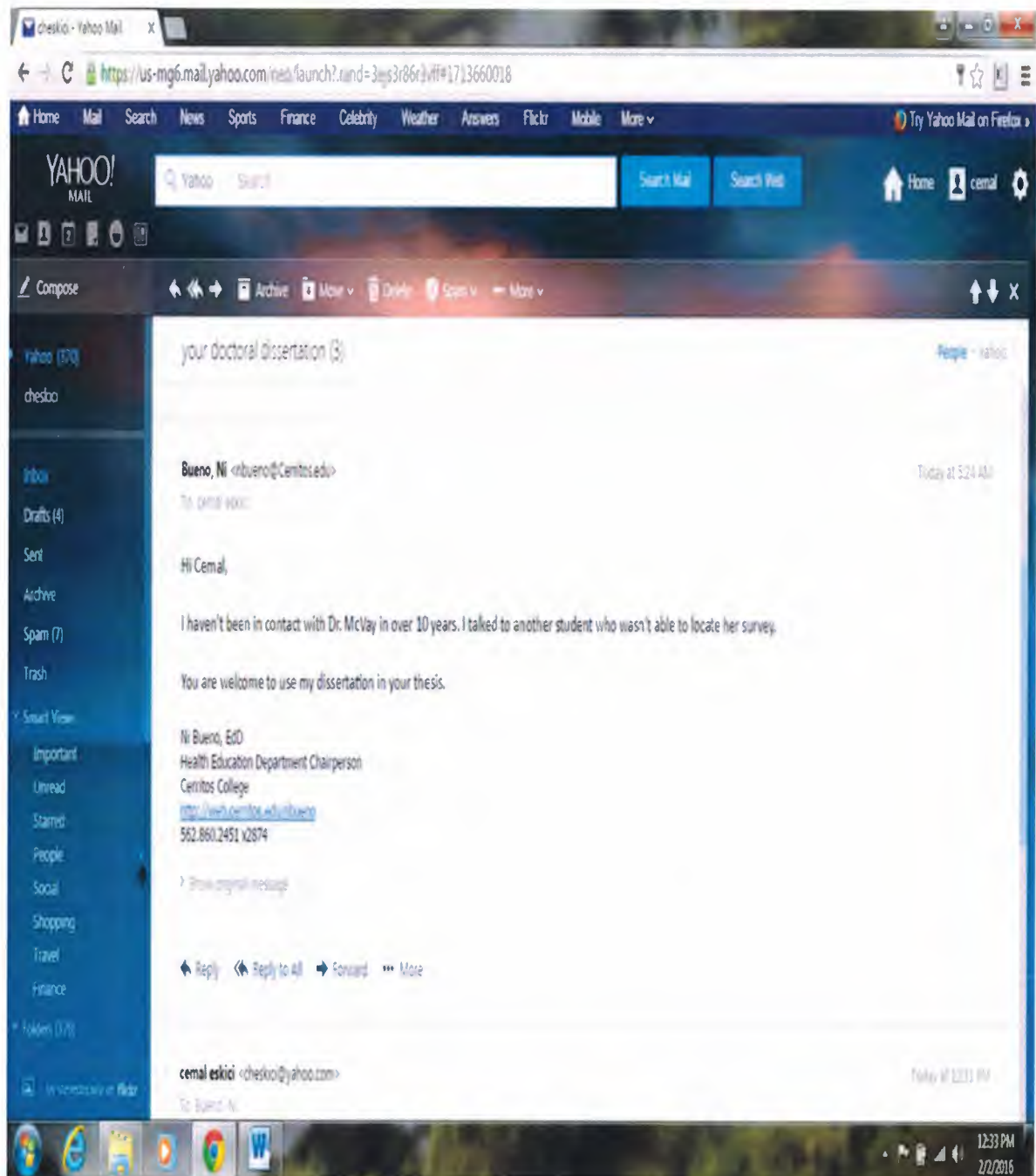
		Most of the time	Sometimes	Rarely
18	I do math by counting on my fingers.			
19	I can better understand a news item by reading about it in the paper than by hearing it on the radio.			
20	I enjoy working with my hands or making things.			
21	When solving a problem, I write or draw diagrams to see it.			
22	When trying to concentrate, I have a difficult time when there is a lot of noise in the room.			
23	When asked to give directions, I have no difficulty in giving them verbally.			
24	If I had to remember a list of items, I would remember it best if I used my fingers to name each item.			
25	When I read, I often find that I can picture what I am reading in my imagination.			
26	I play with coins or keys in my pocket.			
27	I learn to spell better by repeating the words out loud than by writing them on paper.			
28	When given written instructions on how to build something, I try to put the parts together first and then read later if I get into trouble.			
29	When trying to remember someone, I recall the name, but forget their face.			
30	If someone tried to give me verbal directions, I would try to visualize what she was saying or draw a map as she spoke.			
31	When solving a problem, I talk myself through it.			
32	If I have to learn something new, I learn best when I try to do it myself first.			
33	When I write, I am concerned how neat and well-designed my paper is.			
34	I easily recognize a tune when I hear it again.			
35	I do better at academic subjects by listening to lectures and tapes.			
36	I obtain information on a subject by reading relevant materials.			
37	While talking on the phone, I use gestures and move around.			
38	To keep occupied while waiting half an hour, I talk or listen to others.			
39	When trying to remember someone, I recall the situation in which I met the person, but not their name or face.			
40	When solving a problem, I use my entire body or move objects around to help me think.			



		Most of the time	Sometimes	Rarely
41	When given written instructions on how to build something, I read them silently and try to visualize how the parts will fit together.			
42	If I have to learn something new, I learn best when I hear someone tell me how to do it.			
43	If I had to remember a list of items, I would remember best if I wrote them down.			
44	I prefer teachers who talk with a lot of expression.			
45	When asked to give directions, I see the actual places in my mind as I saw them.			
46	If I am unsure how to spell a word, I write it in order to determine if it feels right.			
47	To keep occupied while waiting half an hour, I look around, stare, or read.			
48	If someone were verbally describing a concept to me, I would become bored if the description became too detailed.			
49	When I write, I say the word or sentences to myself.			
50	When trying to concentrate, I have a difficult time when I have to sit still for any length of time.			
51	If I am unsure how to spell a word, I write it in order to see if it looks right.			
52	I like to outline my school work.			
53	I speak better than I write.			
54	When given written instructions on how to build something, I read them out loud and talk to myself as I put the parts together.			
55	I remember best by writing things down several times.			
56	I chew gum, smoke, or snack during studies.			
57	I prefer listening to the news on the radio rather than reading about it in the newspaper.			
58	I feel comfortable touching others, hugging, handshaking, etc.			
59	If I had to describe a concept to another person, I would draw a model or chart to get my point across.			
60	I write better than I speak.			

## APPENDIX U

### Ni Bueno's consent to use the inventory



## APPENDIX V

## Maggie McVay Lynch's Learning Styles Inventory (adapted version)

## MAGGİE MCVAY LYNCH ÖĞRENME STİLİ ENVANTERİ

Değerli Öğrenciler;

Aşağıda öğrenme stillerinizin belirlenmesi için 59 maddeden oluşan bir öğrenme stili envanteri verilmiştir. Cümleleri okuyunuz ve çoğu zaman, bazen ve nadiren seçeneklerinden sizin için uygun olanı işaretleyiniz. Katkılarınız için çok teşekkür ederiz.

		Çoğu Zaman (3)	Bazen (2)	Nadiren (1)
1	Bir şeyin nasıl yapılacağını öğrenmem gerekiyorsa, birisi bana nasıl yapılacağını gösterdiğinde en iyi şekilde öğrenirim.			
2	Okurken, genellikle yüksek sesle okuduğumu ya da sözcükleri kafamda duyduğumu fark ederim.			
3	Haritalar üzerindeki yönergeleri anlayabilirim ve takip edebilirim.			
4	Tükenmez ya da kurşun kalemle yazmayı tercih ederim, böylece kelimelerin veya harflerin akışını kendim yapmışçasına hissederim.			
5	Bir şeyin nasıl çalıştığını söylemeyi, nasıl çalıştığını yazmaya tercih ederim.			
6	Sınıftaki bazı aktivitelerle, posterleri, modelleri veya gerçek uygulamaları kullanmayı tercih ederim.			
7	Eğer bir listedeki öğeleri hatırlamam gerekiyorsa, bunu en iyi şekilde, listedekileri kendi kendime defalarca tekrarlayarak yaparım.			
8	Eğer oda çok dağınık ise, konsantre olmakta güçlük çekerim.			
9	Yön sorulduğunda, tarif ederken göstermek için parmağımı ya da vücudumu kullanırım.			
10	Öğrenirken, bilginin görsel desteklerle ve verilen okuma parçalarıyla birlikte tahtaya yazılmasını tercih ederim.			
11	Uygulamalı faaliyetler yapan öğretmenleri tercih ederim.			
12	Birini hatırlamaya çalışırken, yüzleri aklıma gelir ama isimlerini unuturum.			
13	Yarım saat beklerken zaman geçirmek için etrafta dolaşırım ya da otururken ayak ve bacaklarımı hareket ettiririm.			
14	Eğer bir kavramı başka birisine açıklamam gerekiyorsa, çok detaya girerim ve uzun konuşurum.			
15	Bilgi, açıklamalar ve tartışmaların olduğu öğretim yöntemi ile bir konu hakkında daha fazla şey hatırlayabiliyorum.			
16	Yapboz yapmada iyiyimdir.			
17	Hesaplama yaparken parmaklarımı kullanırım.			
18	Bir haberi radyoda duymak yerine onu okuduğumda daha iyi anlayabilirim.			
19	El işlerinden ya da bir şeyleri ellerimle yapmaktan hoşlanırım.			



20	Bir problem çözerken onu görebilmek için yazarım ya da diyagramlar çizerim.			
21	Konsantre olmaya çalışırken, odada çok gürültü olduğunda zor anlar yaşarım.			
22	Yön sorulduğunda, sözlü olarak tarif etmekte zorluk çekmem.			
23	Bir konu listesini hatırlamak zorundaysam; en iyi, her birini bir parmağımla isimlendirdiğimde hatırlarım.			
24	Okurken, genellikle okuduğum şeyi hayalimde canlandırabileceğimi fark ederim.			
25	Cebimdeki bozuk paralarla ya da anahtarlarla oynarım.			
26	Sözcükleri kağıda yazmaktansa yüksek sesle tekrar ederek daha iyi söylerim.			
27	Bir şeyi nasıl kuracağıma dair yazılı talimat verildiğinde, önce kendim parçaları bir araya getirmeye çalışırım, yapamazsam bu kez okurum.			
28	Birilerini hatırlamaya çalışırken, isimleri aklıma gelir ama yüzlerini unuturum.			
29	Eğer biri bana sözlü yönergeler vermeyi deneseydi, onun söylediklerini hayalimde canlandırmaya çalışırdım veya o konuşurken zihnimde bir harita çizerdim.			
30	Bir problem çözerken, onun hakkında kendi kendime konuşurum.			
31	Eğer yeni bir şey öğrenmem gerekiyorsa, ilk olarak kendi başıma denediğimde en iyi şekilde öğrenirim.			
32	Yazı yazarken, kullandığım kâğıdın düzgün ve planlı olmasına dikkat ederim.			
33	Bir ezgiyi tekrar duyduğumda kolaylıkla tanıyabilirim.			
34	Akademik konuları derslerden ve kasetlerden dinleyerek daha başarılı olurum.			
35	Bir konu hakkında ilgili materyalleri okuyarak bilgi edinirim.			
36	Telefonda konuşurken, el kol hareketleri (jestler) kullanırım ve etrafta dolaşırım.			
37	Yarım saat beklerken vakit geçirmek için konuşurum ya da diğerlerini dinlerim.			
38	Birilerini hatırlamaya çalışırken, o kişilerle tanıştığım durumları hatırlarım ama isimlerini veya yüzlerini hatırlamam.			
39	Bir problem çözerken, tüm vücudumu kullanırım veya düşünmeme yardımcı olabilecek etraftaki nesneleri hareket ettirim.			
40	Bir şeyi nasıl yapmam gerektiği konusunda yazılı talimatlar varsa, onları sessizce okurum ve parçaların nasıl bir araya geleceğini gözümde canlandırıyorum.			
41	Eğer yeni bir şeyi öğrenmek zorundaysam, birinin bana nasıl yapılacağını anlatmasını dinlerken en iyi şekilde öğrenirim.			
42	Bir listedeki öğeleri hatırlamam gerekseydi, onları not ettiysem hatırlardım.			
43	Çok fazla açıklamayla konuşan öğretmenleri tercih ederim.			
44	Yönergeler vermem istendiğinde, onları görüyormuş gibi zihnimdeki gerçek yerleri görürüm.			
45	Eğer bir kelimeyi nasıl heceleyeceğimden emin değilsem, doğru olup olmadığına karar vermek için o kelimeyi yazarım.			
46	Yarım saat kadar beklerken meşgul olmak için, etrafıma bakarım, dikkatle izlerim veya okurum.			



47	Eğer birisi sözlü olarak bir kavramı bana açıklarken açıklama çok detaylı olursa sıkılırım.			
48	Yazarken, sözcük veya cümleleri kendi kendime söylerim.			
49	Konsantre olmaya çalışırken, eğer sürekli oturmak zorundaysam, zor anlar yaşarım.			
50	Eğer bir kelimenin nasıl telaffuz edileceğinden emin değilsem, doğru olup olmadığını görmek için yazarım.			
51	Okul ödevlerimin taslağını çıkarmaktan hoşlanırım.			
52	Yazdığımдан daha iyi konuşurum.			
53	Bir şeyi nasıl kuracağıma dair yazılı talimat verildiğinde, sesli olarak okur ve parçaları bir araya getirirken kendi kendime konuşurum.			
54	Bir şeyleri en iyi şekilde pek çok kez yazarak hatırlarım.			
55	Çalışmalarım sırasında sakız çiğnerim, sigara içerim veya bir şeyler atıştırırım.			
56	Haberleri gazetede okumak yerine, radyoda dinlemeyi tercih ederim.			
57	Başkalarına dokunurken, sarılırken, el sıkışırken vb. kendimi rahat hissederim.			
58	Eğer bir kavramı başka birisine açıklamam gerekiyorsa, açıklık kazandırmak için bir model ya da şema çizerim.			
59	Konuştuğumdan daha iyi yazarım.			

Kaynak: Dağhan, Gökhan ve Akkoyunlu, Buket (2011). Maggie McVay Lynch Öğrenme Stili Envanterinin Türkçeye uyarlanma çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 40, 117-126.

Faktörler ve içerdikleri envanter maddeleri şöyledir:

1. Faktör (Görsel Öğrenme Stili): 1, 6, 8, 10, 12, 18, 20, 24, 29, 32, 35, 40, 42, 44, 45, 46, 50, 51, 54, 58, 59.
2. Faktör (İşitsel Öğrenme Stili): 2, 5, 7, 14, 15, 21, 22, 26, 28, 30, 33, 34, 37, 41, 43, 48, 52, 53, 56.
3. Faktör (Kinestetik Öğrenme Stili): 3, 4, 9, 11, 13, 16, 17, 19, 23, 25, 27, 31, 36, 38, 39, 47, 49, 55, 57.

## APPENDIX W

## Gökhan Dağhan's consent to use their adapted version of the inventory

